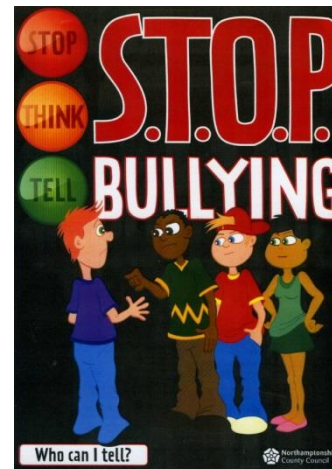
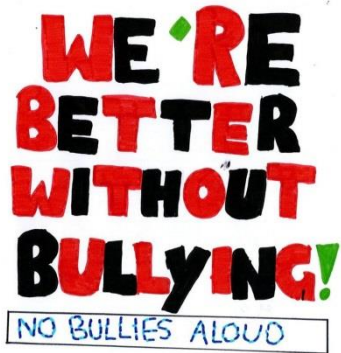




Anti bullying



This week has been anti bullying week





What have we done?

- Workshops including the invitation to parents
- Assemblies/Worship
- Mrs Jerome's message
- In the light of recent events
- Reviewed anti bullying policy





Anti bullying policy

- This has been revised
- There is a copy attached to the newsletter
- We welcome any feedback please on the anti bullying policy



Points to bring to your attention

- Bullying of **any sort** by **anybody** has no place in a caring Christian community and will not be tolerated at Hartlip School.
- Children should know that it is not only acceptable but important to report bullying.
- Reporting bullying is not regarded by the school as “telling tales”.

Make a
NOISE
about bullying
#ANTIBULLYINGWEEK





The DFE defines bullying as:

Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.



Bullying can take many forms but five main types are:

- Physical: hitting, kicking, taking belongings
- Verbal: name-calling, insulting, racist remarks
- Indirect: spreading unpleasant stories or persistently excluding someone from social groups
- Non-verbal: insulting body language, looks and gestures
- Cyber-bullying: using interactive technologies



Please remember....

What bullying is not

- It is not bullying where children fall out or have an occasional quarrel or even exchange blows in a one-off situation.
- It is not bullying where one child does not wish another to join in his or her game.
- It is not bullying when one child does not share with another.

What do we encourage the children to do?

- Children are taught to understand what equates to bullying.
- Children are encouraged to tell a member of staff if they feel they are being bullied in any way.
- If they feel unable to do this, children can access a 'worry box' to alert staff to their concerns. This is monitored daily.
- We welcome contact from parents if they become aware of a situation we do not know about. We will investigate any events that are reported to us and take any action that is necessary.





What do we do?

- We welcome contact from parents if they become aware of a situation we do not know about. We will investigate any events that are reported to us and take any action that is necessary.
- The staff member will deal with normal behavioural incidents.
- If it is thought that there is a possible bullying situation that needs investigating, it will be referred to the headteacher or, in her absence, the Deputy Headteacher.
- A full investigation will then take place and the attached monitoring paperwork will be completed.
- If it is found that bullying has indeed taken place, parents will be notified.
- Parents of the alleged victim will also be kept fully updated and the findings of the investigation reported back to them.
- Such paperwork is kept and will be regularly monitored by the Governing Body
- At each Governing Body meeting, the Headteacher will report how many alleged bullying incidents have been reported and the outcome of the investigation.
- Subsequent actions will very much depend on the age of the child, the severity of the incident/s and the willingness of the perpetrator to make amends.
- At the very least both parties should be taken through their behaviour and advice given on how such an incident should be avoided or reacted to.

- All policies are governed by our Christian School Values which were chosen by all members of the school community: Trust, Forgiveness, Friendship, Thankfulness and Peace. These values underpin the daily diet of the whole school community.
- All members of the school community are **trusted** by all those within the school community to deliver the very best for the children in all that they do
- Things will go wrong. There is a quiet acceptance of this deployed throughout the school and the opportunity to move on and learn from this, demonstrated through the value of **forgiveness**.
- All members are **thankful** for the community to which we belong and demonstrates this accordingly
- We learn in **peace**. We accept that we all learn in different ways and have different needs that require accommodation
- We learn in **friendship**; supporting each other to achieve to our very best potential at all times.

In addition, we have one rule to add to our School Christian Values: we keep our hands and feet to ourselves.

How do we approach this issue?

- discussion in Circle Time
- School Council meetings
- R.E. lessons
- Personal, Social and Health Education and Citizenship lessons
- Assembly/Worship
- Annual participation in anti bullying week, a national campaign
- Engagement of children in SALUS anti bullying survey



Please do comment on the anti
bullying policy and return to school

Thank you





Hartlip Endowed Church of England Primary School (Aided)

Policy for Anti-Bullying

All policies are governed by our Christian School Values which were chosen by all members of the school community: Trust, Forgiveness, Friendship, Thankfulness and Peace. These values underpin the daily diet of the whole school community.

Bullying of **any sort** by **anybody** has no place in a caring Christian community and will not be tolerated at Hartlip School. Children should know that it is not only acceptable but important to report bullying. Reporting bullying is not regarded by the school as “telling tales”.

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In addition, we have one rule to add to our School Christian Values: we keep our hands and feet to ourselves.

What is Bullying?

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.

Anti Bullying Alliance (ABA)

The DFE defines bullying as:

Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

March 2014: Preventing and Tackling Bullying: Advice for headteachers, staff and governing bodies.

Bullying can take many forms but five main types are:

1. Physical: hitting, kicking, taking belongings
2. Verbal: name-calling, insulting, racist remarks
3. Indirect: spreading unpleasant stories or persistently excluding someone from social groups
4. Non-verbal: insulting body language, looks and gestures
5. Cyber-bullying: using interactive technologies

What bullying is not

It is not bullying where children fall out or have an occasional quarrel or even exchange blows in a one-off situation.

It is not bullying where one child does not wish another to join in his or her game.

It is not bullying when one child does not share with another.

Rationale

We are dealing with children of all ages and they learn by their mistakes. We must be careful not to brand an individual as a bully when all s/he needs is to understand what effects his/her actions are having on others.

At the same time, all of our pupils have the right to come to school and spend their days without anxiety. We, therefore, aim to deal sensitively with all events and help both the victim and bully. (see Behaviour Policy).

The school community is governed by our school Christian values of: Trust, Forgiveness, Friendship, Thankfulness and Peace.

Procedure for Dealing with Possible Bullying

Children are taught to understand what equates to bullying.

We ask parents/carers to also instil in their children an understanding of what bullying is and be supportive of the school in sharing it's definition.

Children are encouraged to tell a member of staff if they feel they are being bullied in any way.

If they feel unable to do this, children can access a 'worry box' to alert staff to their concerns. This is monitored daily.

We welcome contact from parents if they become aware of a situation we do not know about. We will investigate any events that are reported to us and take any action that is necessary.

- The staff member will deal with normal behavioural incidents.

- If it is thought that there is a possible bullying situation that needs investigating, or a parent classifies an incident as bullying, it will be referred to the Headteacher or, in her absence, the Deputy Headteacher.
- A full investigation will then take place and the attached monitoring paperwork will be completed. This is kept on the child's file.
- If it is found that bullying has indeed taken place, parents will be notified.
- Parents of the alleged victim will also be kept fully updated and the findings of the investigation reported back to them.
- Such paperwork is kept and will be regularly monitored by the Governing Body
- At each Governing Body meeting, the Headteacher will report how many alleged bullying incidents have been reported and the outcome of the investigation.
- Subsequent actions will very much depend on the age of the child, the severity of the incident/s and the willingness of the perpetrator to make amends.
- At the very least both parties should be taken through their behaviour and advice given on how such an incident should be avoided or reacted to.

Anti-bullying in the Curriculum

An anti-bullying attitude is fostered through:

- discussion in Circle Time
- School Council meetings
- R.E. lessons
- Personal, Social and Health Education and Citizenship lessons
- Daily Worship
- Annual participation in anti bullying week, a national campaign
- Engagement of children in SALUS anti bullying survey

Dissemination of Policy

All teaching staff, teaching assistants, Midday Meal Supervisors, Governors and Parents will receive a copy of this policy. A copy of this policy will be available in school and published on our website

Procedures for Policy Monitoring and Evaluation

The review of the policy will take place during the annual national anti bullying week so that awareness can be raised to staff, parents, Governors and children.

The policy has been reviewed by the Staff, children, parents and Governors in September 2015

Next review: November 2016



Anti-Bullying Incident Monitoring Form

This form is used when a parent/a party alleges that a bullying incident has taken place.

Name of School:	Date:	Date of Incident:	Incident reported by (include position in school):
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SECTION 1 – DETAILS OF THOSE INVOLVED IN THE “BULLYING”

Record details of each perpetrator and victim (if more than one). Please attach an additional sheet if necessary.

VICTIM: Year Group _____ Ethnicity (if known) _____ Looked After Child (if known) Yes <input type="checkbox"/> No <input type="checkbox"/> Gender M <input type="checkbox"/> F <input type="checkbox"/> Repeat Victim? Yes <input type="checkbox"/> No <input type="checkbox"/>	PERPETRATOR: Year Group _____ Ethnicity (if known) _____ Looked After Child (if known) Yes <input type="checkbox"/> No <input type="checkbox"/> Gender M <input type="checkbox"/> F <input type="checkbox"/> Involved in previous incidents? Yes <input type="checkbox"/> No <input type="checkbox"/>
---	---

SECTION 2 – TYPE OF BULLYING

Location: _____

What type of bullying occurred?

<input type="checkbox"/> Physical (e.g. hitting kicking, taking belongings, damaging personal property)	<input type="checkbox"/> Verbal (e.g. name calling, insulting, making offensive remarks, emails or writing offensive graffiti)
<input type="checkbox"/> Indirect (e.g. spreading nasty rumours, exclusion from social groups)	<input type="checkbox"/> Cyberbullying (e.g. bullying by electronic contact for example via text message, email)

Other (Please detail)

What was the focus of the bullying?

<input type="checkbox"/> Racist ¹	<input type="checkbox"/> Bullying due to Disability or SEN
<input type="checkbox"/> Homophobic (based on sexuality or perceived sexuality)	<input type="checkbox"/> Gender (sexual harassment)
<input type="checkbox"/> Bullying based on appearance	<input type="checkbox"/> Bullying due to LAC status
<input type="checkbox"/> Not Known	<input type="checkbox"/> Other (please specify)

¹ Please also record this incident separately as a Racial Incident according to racial incident monitoring statutory requirements

SECTION 3 – ACTION

ACTION TO BE TAKEN TO DEAL WITH THE BULLYING AND DETAILS OF SUPPORT OFFERED TO VICTIM AND PERPETRATOR

What action(s) was / were taken to deal with the incident? (please tick all that apply)

VICTIM	PERPETRATOR
<input type="checkbox"/> Discussion with the victim's parent(s) / guardian / carer <input type="checkbox"/> Restorative Justice approach <input type="checkbox"/> Mediation <input type="checkbox"/> Mentoring <input type="checkbox"/> Counselling <input type="checkbox"/> Curriculum change or addition <input type="checkbox"/> Other action (please specify) <input type="checkbox"/> No action	<input type="checkbox"/> Discussion with the perpetrator <input type="checkbox"/> Discussion with the perpetrator's parent(s) / guardian / carer <input type="checkbox"/> Warning to the perpetrator <input type="checkbox"/> Restorative Justice approach <input type="checkbox"/> Mediation <input type="checkbox"/> Mentoring <input type="checkbox"/> Counselling <input type="checkbox"/> Curriculum change or addition <input type="checkbox"/> Exclusion <input type="checkbox"/> Referral to other agency <input type="checkbox"/> Other sanction (please specify) <input type="checkbox"/> Other action (please specify) <input type="checkbox"/> No action
<p>Other sanctions or actions:</p>	

If no action was taken, why was this (e.g. allegations were unsubstantiated)?

This form should be retained by the school. The LA will periodically collect information about bullying.

DRAFT



Department
for Education

Preventing and tackling bullying

**Advice for headteachers, staff and
governing bodies**

October 2014

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Summary

About this advice

This document has been produced to help schools prevent and respond to bullying as part of their overall behaviour policy. It outlines, in one place, the Government's approach to bullying, legal obligations and the powers schools have to tackle bullying, and the principles which underpin the most effective anti-bullying strategies in schools. It also lists further resources through which school staff can access specialist information on the specific issues that they face.

Review date

This advice will be kept under review and updated as necessary.

Who is this advice for?

School leaders and school staff in **all** schools in England.

- For the purposes of this advice references to “maintained school” means a community, foundation or voluntary school, community or foundation special school. It also means Pupil Referral Units and non-maintained special schools.
- For the purpose of this advice references to “Academy” means Academy schools (including mainstream free schools) and AP Academies (including AP Free Schools).
- Where particular provisions do not apply to a particular type of school we make this clear.

It may also be useful for:

- FE and community settings.

What does the law say and what do I have to do?

Every school must have measures in place to prevent all forms of bullying.

The Education and Inspections Act 2006

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.

Independent School Standard Regulations 2010

The Independent School Standards Regulations 2010 provide that the proprietor of an Academy or other independent school is required to ensure that an effective anti-bullying strategy is drawn up and implemented.

The Equality Act 2010

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. A key provision is a new public sector Equality Duty, which came into force on 5 April 2011. It replaces the three previous public sector equality duties for race, disability and gender, and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty has three aims. It requires public bodies to have due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act
- advance 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.

Maintained schools and Academies are required to comply with the new Equality Duty. 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. In England and Wales Part 6 of the Act applies to maintained schools and Academies and to other independent schools.

Safeguarding children and young people

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to

suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

Criminal law

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.

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, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send 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.

Bullying outside school premises

Teachers have the power to discipline pupils for misbehaving outside the school premises "to such an extent as is reasonable". This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. 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.

In all cases of misbehaviour or bullying the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member. More detailed advice on teachers' powers to discipline, including their power to punish pupils for misbehaviour that occurs outside school, is included in 'Behaviour and discipline in schools – advice for headteachers and school staff' – see further sources of information below.

What is bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Cyber-bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. Separate advice on teachers' powers to search (including statutory guidance on dealing with electronic devices) is available – see below for a link to this document.

For more information on how to respond to cyber-bullying and how pupils can keep themselves safe, please refer to the Childnet International link under 'further resources'.

Dealing with bullying

Successful schools have policies in place to deal with bullying and poor behaviour which are clear to parents, pupils and staff so that, when incidents do occur, they are dealt with quickly. However a school chooses to define bullying for the purposes of its own behaviour policy, it should be clearly communicated and understood by pupils, parents, and staff. Successful schools create an environment that prevents bullying from being a serious problem in the first place. School staff, headteachers and governors are best placed to decide how best to respond to the particular issues that affect their pupils. There is no single solution to bullying which will suit all schools.

Prevention

A school's response to bullying should not start at the point at which a child has been bullied. The best schools develop a more sophisticated approach in which school staff proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place. This might involve talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies. Staff themselves will be able to determine what will work best for their pupils, depending on the particular issues they need to address.

Schools which excel at tackling bullying have created an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest.

Intervention

Schools should apply disciplinary measures to pupils who bully in order to show clearly that their behaviour is wrong. Disciplinary measures must be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves.

The organisations listed in the 'further resources' section provide a range of practical resources for schools to help staff develop their own approaches to different issues which might motivate bullying and conflict.

Successful schools also:

- involve parents to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. Parents feel confident that the school will take any complaint about bullying seriously and resolve the issue in a way that protects the child, and they reinforce the value of good behaviour at home

- involve pupils. All pupils understand the school's approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders
- regularly evaluate and update their approach to take account of developments in technology, for instance updating 'acceptable use' policies for computers
- implement disciplinary sanctions. The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable
- openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender or sexuality. Also children with different family situations, such as looked after children or those with caring responsibilities. Schools can also teach children that using any prejudice based language is unacceptable
- use specific organisations or resources for help with particular problems. Schools can draw on the experience and expertise of anti-bullying organisations with a proven track record and/or specialised expertise in dealing with certain forms of bullying
- provide effective staff training. Anti-bullying policies are most effective when all school staff understand the principles and purpose of the school's policy, its legal responsibilities regarding bullying, how to resolve problems, and where to seek support. Schools can invest in specialised skills to help their staff understand the needs of their pupils, including those with special educational needs and/or disability (SEND) and lesbian, gay, bisexual and transgender (LGB&T) pupils
- work with the wider community such as the police and children's services where bullying is particularly serious or persistent and where a criminal offence may have been committed. Successful schools also work with other agencies and the wider community to tackle bullying that is happening outside school
- make it easy for pupils to report bullying so that they are assured that they will be listened to and incidents acted on. Pupils should feel that they can report bullying which may have occurred outside school including cyber-bullying
- create an inclusive environment. Schools should create a safe environment where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination
- celebrate success. Celebrating success is an important way of creating a positive school ethos around the issue.

School's accountability

Pupils will learn best in a safe and calm environment that is free from disruption and in which education is the primary focus. The revised Ofsted framework which came into force in January 2012 includes 'behaviour and safety' as one of its key criteria for inspections. Schools should be able to demonstrate the impact of anti-bullying policies.

Frequently Asked Questions

Q: Should we prioritise tackling some types of bullying over others?

A: Immediate physical safety obviously comes first. All bullying, whatever the motivation or method, is unacceptable and should not be tolerated. Some issues will be more familiar to schools than others and this guidance points to other specialist organisations for further information about how to tackle specific types of bullying. Please see 'Further Sources of Information' at the end of this document.

Q: Should I discipline pupils for bullying outside the school?

A: Yes. If an incident of bullying outside the school premises is reported to the school, it is important that it is investigated and appropriate action is taken. This will send a strong signal to pupils that bullying will not be tolerated and perpetrators will be held to account.

Q: How can we involve parents more in our anti-bullying work?

A: Schools should talk to parents about their anti-bullying policy and make it available to them and prospective parents as part of their behaviour policy. Schools should ensure that parents know what measures are being taken to prevent bullying, as well as how incidents are responded to, and may also encourage positive messages about good behaviour and respect for others at home.

Q: Should I record incidents of bullying?

A: Staff should develop a consistent approach to monitoring bullying incidents in their school and evaluating whether their approach is effective. For some schools, that will mean recording incidents so that they can monitor incident numbers and identify where bullying is recurring between the same pupils. Others do not want to keep written records. We want schools to exercise their own judgment as to what will work best for their pupils. 10

Further sources of information

Other departmental advice and guidance you may be interested in

[Cyberbullying: advice for headteachers and school staff](#)

[Advice for parents and carers on cyberbullying](#)

[DfE Behaviour and Discipline in Schools Guidance](#)

[Supporting children and young people who are bullied: advice for schools](#)

[Counselling in schools a blueprint for the future: advice for school leaders and counsellors](#)

Legislative links

Schools' duty to promote good behaviour: [Section 89 Education and Inspections Act 2006](#) and [Education \(Independent School Standards\) \(England\) Regulations 2010](#)

[Power to tackle poor behaviour outside school](#)

[The Equality Act 2010](#)

Specialist organisations

[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 <http://www.anti-bullyingalliance.org.uk/advice/support-from-the-sector/>.

[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 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.

[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

[ChildNet International](#): Specialist resources for young people to raise awareness of online safety and how to protect themselves

[Think U Know](#): resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

[Digizen](#): provides online safety information for educators, parents, carers and young people.

[Advice on Child Internet Safety 1.0](#): The UK Council for Child Internet Safety (UKCCIS) has produced universal guidelines for providers on keeping children safe online.

LGBT

[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.

[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.

Racism

[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.

[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.

Please note that internal servers may block access to some of these sites. Schools wishing to access these materials may need to adjust their settings



Department
for Education

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