

# Anti-Bullying Policy

**Approved by: Full Governing Body**

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## **1. Introduction**

Schools have a duty of care for students and staff, Blessed Edward Oldcorne Catholic College strives to create a safe and happy environment, believing that all bullying is unacceptable, whether at home, at school, at work, in the local community or when social networking. We believe that school should provide a safe, caring and happy place for students to learn and for adults to work. If this is achieved, the school will be able to develop teaching and learning, whilst fostering an attitude of responsible behaviour at all times to promote safety, both on the premises and out of school hours.

The policy's primary objective is to ensure that members of the school community are clear about their roles and responsibilities and how to manage a bullying incident if it occurs. However, bullying is not confined to school and this policy aims to make students aware of what action they can take both now and in their adult lives, whether as victims of bullying or as bystanders.

This policy is based on DfE guidance "[Preventing and Tackling Bullying](#)" July 2017 and supporting documents. It also takes into account the DfE statutory guidance "[Keeping Children Safe in Education](#)" 2022.

## **2. Definition & Types of Bullying**

Bullying is;

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

Preventing and Tackling Bullying – Department for Education July 2017

The acronym STOP - SEVERAL TIMES ON PURPOSE can be used to help identify bullying and STOP can also be used to tackle bullying - START TELLING OTHER PEOPLE.

There are many types of bullying:

### **Child on Child Abuse**

**Child on Child abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others.**

All staff should recognise that children are capable of abusing their peers. All staff should be aware of safeguarding issues from child on child abuse including:

- bullying (including online bullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

Any allegations of child on child abuse will be recorded on My Concern after the allegation has been investigated and dealt with accordingly.

Students who are victims, perpetrators and any other child affected by peer on peer abuse will be supported by the relevant agencies and networks linked to our College.

### **Exploitive Bullying**

- Finding out what 'pushes your buttons'
- Manipulative: Students manipulating others
- Conditional friendships: you can hang around with us for our amusement
- Cyber bullying
- Verbal bullying

### **Verbal Bullying**

Verbal bullying incorporates the use of words to carry out an act of bullying. In this type of bullying, the purpose is to upset another person. It can either be direct i.e. name calling or indirect i.e. talking about someone behind their back.

Some vocabulary has a strong emotional load and simply using the words in a negative context can cause hurt and so is bullying. These words include:

- Any racist language
- Any homophobic language
- Any sexist language
- Any language involving reference to SEND (Student Educational Needs and Disability)
- Any negative references to faith or cultural background

<https://www.bullying.co.uk/general-advice/verbal-bullying/>

### **Physical Bullying**

This type of bullying basically involves the use of physical force. This bullying technique may involve the spitting, shoving, kicking or even punching.

### **Homophobia**

Homophobic bullying is when people behave or speak in a way which makes someone feel bullied because of their actual or perceived sexuality. People may be a target of this type of bullying because of their appearance, behaviour, and other physical traits or because they have friends or family who are gay, lesbian, bisexual, or transgender or just because they are seen as being different.

<https://www.bullying.co.uk/general-advice/what-is-homophobic-bullying/>

### **Racist Bullying**

Racist bullying can be identified by the language used, and/or by the fact that victims are singled out because of the colour of their skin, their ethnic grouping or by their religious or cultural practices.

### **Sexist Bullying**

Bullying based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender. These attitudes are commonly based around the assumption that women are subordinate to men, or are inferior. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

<https://www.bullying.co.uk/general-advice/what-is-sexual-bullying/>

### **Cyber-bullying**

Cyber-bullying takes place online, such as through social networking sites, messaging apps or gaming sites. Like other forms of bullying, it is the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

<https://www.bullying.co.uk/cyberbullying/what-is-cyberbullying/>

### *Preventing and addressing cyber-bullying*

To help prevent cyber-bullying, we will ensure that pupils understand what it is and what to do if they become aware of it happening to them or others. We will ensure that pupils know how they can report any incidents and are encouraged to do so, including where they are a witness rather than the victim.

The College will actively discuss cyber-bullying with pupils, explaining the reasons why it occurs, the forms it may take and what the consequences can be

Teaching staff are also encouraged to find opportunities to use aspects of the curriculum to cover cyber-bullying. This includes personal development education and other subjects where appropriate.

All staff, governors and volunteers (where appropriate) receive training on cyber-bullying, its impact and ways to support pupils, as part of safeguarding training .

The College also sends information/leaflets on cyber-bullying to parents so that they are aware of the signs, how to report it and how they can support children who may be affected.

In relation to a specific incident of cyber-bullying, the College will follow the processes set out in the College behaviour policy. Where illegal, inappropriate or harmful material has been spread among pupils, the College will use all reasonable endeavours to ensure the incident is contained.

The DSL will consider whether the incident should be reported to the police if it involves illegal material, and will work with external services if it is deemed necessary to do so.

### **Consensual and non-consensual sharing of nude and semi nudes images and/or videos**

This is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages.

They can be sent using mobiles, tablets, smartphones, laptops - any device that allows you to share media and messages.

Creating or sharing explicit images of a child is illegal, even if the person doing it is a child. A young person is breaking the law if they:

- take an explicit photo or video of themselves or a friend
- share an explicit image or video of a child, even if it's shared between children of the same age
- possess, download or store an explicit image or video of a child, even if the child gave their permission for it to be created.

Any cases of sexting will be passed onto the DSL to investigate and possible referrals to the police.

The UKCIS Education Group has published Sharing nudes and semi-nudes: [advice for education settings working with children and young people](#) which outlines how to respond to an incident of nude and/or semi-nude images and/or videos being shared.

## **Child on child sexual violence and sexual harassment**

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable.

Blessed Edward Oldcorne Catholic College will respond to reports of child on child sexual violence and sexual harassment.

For detailed information on what sexual violence and sexual harassment constitutes, important context to be aware of, related legal responsibilities for schools and colleges, advice on a whole school or college approach to preventing child on child sexual violence and sexual harassment and more detailed advice on responding to reports see:

[Sexual Violence and Sexual Harassment Between Children in Schools and Colleges.](#)

## **Action following a report of sexual violence and/or sexual harassment**

Staff at Blessed Edward Oldcorne Catholic College carefully consider any report of sexual violence and/or sexual harassment. The designated safeguarding lead (or deputy) is likely to have a complete safeguarding picture and be the most appropriate person to advise on the school's or college's initial response. Important considerations will include:

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. We will support victims to be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with the school's duty and responsibilities to protect other children;

At Blessed Edward Oldcorne Catholic College we recognise the term '**victim**' as referring to those who have been subjected to abuse. But we recognise that not every victim will view themselves as such, also we use the term '**alleged perpetrator(s)**' and where appropriate '**perpetrator(s)**.' We caution the use of this term as in some cases the abusive behaviour will have been harmful to the perpetrator as well

- the nature of the alleged incident(s), including whether a crime may have been committed and consideration of harmful sexual behaviour;
- the ages of the children involved;
- the developmental stages of the children involved;
- any power imbalance between the children. For example, is the alleged perpetrator(s) significantly older, more mature or more confident? Does the victim have a disability or learning difficulty
- if the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature).

## **Children sharing a classroom: Initial considerations when the report is made**

Any report of sexual violence is likely to be traumatic for the victim. However, reports of rape and assault by penetration are likely to be especially difficult with regard to the victim, and close proximity with the alleged perpetrator(s) is likely to be especially distressing. Whilst the school/college establishes the facts of the case and starts the process of liaising with children's social care and the police, the alleged perpetrator(s) should be removed from any classes they share with the victim. The school or college should also consider how best to keep the victim and alleged

perpetrator(s) a reasonable distance apart on school or college premises (including during any before or after school-based activities) and on transport to and from the school or college, where appropriate. These actions are in the best interests of all children involved and should not be perceived to be a judgment on the guilt of the alleged perpetrator(s).

For other reports of sexual violence and sexual harassment, the proximity of the victim and alleged perpetrator(s) and considerations regarding shared classes, sharing school or college premises and school or college transport, should be considered immediately.

In all cases, the initial report should be carefully evaluated, reflecting the considerations. The wishes of the victim, the nature of the allegations and the protection of all children in the school or college will be especially important when considering any immediate actions.

### **Options to manage the report**

Blessed Edward Oldcorne Catholic College will consider every report on a case-by-case. When to inform the alleged perpetrator(s) will be a decision that should be carefully considered. Where a report is going to be made to children's social care and/or the police, then, as a general rule, we will speak to the relevant agency and discuss next steps and how the alleged perpetrator(s) will be informed of the allegations. However, as per general safeguarding principles, this does not and should not us from taking immediate action to safeguard children, where required. There are four likely scenarios to consider when managing any reports of sexual violence and/or sexual harassment.

- that sexual violence and sexual harassment can take place within intimate personal relationships between peers.
- are there ongoing risks to the victim, other children, adult students or school or college staff; and
- other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

Child and adolescent mental health services CAMHS is used as a term for all services that work with children who have difficulties with their emotional or behavioural wellbeing. Services vary depending on local authority. Most CAHMS have their own website, which will have information about access, referrals and contact numbers.

### **Safeguarding and supporting the alleged perpetrator(s)**

The following principles are based on effective safeguarding practice and should help shape any decisions regarding safeguarding and supporting the alleged perpetrator(s):

- School have a difficult balancing act to consider. On one hand, we need to safeguard the victim (and the wider pupil/student body) and on the other hand provide the alleged perpetrator(s) with an education, we will safeguard and support as appropriate and implement any disciplinary sanctions.
- We will consider the age and the developmental stage of the alleged perpetrator(s) and nature of the allegations. Any child will likely experience stress as a result of being the subject of allegations and/or negative reactions by their peers to the allegations against them.
- We will Consider the proportionality of the response. Support (and sanctions) should be considered on a case-by-case basis. The alleged perpetrator(s) may potentially have unmet needs (in some cases these may be considerable) as well as potentially posing a

risk of harm to other children. Harmful sexual behaviours in young children may be (and often are) a symptom of either their own abuse or exposure to abusive practices and or materials. More information on harmful sexual behaviours can be found at paras 16-20 of the detailed advice, [Sexual Violence and Sexual Harassment Between Children in Schools and Colleges](#) Advice should be taken, as appropriate, from children's social care, specialist sexual violence services and the police.

- If an alleged perpetrator does move to another educational institution (for any reason), we will inform the new educational institution of any ongoing support needs and where appropriate, potential risks to other children and staff. The designated safeguarding lead will take responsibility to ensure this happens as well as transferring the child protection file. Information sharing advice referenced at will help support this process.
- The National Organisation for the Treatment of Abusers (NOTA) provides support for professionals involved in work with, or related to, sexual offending.
- Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

We understand the importance that all victims are taken seriously and offered appropriate support. Staff are aware that some groups are potentially more at risk. We know that evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff are aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.
- not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

What is sexual violence and sexual harassment? It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003 as described below:

**Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

**Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

**Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

**What is consent?** Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral



penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

### **Sexual harassment**

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded, or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names.
- sexual "jokes" or taunting.
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes including pulling down someone's shorts/trousers/skirt/tracksuit bottoms (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim), and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

It may include non-consensual sharing of sexual images and videos.

- sexualised online bullying.
- unwanted sexual comments and messages, including, on social media.
- sexual exploitation; coercion and threats; and up skirting.

### **3. Signs and symptoms**

A student may indicate by signs or behaviour that he or she is being bullied. To those who know the student this may simply be a feeling that 'things aren't quite right'. All staff, and as far as possible parents, should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from the school;
- does not want to go on the school/public bus;
- always asks to be driven to school;
- changes their usual routine;
- is unwilling to go to school;
- begins to truant;
- becomes withdrawn, anxious, or lacking in confidence;
- starts stammering;
- attempts or threatens suicide or runs away;
- cries themselves to sleep at night or has nightmares;
- feels ill in the morning;
- begins to do poorly in school work;
- comes home with clothes torn or books damaged;
- has possessions which are damaged or "go missing";

- asks for money or starts stealing money (to pay bully);
- has dinner or other monies continually "lost";
- has unexplained cuts or bruises;
- comes home starving (money / lunch has been stolen);
- becomes aggressive, disruptive or unreasonable;
- is bullying other children or siblings;
- stops eating;
- is frightened to say what's wrong;
- gives improbable excuses for any of the above;
- is afraid to use the internet or mobile phone;
- is nervous or jumpy when a cyber message is received.

#### **4. Encouragement to tell**

It is important that we create an atmosphere in the college where students who are being bullied, or others who know about it, feel that they will be listened to and believed, and that action taken will be swift but sensitive to their concerns.

No telling protects the bully or bullies and gives the message that they can continue, perhaps bullying other too.

#### **5. Reporting Bullying**

There are two options available to students in order to report a bullying incident. The first option is to report bullying immediately to a member of staff. This member of staff will support the student in the first instance but will most likely refer the matter to the relevant Head of Year who will take ownership of the investigation, actions, sanctions (if appropriate) and follow up with parents.

The second option is to report bullying via our website. If you click on the link this will take you through to the student section on the [website](#).

At Blessed Edward Oldcorne Catholic College, we recognise the challenges that students can face. There may be times when you need extra help and support. If this is the case, please come and talk to us. There are many ways in which we can help our students to work together to set and achieve outcomes.

Report a concern | Personal Development Curriculum Umbrella | Support & Guidance

Specific Safeguarding Information | Skodel | Skodel – App store | Skodel – Google Play

Neighbourhood matters | Sexual Harassment

Activate Windows  
Go to Settings to activate Windows.  
Privacy & Cookies Policy

This is a service that can be accessed 24 hours and day. The account will be checked every day and is suitable for students who lack the confidence to approach staff in person or would like to report an

issue from home. Any student experiencing bullying is encouraged to report the incident (s) immediately so that swift and precise action can be taken.

## **6. Responding to reports about bullying**

### *School*

The school will take the following steps when dealing with concerns about bullying:

- If bullying is suspected or reported, it will be dealt with immediately by the member of staff who has been made aware of it.
- A clear account of the concern will be recorded and given to a senior member of staff (Head of Department/Head of Year) or a member of the SLT.
- The investigating member of staff will interview everyone involved and keep a detailed record. This will be held in line with the school's data protection policy/practice.
- Parents and other relevant adults will be kept informed.
- Where bullying occurs outside school, any other relevant schools or agencies will be informed and advice/support obtained.
- Punitive measures will be used as appropriate and in consultation with all parties involved.
- School currently adopts a practice of Restorative Justice practice. Restorative justice is an approach to problem solving and resolving conflict by encouraging all people involved to take responsibility for their actions. Restorative justice emphasises the importance of feelings and their effect on relationships. It enables those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.

### *Pupils & Staff*

Pupils who have been bullied will be supported by:

- Discussing what happened.
- Discovering why the pupil became involved
- Establishing the wrongdoing and need to change
- Informing parents to help change the attitude of the pupil
- The use of special interventions and/or referrals to other agencies where appropriate.
- Counselling session in house if required

Staff who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a member of staff of their choice.
- Providing reassurance that the bullying will be addressed
- Offering continuous support.
- Restoring self-esteem and confidence
- The use of specialist interventions and/or referrals to other agencies e.g. educational psychology, where appropriate.
- Help and advice on how to remove online material.

### *Parents*

- Most concerns about bullying will be resolved through discussion between home and school. However, where a parent feels their concerns have not been resolved, they are encouraged to use the formal Complaints Procedure.
- Where a pupil is involved in bullying others outside school, i.e. in the street or through the use of internet at home, parents will be asked to work with the school in addressing their child's behaviour, for example, restricting/monitoring their use of the internet or mobile phone
- Referral of the family to external support agencies will be made where appropriate.

*The following disciplinary steps can be taken for students who bully:*

- Official warnings to cease offending
- Detention
- Exclusion from certain areas of the school premises
- Confiscation of mobile phones, in line with our Acceptable use (internet safety) policy
- Isolation
- Minor fixed term exclusion
- Major fixed term exclusion
- Permanent exclusion
- Group or 1 to 1 work to explain the negative effects of bullying to the perpetrators and their cohort in the John Bosco Room.

## **7. Examining electronic devices**

College staff have the specific power under the Education and Inspections Act 2006 (which has been increased by the Education Act 2011) to search for and, if necessary, delete inappropriate images or files on pupils' electronic devices, including mobile phones, iPads and other tablet devices, where they believe there is a 'good reason' to do so.

When deciding whether there is a good reason to examine or erase data or files on an electronic device, staff must reasonably suspect that the data or file in question has been, or could be, used to:

- Cause harm, and/or
- Disrupt teaching, and/or
- Break any of the College rules

If inappropriate material is found on the device, it is up to the staff member in conjunction with the DSL or other member of the senior leadership team to decide whether they should:

- Delete that material, or
- Retain it as evidence (of a criminal offence or a breach of College discipline), and/or
- Report it to the police

Any searching of pupils will be carried out in line with the DfE's latest guidance on [screening, searching and confiscation](#).

Any complaints about searching for or deleting inappropriate images or files on pupils' electronic devices will be dealt with through the College complaints procedure.

## **8. School's role in tackling bullying outside of school premises**

The school recognises a need to deal with issues that occur outside the school environment that impact on people within the school community. When reasonable and appropriate to do so, the school will use its disciplinary powers to address pupils' conducts when they are not on a school premises and are not under the lawful control or charge of a member of school staff.

## **9. Preventative measures**

The school will:

- Raise awareness of the nature of bullying through inclusion in PFDE, tutorial time, assemblies, subject areas and informal discussion, as appropriate, in an attempt to eradicate such behaviour.
- Give care and support to create and maintain a safe learning environment where all pupils feel safe, secure and valued and know they will be listened to and taken seriously in line with the school ethos.
- Participate in local and national initiatives such as Anti-bullying Week
- Seek to develop links with the wider community that will support inclusive, anti-bullying education
- Consider the use of specific strategies, e.g. peer mentoring or counsellors on amore regular basis subject to available resources.
- Refer to the LA guidelines on 'Bullying in the Workplace' where an adult in the community believes that he/she is being bullied by another adult.

## **10. Complaints**

If a parent or guardian is dissatisfied with the nature or swiftness of a response made by the School following a reported incident of bullying, he/she may wish to make a complaint. The complaints procedure for a case of bullying follows the guidance in the School's Complaints procedure found on the website.

## **11. Links to legislation**

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

- The Education and Inspection Act 2006;
- The Equality Act 2010;
- The Children Act 1989;
- Protection from Harassment Act 1997;
- The Malicious Communications Act 1988;
- Public Order Act 1986;
- The Computer Misuse Act 1990.

## **12. Responsibilities**

It is the responsibility of:

- The governing body to take a lead role in monitoring and reviewing this policy;
- Governors, Head Teacher, senior managers, teaching and non-teaching staff to be aware of this policy and implement it accordingly;
- The Head Teacher to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably;
- Staff to support and uphold the policy;
- Parents/carers to support their children and work in partnership with the School;
- Students to abide by the policy.

### **13. Equal opportunities**

In implementing this policy all staff must pay careful attention to the need to ensure that their actions do not discriminate adversely against any groups of students or individual students, or appear to discriminate.

All actions must be taken in accordance with the School's equal opportunities policies.

### **14. Monitoring and review**

A designated member of the Senior Leadership Team will keep and consider reports on serious incidents, and make a termly report, with statistics, to the Head Teacher. The Head Teacher will consider the reports with the Leadership Group to determine what can be learned from the incidents and how they were handled with a view to improving School's strategies.

The Head Teacher will make an annual report to the full governing body.

The governing body will review the policy every three years or more frequently if the governing body considers it is necessary.

### **Appendix – Supporting Organisations and Guidance**

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Beat Bullying: [www.bullying.co.uk](http://www.bullying.co.uk)

- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- DfE: “Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies”, and “Supporting children and young people who are bullied: advice for schools” July 2017: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: “No health without mental health”:  
<https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)

#### Cyberbullying

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

#### LGBT

- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Pace: [www.pacehealth.org.uk](http://www.pacehealth.org.uk)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)
- Homophobic Bullying:  
<https://www.bullying.co.uk/general-advice/what-is-homophobic-bullying/>

#### SEND

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- DfE: SEND code of practice:  
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

#### Racism and Hate

- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: <http://www.kickitout.org/>

- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- Show Racism the Red Card: <http://www.theredcard.org/>
- Crimestoppers: <https://crimestoppers-uk.org/keeping-safe>

#### Other Useful Sites

- Worcestershire Your Life Your Choice Website: <https://ylyc.worcestershire.gov.uk>