

# COUNTER BULLYING and ANTI HARASSMENT including CYBERBULLYING

Person responsible:	Principal
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## **COUNTER BULLYING and ANTI HARRASSMENT including CYBERBULLYING**

*This policy should be read in conjunction with the following policies and documents:*

- Safeguarding adults with care and support needs policy
- Safeguarding Children and Young People Policy
- Safer recruitment policy and procedures
- Keeping children safe in education – statutory guidance (September 2024)
- Behaviour management policy
- Care policy
- Health & Safety policy
- Positive behaviour support policy
- Whistleblowing policy
- Compliments and complaints policy
- Disciplinary policy
- Online safety policy
- Curriculum Policies (PSHE)
- Equality Act 2010

### **Roles and Responsibilities**

The Principal will take overall responsibility for the coordination and implementation of bullying and cyberbullying prevention and response strategies.

#### **The Principal will**

- ensure that all incidents of cyberbullying both inside and outside St Rose's are dealt with immediately and will be managed and/or escalated in line with the procedures set out in St Rose's Counter Bullying Policy, Positive Behaviour Support Policy and Safeguarding Policies.
- ensure that all policies relating to safeguarding, including cyberbullying are reviewed and updated regularly
- ensure that all staff know that they need to report any issues concerning bullying or cyberbullying to the Principal or Designated Safeguarding Lead.
- ensure that all staff are aware of the Prevent Duties.
- provide training so that staff feel confident to identify children at risk of being drawn into terrorism, to challenge extremist ideas and to know how to make a referral when a child is at risk.
- ensure that all staff are aware of their responsibilities by providing clear guidance for staff on the use of technology within St Rose's and beyond. All staff should sign to say they have read and understood the Acceptable Users Policy.

#### **The IT Manager will**

- ensure adequate safeguards are in place to filter and monitor inappropriate content and alert the Designated Safeguarding Lead to safeguarding issues. The school/college uses a third-party web-proxy solution to filter all internet access. The

internet filter records access to prohibited sites which enables the IT Department to report issues immediately to the Designated Safeguarding Lead.

- ensure that visitors are given clear guidance on the use of technology at St Rose's. This includes how to report any safeguarding issues to the Designated Safeguarding Lead. Visitors will be given highly restricted guest accounts which will not allow any access to personal data and that any misuse of the system will result in access to the system being withdrawn

#### **The Business Manager will**

- ensure that St Rose's manages personal data in line with statutory requirements. St Rose's is aware of its duties under the GDPR (2018). Careful consideration will be given when processing personal information so that the individual's privacy is respected where it needs protection. Access to the personal information will only be given to those who need it.

#### **St Rose's Governors will**

- appoint a governor in charge of safeguarding who will work with the Designated Safeguarding Lead to ensure the policies and practices relating to safeguarding including the prevention of cyberbullying are being implemented effectively.

#### **The whole community will**

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration, and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Intervene by identifying and dealing with bullying behaviour appropriately and promptly.
- Recognise the potential for children with SEN and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required.
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality, or appearance related difference.
- Challenge practice and language including 'banter' which does not uphold the school values of tolerance, non-discrimination, and respect towards others.
- Be encouraged to use technology, especially mobile phones, and social media, positively and responsibly.
- Work with staff, the wider community, and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create "safe spaces" for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school/college ethos

#### **Policy Statement**

The aim of this policy is to ensure that staff are vigilant and responsive to bullying, that fewer young people are bullied or bully others, and that young people get the support that they deserve if bullying is identified. Also to provide a working environment free from harassment and bullying and ensure all staff are treated, and treat others, with dignity and respect.

A high standard of behaviour is expected from the students and staff. The ethos and curriculum of St Rose's discourages bullying by encouraging students and staff members to respect each others contribution to the community in which they live and study.

Bullying can take place between students/residents, between staff members and students/residents or between staff members. The important thing is not only the action but the effect on the victim. No one should ever underestimate the fear that a bullied victim feels.

With regard to students we recognise that:

- some students may communicate distress through behaviour rather than words
- some behaviours may arise from unmet needs rather than malicious intent
- students may not understand social rules without explicit teaching

All incidents are assessed with regard to **capacity, intent, communication ability, and underlying needs**, while still prioritising the safety of those affected.

### **Scope of this Policy**

This policy applies to:

- All students
- All staff (including agency staff, volunteers and contractors)
- Parents/carers and visitors

It covers behaviour:

- On school premises
- During transport, trips, or residential activities
- Online or through digital communication (cyberbullying)
- Outside school where it impacts the safety or wellbeing of the school community

### **Definition of bullying**

- Bullying can be defined as "behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", July 2017)
- Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- Bullying is recognised by the school/college as being a form of peer-on-peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

### **Definition of harassment**

- Any unwanted physical, verbal or non verbal conduct that has the purpose or effect of violating a person's dignity or creating an intimidating hostile, degrading, humiliating or offensive environment for them. A single incident can amount to harassment.
- It also includes treating someone less favourably because they have submitted or refused to submit to such behaviour in the past.
- The actions of Intensive Interaction that include mirroring a student's vocalisations, are part of an educational activity supporting early communication, and are to be understood as different in purpose and intention from mocking where vocalisations are copied with the intention to humiliate.

### **Examples may include**

- Spreading malicious rumours, or insulting someone (based on the nine protected characteristics)
- Copying memos that are critical about someone to others who do not need to know
- Ridiculing or demeaning someone – picking on them or setting them up to fail
- Exclusion or victimisation
- Unfair treatment
- Overbearing supervision or other misuse of power or position
- Unwelcome sexual advances – touching, standing too close, display of offensive materials, asking for sexual favours, making decisions based on sexual advances being accepted or rejected
- Making threats or comments about job security without foundation
- Deliberately undermining a competent worker by overloading and constant criticism
- Preventing individuals progressing by intentionally blocking promotion or training opportunities
- Unwanted physical conduct or 'horseplay', including touching, pinching pushing and grabbing
- Continued suggestions for social activity after it has been made clear that such suggestions are unwelcome
- Sending or displaying material that is pornographic or that some people may find offensive (including emails, text messages, video clips and images sent by mobile phone or posted on the internet)
- Racist, sexist, homophobic or ageist jokes, or derogatory or stereotypical remarks about a particular ethnic or religious group or gender
- Mocking, mimicking or belittling a person's disability

Bullying and harassment are not necessarily face to face; they may be by written communications, visual images, electronic mail or by phone.

Bullying and harassment can often be hard to recognize – they may not be obvious to others and may be insidious. The recipient may think 'perhaps this is normal behaviour in this organisation'. They may be anxious that others will consider them weak, or not up to the job, if they find the actions of others intimidating. They may be accused of 'overreacting' and worry that they won't be believed if they do report incidents.

People being bullied or harassed may sometimes appear to overreact to something that seems relatively trivial, but which may be the 'last straw' following a series of incidents. There is often fear of retribution if they do make a complaint. Colleagues may be reluctant to come forward as witnesses, as they too may fear the consequences for themselves.

Complaints of bullying and/or harassment, or information from staff relating to such complaints, will be dealt with fairly and confidentially and sensitively.

### **Action to be taken with respect to bullying of a student:**

The following steps may be taken when dealing with all incidents of bullying reported to the school/college:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school/college will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision making, as appropriate.
- The Principal/Designated Safeguarding Lead (DSL) or another member of leadership team will interview all parties involved.
- The DSL will be informed of all bullying issues where there are safeguarding concerns.
- The school/college will speak with and inform other staff members, where appropriate.
- The school/college will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
- Sanctions, as identified within the behaviour policy, and support will be implemented in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children's social care, if a child is felt to be at risk of significant harm.
- Where the bullying of or by students takes place off site or outside of normal school/college hours (including cyberbullying), the school/college will ensure that the concern is fully investigated. If required, the DSL will collaborate with other DSLs. Appropriate action will be taken, including providing support and implementing sanctions in school/college in accordance with this policy and the behaviour policy.
- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

### **Supporting students**

- Students who have been bullied will be supported by:
- Reassuring the student and providing continuous pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include working and speaking with staff, offering formal counselling, engaging with parents and carers.

- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Children Social Work Service, or support through the Children and Young People's Mental Health Service (CYPMHS).
- Students who have perpetrated bullying will be helped by:
- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child. o Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider
- Sanctioning, in line with school behaviour/discipline policy; this may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusions.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Children Social Work Service, or the Children and Young People's Mental Health Service (CYPMHS).

#### **Action to be taken with respect to bullying of a member of staff:**

##### **Informal steps**

- If you are being harassed or bullied, consider whether you feel able to raise the problem informally with the person responsible. You should explain clearly to them that their behaviour is not welcome or makes you uncomfortable. If this is too difficult, you should speak to your line manager who can provide confidential advice and assistance in resolving the issue formally or informally. If you feel unable to speak to your line manager because the complaint concerns him or her, then you should speak informally to the HR Department. If this does not resolve the issue, you should follow the formal procedure below.
- If you are not certain whether an incident or series of incidents amounts to bullying or harassment, you should initially contact your line manager informally for confidential advice.
- If informal steps are not appropriate, or have been unsuccessful, you should follow the formal procedure set out below and/or refer to our Grievance Procedure.

##### **Raising a formal complaint**

- If you wish to make a formal complaint about bullying or harassment, you should submit it in writing to your line manager. If the matter concerns your line manager, you should submit it to the Principal
- the matter concerns the Principal, you should submit your complaint in writing to the Chair of Governors
- Your written complaint should set out full details of the conduct in question, including the name of the harasser or bully, the nature of the harassment or bullying, the date(s) and time(s) at which it occurred, the names of any witnesses and any action that has been taken so far to attempt to stop it from occurring.
- As a general principle, the decision whether to progress a complaint is up to you. However, we have a duty to protect all staff and may pursue the matter independently if, in all the circumstances, we consider it appropriate to do so.

**Formal investigations**

- We will investigate complaints in a timely, respectful and confidential manner. Individuals not involved in the complaint or the investigation should not be told about it.
- We will arrange a meeting with you, usually within one week of receiving your complaint, so that you can give your account of events. You have the right to be accompanied by a colleague or a trade union representative of your choice, who must respect the confidentiality of the investigation.
- Where your complaint is about an employee, we may consider suspending them on full pay or making other temporary changes to working arrangements pending the outcome of the investigation, if circumstances require. The investigator will also meet with the alleged harasser or bully who may also be accompanied by a colleague or trade union representative of their choice to hear their account of events. They have a right to be told the details of the allegations against them, so that they can respond.
- Where your complaint is about someone other than an employee, such as a supplier or visitor, we will consider what action may be appropriate to protect you and anyone involved pending the outcome of the investigation, bearing in mind the reasonable needs of the business and the rights of that person. Where appropriate, we will attempt to discuss the matter with the third party.
- We will also seriously consider any request that you make for changes to your own working arrangements during the investigation. For example, you may ask for changes to your duties or working hours to avoid or minimise contact with the alleged harasser or bully.
- It may be necessary to interview witnesses to any of the incidents mentioned in your complaint. If so, the importance of confidentiality will be emphasised to them.
- At the end of the investigation, the investigator will submit a report to a senior manager. The senior manager will arrange a meeting with you, usually within a week of receiving the report, in order to discuss the outcome and what action, if any, should be taken. You have the right to bring a colleague or a trade union representative to the meeting. A copy of the report and the senior manager's findings will be given to you and to the alleged harasser.

**Action following the investigation**

- If the senior manager considers that harassment or bullying has occurred, prompt action will be taken to address it.
- Where the harasser or bully is an employee the matter will be dealt with as a case of possible misconduct or gross misconduct under our Disciplinary Procedure. If the harasser or bully is a third party such as a customer or other visitor, we will consider what action would be appropriate to deal with the problem. Whether or not your complaint is upheld, we will consider how best to manage any ongoing working relationship between you and the person concerned.
- Whether or not your complaint is upheld, we will consider how best to manage the ongoing working relationship between you and the person concerned. It may be appropriate to arrange some form of mediation and/or counselling, or to change the duties, working location or reporting lines of one or both parties.
- Any staff member who deliberately provides false information or otherwise acts in bad faith as part of an investigation may be subject to action under our Disciplinary Procedure.

### **Appeals**

- If you are not satisfied with the outcome you may appeal in writing to the person named in the outcome letter stating your full grounds of appeal, within one week of the date on which the decision was sent or given to you.
- We will hold an appeal meeting, normally within one week of receiving your written appeal. Where practicable, the appeal hearing will be conducted by a senior manager who has not been previously involved in the case and is senior to the individual who conducted the previous meeting. They may ask anyone previously involved to be present. You have the right to bring a colleague or trade union representative to the meeting.
- We will confirm our decision in writing, usually within one week of the appeal hearing.
- Employees will have the right to a final appeal to the governing body, if they are not satisfied with the decision made by senior managers. Governors will hold an appeal meeting, normally within two weeks of receiving your written appeal and will confirm their decision in writing, usually within one week of the appeal hearing.
- This is the end of the procedure and there is no further appeal.

### **Supporting adults**

- Our school/college takes measures to prevent and tackle bullying among students; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by students, parents, or other staff members, is unacceptable.
- Adults who have been bullied or affected will be supported by:
- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the headteacher.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Where the bullying takes place off school site or outside of normal school hours (including online), the school/college will still investigate the concern and ensure that appropriate action is taken in accordance with the behaviour and discipline policy.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.
- Adults who have perpetrated the bullying will be helped by:
- Discussing what happened with a senior member of staff and/or the headteacher to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
- If online, requesting that content be removed.
- Instigating disciplinary, civil, or legal action as appropriate or required.
- Staff who make complaints or who participate in good faith in any investigation must not suffer any form of retaliation or victimisation as a result. Anyone found to have retaliated against or victimised someone in this way will be subject to disciplinary action under our Disciplinary Procedure.

## **Cyberbullying**

Cyberbullying may be defined as ‘the use of electronic communication, particularly mobile phones and the internet, to bully a person, typically by sending messages of an intimidating or threatening nature: children and adults may be reluctant to admit to being the victims of cyberbullying’. It can take several different forms: threats and intimidation, harassment or ‘cyber-stalking’ (e.g., repeatedly sending unwanted texts or instant messages), sexting or Revenge Porn (e.g., sending and receiving sexually explicit messages, primarily between mobile phones), vilification/defamation, exclusion/peer rejection, impersonation, unauthorised publication of private information/images and ‘trolling’ (abusing the internet to provoke or offend others online). It can be an extension of face-to-face bullying, with technology providing the bully with another route to harass their target.

However, it differs from other forms of bullying in several significant ways:

- By facilitating a far more extreme invasion of personal space. Cyberbullying can take place at any time and intrude into spaces that have previously been regarded as safe and personal.
- The potential for anonymity on the part of the bully. This can be extremely distressing for the victim.
- The potential for the bully to play very rapidly to a larger audience so the scale and scope of cyberbullying can be greater than for other forms of bullying.
- Through the knowledge that the data is in the world-wide domain, disproportionately amplifying the negative effect on the victim, even though the bully may feel his / her actual actions had been no worse than conventional forms of bullying
- The difficulty in controlling electronically circulated messages as more people get drawn in as accessories. By passing on a humiliating picture or message a bystander becomes an accessory to the bullying.
- The profile of the bully and target can be different to other forms of bullying as cyberbullying can take place between peers and across generations.
- Many cyberbullying incidents can themselves act as evidence, so it is important the victim saves the information.

Bullying is never acceptable, and St Rose’s fully recognises its duty to protect all its members and to provide a safe, healthy environment for everyone.

### **Education Law:**

- The Education and Inspections Act 2006 (EIA 2006) outlines some legal powers which relate more directly to cyberbullying. Head teachers have the power ‘to such an extent as is reasonable’ to regulate the conduct of students when they are off the school/college site.
- The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person’s mobile phone.

**Civil and Criminal Law**

Although bullying in itself is not a specific criminal offence in the UK – and by extension cyberbullying – some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

Any person who sends an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender, is guilty of an offence if their purpose in sending it was to cause distress or anxiety to the recipient.

**Preventing Cyberbullying**

As with all forms of bullying the best way to deal with cyberbullying is to prevent it happening in the first place. There is no single solution to the problem of cyberbullying, but St Rose’s will do the following as a minimum to impose a comprehensive and effective prevention strategy:

**This policy statement is considered part of the terms and conditions of employment of all staff.**

**Chair of Governors:** ..... **Date:**

**Principal:** ..... **Date:**

## **APPENDIX 1**

### **Responding to an incident of bullying of a student**

#### **Immediate Response**

- Ensure safety and emotional support for all involved
- Use calming, non-judgemental approaches
- Make reasonable adjustments to communication

#### **Investigation**

- Gather information sensitively
- Consider context, needs, and previous incidents
- Involve parents/carers where appropriate

#### **Outcomes**

Responses may include:

- Restorative approaches (where appropriate and safe)
- Individual behaviour support plans
- Increased supervision or environmental adjustments
- Teaching replacement skills
- Sanctions, where appropriate, in line with behaviour policy

Serious incidents may be addressed through safeguarding procedures or external agency involvement

#### **Supporting Those Affected**

##### **Students who experience bullying or harassment will be offered:**

- Emotional support and reassurance
- Adjustments to routines or environments
- Key adult support
- Ongoing review of safety and wellbeing

##### **Students who display bullying behaviour will be supported through:**

- Education about impact
- Behavioural and emotional support
- Clear boundaries and expectations
- Collaborative work with families

#### **Role of Parents and Carers**

Parents/carers are encouraged to:

- Share concerns promptly
- Work in partnership with the school
- Reinforce messages of respect at home

The school will communicate clearly, respectfully, and confidentially.

### **Training and Responsibilities**

- All staff receive regular training on bullying, harassment, SEND, and safeguarding
- Senior leaders ensure consistent implementation of the policy
- Governors review effectiveness and compliance

### **Monitoring and Review**

- Incidents are logged, monitored, and analysed for patterns
- Preventative strategies are reviewed regularly
- This policy is reviewed **annually** or sooner if required

## **APPENDIX 2**

### **Responding to an incident of cyber bullying**

#### **Guidance for Staff**

If you suspect or are told about a cyber bullying incident, follow the protocol outlined below:

#### **Mobile Phones**

- Ask the student to show you the mobile phone
- Note clearly everything on the screen relating to an inappropriate text message or image, to include the date, time and names
- Make a transcript of a spoken message, again record date, times and names
- Tell the student to save the message/image
- Inform the Principal and Designated Safeguarding Lead immediately and pass them the information that you have

#### **Computers**

- Ask the student to get up on-screen the material in question
- Ask the student to save the material
- Print off the offending material straight away
- Make sure you have got all pages in the right order and that there are no omissions
- Inform a member of the Senior Leadership team and pass them the information that you have

#### **Use of Technology at St Rose's**

- All members of St Rose's community are expected to take responsibility for using technology positively. As well as training, the following is in place:
- All staff are expected to sign to confirm they have read and understood the Acceptable Use Policy.
- All staff are expected to sign to confirm they have read and understood the Staff Code of Conduct

#### **Guidance for Students**

If you believe you or someone else is the victim of cyber-bullying, you must speak to an adult as soon as possible. This person could be a parent/guardian, or a member of staff on your safety network

- Do not answer abusive messages but save them and report them
- Do not delete anything until it has been shown to your parents/carers or a member of staff (even if it is upsetting, the material is important evidence which may need to be used later as proof of cyber-bullying)
- Do not give out personal details or contact information without the permission of a parent/guardian (personal data)
- Be careful who you allow to become a friend online and think about what information you want them to see.
- Protect your password. Do not share it with anyone else and change it regularly
- Always log off from the computer when you have finished or if you leave the computer for any reason.

- Always put the privacy filters on to the sites you use. If you are not sure how to do this, ask a teacher or your parents.
- Never reply to abusive e-mails
- Never reply to someone you do not know
- Always stay in public areas in chat rooms
- St Rose's will deal with cyberbullying in the same way as other bullying. Do not think that because it is online it is different to other forms of bullying.
- St Rose's will deal with inappropriate use of technology in the same way as other types of inappropriate behaviour

### **Guidance for Parents/Carers**

It is vital that parents/carers and the school/college work together to ensure that all students are aware of the serious consequences of getting involved in anything that might be seen to be cyber-bullying. Parents/carers must play their role and take responsibility for monitoring their child's online life.

- Parents/carers can help by making sure their child understands St Rose's policy and, above all, how seriously St Rose's takes incidents of cyber-bullying.
- Parents/carers should also explain to their children legal issues relating to cyber-bullying.
- If parents/carers believe their child is the victim of cyber-bullying, they should save the offending material (if need be, by saving the offensive text on their computer or on their child's mobile phone) and make sure they have all relevant information before deleting anything.
- Parents/carers should contact the school/college as soon as possible.

### **E-Safety at Home**

Several sites offer helpful advice to parents/carers, particularly with respect to how they can best monitor their child's use of the computer at home. Here are some parents/carers might like to try:

- [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- [www.Vodafone.co.uk/newscentre/smart-living/digital-parenting/](http://www.Vodafone.co.uk/newscentre/smart-living/digital-parenting/)
- [www.childnet.com](http://www.childnet.com)
- [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- [www.nspcc.org.uk](http://www.nspcc.org.uk)
- [www.cyberangels.org](http://www.cyberangels.org)

The following are useful publications:

- DfE Advice for Parents on Cyberbullying
- Childnet Cyberbullying Leaflet
- DfE The use of social media for **on-line radicalisation**

Useful links and supporting organisations:

- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- 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)
- 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)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)

### **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: [www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

### **Cyberbullying**

- 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)
- The UK Council for Child Internet Safety (UKCCIS)  
[www.gov.uk/government/organisations/uk-council-for-internet-safety](http://www.gov.uk/government/organisations/uk-council-for-internet-safety)
- DfE 'Cyberbullying: advice for headteachers and school staff':  
[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)
- DfE 'Advice for parents and carers on cyberbullying':  
[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)

### **Race, religion and nationality**

- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](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)
- Tell Mama: [www.tellmamauk.org](http://www.tellmamauk.org)
- Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)
- Show Racism the Red Card: [www.srtrc.org/educational](http://www.srtrc.org/educational)

### **LGBT**

- Barnardo's LGBT Hub: [www.barnardos.org.uk/what we do/our work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)
- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Proud Trust: [www.theproudtrust.org](http://www.theproudtrust.org)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

### **Sexual harassment and sexual bullying**

- Ending Violence Against Women and Girls (EVAW)  
[www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk)
- Disrespect No Body: [www.gov.uk/government/publications/disrespect-nobody-campaign-posters](http://www.gov.uk/government/publications/disrespect-nobody-campaign-posters)