

Behaviour and Inclusion Policy

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Monitoring	Local Advisory Board
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Revision History

Revision Date	Description	Sections Affected	Revised By	Approved By
December 2019	Update to policy		L Towers	
August 2020	Update to include Anti-Bullying Strategy	Section 12 Appendix 5	L Towers	
August 2021	Rewrite of policy, including update in response to KCSIE and DfE guidance on sexual violence and harassment between children in schools	All	L Towers	

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1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how students are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- ✓ [Behaviour and discipline in schools](#)
- ✓ [Searching, screening and confiscation at school](#)
- ✓ [The Equality Act 2010](#)
- ✓ [Keeping Children Safe in Education](#)
- ✓ [Use of reasonable force in schools](#)
- ✓ [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Failure to comply with our three school rules as defined in the Student Code of Conduct (see section 6)

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - ✓ Sexual comments
 - ✓ Sexual jokes or taunting
 - ✓ Physical behaviour like interfering with clothes
- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism

- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - ✓ Knives or weapons
 - ✓ Alcohol
 - ✓ Illegal drugs
 - ✓ Stolen items
 - ✓ Tobacco and cigarette papers
 - ✓ Fireworks
 - ✓ Pornographic images
 - ✓ Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing

TYPE OF BULLYING	DEFINITION
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Strategy (see Appendix 1).

5. Roles and responsibilities

5.1 The Local Advisory Board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The principal

The principal is responsible for reviewing and approving this behaviour policy.

The principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents (see appendix 3 for a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents/Carers

Parents are expected to:

- Support their child in adhering to the student code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Student Code of Conduct

All students are expected to be aware of, and uphold, the Student Code of Conduct.

At Manor School we are...

- **Ready** because we are equipped, focused and prepared to engage in learning
- **Respectful** because we act with care, consideration and tolerance
- **Responsible** because we take ownership of our learning and our actions and we also act in a safe manner

7. Rewards and sanctions

The Nene Education Trust and Manor School firmly believes in the importance of a positive culture and the effectiveness of praise and rewards to promote the school's values. Our values are based on five key characteristics, which are: resilience, empathy, aspiration, curiosity and humanity. Our rewards scheme also promotes academic excellence, achievement and effort. The rewards scheme is designed to provide a method of rewarding students that is:

- consistently applied across the whole academy
- flexible, to allow different areas of the academy to reward in a way that is appropriate to their work
- able to recognise the key characteristics and core values of the school
- understood and supported by parents and governors

Regular praise is the foundation of a positive culture and all staff, through new staff induction and whole staff inset days, will be trained in the importance of, and how to give, genuine, appropriate, specific and personal praise.

Students may be rewarded for exceptional achievement and/or for exhibiting consistently high standards in a number of different areas e.g. attendance, sporting achievements etc.

Rewards should be given in accordance with the Manor School rewards scheme.

7.1 List of rewards

Positive behaviour will be rewarded with:

- Praise
- REACH points
- Letters or phone calls home to parents/carers
- Certificates and honours
- Recognition in assemblies, celebration events, display boards around school etc.
- Reward events such as trips week etc.

7.2 List of sanctions

Sanctions may be necessary to promote positive behaviour and attendance through providing a deterrent as well as showing all students that there are consequences to actions that infringe upon others' rights within the academy. Sanctions are the key strand in our behaviour management approach.

It is vital that sanctions are applied consistently, yet with regard to individual circumstances. In this way, sanctions will be seen to be fair and will, therefore, be more effective. In applying sanctions, staff should:

- Dissociate the behaviour from the person
- Encourage students to reflect on the effects of their actions upon others in the academy community Avoid early escalation to severe sanctions
- Avoid whole group sanctions that punish the innocent as well as the guilty

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand e.g. Ask, Tell
- Removing the student from the lesson if they reach the Consequence stage
- Behaviour points
- After school detention
- Letters or phone calls home to parents/carers
- Agreeing a behaviour contract
- Fixed term exclusion

We may use the Refocusing provision in response to serious or persistent breaches of this policy. Students will be expected to comply with the rules in the provision and complete all work and tasks set for them.

Students who do not attend a given detention are also sent required to complete one day in the Refocusing provision.

7.3 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

- Refocusing provision
- Fixed term exclusion
- Managed move to an alternative education provider
- Permanent exclusion

The school has procedures in place to respond to any allegations or concerns regarding a child or young person's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - ✓ Manage the incident internally
 - ✓ Refer to early help
 - ✓ Refer to children's social care
 - ✓ Report to the police

Please refer to our child protection and safeguarding policy for more information [Child Protection and Safeguarding Policy](#)

7.4 Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a student of our school

Sanctions may also be applied where a student has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another student or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of the staff member (e.g. on a school-organised trip).

7.5 Malicious allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the student who made the allegation needs help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other students.

8. Behaviour management

The school has a responsibility when reviewing a student's behaviour to consider whether disruptive behaviour or persistent disruptive behaviour might be the result of unmet educational needs. Where this is judged to be the case, the school will explore a multi-agency approach. However, this process will take place alongside reasonable and proportionate sanctions.

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

Colleagues are expected to use an 'Ask. Tell. Consequence.' approach in order to remind students of the expected standard and therefore help reduce low level disruption.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Reinforce the Student Code of Conduct at all times
- Develop a positive relationship with students, which may include:
 - ✓ Greeting students in the morning/at the start of lessons
 - ✓ Establishing clear routines
 - ✓ Communicating expectations of behaviour in ways other than verbally
 - ✓ Highlighting and promoting good behaviour
 - ✓ Concluding the day positively and starting the next day afresh
 - ✓ Having a plan for dealing with low-level disruption
 - ✓ Using positive reinforcement

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others

- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

8.3 Confiscation

Any prohibited items (listed in section 3) found in students' possession will be confiscated. These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Searching and screening students is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

8.4 Student support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's special educational needs co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

8.5 Safeguarding

The school recognises that changes in behaviour may be an indicator that a student needs help or protection. We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

9. Student transition

To ensure a smooth transition to the next year, students have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year.

10. Training

Our staff are provided with training on managing behaviour. Behaviour management also forms part of continuing professional development.

Identified members of the pastoral team are trained in the proper use of restraint.

Our staff receive regular training on safeguarding children and young people, including Child Sexual Exploitation and online safety.

11. Monitoring arrangements

This behaviour policy will be reviewed by the principal and the Local Advisory Board annually. At each review, the policy will be approved by the principal.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Anti-Bullying strategy
- Exclusions policy
- Child protection and safeguarding policy

Appendix 1: Anti Bullying strategy

1 Objectives

- This strategy outlines what Manor School will do to prevent and tackle all forms of bullying
- Manor School is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form

2 Links to other policies

This strategy links with a number of other school policies, practices and action plans including:

- Behaviour policy
- Complaints policy
- Child protection and safeguarding policy
- Acceptable Use Policies (AUP)

3 Links to legislation

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

4 Links to legislation

- The Principal to communicate this strategy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
- School Governors to take a lead role in monitoring and reviewing this strategy and relevant policies.
- All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this strategy accordingly.
- Parents/carers to support their children and work in partnership with the school.
- Students to abide by the strategy.

5 Forms of bullying covered by this strategy

Bullying relates to:

- race, religion, nationality or culture
- SEND (Special Educational Needs or Disability)
- appearance or physical/mental health conditions
- sexual orientation (homophobic bullying)
- sexist, sexual and transphobic bullying
- bullying of young carers, children in care or otherwise related to home circumstances
- bullying via technology, known as online or cyberbullying

6 Responding to bullying

The range of steps will be taken when dealing with all incidents of bullying reported to the school. This could include:

- 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 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.
- A Progress Leader or Pastoral Support Officer will interview all parties involved.
- The Designated Safeguarding Lead will be informed of all bullying issues where there are safeguarding concerns.
- The school will inform other staff members, and parents/carers, where appropriate.
- Sanctions (such as those identified within the school Behaviour Policy) and support for individuals 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 takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is investigated to avoid an impact in school life.
- Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with the school's Behaviour Policy.
- A clear and precise account of the incident will be recorded by the school in accordance with existing procedures (See Appendix 1,2,3,4,5,6). This will include recording appropriate details regarding decisions and action taken and follow ups made with the victim and parents/carers to ensure after time there has been no reoccurrence.

6.1 Cyberbullying

When responding to **cyberbullying** concerns, the school will act accordingly by carrying out a range of interventions which could include:

- Act as soon as possible following 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.
- The school may also 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: Reporting 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 Students' electronic devices, such as mobile phones, in accordance with the law and also the school Searching and Confiscation Policy; requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; 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.
- Inform the police if a criminal offence has been committed.

- Provide information to staff and students 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.

7 Supporting victims of bullying

Students who have been bullied will be supported by a range of interventions which could include:

- Reassuring the Student and providing continued support.
- Offering an immediate opportunity to discuss the experience with a member of staff or the designated safeguarding lead
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
- 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 Specialist Children's Services, or support through Child and Adolescent Mental Health Services (CAMHS).

7.1 Supporting perpetrators of bullying

Students who have perpetrated the bullying can be helped by a range of strategies that might include:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- 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 Policy; this may include 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, Specialist Children's Services, or Child and Adolescent Mental Health Services (CAMHS) as appropriate.

7.2 Bullying of staff and parents/carers

Manor School takes measures to prevent and tackle bullying among students; however, it is equally important to recognise that bullying of staff and parents, whether by students, parents or other staff members, is unacceptable.

Adults (staff and parents/carers) who have been bullied or affected will be supported in a range of different ways, which could include:

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the Principal.
- 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 is entitled to investigate the concern and ensure that appropriate action is taken in accordance with the school's Behaviour Policy. This will be at the discretion of the Principal
- 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 (staff and parents/carers) who have perpetrated the bullying will be helped by:

- Discussing what happened with a senior member of staff and/or the Principal 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.

8 Actions to prevent bullying

- 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).
- 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 practice and language which does not uphold the 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 ethos.
- Provide a range of approaches for students, staff and parents/carers to access support and report concerns.
- Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the school's attention, which involves or affects students, possibly even when they are not on school premises; for example, when using school transport or online, etc. This will be at the discretion of the Principal.
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

8.1 Education and training

- Train all staff to identify all forms of bullying and take appropriate action, following the school's policies and procedures (including recording and reporting incidents).
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/student council, etc.
- Provide systematic opportunities to develop students' social and emotional skills, including building their resilience and self-esteem.

9 Involvement of children and young people

- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure that all students know how to express worries and anxieties about bullying.
- Ensure that all students are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve students in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to students who have been bullied and to those who are bullying in order to address the problems they have.

9.1 Involvement of parent/carers

- Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats.
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for students, both on and offline.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

10 Monitoring and review: putting strategy into practice

- The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the strategy is being consistently applied.
- Any issues identified will be incorporated into the school's action planning.
- The Principal will be informed of bullying concerns, as appropriate.
- The named Governor for bullying will report on a regular basis to the governing body on incidents of bullying, including outcomes.

10 Useful websites and organisations

Anti-Bullying Alliance	www.anti-bullyingalliance.org.uk
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Childline	www.childline.org.uk
Family Lives	www.familylives.org.uk
Kidscape	www.kidscape.org.uk
MindEd	www.minded.org.uk
NSPCC	www.nspcc.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
The Restorative Justice Council	www.restorativejustice.org.uk/restorative-practice-schools
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
SEND code of practice	www.gov.uk/government/publications/send-code-of-practice-0-to-25 Cyberbullying
Childnet International	www.childnet.com
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/uk-council-forchild-internet-safety-ukccis
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
Educate against Hate	www.educateagainsthate.com/
Show Racism the Red Card	www.srtrc.org/educational

Barnardos LGBT Hub	www.barnardos.org.uk/what we do/our work/lgbtq.htm
Metro Charity	www.metrocentreonline.org
EACH	www.eachaction.org.uk
Proud Trust	www.theproudtrust.org
Schools Out	www.schools-out.org.uk
Stonewall	www.stonewall.org.uk
Ending Violence Against Women and Girls (EVAW)	www.endviolenceagainstwomen.org.uk
A Guide for Schools	www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf
Disrespect No Body	www.gov.uk/government/publications/disrespect-nobody-campaign-posters
Anti-bullying Alliance:	www.anti-bullyingalliance.org.uk/tools-information/all-aboutbullying/sexual-and-gender-related

Note: Additional links can be found in 'Preventing and Tackling Bullying' (July 2017) www.gov.uk/government/publications/preventing-and-tackling-bullying