



POLICY	Anti-Bullying Policy
APPROVED BY	Curriculum, Standards, Wellbeing & Ethos Committee
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Timothy 1:7
For God gave us a spirit not of fear but of power and love and self-control.

Key Contact Personnel

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This policy is based on DfE guidance [“Preventing and Tackling Bullying”](#) July 2017 as well as [‘Flourishing for all: Anti-Bullying Guidance for Church of England Schools,’](#) September 2024 and [“Valuing all God’s Children”](#) September 2019 . It also considers the DfE statutory guidance [“Keeping Children Safe in Education”](#) September 2024 and the setting has also read Childnet’s [“Cyberbullying: Understand, Prevent and Respond: Guidance for Schools”](#).

“All children are a gift from God. They are all special and should be allowed to develop and “grow in a nurturing environment secure in the knowledge that they are cherished”.

1. Rationale

This policy outlines what Holy Trinity CEP Dartford will do to prevent and tackle all forms of bullying behaviours. With the Church of England Vision for Education in mind, *‘Deeply Christian, Serving the Common Good,’* this policy makes it clear that Holy Trinity CEP Dartford, takes seriously any harm caused towards its pupils, as well as the adults within the school community. This document aims to instill foundational values of inclusivity, respect, and appreciation of diversity from an early age, drawing on the teachings of Jesus to love one another and treat others with kindness and compassion. Beyond this, it outlines the importance of focusing specifically on different groups whom research has shown are at higher risk of bullying than other pupils.

This policy has been adopted with the involvement of the whole school community. Holy Trinity CEP Dartford is committed to developing an anti-bullying culture where bullying behaviour of adults, children or young people is not tolerated in any form.

‘Flourishing children are to be loved unconditionally, enabled ambitiously, supported compassionately and championed relentlessly.’ - at [‘Our Hope for a Flourishing Schools System.’](#)

2. Ethos and Vision links

At Holy Trinity CEP School Dartford, we endeavour to create a safe and stimulating environment where everyone knows that they are valued. A person has the right to be treated with respect and has the responsibility to treat others in the same way. Every member of our school community, should know themselves to be loved, supported and championed and should be able to flourish irrespective of physical appearance, gender, race, religion, ethnicity, socioeconomic background, academic ability, disability, age or sexual orientation. By fostering these qualities during formative years, children and young people will be better equipped to thrive in a globalised society – and ultimately contribute towards building a more compassionate and just world. It is vital that the dignity of every child, as being made in the image of God, is valued.

Pupils are given the confidence and strategies to be an upstander: to speak up and tell of any experience with bullying behaviours, knowing that positive action will be taken.

Bullying of any kind and of any person is both unacceptable and at odds with the purpose of a Church school; this emanates from our Christian vision: *We flourish when we help others to flourish.* Tackling bullying is integral to allow for this to happen and flourishing requires every member of a school community to be valued as having inherent worth, especially the most vulnerable.

3. Links with other school policies and practices

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

- Behaviour Policy
- Complaints Procedure
- Child Protection Policy
- Confidentiality Policy
- Acceptable Use Policies (AUP)
- Home School Agreement
- Curriculum Policies, such as: RSHE

4. Links to legislation

There are several pieces of legislation which set out measures and actions for schools in response to bullying behaviours, 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
- The Public Sector Equality Duty (PSED)

5. Responsibilities

It is the responsibility of:

- The Headteacher: to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the Senior Leadership Team has been identified to take overall responsibility.
- 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.
- All Staff: to endeavour to use restorative practice (sometimes called Restorative Justice) in any situation where bullying behaviour is present that is appropriate.
- Parents/carers: to support their children and work in partnership with the school.
- Pupils: to abide by the policy.

6. Definition of bullying behaviour

The Department for Education defines bullying as 'behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

The Diana Award define bullying as, *'Repeated negative behaviour that is intended to make others feel upset, uncomfortable or unsafe.'*

We use both definitions in our practice.

7. Forms and types of bullying

At Holy Trinity CEP Dartford, we recognise that bullying behaviours can happen to anyone and can be carried out by anyone, but we also recognise that some may be more at risk.

When educating our pupils around bullying behaviours, we categorise them into three types, following The Diana Award's approach:

V – stands for Verbal: the repeated negative use of speech, sign language, or verbal gestures to intentionally hurt others. This covers hurtful words, offensive language, swearing, discriminatory language.

I – stands for Indirect: the repeated negative use of actions, which are neither physical nor verbal, to intentionally hurt others. This covers isolating someone, rumours, sharing someone's secrets, cyber-bullying, damaging/taking someone's property, physical intimidation.

P – stands for Physical: the repeated negative use of body contact to intentionally hurt others. This covers kicking, punching, pinching, spitting, slapping.

None of these are exhaustive lists, they are examples of each type of bullying behaviour.

Context:	Bullying behaviours that might occur:
In-school bullying	Bullying actions on the school site might include: • Use of discriminatory or offensive language, name-calling • Physical harm, including threats of physical harm • Coercive and harmful sexual behaviour • Damage to property or stealing • Repeated exclusion from groups, games and other activities • Intentional ignoring to cause hurt • Sharing of untrue or private information without permission
Off-site bullying	Bullying actions (such as those above) which occur off the school site. This includes bullying which takes place on the journey to and from school. Schools retain powers to tackle these behaviours, even if they occur off-site. ³⁰
Online bullying (cyber-bullying)	Bullying actions which occur online, such as through social media or messaging apps. These can include: • Use of discriminatory or offensive language, name-calling • Threats of physical harm • Attempts to coerce another into unwanted sexual activities • Repeated exclusion from groups, games and other activities • Intentional ignoring to cause hurt • Sharing of untrue or private information without permission • Creation and sharing of images intended to denigrate or shame another person • Inappropriate or unkind commenting on social media posts

This policy covers all forms of bullying behaviours, some of which may be directed at another about any of the below factors that identifies them, including:

- o Physical appearance.
- o Physical/mental health conditions.
- o Towards young carers, children in care or otherwise related to home circumstances.
- o Emotional bullying behaviours
- o Sexual bullying behaviours
- o Prejudicial bullying behaviours (against people/pupils with protected characteristics):

- Related to race, religion, faith and belief and for those without faith.
- Related to ethnicity, nationality or culture.
- Related to Special Educational Needs or Disability (SEND).
- Related to sexual orientation (homophobic/biphobic bullying).
- Related to gender, including transphobic bullying.

It is important to note, there is no hierarchy in protecting pupils and adults from harm, but, from research, we do know that where pupils or adults have more than one area of vulnerability, their likelihood of being bullied increases and this is carefully considered in our approach.

The community of Holy Trinity CEP Dartford recognises that all forms of bullying behaviours, 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 behaviours, our school can help to create a safe and disciplined environment, where pupils are able to learn effectively and fulfil their potential whilst feeling that they are included, they are safe and they belong.

Bullying robs children, young people and adults of their present safety and security, whilst diminishing their hope for a flourishing future and it is not tolerated here.

8. Restorative Practice

At Holy Trinity CEP Dartford, we train our staff to use restorative practice: when one person has harmed another, we feel a useful response is to try and repair the harm done.

Restorative practice enables those affected by bullying behaviours, or other serious behavioural incidents, to communicate and agree on how the harm caused by their actions, or actions done to them, is to be repaired. When well-implemented, perpetrators learn to understand the consequences of their behaviour and take responsibility for repairing the harm. When this happens, victims usually experience the perpetrator's commitment to reparation which means their fear of revictimisation is reduced and they are more readily able to put the incident behind them.

By using restorative practice, we aim to reduce bullying behaviours and victimisation, manage conflict and improve attendance in school. Research evidence supports that restorative practice is a promising approach to improving behaviour and attendance.

We refer to this as 'bullying behaviours,' because we firmly believe this is something someone might DO, not what they are. We believe such behaviours are a choice, they should be challenged and they can change. We aim to instill confidence in our entire school community so that we can all make a positive change by being upstanders, not bystanders. Upstanders know about it and choose to help, bystanders know about it, but do not take any action.

9. Protected Characteristics

The Equality Act 2010 protects people from discrimination (both direct and indirect), harassment and victimisation based upon an actual or perceived protected characteristic.

The nine protected characteristics under the Act are:



The Public Sector Equality Duty (PSED) places a general duty on public authorities (including schools) to be proactive in addressing inequalities. The PSED requires schools to have due regard to the need to:

- eliminate discrimination, harassment, victimisation and any conduct that is prohibited under the Act.
- advance equality of opportunity between those who share a protected characteristic and those who do not.
- foster good relations between people who share a protected characteristic and those who do not.

Schools play a critical role in educating children and young people about hate and acceptance, as well as how to live well together with people who may not share the same ways of life or beliefs as they do, under the mandate of Mark's Gospel 12: 31, '*love your neighbour as yourself*,' as well as our school's vision, this is an important part of what we do. The consequences of not doing so stands in opposition to flourishing for all in the modern world and is not in line with our school's vision. We aim to support all pupils to know their worth so they can protect themselves or know how to find the support they need:

- Every LGB/GQ pupil and LGBT+ adult has innate worth as made in the image of God and must therefore be treated with the same dignity and respect as their peers.
- Churches and their clergy, governors, parents/ carers and faith communities have an important role to play in working with the school to ensure pupils who are (or perceived to be) LGB/GQ are protected from harm.
- Church schools should ensure their school culture sends a clear message of welcome and inclusion to LGB/GQ pupils and LGBT+ adults, together with explicit communication about the unacceptability of any form of bullying.
- Teaching and activities designed to prevent and tackle any such bullying need to be age appropriate.

Within the Church of England there is a wide spectrum of understanding about human sexuality and gender questioning, and within a school community many different views may be held too. It is acknowledged that this is a sensitive topic. However, this does not negate the absolute necessity to combat bullying of any type, including bullying towards pupils who are (or perceived to be) LGB/GQ or adults who are (or perceived to be) LGBT+, in order to create an inclusive school environment where all pupils and adults can flourish. This starts from the position that each person is made in the image of God, and therefore worthy of honour, value and protection from harm.

Moreover, there is a particularly strong mandate for Church of England schools – established in 1811 to provide free access to education and to keep safe some of the country's most disadvantaged children – to protect the most at risk and vulnerable pupils in society. Where evidence indicates that certain pupils, or groups of pupils, are at higher risk of bullying, discrimination or harm at school, it is our responsibility to ensure that Church schools are proactive in guarding against and addressing these types of bullying.

Addressing any bullying proactively and effectively that is motivated by prejudice, intolerance or hate of people, must take precedence over debates around human sexuality and gender that can be found within

the Church of England and beyond. It is possible to love and respect people who hold different views and opinions about sexuality and gender identity (just as we would expect pupils to respect and honour those with different religious and faith perspectives to their own) without engaging in, or ignoring, bullying behaviour towards a pupil who is LGB/GQ or towards an LGBT+ adult.

We recognise that educating children to live in modern Britain and a global society is of great importance. Modern Britain is a diverse and multicultural society, enriched by its complex history and global influences. To prepare pupils for this diverse world, we prioritise creating an inclusive culture and curriculum that promotes dignity and respect for all individuals. Our curriculum reinforces the principle that bullying of any kind has no place in the life of the school.

Ours is a school that seeks the flourishing of each and every pupil, founded upon excellent safeguarding practice and a deep love for those most at risk of harm. In the words of the prophet Ezekiel, *'they will live in safety and no one will make them afraid.'*

10. Our Community

- Knows **who** they are is valued, **what** they have experienced in life is understood and **how** they live and practise what they believe is respected.
- Monitors and reviews our Anti-Bullying Policy and practice on a regular basis.
- Supports staff to promote positive relationships to help prevent bullying behaviours.
- Recognises that some members of our community may be more vulnerable to bullying behaviours and its impact than others; this may include children with SEND or a protected characteristic. Being aware of this will help us to develop effective strategies to prevent bullying behaviours 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 concerns around the presence of bullying behaviours will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the Anti-Bullying Policy.
- Recognises the potential impact of bullying behaviours 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 behaviours in line with our Complaints Procedure.
- Seeks to learn from good anti-bullying practice elsewhere.
- Utilises support from the Local Authority and other relevant organisations when appropriate.
- Requires all members of the community to work with the school to uphold the Anti-Bullying Policy.

11. Responding to bullying

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

- If bullying behaviours are 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 Headteacher/Designated Safeguarding Lead (DSL), or another member of the Leadership Staff, will interview all parties involved ensuring all voices are heard.
- The DSL will be informed of all bullying issues where there are safeguarding concerns via CPOMs.

- 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, including but not limited to mediation through the restorative practice approach.
- 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 behaviour incidents will be recorded on CPOMs. This will include recording appropriate details regarding decisions and action taken.

12. Cyberbullying

With the constant rise of the online world, children are often unable to escape bullying which can follow them wherever they are.

When responding to cyberbullying behaviour concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has experienced cyberbullying behaviours and work with the person who has carried out the bullying behaviours to help ensure that it does not happen again.
- Encourage the person affected by bullying behaviours to keep any evidence (screenshots) of the 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.
 - Carry out searching, screening or confiscating in accordance with the law and per the Behaviour Policy.
 - 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.
- 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 behaviours; the school will take steps to help change the attitudes and behaviours 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.

13. Supporting pupils

13.1 Pupils who have experienced bullying behaviours will be supported by:

- Reassuring the pupil and providing continuous pastoral support.
- Offering mediation with perpetrators.
- Offering an immediate opportunity to discuss the experience with their teacher, the DSL, or a member of staff of their choice.
- Being advised to keep a record of the bullying behaviours as evidence and discuss how to 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 Children Social Work Service, or support through the Children and Young People's Mental Health Service (CYPMHS).

13.2 Pupils who have perpetrated bullying behaviours will be helped by:

- Discussing what happened, establishing the concern and that these sorts of behaviours are a choice, they will be challenged and they need to change.
- Working with the parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- Mediation to help them understand how those who have experienced their bullying behaviours have been harmed by their actions and to help repair any relationships.
- If online, requesting that content be removed and reporting accounts/content to service providers.
- Sanctioning, in line with the school's Behaviour Policy; this may include official warnings, apology letters, loss of playtimes, a Behaviour Record, removal from classroom for short periods at a time, loss of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent suspensions.
- 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, Children Social Work Service, or the Children and Young People's Mental Health Service (CYPMHS).

14. Supporting adults

Our school takes measures to prevent and tackle bullying behaviours among pupils; however, it is equally important to recognise that bullying behaviours towards adults, including staff and parents, whether by pupils, parents or other staff members, is unacceptable.

14.1 Adults who have experienced bullying behaviours or have been affected by such behaviours will be supported by:

- Offering an immediate opportunity to discuss the concern with a DSL, a Senior Leader and/or the Headteacher.

- Mediation to help them understand how those who have experienced bullied behaviours have been harmed by their actions and to help repair any relationships.
- Advising them to keep a record of the behaviours as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Where the bullying behaviours take 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 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.

14.2 Adults who have perpetrated bullying behaviours will be helped by:

- o Discussing what happened with a Senior Leader and/or the Headteacher to establish the concern.
- o Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
- o If online, requesting that content be removed.
- o Instigating disciplinary, civil or legal action as appropriate or required.

15. Preventing bullying

15.1 Environment

The whole school community will:

- o Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- o Provide a safe and secure environment where all can learn without anxiety.
- o Recognise that bullying behaviours can be perpetrated or experienced by any member of the community, including adults and children (child on child abuse).
- o Recognises the potential for children with SEN and disabilities to be disproportionately impacted by bullying behaviours and will implement additional pastoral support as required.
- o Openly discuss differences between people that could motivate bullying behaviours, 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.
- o Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- o Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- o Expecting all pupils to sign and adhere to the Pupil Acceptable Use Policy (AUP).
- o Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying behaviours.
- o Actively create "safe spaces" for vulnerable children and young people.
- o Celebrate success and achievements to promote and build a positive school ethos.
- o Include acts of kindness, friendship, teamwork, supporting others in our celebration certificate themes to promote expected behaviours towards others and our Christian Values.

- o Educate our pupils on the definition of bullying behaviours, the types of bullying behaviours, how to be an upstander instead of a bystander and how they can play a part in changing the world positively.

15.2 Policy and Support

The whole school community will:

- o Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- o 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.
- o Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying behaviour brought to the school's attention, which involves or affects pupils, even when they are not on school premises; for example, when using school transport or online, etc.
- o Implement appropriate disciplinary sanctions; the consequences of bullying behaviours will reflect the seriousness of the incident, so that others see that bullying behaviours are unacceptable.
- o Use a variety of techniques to resolve the issues between those who choose bullying behaviours, and those who have been affected by it.

15.3 Education and Training

The school community will:

- o 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, as well as how to follow the school's policy and procedures, including recording and reporting incidents.
- o Consider a range of opportunities and approaches for addressing bullying behaviours throughout the curriculum and other activities, such as displays, assemblies, peer support programmes, the School Council, etc.
- o Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.
- o Ensure anti-bullying has a high profile throughout the year and is reinforced through key opportunities such as anti-bullying week
- o Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.
- o Work with The Diana Award to train up groups of children to become Anti-Bullying Ambassadors and carry out actions that lead to them earning further badges.

16. Involvement

16.1 Involvement of Pupils:

We will:

- o Involve 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.
- o Regularly canvas children and young people's views on the extent and nature of bullying behaviours.

- o Ensure that all pupils know how to express worries and anxieties about bullying behaviours.
- o Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying behaviours.
- o Involve pupils in anti-bullying campaigns in school and embedded messages in the wider school curriculum.
- o Utilise pupil voice in providing pupil led education and support.
- o Publicise the details of internal support, as well as external helplines and websites.
- o Offer support to pupils who have experienced bullying behaviours and to those who are carrying out such behaviours to address the problems they have.
- o Facilitate our Anti-Bullying Ambassadors on their journey to launch their own campaigns and earning their different badges.

16.2 Involvement and liaison with parents and carers

We will:

- o Take steps to involve parents and carers in developing policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying behaviour.
- o Make sure that key information about bullying behaviours (including policies and named points of contact) is available to parents/carers in a variety of formats, including via the school website
- o Ensure all parents/carers know who to contact if they are worried about bullying behaviours and where to access independent advice.
- o Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying behaviours.
- o Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.
- o Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

17. 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 Headteacher will be informed of concerns related to bullying behaviours, as appropriate.

18. Useful links and supporting organisations

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

- Restorative Justice Council: www.restorativejustice.org.uk The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- The Restorative Justice Council: [Restorative Justice Council | Promoting quality restorative practice for everyone](#)

18.1 SEND

- Changing Faces: www.changingfaces.org.uk Mencap: www.mencap.org.uk
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice0-to-25

18.2 Cyberbullying

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

18.3 Race, religion and nationality

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

18.4 LGBTIQ+

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

18.5 Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk o A Guide for Schools: www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying:

Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: [Sexual bullying - anti-bullying guidance for teachers and other professionals.pdf](https://www.anti-bullyingalliance.org.uk/wp-content/uploads/2016/06/Sexual-bullying-anti-bullying-guidance-for-teachers-and-other-professionals.pdf) ([anti-bullyingalliance.org.uk](https://www.anti-bullyingalliance.org.uk))