

# Academy Preventing Bullying Policy

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## The Baird Primary Academy

This policy was adopted in January 2023  
This policy is due for review on January 2024



## 1. Introduction

- 1.1 Bullying hurts and no-one deserves to be bullied. In our academy we recognise that bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to learning and have serious consequences on mental health. Bullying which takes place at school can have a lasting effect on a young person's life into adulthood. Pupils who are bullying need to learn different ways of behaving.
- 1.2 We aim to provide a safe, caring and friendly climate for learning for all our pupils to allow them to improve their life chances and help them maximise their potential. Everybody has the right to be treated with respect, to feel welcome, secure and happy. We also aim to produce an inclusive environment for all pupils which openly discusses differences between people and celebrates diversity.
- 1.3 We expect pupils to act safely and feel safe in the academy, including that they understand the issues relating to bullying and that they feel confident to seek support from the academy should they feel unsafe. We also want parents to feel confident that their children are safe and cared for in the academy and incidents when they do arise are dealt with promptly and well.
- 1.4 The academy has a responsibility to respond promptly and effectively to issues of bullying and all incidents will be treated seriously. When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident will be addressed as a child protection concern.
- 1.5 As an academy, we pride ourselves on the high quality, professional relationships that all staff form with the children. This concept of nurturing and trusting relationships is at the centre of our practice and integral to ensuring that this policy is successful in its implementation. We believe that all children need to develop a sense of self-worth and value and need to feel emotionally safe within their learning environment to enable them to behave appropriately and therefore learn. For this reason, we expect all staff to offer children a safe and secure learning environment which is based on consistency and trust as well as mutual respect. All staff need to display a sense of warmth for their children to enable the children to feel a sense of belonging. Every child should be made to feel that they matter and are therefore confident in their place.
- 1.6 To support teachers in establishing this safe and secure learning community, we expect them to operate an open-door policy, both for parents and pupils, so that children are always encouraged to talk about their anxieties and share their concerns. The children should always be greeted with a sense of warmth and a smile at the start of each session to again encourage that sense of warmth between teacher and pupil.
- 1.7 As detailed in our Behaviour for Learning Policy, we follow The Empowerment Approach, which aims to develop self-efficacy and self-advocacy, through explicit teaching to enable pupils to understand their needs and how to ensure their needs are met. This approach is underpinned by the importance of relationships and staff spend considerable time building these highly effective trusting relationships.

## 2. Aims and objectives

- 2.1 The aim of this policy is to provide a framework for:
    - Promoting the understanding of what constitutes bullying behaviour and the effects that this can have;
    - Identifying clear procedures for the reporting and investigation of incidents;
    - Ensuring consistent and appropriate actions are in place for those who bully;
    - Ensuring support mechanisms are in place for children who are bullied and for those who bully;
    - Academy monitoring of all incidents to identify both wider trends and potential safeguarding issues for individuals;
    - Training and support of staff in identifying bullying behaviour and supporting children who are bullied and those who bully.
  - 2.2 By creating this framework our objective is to tackle and prevent bullying.
  - 2.3 As an academy we also aim to achieve the following:
    - To create an environment where children feel safe, happy and able to learn.
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- To create partnerships where parents and staff work together for the welfare of the children.
- To encourage an environment where everyone is valued and respected regardless of their culture, gender, sexual orientation, beliefs and ability.
- To encourage children to adopt agreed standards of conduct and values in order to develop a sense of self-discipline and to take responsibility for their own actions.
- For pupils and parents to understand what bullying is and to feel empowered to deal with this appropriately

### 3. Definitions

- 3.1 The language used around bullying can be very emotive and can 'label' children, suggesting permanence. Instead of 'victim' say person (child) who is being bullied, and instead of 'bully' say person (child) who is using bullying behaviours/doing the bullying. In this way it is the behaviours and roles that are being labelled, not the children.
- 3.2 Friendship problems and bullying behaviour can be upsetting and unpleasant but it is important to distinguish between the two, as the responses to friendship problems will be different to the strategies used to address bullying behaviour.
- 3.3 Friendship problems may be an occasional incident where both pupils disagree and find it difficult to resolve the disagreement without adult help. It is unlikely to be repeated behaviour and may even be accidental, where both children try to resolve the problem. However, we recognise that repeated friendship problems can sometimes lead to bullying behaviour.
- 3.4 Bullying involves dominance of one student by another, or a group of others, is premeditated and usually forms a pattern of behaviour. It is behaviour which is intended to hurt, threaten or otherwise intimidate another person and can result in pain and distress to the victim in a physical or mental form.
- 3.5 Bullying is the **repetitive, intentional hurting** of one person or a group, by another person or group, where the relationship involves an **imbalance of power** (Anti-bullying Alliance, 2011).

Bullying is therefore:

- Deliberately hurtful;
- Repeated, often over a period of time;
- Difficult for victims to defend themselves against.

- 3.6 It can take many forms but the main types are:
- Physical – hitting, kicking, and taking another's belongings;
  - Verbal – name calling, insulting, making offensive remarks;
  - Indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of rumours in any form
  - Cyber – name calling, insulting others, spreading rumours or images.
  - Psychological bullying - defined as any kind of intentional and purposeful mental abuse.
- 3.7 Some forms of bullying are attacks not only on the individual, but also on the group to which the victim may belong. Within school we will pay particular attention to:
- Racial harassment and racist bullying;
  - Sexual and gender-based bullying;
  - The use of homophobic language including biphobic and transphobic references, including deadnaming;
  - Bullying of students who have special educational needs or disabilities.

- 3.8 Students may become involved in bullying because they:
- want to dominate others and improve their social status
  - have low self-esteem
  - have a lack of remorse or fail to recognise their behaviour as a problem
  - feel angry or frustrated
  - struggle socially
  - have been the victim of bullying themselves

#### 4. Preventing Bullying

##### 4.1 Strategies employed with our pupils

Everyone within the Academy is expected to:

- Build effective relationships and facilitate a culture where open discussion is valued and everyone feels listened to;
- Facilitate a culture where equality and diversity are valued and celebrated, and bullying is not tolerated;
- Act in a respectful and supportive way towards one another;
- Adhere to and promote the academy values and understand behaviour as a means of communicating unmet needs
- Adhere to and promote the academy values and objectives of this policy.

Pupils are expected and encouraged to:

- Report all incidents of bullying and suspected incidents that victims may be afraid to report;
- Support each other and to seek help to ensure that everyone feels safe and that nobody feels excluded or afraid in school.

Parents and carers can help by:

- Supporting our anti-bullying policy and procedures;
- Discussing the definition of bullying with their child and supporting them to understand when incidents move from being one-off incidents to bullying incidents;
- Discussing with their child's class teacher any concerns that their child may be experiencing, related to bullying;
- Helping to establish an anti-bullying culture outside of the Academy.
- Reporting bullying to class teachers even if unrelated to their child

Our aim is to teach our children to know what bullying is, what to do about it and to know that it is wrong and unacceptable.

We believe that constant modelling, along with discrete teaching about respecting and valuing differences and empathising with others is key to creating a culture of positivity and zero tolerance to bullying and child-on-child abuse.

Issues surrounding friendships and bullying behaviour are taught through the PSHE and RSE Curriculum. Pupils are taught to explore some of the ups and downs of relationships, including the positive aspects and benefits of friendships and the negative aspects of relational conflict.

In addition, pupils are taught, through our Empowerment Approach about their physical, emotional and cognitive needs. Pupils are taught how to recognise when their needs are not being met and the impact that this has on their behaviour. Behaviour is understood as a child communicating their unmet needs. In addition, they are taught about the natural consequences their behaviour has and their impact on others. Through direct coaching, pupils are taught to rebuild relationships and understand the impact that their actions have on other pupils. See Behaviour for Learning Policy for more details.

The key skills that we aim to teach to prevent bullying are:

- Self-efficacy
- Self-advocacy
- Empathy.

- Affirmation of the self and others.
- Managing risk and personal safety.
- Managing decisions and choices.
- Understanding the impact of your actions on others

The outcome is for our children to be able to:

- Explain what it means to be unkind, to tease and what it means to bully.
- Recognise the difference between teasing / unkindness and bullying.
- Talk about feelings that people may have when they are being teased/bullied.
- Understand that it is never acceptable to bully or behave hurtfully
- Explain whom to go to, what to say/how to tell if they are being teased or bullied or witness bullying behaviour.
- Talk about the rules in school if they experience or see teasing, bullying or any hurtful behaviour.

Teaching techniques may include any of the following methods:

- Whole academy assemblies are used to discuss bullying and raise children's awareness of what bullying looks like, and how they can respond.
- Circle Time provide opportunities for more detailed discussions and role play activities to explore the nature of bullying.
- Class and Pupil Voice will provide a forum for discussing any bullying issues and for the children to decide ways of preventing it and supporting those who are bullied.
- Positive play leaders to reduce potential conflict during playtime and lunchtime
- The Academy Values will be upheld at all times. All staff will monitor behaviour and intervene when it becomes inappropriate in order to prevent bullying to develop. Staff on playground duty will inform class teachers of any incidents and coaching will be provided to resolve incidents and rebuild relationships.
- Worry boxes are placed in classrooms so that children can raise any concerns they have with their class teachers. These can be anonymous or named.
- National Anti-Bullying Week is a whole school focus which links to our PSHE curriculum.

## 4.2 Cyberbullying

At The Baird we recognise that we need to equip our pupils for life in a digitally advancing world. The ever-increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims. Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school.

For this reason, we actively teach our pupils to stay safe online and to raise any concerns that they may have regarding cyber bullying. As part of our Computing curriculum, pupils are taught how to flag any concerns they may have both about cyber security and online safety.

Whilst most incidents of Cyberbullying occur outside school we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other forms of bullying.

Cyberbullying can include:

- hacking into someone's accounts/sites
- Posting prejudice / hate messages
- Impersonating someone on line
- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking

The Computing Leader is a trained DSL and supports with all incidents relating to e-safeguarding and cyber bullying.

When responding to cyberbullying concerns, the academy will:

- Maintain annual Acceptable Use Agreements to ensure pupils and parents understand how to use technology safely.
- Provide regular updates / support to parents to enable them to understand how to keep their child safe online
- Log all concerns on CPOMS and notify both the DSLs and the Computing Leader
- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the parent of the child and the pupil who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation. This should be added to the CPOMS log where possible.
- Take all available steps where possible to identify the person responsible. This may include:
  - looking at use of the academy systems;
  - identifying and interviewing possible witnesses;
  - Contacting the service provider and the police, if necessary.
  - Working with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation.
  - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
- Confiscate and search pupils' electronic devices, such as mobile phones, in accordance with the law and DfE 'Searching, screening and confiscation at school' and Childnet cyberbullying guidance.
- Request the deletion of locally-held content and content posted online if they contravene academy behaviour policies.
- Ensure that actions, in line with our Behaviour for Learning Policy, are applied to the person responsible for the cyberbullying; the academy will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
  - advising those targeted not to retaliate or reply;
  - providing advice on blocking or removing people from contact lists;
  - helping those involved to think carefully about what private information they may have in the public domain.

4.2.1 We will ensure that our children are taught safe ways to use the internet (see our online safety policy and Computing Curriculum) and encourage good online behaviour.

### 4.3 Strategies employed with our staff

Staff are provided with annual safeguarding training, as well as annual behaviour training. Where incidents occur, additional training is also provided to ensure that we are both proactive and reactive in reviewing our systems and making changes as required.

In addition, the Computing Leader and the DSLs provide coaching, advice and support for staff as to how to deal with any incidents of bullying. All incidents are logged on CPOMS and this is monitored by the Principal who supports as required.

### 4.4 Strategies employed with our parents

4.3.1 Parents have a responsibility to support the academy's Preventing Bullying policy and to actively encourage their child to be a positive member of the academy community.

We strive to communicate regularly with parents about policies and provide updates in newsletters, training sessions and on social media. We operate an open-door policy and staff are out on the playground early in the

morning and at the end of the day to ensure good communication with parents. Where issues arise, we communicate directly with parents and carers and meet to discuss the issue.

As an academy we work with our parents/carers to prevent bullying by providing advice and guidance on what to look out for as signs and symptoms of bullying. These could be:

- being frightened of walking to or from the academy
- not wanting to go on the Academy /public bus
- change to their usual routine
- beg to be driven to the Academy
- being unwilling to go to the Academy
- becoming anxious and withdrawn
- attempted or threatened suicide
- crying themselves to sleep at night/nightmares
- feeling ill in the mornings
- truanting
- beginning to do poorly at school
- coming home with clothes/books torn
- having possessions 'go missing'
- asking for money or stealing money
- unexplained cuts/bruises
- coming home hungry (money/lunch has been stolen)
- becoming withdrawn, lacking in confidence
- becoming aggressive and unreasonable
- bullying other children or siblings
- giving improbable excuses for any of the above

We provide useful information for parents on preventing bullying, safe use of the internet and cyberbullying via parent information events, newsletters and our website.

## **5. Reporting bullying incidents**

5.1 Information boards throughout the academy support pupils to know how to report bullying. They also promote services such as the NSPCC if required.

Children are encouraged to report any negative behaviour, even if they are not sure whether it is bullying. They can do this through:

- Speaking to their teacher/TA or any member of support staff.
- Speaking to a parent/other adult who then may contact the school in any of the ways listed.
- Speaking to their Academy Council representative or a Phoenix Pupil Champion (children trained to explicitly support with this and report back to an adult).
- Speaking to Mrs Jarvis, the Safeguarding Officer

Teachers operate an open-door policy and develop strong professional relationships with pupils so that they feel safe and secure to share any worries or concerns. Classes operate 'worry boxes' to support pupils to share any worries or concerns. These are discussed within friendship and anti-bullying sessions to ensure that pupils know how to use them. When friendship incidents occur, pupils receive direct coaching and support to resolve their conflict – this is an opportunity for pupils to talk 1:1 with key adults and share any worries or concerns.

Within PSHE sessions and circle time, pupils are actively taught about how to report any concerns and discussions are held about trusted adults. Several staff are trained Mental Health First Aiders and these staff are out on the playgrounds at playtimes and lunchtimes. In addition, the Inclusion Team are regularly available for pupils to talk to.

If working online, pupils are actively taught how to report any concerns through Purple Mash, our online learning platform.

## **6. Investigating bullying incidents**

6.1 Where bullying does occur this will be followed, by an immediate and appropriate response, in line with our Behaviour for Learning Policy.

Early identification is the most effective way in minimizing bullying behaviour and the effects on the person being bullied. The member of staff that the bullying is reported to will ensure that the child is listened to and that the information is clearly logged on CPOMS. The Assistant Principal (responsible for pupil behavior) and Safeguarding Officer will determine who will investigate the incident and this will be logged on CPOMS.

A member of the Senior Leadership Team will then interview the pupil(s) involved in bullying separately and listen to each version of events. It is vital that all pupils feel that they have been listened to. Details of these conversations will be logged on CPOMS. They will also talk to anyone else who may have witnessed the bullying;

When investigating incidents, the academy will consider their responsibilities under the Equalities Act 2010 to consider any SEN of the child/ren using the bullying behaviours and will provide support for communication to ensure that our pupils are able to accurately communicate their concerns.

The Principal will be alerted to any bullying incidents during a weekly safeguarding meeting and will support the Assistant Principal with decision making and managing.

## **7. Responding to a bullying incident**

### **7.1 Supporting the pupil/student who has been bullied**

Following investigation, parents will be informed of the incidents and the action that will be taken. Pupils will be coached to reassure them that they do not deserve to be bullied and this is not their fault. The Principal will have been informed through CPOMS or in their absence the next Senior Leader in the Academy. This will be logged on CPOMS as a 'Bullying' Incident to enable the Assistant Principal and Safeguarding Officer to track any ongoing incidents.

We will:

- Reinforce the message that bullying is not acceptable, and that we expect bullying to stop;
- Affirm that it is right for pupils to let us know when they are being bullied;
- Assure them that it was right to report the incident and encourage them to talk about how they feel;
- Support communication using visual cues and prompts to understand the situation fully;
- Try to ascertain the extent of the problem and engage them in making choices about how the matter may be resolved;
- Try to ensure that they feel safe and discuss strategies for being safe and staying safe;
- Record any incidents on CPOMS and ensure that both parties are listened to and their voices heard. Incidents will be monitored by the Principal, using CPOMS logs, to ensure that further incidents are tracked and addressed.
- Seek to provide the opportunity for restoration through coaching, repair sessions, peer mediation and conflict resolution;
- Ask them to report immediately any further incidents to us;
- Adopt a joint problem-solving approach where this is appropriate; pupils will be involved to help us find solutions to the problem in line with The Empowerment Approach. This will encourage pupils involved to take responsibility for the emotional and social needs of others;
- Advise pupils that we will be checking to ensure that bullying stops; and ensure that those involved know that we have done so;
- Affirm that bullying can be stopped and that our Academy will persist with intervention until it does;
- Liaise with parents to share the outcome of our conversations
- Provide additional pastoral support as required, through the Inclusion Team

### **7.2 Supporting the pupil/student using the bullying behaviours**

We acknowledge that the person doing the bullying needs to understand that their behaviour is unacceptable and must stop. Coaching will be completed with the pupil to enable them to understand the unmet need that leads to bullying behaviour and what they can do to address this need and prevent further incidents.



The Senior Leader will also:

- Reinforce the message that bullying is not acceptable, and that we expect bullying to stop;
- Affirm that it is right for pupils to let us know when they are being bullied;
- Adopt a joint problem-solving approach where this is appropriate; pupils will be involved to help us find solutions to the problem in line with The Empowerment Approach. This will encourage pupils involved to take responsibility for the emotional and social needs of others;
- Advise pupils responsible for bullying that we will be checking to ensure that bullying stops; and ensure that those involved know that we have done so;
- Ensure that when bullying occurs, we contact the parents of the pupils involved at an early stage;
- Keep records of incidents that we become aware of and how we responded to them (on CPOMS);
- Follow up after incidents to check that the bullying has not started again.
- Consider further preventative measures under our Academy's Behaviour Policy, which may include:
  - Coaching sessions to mediate further between pupils or with the individual – these may take place during playtimes, lunchtimes or after school
  - Ongoing coaching using the Empowerment Approach to support the pupil to understand their needs and how to get them met
  - Involvement of the Police Youth Prevention Officer
  - Parents of those involved will be informed of any action taken.
  - Referrals to the Inclusion Team for social skills work or further intervention
  - Use of an alternative space for playtimes and lunchtimes to prevent any problems reoccurring
  - Referrals to ESBAS for individuals or small group work
  - Records will be kept on pupil files on CPOMS

Where incidents of cyber bullying are reported and inappropriate use of our school ICT systems is noted, it may be that the child's use of these systems is restricted. This would be agreed by the Computing Leader and Principal, in conjunction with the parents.

The pupil's behaviour will continue to be monitored by all adults and any further incidents logged on CPOMS and managed accordingly.

### **7.3 Sanctions**

When bullying behaviours occur, we will follow the Academy Behaviour for Learning Policy. In line with this, pupils will participate in coaching sessions. Initially coaching will be with each individual pupil to understand the needs that they feel are not being met and how these can be met in a positive way.

When both parties are ready to engage, coaching will take place to repair the relationship and to mediate between the two pupils.

In addition, further coaching will then take place, to enable the pupil that has conducted the bullying behaviour to change their behaviour and effectively get their needs met.

If the pupil who has carried out the bullying does not have the skills to meet expectations, it may be that an alternative space is allocated for playtimes and lunchtimes or within class time to prevent any problems reoccurring. During this time, the pupil will develop their skills to improve their behaviour and prevent further incidents.

As an absolute last resort, it may be that fixed term exclusions would be used to allow time for the academy to put additional measures into place to prevent further occurrences.

## **8. Bullying outside of academy premises**

- 8.1 Principals have a specific statutory power to discipline pupils for poor behaviour outside of the academy premises. This can relate to any bullying incident occurring anywhere off the academy premises such as on public transport or on the way to or from the academy.
- 8.2 The bullying may be done by students from our own Academy, by students from other schools or by people who are not at school at all. Where a student or parent tells us of bullying outside of the Academy premises we will, as appropriate:
- Talk to students about how to avoid or handle bullying outside of the Academy;
  - Talk to the Principal of another school whose students are bullying;
  - Talk to the transport company about bullying on buses;
  - Use community links to set up restorative meetings;
  - Talk to the police and community team to gain external help and advice.

Where cyber-bullying is evident, we would ask parents to monitor this and liaise effectively with the academy to tackle this via the above methods. We will remind parents that our pupils should not be using social media platforms under the age of 13 years old.

## **9. Monitoring and Review**

- 9.1 The Local Board have defined responsibilities for the monitoring of pupil welfare and will receive regular reports on racist and homophobic incidents through the termly Principal's report.
- 9.2 The aim is to have a clear picture of bullying incidents through effective record keeping. Bullying incidents are recorded on CPOMS, categorized e.g. racist, homophobic, etc. and monitored on a weekly basis by the Principal and Safeguarding Officer. Where there are repeated incidents, these are discussed during supervision sessions. Reports are run on a termly basis to analyse this data further and identify any trends and actions required.

## **10. Legislation and associated policies**

### **10.1 Legislation**

- The Education (Independent School Standards) Regulations 2014
- The Equality Act 2010
- Public Sector Equality Duty
- Part 3 of the Children and Families Act 2014
- Children Act 1989

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

- Trust ICT Acceptable Use Policies (AUP)
- Staff Code of conduct
- Academy Behaviour policy
- Academy Child protection and safeguarding policy
- Academy online safety policy
- Curriculum policies, such as: Computing, Personal Social and Health Education (PSHE), Citizenship and Relationships and Sex Education (RSE)
- Trust Data Protection policy
- Trust Photography and image sharing policy
- Trust Social media policy
- Trust Complaints policy

## 11. Further sources of information

11.1 The following organisations provide support for schools and parents dealing with specific bullying issues including the social, mental or emotional affects caused by bullying.

[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](#).

[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.

[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.

[Restorative Justice Council](#): Includes best practice guidance for practitioners 2011.

### Cyber-bullying and online safety

[ChildNet International](#): Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifically includes new [cyberbullying guidance and a practical PSHE](#) toolkit for schools.

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

[Internet Matters](#): provides help to keep children safe in the digital world.

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

[The UK Council for Child Internet Safety \(UKCCIS\)](#) has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of 'sexting.'

### LGBT

[Barnardos](#): through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying

[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.

[Metro Charity](#): an equality and diversity charity, providing health, community and youth services across London, the South East, national and international projects. Metro works with anyone experiencing issues related to gender, sexuality, diversity or identity

[Proud Trust](#): helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training and events, campaigns, undertaking research and creating resources.

[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.

[Information, Advice and Support Service Network](#): Every Local area has an information, advice and support service, providing information, advice and support to disabled children and young people, and those with SEN, and their parents.

## Mental health

[MindEd](#): Provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young peoples mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied.

[PSHE Association](#) – [guidance and lesson plans](#) on improving the teaching of mental health issues

## Race, religion and nationality

[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.

[Educate Against Hate](#): provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.

[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.

[Tell MAMA](#): Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies.

[Anti-Muslim Hatred Working Group](#): Independent members of this group are representatives from the Muslim community and will assist and advice on all relevant issues.

*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*

## Sexual harrassment and sexual bullying

[Ending Violence Against Women and Girls](#) (EVAW): [A Guide for Schools](#). This guide from the End Violence Against Women Coalition sets out the different forms of abuse to support education staff to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse.

[Disrespect No Body](#): a Home Office led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom.

[Anti-bullying Alliance](#): advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying.