Respect for All and Anti-Bullying Policy

Key Contact Personnel

Nominated Member of Leadership Staff Responsible for the policy:

Designated Safeguarding Lead (s):

Laura Cutts and Sarah Heaney (Headteachers)

Mrs Joanne Sazant-DSL and SENCO

Mrs Karyn Taylor- DSL and Behaviour Lead

Mrs Ruth Gough - ASC

Named Governor with lead responsibility: **Dr Andrew Connell**

Date written: March 2026

Date of next review: September 2027

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

1. Policy Basis

This policy is based on:
- DfE guidance "Preventing and Tackling Bullying" (July 2017) and supporting documents
- DfE statutory guidance **Keeping Children Safe in Education 2025** (https://www.gov.uk/government/publications/keeping-children-safe-in-education--2)
- Childnet's "Cyberbullying: Understand, Prevent and Respond: Guidance for Schools"
- DfE guidance "Bullying incidents: reporting and recording"

All staff should be aware of systems within our school which support safeguarding. Our behaviour policy includes measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying. Keeping Children Safe in Education

2. Policy Objectives

This policy outlines what St Stephen's Junior School will do to prevent and tackle all forms of bullying.

The policy has been adopted with the involvement of the whole school community.

St Stephen's Junior School is committed to:
- Developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form
- Protecting all students from harm
- Ensuring all students have a happy and stimulating educational experience
- Helping all students develop the essential personal and social skills to help throughout life
- Enabling all students to achieve their full potential in education
- Creating a safe environment in which children can learn

3. Links with Other School Policies and Practices

This policy links with several school policies, practices and action plans including:
- Behaviour policy
- Child Protection and Safeguarding policy
- Complaints policy

- Acceptable Use Policies (AUP)
- Mobile technology and social media policies
- Searching, screening and confiscation policy
- Online safety policy

4. 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 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
- Section 175 of the Education Act 2002
- Online safety Act 2023

5. Responsibilities

It is the responsibility of:

The Headteachers to:
- Communicate this policy to the school community
- Ensure that disciplinary measures are applied fairly, consistently and reasonably
- Ensure that a member of the senior leadership team has been identified to take overall responsibility
- Ensure policies, procedures and training are effective and comply with the law at all times

Governors to:
- Take a lead role in monitoring and reviewing this policy
- Have a senior board level lead to take leadership responsibility for the school's safeguarding arrangements
- Ensure the child protection policy reflects the fact that additional barriers can exist when recognising abuse, neglect and exploitation in children with SEND

All staff (including governors, senior leadership, teaching and non-teaching staff) to:
- Support, uphold and implement this policy accordingly

- Provide a safe environment in which children can learn
- Be prepared to identify children who may benefit from early help
- Act on concerns immediately and follow the school's child protection policy
- Maintain an attitude of 'it could happen here' where safeguarding is concerned
- Not assume a colleague or another professional will take action

The Designated Safeguarding Lead (DSL) to:
- Provide support to staff to carry out their safeguarding duties
- Liaise closely with other services such as local authority children's social care
- Be informed of all bullying concerns, especially where there may be safeguarding issues
- Lead on next steps following any concerns

Parents/carers to:
- Support their children and work in partnership with the school
- Role model positive behaviour for pupils, both on and offline

All pupils to:
- Be made aware of St Stephen's expectations in relation to the Anti-Bullying policy
- Abide by the Anti-Bullying school policy
- Report any concerns about bullying

Recording:
- All incidents should be recorded on Arbor/ My concern as appropriate
- Allegations of bullying are recoded on the school bullying log
- Any child-on-child abuse should be recorded on the safeguarding record
- All safeguarding concerns about a child should be recorded in writing

6. 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'. Anti Bullying Policy 2023 [1][1]

Bullying can include physical and emotional abuse such as:
- Name calling
- Taunting
- Mocking
- Making offensive comments
- Kicking

- Hitting
- Taking belongings
- Producing offensive graffiti
- Gossiping
- Peer isolation (e.g. excluding people from groups)
- Spreading hurtful and untruthful rumours

The same unacceptable behaviours can be expressed online; this is sometimes called online bullying or cyberbullying. Specifically this can include:
- Sending offensive, upsetting and inappropriate messages by phone, text, instant messenger
- Bullying through gaming, websites, social media sites and apps
- Sending offensive or degrading photos or videos
- Emerging risks such as AI-generated content, deepfakes, and manipulated images used to harm, harass or intimidate others.

Bullying as Child-on-Child Abuse

St Stephen's Junior School recognises that children can abuse other children at any age (often referred to as child-on-child abuse). And that it can happen both inside and outside of school and online. Keeping Children Safe in Education

St Stephen's Junior School recognises that bullying can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

We understand that:
- Abuse is abuse and it should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up"
- Even if there are no reports of bullying, it does not mean it is not happening - it may just not be being reported
- All victims will be taken seriously and offered appropriate support, regardless of where the abuse takes place

Child-on-child abuse is most likely to include, but may not be limited to:
- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence, such as rape, assault by penetration and sexual assault

- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment Keeping Children Safe in Education

7. Forms and Types of Bullying Covered by this Policy

Bullying can happen to anyone. This policy covers all types and forms of bullying including but not limited to:
- 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
- Sexualised bullying/harassment
- Bullying via technology, known as online bullying or cyberbullying
- **Prejudiced-based and discriminatory bullying** (against people/pupils with protected characteristics) which may include:
  - Bullying related to race, religion, faith and belief and for those without faith
  - Bullying related to ethnicity, nationality or culture
  - Bullying related to Special Educational Needs or Disability (SEND)
  - Bullying related to sexual orientation (homophobic/biphobic bullying)
  - Gender based bullying, including transphobic bullying
  - Bullying against teenage parents (pregnancy and maternity under the Equality Act)

8. Sexual Harassment and Sexism

St Stephen's Junior School recognises that pupils can be influenced by online figures who promote dangerous misogynistic ideas. This has led to rising sexism and 'toxic masculinity' in many schools, which often starts with behaviour such as sexual comments, jokes or taunting.

What counts as sexual harassment and sexism

We are explicit about unacceptable behaviours. Clearly listing out what counts as problematic and unacceptable behaviour will help staff and pupils recognise what is and isn't OK or 'normal'.

Sexual violence means rape, assault by penetration, or sexual assault (intentional sexual touching).

Sexual harassment means unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting.

Other forms of sexism and sexual harassment may include:
- Making assumptions about someone based on their gender
- Using sexist language or 'banter'
- Sharing or threatening to share nude or semi-nude images
- Upskirting
- Making sexual gestures or innuendos
- Unwanted physical contact

Our 'zero-tolerance' approach

At St Stephen's Junior School, we are careful to explain what 'zero-tolerance' means. If pupils think that any sexually inappropriate behaviour will only be punished severely, e.g. with exclusion, they may not report 'low-level' incidents because they're worried about getting their peers in trouble.

Our school's response will be:
- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

While we won't tolerate the behaviour, we won't demonise anyone – we'll support and listen to all of the pupils involved. The alleged perpetrator(s) will be offered support so they can change their behaviour.

How we respond to incidents of sexual harassment and sexism

When an incident of sexual harassment or sexism is reported, our Designated Safeguarding Lead (DSL) will conduct a risk assessment. This risk assessment will inform whether we need to:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

We will keep victims at a reasonable distance from the alleged perpetrator(s) while on the school premises (including during any before or after school-based activities).

We will listen to the victim(s) and their wishes will inform our response, but the school will make the final decision.

Sanctions for sexual harassment and sexism

Different sanctions will be appropriate for different 'levels' of sexual harassment and sexist comments. Context will impact how we handle each incident.

The response to each incident will be proportionate. We will balance the importance of safeguarding other pupils with the need to support, educate and protect the alleged perpetrator(s).

We will consider:
- The age and developmental stage of the alleged perpetrator(s)
- The nature and frequency of the alleged incident(s)
- How to balance the sanction alongside education and safeguarding support (if necessary, these should take place at the same time)

Follow up actions may include:

- Sanctions as per behaviour policy – SLT break/ lunch
- A letter or phone call to parents/carers of both victim/ and perpetrtaor
- An educational conversation about appropriate behaviour
- Restorative work with the victim (where appropriate and with their consent)

After more serious incidents:
- Internal suspension
- Separation plans and agreements
- Potential class moves
- Suspension (fixed-term exclusion) – length dependent on incident
- Permanent exclusion (only in the most severe cases)
- Involvement of the police if a criminal offence has been committed

We will use exclusion from school only in the most severe cases, for example if the police recommend we exclude a pupil after an incident of sexual assault. If we decide to exclude a pupil, the decision must be lawful, reasonable and fair.

Promoting appropriate sexual behaviours

As well as focusing on what's inappropriate, we help pupils to understand what good and healthy sexual behaviour means. Our relationships, sex and health education (RSE/RHE) curriculum covers important areas such as:

- Consent
- What respectful behaviour looks like
- Body confidence and self-esteem
- Healthy relationships

9. The Impact of Bullying

At St Stephen's Junior School we recognise that bullying has an impact on both the victim and the perpetrator.

Impact on Victims

Victims of bullying may become unhappy and distressed. Their self-confidence and self-esteem can be damaged, resulting in them feeling unhappy, anxious and potentially disengaging within their educational setting.

The long-term impact may affect their:

- Concentration
- Achievement
- Attendance
- Motivation
- Emotional wellbeing
- Ability to learn

Impact on Perpetrators

Perpetrators who bully successfully are likely to continue these negative behaviour patterns and could potentially escalate to anti-social and disorderly behaviour. These patterns of behaviour can potentially affect their own potential and restrict life opportunities.

10. Responding to Bullying Concerns

When we report bullying incidents

St Stephen's Junior 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 our designated safeguarding lead (DSL) knows, but won't delay taking action if our DSL isn't available.

We will check with our Local Authority to see if it has any additional reporting requirements (e.g. to report racist incidents). Other bullying incidents will be managed internally.

Recording bullying incidents

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

If we think an incident is a child protection concern, we will follow our safeguarding recording procedures to record it, as well as report it to the relevant agency.

Our recording procedures:

- All incidents will be recorded on the Behaviour log
- Any child-on-child abuse will be recorded on the safeguarding record
- Staff should discuss recording requirements with the DSL/deputy DSL if unsure what to record or how
- We will make sure we're aware of and follow our school's recording and reporting procedures in our child protection policy, behaviour policy and anti-bullying policy

Steps we take when dealing with bullying incidents

If staff have any concerns about a child's welfare, they should act on them immediately. They should follow our school's child protection policy and speak to the designated safeguarding lead (or a deputy). In the absence of the designated safeguarding lead (or a deputy) staff should speak to a member of the school's senior leadership team.

The designated safeguarding lead (or a deputy) will generally lead on next steps, including who else, if anyone, in the school should be informed and whether to pass a concern to local authority children's social care and/or the police. Keeping Children Safe in Education

Our process:

1. If bullying is suspected or reported, the incident will be dealt with immediately
2. 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
3. The DSL will be informed of all bullying concerns, especially where there may be safeguarding issues
4. The headteacher, Designated Safeguarding Lead (DSL) or another appropriate member of leadership staff will interview all parties involved
5. A clear and precise account of bullying incidents will be recorded in accordance with our procedures
6. The school will speak with and inform other staff members, where appropriate
7. 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
8. Appropriate sanctions and support will be implemented in consultation with all parties concerned
9. If necessary, other agencies may be consulted or involved, for example:
    a. The police if a criminal offence has been committed
    b. Integrated Children Services or Early Help if a child is felt to be at risk of significant harm
10. 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 and responded to in line with this policy and the school behaviour policy. If required, the DSL will collaborate with DSLs at other settings
11. Where an individual can be identified, the school will ensure that appropriate sanctions are implemented to change the attitude and behaviour of the bully, as well as ensuring access to any additional help or support they may need

11. Supporting Pupils

Supporting pupils who have been bullied

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing immediate pastoral support
- Offering an opportunity to discuss the experience with their teacher, the DSL, or a member of staff of their choice
- Offering an opportunity of restorative mediation to the students involved (where appropriate)
- Being advised to keep a record of the bullying as evidence and discuss how to respond to any further concerns
- 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 Integrated Children Services or support through the Children and Young People's Mental Health Service (CYPMHS)

We will let pupils know that we will:
- Take their safety and wellbeing seriously
- Listen to them
- Act on their concerns
- Not tolerate or accept abuse
- Never give them the impression that they are creating a problem by reporting any form of abuse and/or neglect
- Never make them feel ashamed for making a report

Supporting pupils who have engaged in bullying behaviour

Sometimes when pupils demonstrate harmful sexual behaviour (HSB) towards one another, it's because they're communicating their own experience of abuse. We will offer them a safe space to explain what may have happened to them, and to discuss how their actions weren't appropriate.

We will gently but firmly condemn the behaviour, not the pupil – otherwise they won't feel safe to open up about their own experiences.

We will have a plan in place to help them modify their behaviour – this may involve counselling or clinical care.

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
- Sanctioning, in line with school behaviour/discipline policy (see Section 8 for sanctions related to sexual harassment and sexism)
- 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 Integrated Children Services or Early Help or support through the Children and Young People's Mental Health Service (CYPMHS)

Outreach programmes

In some circumstances, we may feel it's appropriate for a group of pupils who have committed similar offences to engage in an outreach programme where they can hear first-hand about the impact of behaviour such as theirs.

The Lucy Faithfull Foundation's Inform Young People programme offers training and support for young people in trouble with the police or their school for inappropriate online behaviour, including sexting. It can be free of charge in certain situations.

Calling out behaviour as it happens

St Stephen's Junior School is prepared to act, no matter how small the incident. Calling out behaviour as it happens will help all pupils understand what is and isn't OK.

For very 'low level' incidents:

If a pupil makes a comment that staff have reason to believe they don't fully understand, it may be appropriate to:
- Explain why it wasn't OK
- Ask the pupil to apologise to the victim on the spot
- Use it as an opportunity to encourage a class discussion about appropriate and inappropriate language

If they apologise, staff will keep an eye out for any recurrence from that particular pupil. If they refuse, the incident will be escalated to a more serious sanction.

Getting parents/carers involved

We will let parents/carers know what their child has said or done, and that we'd like them to talk about it as a family. This will help us:
- Get the parents/carers on board in condemning the behaviour

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- Start an important conversation between the pupil and their parents/carers about acceptable and unacceptable sexual behaviour
- Work towards a solution together

Focus on the importance of reporting

'Low-level' incidents are far more frequent than severe incidents, and can underpin a problematic 'normalised' culture. We start to dismantle this by encouraging pupils to call out and report anything that makes them uncomfortable, no matter how 'small' they think it is.

Reporting incidents benefits everyone, including:
- **The victim(s):** by stopping the problem and getting the help and support they need
- **Other people:** by preventing it happening to someone else
- **The alleged perpetrator(s):** catching problematic behaviour early can help them avoid criminal offences later in life

12. Responding to 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:
  - Supporting 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 and the school searching and confiscation policy

- o Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
  - o Advising those targeted not to retaliate or reply
  - o Providing advice on blocking or removing people from contact lists
  - o Helping those involved to consider and manage any private information they may have in the public domain
- Inform the police if a criminal offence has been committed

13. 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 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 future concerns
- Investigating concerns that take place off school site or outside of normal school hours (including online), and ensuring that appropriate action is taken in accordance with the school's 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 headteacher to establish the concern
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures
- If online, requesting that content be removed
- Low level concerns about staff behaviour will be managed in line with the staff code of conduct and safeguarding policy.

- Instigating disciplinary, civil or legal action as appropriate or required

14. 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)
- Recognise that children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. Additional barriers can exist when recognising abuse, neglect and exploitation in this group of children Keeping Children Safe in Education
- Implement additional pastoral support as required for children with SEND
- Recognise that bullying may be affected and influenced by gender, age, ability and culture of those involved
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations (looked after children or those with caring responsibilities), religion, ethnicity, disability, gender, sexuality or appearance related difference
- Challenge practice and language (including 'banter') which does not uphold the school values
- 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-based and discriminatory bullying
- Actively create "safe spaces" for vulnerable children and young people
- Celebrate success and achievements to promote and build a positive school ethos

Creating a culture of respect

Due to a wider societal culture of victim blaming, pupils may be afraid of how reporting incidents of abuse and harassment reflects on them. Creating a culture and ethos of respect, tolerance, acceptance and diversity makes it easier for pupils to call out incidents and harder for anyone to get away with sexist or inappropriate sexual behaviour.

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 school's attention, which involves or affects pupils, even when they are not on school premises; for example, when using school transport or online
- 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
- Provide appropriate safeguarding and child protection training (including online safety) at induction, with regular updates
- 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
- 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 self-esteem

15. Involvement of Pupils

We will:
- 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
- Regularly canvas pupils' 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 school and embed 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

16. Involvement and Liaison with Parents and Carers

We will:
- Take steps to involve parents and carers in developing policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying
- Make sure that key information about prejudice-based and discriminatory 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

17. Monitoring and Review

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

The governing body will:
- Monitor and review this policy regularly

- Evaluate whether our anti-bullying approach is effective
- Review records and analysis of bullying, discriminatory and prejudiced behaviour

We will seek to learn from good anti-bullying practice elsewhere and utilise support from the Local Authority and other relevant organisations when appropriate.

18. Useful Links and Supporting Organisations

General Anti-Bullying
- **Anti-Bullying Alliance:** www.anti-bullyingalliance.org.uk
- **Childline:** www.childline.org.uk (0800 1111)
- **Family Lives:** www.familylives.org.uk
- **Kidscape:** www.kidscape.org.uk

Keeping Children Safe in Education
- **KCSIE 2025:** https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

Cyberbullying
- **Childnet:** www.childnet.com
- **Internet Watch Foundation:** www.iwf.org.uk
- **Report Harmful Content:** https://reportharmfulcontent.com/
- **UK Safer Internet Centre:** www.saferinternet.org.uk
- **The UK Council for Internet Safety (UKCIS):** www.gov.uk/government/organisations/uk-council-for-internet-safety

SEND
- **Changing Faces:** www.changingfaces.org.uk
- **Mencap:** www.mencap.org.uk
- **Anti-Bullying Alliance - Cyberbullying and SEND:** www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/at-risk-groups/sen-disability
- **SEND Code of Practice:** www.gov.uk/government/publications/send-code-of-practice-0-to-25

Race, Religion and Nationality

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

LGBTQ+

- **Barnardo's LGBTQ Hub:** www.barnardos.org.uk/what_we_do