

FLANDERWELL PRIMARY SCHOOL



Anti-Bullying Policy 2023- 2024

Date of Policy: November 2023

Date of Review: November 2024 (or sooner if required)

Statement of Principles

Pupils:

We all have a right to work, play and learn in a friendly, safe and helpful school

Teachers:

We all have a right to teach in a friendly, safe and satisfying school which is supported by the school community.

Parents:

We all have a right to feel welcome and to know that our children work, play and learn in a friendly, safe and helpful school.

Vision and Ethos

At Flanderwell Primary, we aim to...

... provide an environment where **'every child'** grows, thrives and is prepared for life in the modern world and feels safe, happy and confident.

...ensure that **'every minute'** of our time is used well to ensure our pupils have the best possible chances of success during their time with us.

...provide an engaging and relevant curriculum which sets down the foundations for **'every hope'** and aspiration a child may have.

At Flanderwell, we have high expectations for all of our children and believe, wholeheartedly, that happy children learn. For this reason, we foster a warm, caring and inclusive environment and keep our children's interests at the heart of all we do. This includes promoting and expecting the highest standards of behaviour among our pupils including developing core values of **respect, kindness and compassion, inclusion and aspiration**. Safeguarding pupil and staff welfare is of the utmost importance to us.

1. Introduction

Flanderwell Primary School recognises there is a need to safeguard the welfare of all those within the School community and to encourage a culture of co-operation, acceptance and harmony both within and outside of School.

We are committed to providing a caring, friendly and safe environment for all pupils so they can learn in a relaxed and secure atmosphere. We have high expectations of all pupils, staff and parents and strive to create a School community in which all children can fulfil their potential.

Bullying of any kind is unacceptable at Flanderwell Primary School. If bullying does occur, all incidents will be dealt with promptly and effectively. The School actively implements its Anti-Bullying Policy and has clear pathways for reporting, known to all members of the School community. If a crime has been committed during the bullying incident, the Community Police Officer will be involved as appropriate. All reported incidents will be actioned by our Anti-Bullying Co-ordinator, the Deputy Headteacher. We celebrate diversity and promote cohesion within our community.

This policy reflects the following guidance:

- 🔗 Education and Inspections Act 2006
- 🔗 Equality Act 2010
- 🔗 Protection from Harassment Act 1997
- 🔗 Malicious Communications Act 1988
- 🔗 Public Order Act 1986
- 🔗 Communications Act 2003
- 🔗 Human Rights Act 1998
- 🔗 Crime and Disorder Act 1998
- 🔗 Education Act 2011

‘Preventing and Tackling Bullying’, Department for Education, July 2017

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

Keeping Children Safe in Education 2022s advice on child on child abuse

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101454/Keeping_children_safe_in_education_2023.pdf

OFSTED’s review of sexual abuse in schools

<https://www.gov.uk/government/publications/review-of-sexual-abuse-in-schools-and-colleges/review-of-sexual-abuse-in-schools-and-colleges>

This policy operates in conjunction with the following school policies:

- 🔗 Behaviour Policy
- 🔗 E-Safety Policy
- 🔗 Child Protection and Safeguarding Policy
- 🔗 SEND Policy
- 🔗 RSE Policy

2. What is Bullying?

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

Bullying can be physical or emotional; it can take many forms (for example, cyber-bullying). Immediate physical safety and stopping violence are a priority. Bullying can also occur because of prejudice against particular groups.

Bullying is generally characterised by:

Repetition: Incidents are not one-offs; they are frequent and happen over a period of time.

Intent: The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.

Targeting: Bullying is generally targeted at a specific individual or group.

Power imbalance: Whether real or perceived, bullying is generally based on unequal power relations.

Vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves.

Vulnerable pupils may include, but are not limited to:

- 🔗 Pupils with SEND.

- Pupils who are adopted.
- Pupils suffering from a health problem
- Pupils with caring responsibilities

Pupils with certain characteristics are also more likely to be targets of bullying.

The Equalities Act 2010 aims to offer protection from Hate Crime in the form of discrimination, harassment and victimization. This covers 9 areas, 7 of which are pertinent to Children and Young People. The 7 areas pertinent to C&YP are:

- Disability
- Gender
- Gender reassignment/transgender identity
- Race
- Faith
- Sexual orientation/sexuality
- Pregnancy/maternity

The two areas which do not specifically affect C&YP are Age and Marriage/Civil Partnerships, although these should be explored within the curriculum, for example in PSHE.

Some of the reasons pupils may be bullied link to the above areas covered by the Equalities Act 2010, and are as follows:

- Race, religion or culture
- Special Education Needs or disability
- Appearance or health conditions
- Home circumstances and lifestyles including young carers and looked after children.
- Sexist or sexual bullying
- Gender
- Sexual orientation/Homophobic Bullying
- Transgender status/Transphobic bullying

The following are examples of bullying behaviours:

- **Verbal** e.g. name-calling, making offensive comments, taunting
- **Physical** e.g. kicking, hitting
- **Emotional** e.g. spreading hurtful and untruthful rumours, excluding people from groups
- **Cyber** e.g. inappropriate texting/emailing, inappropriate use of MSN
- **Written** e.g. ridicule through drawings and writing e.g. on planners/PCs
- **Incitement** e.g. encouraging others to bully
- **Extortion** e.g. demands for money or personal property
- **Damage to Property** e.g. theft of bags, tearing of clothes, ripping of books

This is by no means a comprehensive list of reasons and behaviours and some evolve at different times

3. Impact of Bullying

Research confirms the destructive effects of bullying on young peoples' lives. Some of the effects are:

- Poor school attendance
- Lower academic achievement
- Low self-esteem and poor self-worth

- 🔗 Lack of confidence
- 🔗 Anxiety
- 🔗 Loss of identity
- 🔗 Feelings of guilt
- 🔗 Long term mental health difficulties

Some Signs of Bullying

- 🔗 Reluctance to attend school
- 🔗 Poor school performance
- 🔗 Behaving out of character
- 🔗 Missing or damaged belongings
- 🔗 Self-harm
- 🔗 Increased episodes of illness (real/imaginary)
- 🔗 Unexplained bruises or injuries
- 🔗 Lack of energy, lethargic behaviour

These signs and behaviours could indicate other problems, but bullying should be considered as a possibility and investigated

Flanderwell Primary School ANTI-BULLYING STRATEGY

What we will do as a school

- 🔗 Ensure the whole School community has an understanding of bullying and its consequences
- 🔗 Appoint a designated member of staff as Anti-Bullying Officer. This is the Deputy Headteacher.
- 🔗 Appoint an Anti-Bullying Governor/s who will meet regularly with named person in school – Holly Wain
- 🔗 Ensure that there are clear and consistent pathways for reporting incidents of bullying which are known to all members of the school community
- 🔗 Implement a consistent system for recording incidents of bullying in line with guidelines. This file is kept on CPOMs
- 🔗 Develop a preventative approach to bullying (see Appendix 1). Students will be encouraged to recognise that not only do they have rights; the choices they make bring responsibilities
- 🔗 Review the anti-bullying policy annually in consultation with the whole school community
- 🔗 Identify and make safe areas in school where bullying could/has been known to occur
- 🔗 Be aware of factors which may cause some children to be more vulnerable than others
- 🔗 Work in partnership with the Police should there be bullying incidents where a crime has been committed
- 🔗 Foster a clear understanding that bullying, in any form, is not acceptable. This can be done by:
 - 🔗 Regular praise of positive and supportive behaviour by all staff
 - 🔗 Work in school which develops empathy and emotional intelligence
 - 🔗 Any incidents are treated seriously and dealt with immediately
 - 🔗 If a child is found to be the victim of bullying outside school, help and support will be offered and advice given on how to avoid further incidents in future. The victims' and perpetrators' parents will be informed.

Managing disclosures

- 🔗 Targeted pupils will always be taken seriously, reassured, supported and kept safe.

- Targeted pupils will never be made to feel like they are causing a problem or made to feel ashamed.
- If a friend of a targeted pupil makes a report or a member of staff overhears a conversation, staff will act – they will never assume that someone else will deal with it. The basic principles remain the same as when a target reports an incident; however, staff will consider why the targeted pupil has not chosen to make a report themselves and the discussion will be handled sensitively and with the help of other staff, if necessary.
- If staff are in any doubt over how to handle an incident or report, they will speak to the DSL/ Deputy DSL.
- The DSL will be informed of any allegations of abuse against pupils with SEND. They will record the incident in writing and will be put on CPOMS and, working with the SENDCO, decide what course of action is necessary, with the best interests of the pupil in mind at all times.

How we will work with victims of bullying

- Ensure that there are clear pathways for reporting bullying. See Appendix 2 for procedure for reporting bullying behaviour.
- Ensure that they are listened to by the Head teacher, Deputy Headteacher or Pastoral Lead and/or senior staff member.
- Ensure that strategies are put in place to support individual needs
- Ensure victims are consulted, and kept involved and informed
- Ensure that the parents/carers of the victim are listened to by the Head teacher, Deputy Headteacher or Pastoral Lead and/or senior staff member.
- Ensure good communication with the victim and their parents/carers.
- Act quickly to ensure the victim is safe using strategies such as Peer on Peer risk assessments.

How we will work with those accused of bullying

- Ensure that they are listened to by the Head teacher, Deputy Headteacher or Pastoral Lead and/or senior staff member.
- Ensure a full and fair investigation into allegations of bullying.
- Ensure that strategies are put in place to support individual needs, balancing the use of consequences/sanctions and support.
- Ensure perpetrators are consulted, and kept involved and informed
- Implement appropriate sanctions and learning programmes, for example:
- Support the alleged perpetrator through a risk assessment where necessary in order to bring the bullying behavior to an end and avoid suspension or exclusion.
- Counselling/instruction in alternative ways of behaving
- Rewards/positive reinforcement for young people in order to promote change and bring unacceptable behaviour under control
- Adult mediation between the perpetrator and the victim (provided this is safe for the victim)
- Suspensions: previously called Fixed periods of exclusion
- Permanent exclusion (in extreme cases which may involve violence)
- Support from MASH team for pupil and family

'Taking disciplinary action and still providing appropriate support are not mutually exclusive actions. They can, and should, occur at the same time if necessary.'

(KCSIE 2021 Paragraph 324)

How we will work with bystanders

- Ensure that they are listened to by the Head teacher, Deputy Headteacher or Pastoral Lead and/or senior staff member.
- Ensure that strategies are put in place to support individual needs
- Implement appropriate learning programmes and awareness raising about the impact of and on bystanders

Strategies we may use include

- Actions stated in our tiered approach for supporting with behaviour set out in our behaviour policy: whole school, small group, individual support.
- Assemblies
- Implementation of the JIGSAW curriculum
- Participation in Anti-Bullying Week
- Lunchtime clubs
- Learning Mentor support
- Lego therapy
- Peer mentoring
- Peer mediation
- Circle of friends
- Support from external agencies, e.g. Rotherham Multi Agency Safeguarding Hub
- Sharing good practice with other schools

How we will educate the School community

- Emphasise through all aspects of the curriculum that bullying will not be tolerated
- Ensure that the Anti-Bullying Officer and governor attend appropriate training and development
- Provide training opportunities for the whole School staff body
- Ensure that students learn to recognise, respect and value the differences between groups of people within the School community (Social, Moral, Spiritual and Cultural education via the curriculum)
- Develop a strong curriculum for PSHE through the implementation of the Jigsaw curriculum.

How will we work with parents and carers

By ensuring that:

- There are clear pathways for parents/carers to report incidents of bullying, including who to actually report the concern to. Parents/carers should first report the bullying to the Anti-Bullying Coordinator (Holly Wain)

- Every opportunity is given to parents/carers to share their concerns
- Where a parent/carer is dissatisfied with the School's handling of a situation, the Headteacher will seek to resolve the situation informally. In the event of a formal complaint, the School's agreed Complaints procedure will be invoked (see Appendix 2: Recommended procedures in School for reporting bullying).
- The Complaints procedure for handling School complaints can be accessed through the School website.

How we will support staff

- We will ensure that staff receive appropriate support regarding bullying and the delivery of the Jigsaw PSHE programme.
- We will ensure that all staff receive support in managing all reports or incidents of bullying.
- We will publish details of all appropriate agencies able to support staff; these will be available in the staff handbook and/or section of the School website and on notice boards in the staff rooms. Cyberbullying of staff from within the School community should be reported via the CEOP link (reporting symbol)

Roles and responsibilities

The Executive team is responsible for:

- Evaluating and reviewing this policy to ensure that it is not discriminatory.
- The overall implementation of this policy.
- Ensuring that the school adopts a tolerant and open-minded policy towards difference.
- Ensuring the school is inclusive.
- Analysing any bullying data to establish patterns and reviewing this policy in light of these.

The headteacher is responsible for:

- Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.
- Keeping a Bullying Report on CPOMS of all reported incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected.
- Analysing the data in the bullying record at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented.
- Providing a point of contact for pupils and parents, when more serious bullying incidents occur.
- Arranging appropriate training for staff members.

Teachers and Teaching Assistants are responsible for:

- Being alert to social dynamics in their class.
- Being available for pupils who wish to report bullying.
- Providing follow-up support after bullying incidents.
- Corresponding and meeting with parents where necessary.
- Being alert to possible bullying situations, particularly exclusion from friendship groups, and that they inform the SLT of such observations.
- Refraining from gender stereotyping when dealing with bullying.
- Understanding the composition of pupil groups, showing sensitivity to those who have been the targets of bullying.
- Reporting any instances of bullying once they have been approached by a pupil for

support.

- Offering emotional support to targets of bullying.

Parents are responsible for:

- Informing their child's class teacher or teaching assistant if they have any concerns that their child is the target of bullying or involving in bullying in anyway.
- Being watchful of their child's behaviour, attitude and characteristics and
- informing the relevant staff members of any changes.
- Please see appendix 2.

Pupils are responsible for:

- Informing a member of staff if they witness bullying or are a target of bullying.
- Not making counter-threats if they are targets of bullying.
- Walking away from dangerous situations and avoiding involving other pupils in incidents.
- Keeping evidence of cyber bullying and informing a member of staff should they fall target to cyber bullying.

Monitoring

This policy will be reviewed by the Headteacher, DSL and Anti-bullying Governor (Natalie Harvey).

Appendix 1: methods of prevention

- The school clearly communicates a whole-school commitment to addressing bullying in the form of a written statement which is regularly promoted across the whole school.
- All reported or investigated instances of bullying will be investigated by a member of staff.
- Staff will encourage pupil cooperation and the development of interpersonal skills using group and pair work
- All types of bullying will be discussed as part of the relationships and health education curriculum, in line with the Relationships and Health Education Policy.
- Diversity, difference and respect for others is promoted and celebrated through various lessons.
- Seating plans will be organised and altered in a way that prevents instances of bullying.
- Potential targets of bullying are placed in working groups with other pupils who do not abuse or take advantage of others.
- Opportunities to extend friendship groups and interactive skills are provided through participation in special events, for example, drama productions, sporting activities and cultural groups.
- All members of the school are made aware of this policy and their responsibilities in relation to it.
- All staff members receive training on identifying and dealing with the different types of bullying.
- A safe place, supervised by a member of staff, is available for pupils to go to during free time if they feel threatened or wish to be alone.
- The member of staff supervising the area will speak to pupils to find out the cause of any problems and, ultimately, stop any form of bullying taking place.
- Pupils deemed vulnerable, as defined in section two, will meet with a member of staff (e.g. Pastoral Support Lead) on a weekly basis, where appropriate, to ensure any problems can be actioned quickly.
- Class Teachers, Teaching Assistants, the Headteacher, DSL and SENDco, will also offer an 'open door' policy allowing pupils to discuss any bullying, whether they are targets or have witnessed an incident.
- Before a vulnerable pupil joins the school, the pupil's class teacher/ teaching assistant and the DSL/ Deputy DSL will develop a strategy to prevent bullying from happening – this will include giving the pupil a buddy to help integrate them into the school.
- The school will be alert to, and address, any mental health and wellbeing issues amongst pupils, as these can be a cause of bullying behaviour.
- The school will ensure potential perpetrators are given support as required, so their educational, emotional and social development isn't negatively influenced by outside factors, e.g. mental health issues.

Appendix 2: procedures for dealing with bullying

- Minor incidents will be reported to the target's class teacher/ teaching assistant, who investigates the incident, sets appropriate sanctions for the perpetrator and informs the SLT on CPOMS of the incident and outcome.
- When investigating a bullying incident, the following procedures are adopted:
 - The targeted pupil, alleged perpetrator and witnesses are all interviewed separately
 - Members of staff ensure that there is no possibility of contact between the pupils being interviewed.
 - If a pupil is injured, members of staff take the pupil immediately to a first aider for a medical opinion on the extent of their injuries
 - A room is used that allows for privacy during interviews.
 - A witness is used for serious incidents.
 - If appropriate, the alleged perpetrator, the targeted pupil and witnesses, are asked to write down details of the incident; this may need prompting with questions from the member of staff to obtain the full picture
 - Premature assumptions are not made, as it is important not to be judgemental at this stage
 - Members of staff listen carefully to all accounts, being non- confrontational and not assigning blame until the investigation is complete
 - All concerned pupils are informed that they must not discuss the interview with other pupils
 - Due to the potential for sexist, transphobic, sexual, etc bullying to be characterised by inappropriate sexual behaviour, staff members involved in dealing with the incident are required to consider whether there is a need for safeguarding processes to be implemented.

Consequences

- If the headteacher is satisfied that bullying did take place, the pupil will be helped to understand the consequences of their actions and warned that there must be no further incidents.
- The headteacher informs the pupil of the type of sanction to be used in this instance, e.g. missed recreational time; additional school improvement activity and future sanctions if the bullying continues.
- If possible, the headteacher will attempt reconciliation and restorative work and will obtain a genuine apology from the perpetrator. This will either be in writing to the targeted pupil (and/or witnesses if appropriate), or face-to-face, but only with the targeted pupil's full consent. Discretion will be used here; targeted pupils will never feel pressured into a face-to-face meeting with the perpetrator.
- The perpetrator is made to realise, by speaking once per week with their class teacher/ teaching assistant, that some pupils do not appreciate the distress they are causing, and that they should change their behaviour.
- Parents are informed of bullying incidents and what action is being taken.

- The class teacher/ teaching assistant/ inclusion team member/ informally monitors the pupils involved over the next half-term.

Support

- For a month after the initial complaint of bullying, the class teacher/teaching assistant will hold an informal discussion, on a regular basis, to check whether the bullying has stopped.
- The class Teacher/ SLT holds a formal meeting, on a regular basis, to check whether the bullying has stopped – these formal meetings will continue to take place until the SLT/ class teacher and targeted pupil are confident the bullying has stopped.
- If necessary, group dynamics will be changed by members of staff - by assigning places in classes.
- The targeted pupil will be encouraged to tell a trusted adult in school if bullying is repeated.
- The targeted pupil will be encouraged to broaden their friendship groups by joining extra-curricular activity or a social group.
- The school, particularly the Pastoral Lead/ELSA, will work with the targeted pupil to build resilience, e.g. by offering emotional therapy.
- The school will acknowledge that bullying may be an indication of underlying mental health issues. Perpetrators will receive support from the Pastoral Lead, who will determine whether there is a need for further intervention.
- The school will work with the perpetrator regarding any underlying mental health or emotional wellbeing problems.

Follow-up support

- The progress of both the bully and the targeted pupil will be monitored by their class teacher/ teaching assistant.
- One-on-one sessions to discuss how the target and bully are progressing may be appropriate.
- If appropriate, follow-up correspondence will be arranged with parents after the incident. This may be a month after the incident.

Pupils who have been bullied will be supported in the following ways:

- Being listened to
- Having an immediate opportunity to meet with their class teacher/ teaching assistant or a member of staff of their choice
- Being reassured
- Being offered continued support
- Being offered counselling, where appropriate

Pupils who have bullied others will be supported in the following ways:

- Receiving a consequence for their actions

- Being able to discuss what happened
- Being helped to reflect on why they became involved
- Being helped to understand what they did wrong and why they need to change their behaviour
- Appropriate assistance from parents
- Pupils who have been bullied will be assessed on a case-by-case basis and the DSL will, if necessary, refer the pupil to additional support services.

Bullying outside of school

- The headteacher has a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the headteacher the power to regulate pupils' conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member.
- Teachers have the power to discipline pupils for misbehaving outside of the school premises. 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, including cyberbullying, outside of school is reported to school staff, it will be investigated and acted upon.
- In all cases of misbehaviour or bullying, members of staff can only discipline the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff, e.g. on a school trip.
- The headteacher is responsible for determining whether it is appropriate to notify the police, or the anti-social behaviour team, of the action taken against a pupil.
- If the misbehaviour could be of a criminal nature, or poses a serious threat to a member of the public, the police will be informed.

Bullying against members of staff:

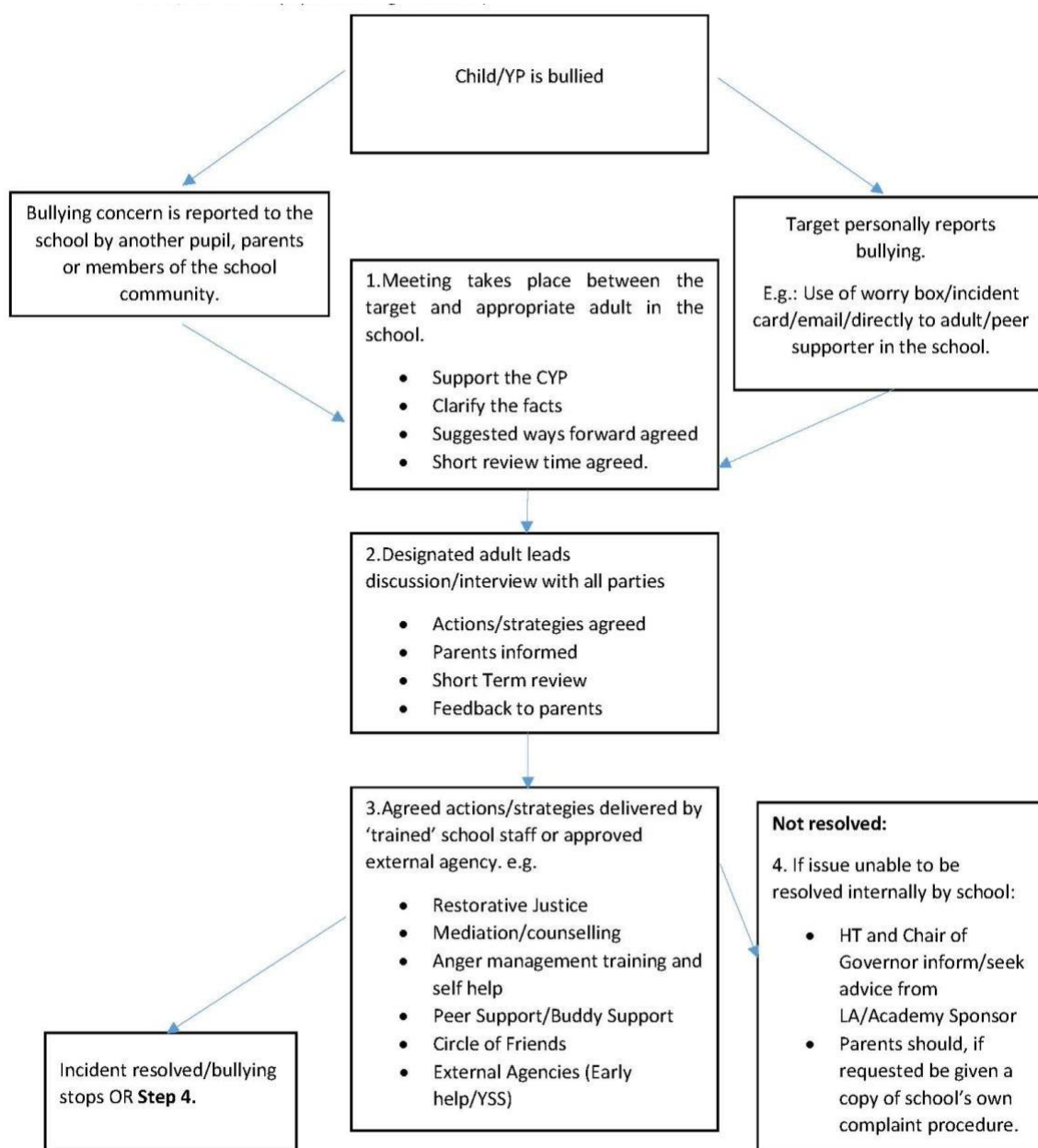
We will ensure appropriate Academy and agency contact details, who can support staff are available on staff notice boards in the staff rooms:

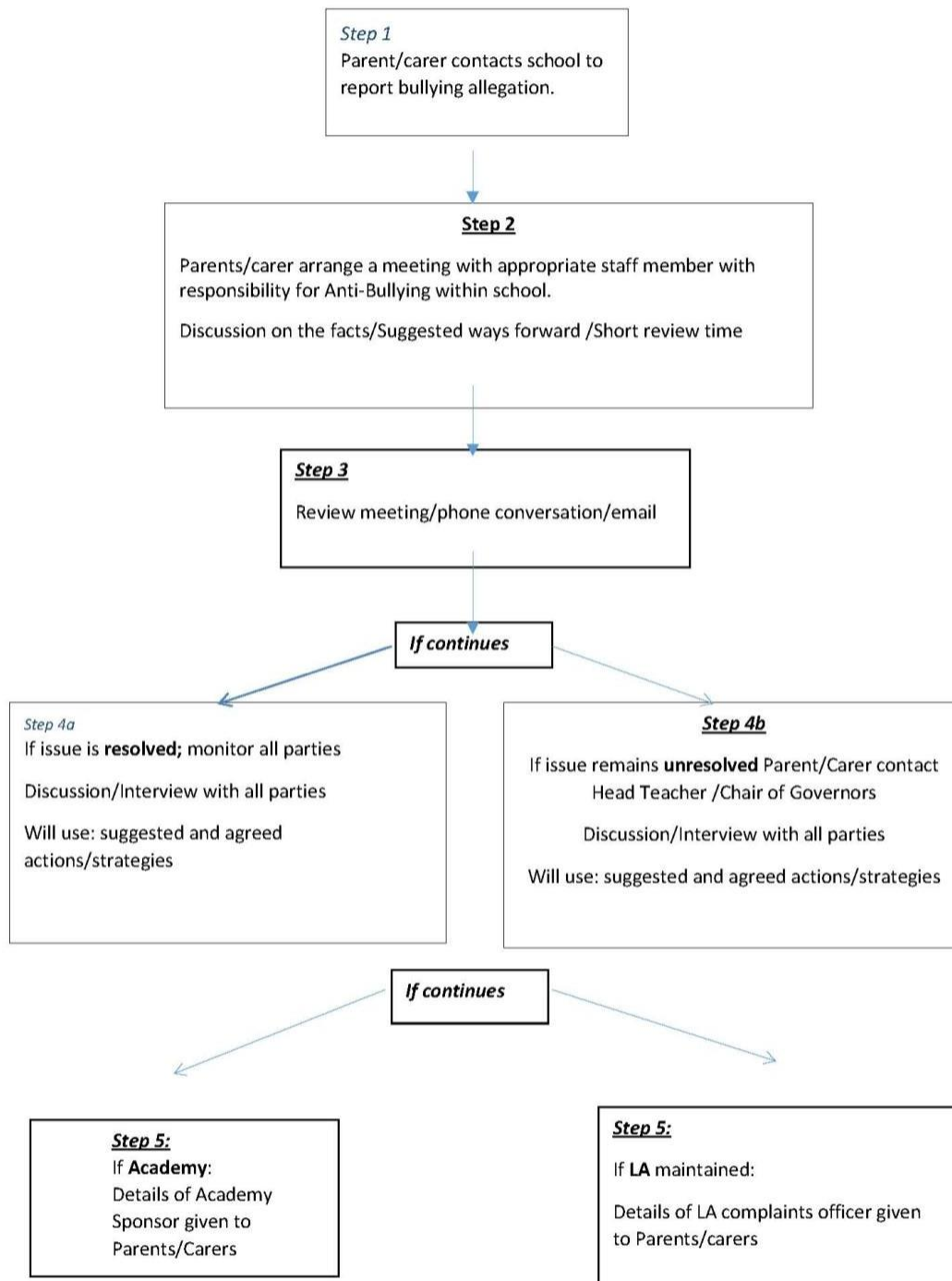
Human Resources and Union Representatives.

Cyberbullying of staff within the school community references:

Department of Education: Cyberbullying: Advice for head teachers and school staff
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf

Appendix 3: Recommended procedures in school for reporting bullying





Support agencies we may consult.

Ann Foxley-Johnson: The Anti-Bullying Company theantibullyingco@gmail.com

Rotherham School Improvement Service healthyschools@rotherham.gov.uk Call: 01709 334005

Rotherham Educational Psychology Service – l.morris@rotherham.gov.uk

Russell Oxley: Rotherham LGBT Youth Group: Rotherham LGBT Youth Group is safe, secure and confidential place for LGB&T young people aged 13 to 19 to meet. Contact: Russell Oxley Email: russell.oxley@rotherham.gov.uk Call/Text: 07748 143280

Rotherham MIND; Rotherham & Barnsley Mind is committed to promoting good mental health and emotional well-being by providing high quality support in a variety of settings. <http://www.rbmind.co.uk/> Call: 01709 554755

Safe Havens - a young person's mental health and emotional well-being support service, which is available to young people, aged 11-16 at some Rotherham Secondary Schools and Young People's Centres. www.safehavens.org.uk

External Agencies

Anti-bullying Alliance: the alliance brings together over 60 organisations into one network with the aim of reducing bullying. Their website has a parent section with links to recommended organisations who can help with bullying issues. www.anti-bullyingalliance.org.uk

Kidscape: They equip young people, parents and professionals with the skills to tackle bullying and safeguarding issues across the UK. www.kidscape.org.uk Call:02077303300

ChildLine: advice and stories from children who have survived bullying Call: 08000 1111 www.childline.org.uk

Bullying on line:
www.bullying.co.uk

The Diana Award: 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. <http://www.antibullyingpro.com/>

The BIG Award: The Bullying Intervention Group (BIG) offer a national scheme and award for Schools to tackle bullying effectively.

<http://www.bullyinginterventiongroup.co.uk/>

DITCH THE LABEL: One of the UK's largest and most ambitious anti-bullying charities. They provide support to thousands of young people aged 13-25 through their work and partnership with schools, colleges, parents/guardians, young people and other youth organisations. <http://www.ditchthelabel.org/>

Online Bullying

National Online Safety Helping schools meet their statutory safeguarding and curriculum requirements through the most comprehensive online safety programme for educators, parents and children <https://nationalonlinesafety.com/>

Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers. www.thinkyouknow.co.uk ChildNet International: Specialist

resources for young people to raise awareness of online safety and how to protect themselves <http://www.childnet.com/>

Google Be Internet Legends - Google and Parent Zone have created Be Internet Legends - a FREE internet safety curriculum for schools, supporting 7-11-year-old pupils to stay safe and be confident online. <https://parentzone.org.uk/projects>

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.

Cyberbullying.org - one of the first websites set up in this area, for young people, providing advice around preventing and taking action against cyberbullying. A Canadian based site www.cyberbullying.org

Chatdanger - a website that informs about the potential dangers online (including bullying), and advice on how to stay safe while chatting www.chatdanger.com

Know IT All for Parents – a range of resources for primary and secondary schools by Childnet International. Has a sample family agreement www.childnet-int.org/kia/parents

Sexting : “Cyberbullying” A qualitative study of children, young

People and ‘sexting’ A report prepared for the NSPCC 2012

<http://www.nspcc.org.uk/globalassets/documents/research-reports/qualitative-study-children-young-people-sexting-report.pdf>

LGBTQ+:

Outside the Box is a resource for those working with young people from Early Years through to Key Stage 5, supporting them to promote gender equality throughout their settings and tackle sexism and sexual harassment. The resource provides advice and techniques for educators, as well as practical lesson plans and activities. <https://equaliteach.co.uk/education/classroom-resources/outside-the-box/>

Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education. www.schools-out.org.uk

Stonewall: An LGBT equality organisation with considerable expertise in LGB bullying in

schools, a dedicated youth site, resources for schools, and specialist training for teachers. <http://www.stonewall.org.uk/about-us>

EACH: (Educational Action Challenging Homophobia) SEND

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. <http://www.anti-bullyingalliance.org.uk/send-programme>

Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people. www.mencap.org.uk

Changing Faces: Provide online resources and training to schools on bullying because of physical difference.

<https://www.changingfaces.org.uk/>

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.

<http://www.theredcard.org/> Kick it Out: Uses the appeal of

football to educate young people about racism and provide education packs for schools. www.kickitout.org

Anne Frank Trust: Runs a school's project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity. www.annefrank.org.uk

Parents

Parentline Plus – advice and links for parents www.parentlineplus.org.uk

Call: 08088002222 Parents Against Bullying Call: 01928 576152

