COUNTER BULLYING POLICY – INCLUDING CYBER BULLYING

Date: 1st September 2022
Review Cycle: Annual
Next Review Date: September 2023

Hardwick House School is owned and operated by Cavendish Education.

This Policy is one of a series of School Policies that, taken together, are designed to form a comprehensive statement of the School's aspiration to provide an outstanding education for each and every one of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this Policy should be read alongside all of these Policies in order to get the full picture. In particular it should be read in conjunction with the Equality & Diversity Policy, the Health and Safety Policy, Behaviour Policy, and the Safeguarding Children Policy.

All of these Policies have been written, not simply to meet statutory and other requirements, but to evidence the work that the whole School is undertaking to ensure the implementation of its core values: Confidence, Competence, Creativity, and Character.

In all the School's Policies, unless the specific context requires otherwise, the word "parent" is used in terms of Section 576 of the Education Act 1996, which states that a 'parent', in relation to a child or young person, includes any person who is not a parent (from which can be inferred 'biological parent') but who has parental responsibility, or who has care of the child. [Department for Education guidance](#) considers a 'parent' to include:
- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The School employs the services of the following consulting companies to ensure regulatory compliance and the implementation of best practice:

- Peninsula HR Online
- Peninsula BusinessSafe (Health and Safety)

1 Statement of Intent

This Policy applies to all staff, volunteers, therapists, and anyone working on behalf of Hardwick House School, pupils, parents/carers, external agencies and members of the public.

2 Introduction

Hardwick House School ('the School') is proud of the quality of teaching and pastoral care provided to its pupils, and is committed to a safe and secure environment in which every child and young person can learn effectively in line with DfE guidance.

Bullying will not be tolerated at Hardwick House School.

It is the responsibility of all pupils, staff, other professionals and parents/carers to work together to prevent bullying. The school recognises that bullying may occur and this policy provides a framework and procedure to effectively manage it. The school's expectation is that students and staff will treat each other with respect and that all students will feel safe at Hardwick House. Pupils and parents will be encouraged to approach a member of staff should they have any concerns about bullying. The staff also receive training to emphasise the need to address bullying. The ethos and school curriculum reflect these values through discussions in tutor time, school council meetings, PSCHE lessons, Social Communication groups and through the school's counter bullying strategy at the end of this policy. The Anti-Bullying Policy is available to all pupils, parents, staff and other relevant parties.

This policy is available on the School website and can be made available in hardcopy upon request to the Headteacher's office. It can also be made available in larger print or in a more accessible format if required.   The procedures set out below may be adapted on occasion as appropriate to meet the policy aims and the

circumstances of each case.

3 Definition

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Sometimes whole organisations can bully. Bullying can be overt and plain for all to see. It can be subtle and insidious. Bullying can become part of the culture, recognised or believed by all or a significant number of people as 'acceptable'; it can even be encouraged and rewarded. Staff and pupils are capable of bullying and of being bullied.

The Department for Education defines bullying as:
"Behaviour by an individual or a group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying is intentional and it often involves an imbalance of power. Most often, it is repeated over time" (Olweus, 2015).

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

Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating. Since September 2014, a greater focus on how well school leaders tackle low-level disruption was included in Ofsted inspections.

Bullying is not:
The odd occasion of 'falling out' that can occur as children are growing up. Pupils are naturally sociable and it is vital for them to select and build friendships. The making and breakdowns of friendships are an important part of growing up and a

key skill that is constantly developed at Hardwick House. When pupils 'fall out' they can say and do things because they are upset. It is essential to teach pupils the skills to repair relationships and enable them to utilise these. If as adults we intervene too readily to help rebuild our children's friendships on their behalf, our children may not develop the necessary social skills.

Staff are constantly supporting pupils across the school to develop these valuable life skills, alongside additional intervention support to develop these strategies further if required. Occasionally situations go beyond broken friendships or minor differences and on these occasions adult intervention may be necessary. It may not be bullying when people of roughly the same strength (including social strength) have a disagreement or physical altercation. It is not bullying when a member of staff corrects a child in line with school policies, vision aims and values.

4 Reasons for Bullying

Bullying needs to be understood in a way that it involves a 'perpetrator' and a 'victim', and that a person may engage in bullying as a learned behaviour due to past experiences. Thus a victim of bullying may be a perpetrator in the future, or in a different environment. Successful intervention needs to consider bullying within the context of both the perpetrator and the victim.

There is evidence that a substantial amount of bullying is fuelled by prejudice - racial, religious, homophobic, biphobic and transphobic - and against children with special educational needs or disabilities or young people who are perceived as different in some way.

5 Types of Bullying

Bullying can take place between children and young people, between children and staff, by individuals or groups, face-to-face or indirectly via one of several cyber bullying methods. Bullying can take many forms, including:
- verbal abuse, such as name calling and gossiping
- non-verbal abuse, such as hand signs or text messages
- emotional abuse, such as threatening, intimidating or humiliating someone
- exclusion, such as ignoring or isolating someone
- undermining, by constant criticism or spreading rumors
- controlling or manipulating someone
- racial, sexual, homophobic, biphobic or transphobic bullying
- physical assaults, such as hitting and pushing
- attacking personal property of others, such as damaging, stealing or hiding possessions

- making silent, hoax or abusive calls
- on-line or cyber-bullying (NSPCC 2015)

Bullying can be driven by prejudice or fear of difference. It can be linked to:
- Race, religion or culture
- Gender (sexist bullying)
- Sexual orientation(homophobic or biphobic bullying)
- gender identity (transphobic bullying)
- Disability or special need
- appearance or health conditions
- related to home or other personal situation
- related to another vulnerable group of people, e.g. young carers

6 Cyber Bullying

This policy takes into account the Cyberbullying: Advice for headteachers and school staff (2014).

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school.

Cyber bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

There are many ways of bullying someone online and for some it can take shape in more ways than one. Some of the types of cyber bullying are:

Harassment - This is the act of sending offensive, rude, and insulting messages and being abusive. Nasty or humiliating comments on posts, photos and in chat rooms. Being explicitly offensive on gaming sites.

Denigration – This is when someone may send information about another person that is fake, damaging and untrue. Sharing photos of someone for the purpose to ridicule, spreading fake rumours and gossip. This can be on any site online or on apps. We even hear about people altering photos of others and posting in online for the purpose of bullying.

Flaming – This is when someone is purposely using really extreme and offensive language and getting into online arguments and fights. They do this to cause reactions and enjoy the fact it causes someone to get distressed.

Impersonation – This is when someone will hack into someone's email or social networking account and use the person's online identity to send or post vicious or

embarrassing material to/about others. The making up of fake profiles on social network sites, apps and online are commonplace and it can be really difficult to get them closed down.

Outing and Trickery – This is when someone may share personal information about another or trick someone into revealing secrets and forward it to others. They may also do this with private images and videos too.

Cyber Stalking – This is the act of repeatedly sending messages that include threats of harm, harassment, intimidating messages, or engaging in other online activities that make a person afraid for his or her safety. The actions may be illegal too depending on what they are doing.

Exclusion – This is when others intentionally leave someone out of a group such as group messages, online apps, gaming sites and other online engagement. This is also a form of social bullying and a very common.

Trolling – This is deliberately creating discord on the Internet by starting quarrels or upsetting people by posting inflammatory or off-topic messages in an online community. Basically, a social media troll is someone who purposely says something controversial in order to get a rise out of other users

At Hardwick House School we closely monitor the access arrangements of our technology. It is therefore imperative that parents/carers are fully supportive in preventing these incidents, or taking action if these incidents have been flagged by a member of staff.

When responding to cyber bullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person 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.
- Take all available steps where possible to identify the person responsible. This may include:
  - looking at use of the school systems;
  - identifying and interviewing possible witnesses;
  - contacting the service provider and the police, if necessary. Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
    - supplying 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.

- confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and also the school behaviour policy.
- requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- ensuring that sanctions are applied to the person responsible for the cyber bullying; the school 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.
- informing the police if a criminal offence has been committed.
- providing 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.

The Education Act 2011 amended the Education Act 1996 to include powers for educational settings when seizing an electronic device, such as a mobile phone, from a student. It states that staff, who are formally authorised by the headteacher, can examine data and 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.

If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably possible. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police.

If a staff member finds material that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline.

7 Bullying of Children on the Autism Spectrum

Hardwick House School is a specialist school for children and young people with a diagnosis of autism or associated difficulties.

Sometimes the behaviour of the learners at Hardwick House School may appear to be bullying in nature, due to the pupils' difficulties in communication, socialisation and imagination. pupils will find it difficult to socialise appropriately with others

and may have problems communicating with peers, sometimes making comments which sound nasty but in their head are merely stating the obvious.

Hardwick House School aims to differentiate between children and young people behaviours that result from, or are associated with autism, and those that can be described as bullying. **In order to be classified as bullying, the behaviour should have the characteristics of being directed, intentional, wilful and meant to cause harm or create stress in the targeted individual.**

All staff need to be aware of pupils' difficulties when dealing with allegations/observations of bullying.

8 Helping Pupils with Autism to Develop an Awareness of Bullying

A child with autism can be helped to distinguish between bullying and one-off incidents or misunderstandings through the teaching of social skills through role-play, or through problem-solving social scenarios.

Older children may benefit from multiple-choice quizzes, in which they are taught to select appropriate responses to hypothetical situations. Some children and young people with autism may need very explicit explanations of bullying, and perhaps a visual reference (e.g. a list or set of photographs, DVDs or pictures) that illustrates the difference between scenarios that constitute bullying and those which are less serious peer conflicts or misunderstandings. Others may prefer written or spoken explanations.

All pupils at Hardwick House School are supported with their social understanding through a weekly Social Communication Group (overseen by the Speech and Language therapist), a weekly PSHCE lesson and a structured tutor programme.

9 Signs and Symptoms of Bullying

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a pupil:

- Is frightened of travelling to or from school;
- Seems afraid of going to school, walking around school, or taking part in organised activities with peers (such as enrichment or PE);
- Changes their normal routines;
- Changes in attendance;
- Reports a reluctance to come to school;
- Becomes withdrawn, anxious, or lacking in confidence;
- Starts to stammer or fails to communicate;

- Lower self esteem;
- Appears sad, moody, tearful or depressed when he or she comes home;
- Attempts or threatens suicide or runs away;
- Reporting lack of sleep or nightmares;
- Feels ill, complains frequently of headaches, stomach aches or other physical ailments;
- Failing to thrive and achieve within the classroom;
- Comes home with torn, damaged or missing pieces of clothing, books, or other belongings;
- Requests money or steals money (to pay a bully);
- Loses money;
- Has unexplained cuts, bruises or scratches;
- Becomes aggressive, disruptive or unreasonable;
- Is bullying other children or siblings;
- Refuses or stops eating;
- Is frightened to speak with anyone about what's wrong, giving improbable excuses;
- Afraid to use the internet or mobile phone;
- Nervous and jumpy when a message, email or telephone contact is made
- Has few, if any friends, with whom he or she spends time;
- Has trouble sleeping or has frequent bad dreams.

This list is not exhaustive and these signs and behaviours could indicate other problems, but bullying should be considered a possibility and will be investigated.

It should also be noted that many of these things may be a "normal" presentation for a child with autism. However changes to a child's "normal" presentation should be of particular concern.

10 Prevention of Bullying at Hardwick House School

Hardwick House School 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.
- be proactive in gathering intelligence about issues between pupils which can provoke conflict and develop strategies to prevent bullying occurring in the first place.
- use curriculum and wider learning opportunities (including PSHCE, Life Skills, Social Communication and ICT) to reinforce the anti-bullying messages.
- recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- openly discuss differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender, sexuality or appearance related

difference. Also children with different family situations, such as looked after children or those with caring responsibilities.
- challenge behaviours and language which do not uphold the values of tolerance, nondiscrimination and respect towards others, reaffirming the schools' standing against bullying.
- encourage positive and responsible use of technology, especially mobile phones and social media, supported by the ICT curriculum around Online Safety which is covered annually.
- work with pupils, staff, therapists, families, 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 ethos.

If issues are considered to be of concern then further support will be sought from external professionals.

11 Counter Bullying in Post-16 Education

Helping Post-16 Learners to Recognise Bullying
Learners in Post-16 Education at Hardwick House School are all starting a transition process that aims to see them grow in independence and enter into further education or training in adult settings. As such, it is essential that learners develop skills to be able to recognise the differences of bullying and perceived bullying.

Bullying and perceived bullying is addressed in depth during PSHCE and Social Communication lessons by encouraging learners to talk about scenarios or actual past incidents of bullying they have experienced. It is important that they are able to recognise different forms of bullying, not just physical bullying, and understand that intention, premeditation and 'balance of power' determine whether an incident is bullying, friendly teasing or straightforward conflict. Within PSHCE, there are also frequent opportunities to discuss subtler kinds of bullying, especially 'backhanded', indirect and non-verbal bullying, which learners with autism are particularly vulnerable to, so that pupils will recognise them as such.

In addition to the curriculum, Post-16 learners also have a form teacher with whom they meet regularly. If an issue of perceived bullying has been identified, the form tutor, therapist or other trusted adult will work with the learner to help them determine where the boundaries between these are, and to illustrate how situations can be interpreted differently according to the response of the person on the receiving end, the intention behind the incident and the relationship between the people involved.

Managing the Interactions of Post-16 Learners with Younger Pupils
Hardwick House School is an inclusive community for children and young people from Key Stage 2 through to Post-16 Education. The school recognises that some pupils and learners will occasionally negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy. The school has clear procedures to minimise possible risks arising from having a wide range of age groups together in the school.

Particular age-related risks could include;
- Increased risk of accidental injury due to the physical size difference of the younger and older learners
- Bullying
- Violence
- Encouraging others to use alcohol or drugs
- Emotional Abuse
- Blackmail or extortion
- Threats and intimidation
- Sexual Abuse
- Indecent exposure, indecent touching or serious sexual assaults
- Encouraging others to watch pornography or take part in "sexting"
- Sexual Exploitation
- Encouraging other children to attend inappropriate parties
- Photographing or videoing other children performing indecent acts

Hardwick House School has a clear Safeguarding Children Policy in place that includes managing allegations against other children and places an importance on minimising the risks of peer-on-peer abuse. In most instances, the conduct of learners towards each other is covered by the school's Behaviour Policy. Some allegations may be of such a serious nature that they may raise safeguarding concerns. It is also likely that peer-on-peer incidents dealt with will involve older learners and their behaviour towards younger pupils or those who are more vulnerable.

Whilst each young person at Hardwick House School is responsible, in accordance with their age, abilities, understanding and individual needs for adhering to the expectations of the school, the school has a number of permanent control measures in place to help prevent such issues from arriving.
These include:
- Key Stage 2 pupils being based in rooms away from the older secondary learners.
- High staff to pupil ratios at all times; including at breaks and at the start and end of each day.
- Post-16 learners have staff supervision at all times including during their independent study periods if applicable.
- A clear policy on the use of mobile phones and electronic devices within the school including the extra privilege for Post-16 learners of being allowed phones in designated areas where there are no younger pupils.

- Providing a developmentally appropriate PSHCE curriculum which develops learners understanding of acceptable behaviour and keeping themselves safe
- Having systems in place for any pupil to raise concerns with staff, knowing that they will be listened to, believed and valued.
- Developing robust risk assessments and targeted intervention work for learners and pupils identified as being a potential risk to other learners.

12 Bullying Outside School Premises

Staff have the power to discipline pupils for misbehaving outside the school premises "to such an extent as is reasonable". This can relate to any bullying incidents occurring anywhere away from Hardwick House School, such as on school or public transport, outside the local shops, or cyber-bullying from the home or community.

Where bullying outside Hardwick House School is reported to staff, it will be investigated and acted on. The Headteacher will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed.

In all cases of misbehaviour or bullying, staff can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

13 Procedures

Hardwick House School will:
- **always respond to reported incidents of bullying, and take them seriously.** This recognises the victim's need, having taken the brave step of disclosing information, to see some immediate action; this does not necessarily mean that the bullying will stop immediately, especially if it has built up over a long period, as changing the bully's behaviour takes time.
- **take reasonable measures to protect the victim.** This could include separating the bully and victim, or building up peer support for the victim. Staff will, however, avoid over-protection as the victim must learn to help himself/herself. Victims of bullying can be referred to the therapy team for additional support.
- **talk to the victim, bully, any witness and record details.** It is essential that all bullying incidents are properly documented and retained on record for future

reference; the mere act of recording written information adds gravity to the situation, encourages objectivity, and is reassuring to the victim. Statistics are compared to previous years and used to inform future planning action against bullying.

- **take action to prevent further bullying.** School sanctions will be applied in the event of threats or actual violence. Counter-bullying activities are completed every November in conjunction with the national anti bullying week.
- **take action to change the bully's attitude.** In many cases, this could require one single meeting, but could also need a planned and possibly lengthy process of discussion, therapy, mentoring or specialist interventions by agencies from outside school.
- **reconcile the pupils involved, if appropriate.** This will depend on the exact circumstances, but would typically require a structured meeting, chaired by a member of staff..
- **provide the victim with self-help strategies to restore self-esteem.** Depending on the nature and extent of the bullying, this could include a series of regular meetings with an identified member of staff, a therapist or external agencies/professionals.

Key Principles Observed by Staff in Bullying Incidents:
- **Calmness:** Reacting emotionally only adds to the bully's fun
- **Objectivity:** details must be recorded neutrally, without bias
- **Reassurance:** the victim must not feel guilt
- **Consistency:** being aggressive to the bully is bullying in itself
- **Openness**: explanations of actions to the bully and victim must be clear
- **Empathy:** the bully should be encouraged to see the victim's point of view
- **Communication:** parents of both bully and victim will be informed

14 Responsibilities

Pupils
- Respect one another and never bully others;
- Report all incidents of bullying whether you are the target or a bystander;
- Be vigilant for bullying of others and offer support to others.

Parents
- Report any bullying concerns to the school;
- Cooperate with and support staff in addressing and ending the bullying.

Staff
- Be vigilant and look for signs of pupils being either targets or instigators of bullying;
- Whenever a pupil reports bullying, listen, take the matter seriously and take

steps to resolve the matter, either directly or by reporting the matter to the form tutor or any other member of staff.

Assistant Head (Wellbeing)
- Support staff in identifying and dealing with these concerns and ensure that everybody feels safe at work and in school;
- Take responsibility for resolving more serious incidents of bullying;
- Coordinate counter bullying curriculum opportunities, including involving learners in e-safety and responses to cyber bullying;
- Work with the instigators of bullying and help them to change their behaviour through a variety of appropriate sanctions and supportive strategies;

Senior Leadership Team
- Ensure the Counter Bullying Policy is being effectively implemented;
- Continuously monitor the concern log system (MyConcern) to analyse any trends in behaviour and ensure that all incidents are recorded appropriately.
- Organise appropriate and timely counter-bullying training for staff.
- Provide good systems for communication between staff, pupils and parents in relation to the school policy on promoting good behaviour;
- Liaise with external professionals to support when current strategies are not changing individual cases of behaviour. This may include the Police, health services and the social care system. This is to extend the support to all individuals if needed

Governors
- Support the Leadership Team in implementing this guidance;
- Review the policy annually in collaboration with the wider school community

Appendix 1 Useful Information

Websites and resources that offer support guidance and strategies for children, young people, schools and parents/carers in relation to bullying:

Anti-Bullying Alliance
This site offers information, advice and resources on anti-bullying. It is intended to be a one stop shop where teachers can download assembly materials, lesson ideas and information including those for Anti-Bullying Week.
www.anti-bullyingalliance.org.uk

Bullying.co.uk
Provides resources for schools, parents and the workplace, and has a good section on cyber bullying. www.bullying.co.uk

BBC Schools
This provides links and resources explaining how to stop bullying. It also signposts examples of successful school anti-bullying projects and ideas.
www.bbc.co.uk/schools

CEOP: (Child exploitation online protection)
A government agency that is dedicated to promoting online safety for children who may be vulnerable to sexual exploitation in chat rooms. It works with a number of charities and police across the UK and has a website for learners of all ages called 'thinkuknow'. http://www.ceop.gov.uk/.   www.thinkuknow.co.uk gives information on on-line safety

Bully advice for parents
United Against Bullying https://www.anti-bullyingalliance.org.uk/

ChildLine
This provides a 24 hour helpline for children and young people being bullied in the UK. Children and young people can call 0800 1111 to talk about any problem. It is a major charity that is now housed with NSPCC. It provides training in peer support for pupils and schools and has a range of publications and downloadable resources for children, parents and teachers. http://www.childline.org.uk.

Childnet International
This is a charity that aims to make the internet a safer place for children and is dedicated to internet safety. It is concerned to prevent abuse on the internet and cyber bullying. It has advice for children and parents and has some useful resources for teachers of ICT at key Stage 3 on internet safety. It is located in South London (Brockley). www.childnet.com.

Kidscape
Kidscape is committed to keeping children safe from abuse. It is the first charity in the UK established specifically to prevent bullying and child sexual abuse it provides

information, good resources and training for children and young people under the age of 16, their parents/carers. It offers a range of courses for professionals. It also provides courses in assertiveness training, workshops for children and young people and develops their confidence and skills to resist bullying and forms of abuse. http://www.kidscape.org.uk.

NSPCC
The NSPCC works to promote public campaigns to stop cruelty to children. There is advice on a number of issues related to bullying, child protection, and abuse. Their Kids Zone contains details for their child protection helpline for young people who have problems at home or are being bullied. http://www.nspcc.org.uk.

Other Sources of Information and Support

- Beyond Bullying LA team: http://www.beyondbullying.com/
- DFE guidance 'Preventing and Tackling bullying 2017 https://www.gov.uk/government/publications/preventing-and-tackling-bullying
- Family Lives: www.familylives.org.uk
- MindEd: www.minded.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk Young Carers: www.youngcarers.net

SEND
- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0- to-25

Cyberbullying
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/ukcouncil-forchild-internet-safety-ukccis

Race, religion and nationality
- Anne Frank Trust: www.annefrank.org.uk

- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama:www.tellmamauk.org Educate against Hate: www.educateagainsthate.com/
- Show Racism the Red Card: www.srtrc.org/educational

LGBTQ+
- Barnardos LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Gendered Intelligence: https://genderedintelligence.co.uk/
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying
- Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk
- A Guide for Schools: www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-SchoolsGuide.pdf
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaignposters
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: www.anti-bullyingalliance.org.uk/toolsinformation/all-aboutbullying/sexual-and-gender-related