**Meadow High School**

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| https://lh4.googleusercontent.com/lu5mbwd5LR6vmY1fvvaMJHW8a0yGXBTue5leGO0aodXHu35v4IwyAlWR0VjY0VUrSP_liIiYFk4YtVu426EwLk6ndep_bFpvqApYiKKPALiq1be7SQWEehkaZuug6I9VBtP0QyXFAIDwQMx5hA  Anti-Bullying  Policy No. 2  Type of Policy: Non-Statutory  Effective Date: July 2019  Last Revised: April 2016  External Requirement for Review: every 3 years (and following any concerns and/or updates to national/local guidance and procedures). |
| **Policy Owner**: SLT  **Policy Contact**: Ms. Jane Richards – Assistant Headteacher [jrichards@meadowhighschool.org](mailto:jrichards@meadowhighschool.org) |

# Reason for Policy

This policy aims to ensure that every person in the school feels safe and is treated with respect.

It sets out the steps to take if you witness, experience or suspect that a bullying incident has taken place; the responsibilities of all staff, parents/carers, and how to seek additional support for both perpetrators and those who have been the target of bullying.

The policy also reflects the updated Department for Education (DfE) guidance on preventing and tackling bullying which was updated in July 2017.

This policy is based on DfE guidance “Preventing and Tackling Bullying” July 2017 and supporting documents. It also considers the DfE statutory guidance “Keeping Children Safe in Education” 2018 and ‘Sexual Violence and Sexual Harassment between children in Schools and Colleges’ guidance. The setting has also read Childnet’s “Cyberbullying: Understand, Prevent and Respond: Guidance for Schools”.

This policy links with several school policies, practices and guidance including:

* Behaviour and discipline policy
* Complaints policy
* Child protection and Safeguarding policy
* GDPR policy
* Online safety and Acceptable Use Policies (AUP)
* Curriculum policies, such as: PSHE and SRE
* Mobile phone and social media policies

# Policy Statement

The Meadow High School community recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing.

The children and young people at Meadow High School have a wide range of complex needs. We understand that bullying in this context can have additional subtleties and raise issues that are complicated and difficult to resolve. Not all pupils at Meadow will recognise bullying behaviour if they experience it; equally not all pupils would recognise their own behaviour as bullying towards another individual. Cognitive understanding and communication impairment are strong factors in how/what the pupils communicate. As such, meadow uses the following strategies to support pupils to understand what is meant by bullying and how to resolve any bullying situation.

We recognise that pupils who are being bullied may show changes in behaviour, such as becoming shy/nervous/feigning sickness/school refusal/clinging to adults/refusing to remain in class. It is important that all school staff are alert to the signs of bullying and act promptly and firmly against any form of bullying in line with their roles and responsibilities.

By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential

Meadow High School:

* Monitors and reviews our anti-bullying policy and practice on a regular basis.
* Supports staff to promote positive relationships to help prevent bullying.
* Recognises that some members of our community may be more vulnerable to bullying and its impact than others. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
* Will intervene by identifying and tackling bullying behaviour promptly in a reasonable, proportionate and consistent manner
* Safeguard the pupil who has experienced bullying and trigger sources of support for the pupil
* Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
* Requires all members of the community to work with the school to uphold the anti-bullying policy.
* Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages
* Will deal promptly with grievances regarding the school response to bullying in line with our complaints policy
* Seeks to learn from good anti-bullying practice elsewhere.
* Utilises support from the Local Authority and other relevant organisations when appropriate.
* Promotes the view that difference and diversity is part of life and is valued within this school.
* States clearly that prejudice and discrimination is not tolerated
* Is committed to supporting a whole school approach to reducing bullying; we all have rights and responsibilities within this framework
* Promotes the value that every person is to be cared for in our school
* Promotes action in the face of injustice
* Seeks to prevent, de-escalate and/or stop any continuation of harmful behaviour

**Form and types of bullying covered by this policy**

Bullying can happen to anyone. This policy covers all types and forms of bullying including:

* Bullying related to physical appearance
* Bullying of young carers, children in care or otherwise related to home circumstances
* Bullying related to physical/mental health conditions
* Physical bullying
* Emotional bullying
* Sexual bullying
* Bullying via technology, known as online or cyberbullying
* Prejudicial bullying (against people/pupils with protected characteristics):
* Bullying related to race, religion, faith and belief and for those without faith
* Bullying related to ethnicity, nationality or culture
* Bullying related to Special Educational Needs or Disability (SEND)
* Bullying related to sexual orientation (homophobic/biphobic bullying)
* Gender based bullying, including transphobic bullying
* Bullying against teenage parents (pregnancy and maternity under the Equality Act)

# Scope

This policy applies to all pupils, staff, support staff and visitors at Meadow High School

# Definitions

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| **Bullying** | “Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can involve verbal taunts, name-calling, physical injury, shunning, ridicule or spreading rumours. It can be manipulative and can be done through mobile phones, websites and email.” (DfE ‘Safe to Learn.’)  Meadow High School does not tolerate bullying of any kind.  Types of bullying include:   * Being unfriendly, excluding, tormenting (emotional) * Hitting, kicking, pushing, taking another’s belongings, any use of violence (physical) * Racial taunts, graffiti, gestures (racial) * Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about a sexual reputation or performance, or inappropriate touching (sexual) * Transphobic and homophobic incidents * Name calling, sarcasm, spreading rumours, teasing (direct or indirect verbal) * Cyberbullying (bullying online, such as through social networking sites, messaging apps or gaming sites.) |
| **Cyberbullying** | 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. |
| **Assistance Alarm** | In cases of an immediate risk or emergency (i.e. challenging or physical aggression/including medical emergency) Meadow High School has Assistance Alarms which can be used to get immediate support. These are in all classrooms and are marked with a large A4 **‘!’**.  If on break duty seek help from another member of staff.To activate an Assistance Alarm firmly push two fingers up inside the unit until the green bar on the front goes red.  No alarm will sound in the room but extra help will come shortly.  (In situations where there is risk of harm to a pupil, staff or others it may, in a last resort be necessary for trained staff to use RPI) |
| **Restrictive Physical Intervention (RPI)** | The positive application of sufficient force to ensure, by physical means alone, that a learner does not cause injury to him/herself, a member of staff, another pupil, or significant property damage.  Trained staff will use PRI when deemed reasonable, proportionate and necessary. Within this, pupils may incur bruises, scrapes and small cuts. It is important to note that RPI is the ‘last resort’ option |
| **Monitoring** | Methods used to monitor behaviour include referral forms, reports and ‘Round Robins.’ Reports range from Form Tutor/Assistant Head/Deputy Head/Head Teacher (these reports have targets for each lesson and break time and are used in order to monitor behaviour across the school and throughout the curriculum)  If you have any safeguarding concerns about a pupil it must be recorded on ‘My Concern.’ |
| **Internal Exclusion** | The pupil remains on the school premises but does not go to the same lessons as other pupils. They may work with their support staff in a separate environment. |
| **External Exclusion** | A pupil is not allowed to attend school for a fixed period of time, usually as a result of their behaviours |
| **Permanent Exclusion** | The most serious sanction school can give if a child does something that is against the school's behaviour policy (the school rules). It means that the child is no longer allowed to attend the school and their name will be removed from the school roll. |
| **MyConcern** | A secure system for recording and managing safeguarding and wellbeing concerns about children, young people and vulnerable adults. MyConcern enables staff to manage safeguarding responsibilities in school. The system also allows staff to easily build a team around the young person, putting them at the centre. It supports the recording and management of safeguarding concerns to minimise risk, ensure compliance, maximises efficiency and to safely share data with any trusted parties and agencies.  To record concerns, the system can be easily and accessed through a secure online platform by all members of staff. The Safeguarding Team and Safeguarding Lead are notified immediately via email. MyConcern and subsequent actions are reviewed in weekly safeguarding meetings by the Safeguarding Team. |
| **CAMHS LD** | Child and Adolescent Mental Health Services (CAMHS - term for all services which work with children and young people who have difficulties with emotional or behavioural wellbeing). CAMHS LD is a service specifically for pupils with learning difficulties)  If there are concerns about a pupil’s behaviour and/or mental health we can refer to CAMHS to support the pupil and their family. |
| **Reparation Meetings and Support** | Repairing relationships, or ‘making good’ in some way. Pupils should always be given the opportunity to repair relationships, and they generally want to do this. These meetings are optional and require assent from pupils. No pupil will ever be asked to attend a reparation meeting if they do not wish to engage. Any reparation meeting is mediated by senior member of staff. |
| **Reflection Time** | We **do not** use the term ‘detention’ at Meadow High School as ‘detention’ has connotations and meanings that are emotive and linked to negative self-esteem. Such impressions can increase a behaviour and lead to lower self-esteem and confidence. We **do** keep a pupil to talk to them about how they could make better choices (particularly is relation to bullying behaviour – explaining the effect of their actions on others etc.) The teacher who has had difficulties with the pupil has the initial responsibility for carrying this out and passing the information onto the form tutor.  If this is a frequent occurrence then the teacher should talk to the form tutor for thoughts and ideas on how to support the pupil in making better choices. The form tutor can then build a better picture of the pupil’s needs and effective supporting strategies which they then add to the individual pupil’s PHP, RA, context sheet and profile where appropriate.  If additional support is required it will be referred to any member of the Senior Leadership Team. |
| **Referral Form** | Referral forms are used to record each instance of unacceptable behaviour. The referral must give a reason for the referral, together with the action taken. This original must then go to the Form Tutor, who will then put the referral in the pupil’s tracking file.  For ANY bullying instances, a copy of the referral MUST also go to the office FAO the Office Manager so that a record can be kept for the Local Authority. |

# Procedures

Procedures outline how the policy’s requirements will be met.

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| **5.1 Responding to all incidents of bullying reported to the school** | |
| Bullying is suspected or reported | All incidents of this nature must be dealt with immediately by the member of staff who has been approached or witnessed a concern   * Actively listen to their concern * Record their account in writing after listening * Offer support and strategies to deal with unwanted behaviours * Protect the pupil and ensure their safety as and when necessary * Complete a referral form and pass to Form Tutor * Pass a copy of the referral form to the Office Manager * Record incident on ‘MyConcern’ referencing all pupils involved. Upload any supporting documents to ‘MyConcern.’ * Alert a member of SLT or the Safeguarding Team if you have immediate concerns re a pupil’s safety and/or wellbeing * In cases of immediate risk to the pupil or others, activate Assistance Alarm. |
| Interviewing parties involved in incidents | The Headteacher, a member one of the Deputy Safeguarding Team or another member of the Senior Leadership Team will interview all parties involved.  A record must be kept of all interviews and added to the relevant MyConcern log.  The Designated Safeguarding Team and Senior Leadership Team will be informed of all bullying incidents where there are safeguarding concerns via ‘MyConcern.’ These will be reviewed and monitored (along with other safeguarding concerns), in the weekly safeguarding meeting. |
| Notifying other staff members, as appropriate | * School will speak to or email key member of staff where there has been an incident of bullying. If a key member of staff for the pupil/pupils they may be added as a ‘Team’ member for the logged MyConcern for that specific incident so they can add any logged actions and see updates from members of the safeguarding team. * All other staff (including Team Leaders/TAs/members of MDT and support staff) will be given ‘need to know’ information either by attending daily briefing or through reading the email sent at the end of each morning briefing |
| Informing parents/carers | * School must inform parents/carers immediately of the incident (as appropriate and in line with GDPR, safeguarding and child protection). * School will keep parents/carers informed about the concern and action taken (as appropriate and in line with safeguarding, GDPR and child protection) |
| Role of SLT (Senior Leadership Team) and DSL (Deputy and lead Safeguarding Team) | * Incidents are reviewed in weekly safeguarding meetings * If behaviour continues, parents/carers may be invited in for a meeting * Referral may be made to external agencies where necessary * In school support for pupils/perpetrator in school to be triggered and implemented * Repeated incidents will result in sanctions as for any other * Repeated incidents may result in an internal or external exclusion or Placement Review |
| Parents/Carers | * Parents must support our policy * Parents/carers must report any incidents of bullying that they become aware of to the school * Any concerns must be directed to the Form Tutor in the first instance. Details of your visit or information received will be logged. * All incidents of bullying are monitored by appropriate members of staff according to our Behaviour Policy. |
| Office Manager | * Will keep a log of all referral forms received which indicate incidents of any form of bullying and inform the Local Authority |

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| **5.2 Cyberbullying** | |
| Response | 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 pupil being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation  Take all available steps to identify the pupil/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:   * Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content; * Confiscating and searching pupils’ electronic devices, such as mobile phones, in accordance with the law and the school behaviour policy. (The Behaviour policy follows guidance to ensure that the school’s powers are used proportionately and lawfully) * Requesting the deletion of locally-held 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 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 put in the public domain. |
| **5.3 Supporting Pupils** | |
| Pupils who have been bullied will be supported by: | * Reassuring the pupil and providing continuous pastoral supports; * Offering an immediate opportunity to discuss the experience with their teacher, a member of the Designated Safeguarding Team, or a member of staff of their choice; * Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate; * Working towards restoring self-esteem and confidence * Providing on-going 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 specialist advice and guidance: this could include support through Early Help or Specialist Children’s Services, or support through the Children and Young People’s Mental Health Service (CAMHS LD) |
| Pupils who have perpetrated the 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 * Providing appropriate education and support regarding their actions * If online, requesting that content be removed and reporting accounts/content to service provider * Monitoring though Form Tutor, Assistant Head, Deputy head or Headteacher report * Sanctioning, in line with school behaviour policy. This may include reflection time, removal of reward time or activities, internal. Where necessary, working with the wider community and local/national organisations to provide further specialist advice and guidance: this could include support through Early Help or Specialist Children’s Services, or support through the Children and Young People’s Mental Health Service (CAMHS LD) * External fixed term or permanent exclusions if behaviour continues and there is risk to others by their actions |
| **5.4 Supporting adults (including staff and parents, or other staff members)** | |
| Adults who have been bullied: | * Offer an immediate opportunity to discuss the concern with a member of the designated safeguarding team, a member of Senior Leadership and/or the Headteacher. * Advise 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 will still investigate the concern and ensure that appropriate action is taken in accordance with the school’s behaviour policy. * Report offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online. * Work with the wider community and/or local organisations to provide further and specialist advice and guidance. |
| Adults who have perpetrated bullying: | * 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 |
| **5.5** **Preventing bullying** | |
| Environment | * Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, and 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) * Is aware that children with SEN and disabilities are disproportionally impacted by bullying and implement additional pastoral support as required * Openly discuss with pupils differences between people that could motivate bullying, such as: children with different family situations (such a CLA Children Looked After 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 pupils and young people * Celebrate success and achievements to promote and build a positive school ethos |
| Policy and support | * Provide a range of approaches for pupils, 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 effects pupils (this includes when they are on school transport or online) * Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying behaviour in unacceptable * Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied |
| Education and training | * Train all staff, including teaching staff, support staff (e.g. multi-disciplinary team, administration staff, lunchtime support staff and site support staff) to identify all forms of bullying and take appropriate action, following the school’s policy and procedures, including recording and reporting actions * 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 pupil/sports council, etc. * Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week assemblies and activities * Provide systematic opportunities to develop pupils’ social and emotional skills, including building their resilience and self-esteem |
| **5.6 Involvement of pupils** | |
| School will | * Involve pupils in decision making (via school councils/pupil voice) * Regularly canvas children and young people’s views on the extent and nature of bullying * Ensure that all pupils know how to express worries and anxieties about bullying * Ensure that pupils are aware of the range of sanctions which may be applied against those engaging in bullying * Involve pupils in anti-bullying campaigns in school and embed messages in the wider school curriculum * Publicise the details of internal support, as well as external helplines and websites * Offer support to pupils who have been bullied and to those who are bullying to address the problems they have |
| **5.7 Involvement and liaison with parents and carers** | |
| School will | * Take steps to ensure that they are aware that the school does not tolerate bullying * Make sure that key information about bullying (including policies and points of contact) is available to parents/carers in a variety of formats, including the school website * Ensure that parents 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 model positive behaviour for pupils, 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 |

# Responsibilities

## The Governing Body

The Governing Body are responsible for approving the Anti-Bullying Policy. The governors will also review this behaviour policy in conjunction with the head teacher and monitor the policy’s effectiveness, holding the head teacher to account for its implementation.

## The Headteacher

The Headteacher is responsible for reviewing this Anti-Bullying policy in conjunction with the governors, giving due consideration to the school’s statement of behaviour principles. Organise (in consultation the Senior Leadership Team) training for staff to ensure they understand and implement the Anti-Bullying policy. The Headteacher will also approve the policy.

## Teaching and Support Staff

All teaching and support staff are responsible for:

* Being constantly monitoring the pupils for bullying related behaviour and follow the correct procedure where evidence points towards bullying taking place
* Ensuring that there is no stereotyping of girls and boys into certain subject paths
* Taking care to ensure the experience at school does not reinforce gender stereotypes and dealing with sexism, sexual harassment or homophobia swiftly and effectively
* Implementing the Anti-Bullying policy consistently
* Alerting senior staff of the need for assistance (in response to a significant anti-bullying incident where there is risk of harm)through effective use of the assistance button in every classroom)
* Constantly model positive behaviour
* Providing a personalised approach to the specific needs of individual pupils
* Recording all incidents of bullying incidents on a referral form and MyConcern

The Senior Leadership Team will support staff in responding to incidents of bullying.

* 1. **Senior Leadership Team**
* Keep up to date on bullying related information and updates and disseminate to staff
* Monitor the mainstreaming of equality (into gender equality) into all planning, teaching and learning
* Identify strengths and areas for improvement
* Ensure good practice is shared
* Promote anti-bullying week and anti-bullying work in general
* Work with families so they are aware of the school policy/practice and specific circumstances if they arise
* Act as a point of call to advise staff on any anti-bullying matter
* Liaise with external agencies as necessary in partnership to support anti-bullying strategies
* To ensure bullying is factored into any analysis of pupil behaviour
* Support and advice is sought from experienced outside agencies in order to offer the best care for children and young people distressed as a result of bullying

## Family Liaison

* Work with families so they are aware of the school policy/practice and specific circumstances if they arise
* Liaise with external agencies as necessary to support pupils in respect to bullying issues (as either perpetrator or target)

## Office Manager

* Ensure that behavioural recording systems record any instances of bullying
* Record incidents to report bullying incidents to the Local Authority

# Enforcement

For staff, any non-compliance or abuse of this policy could result in disciplinary issues or dismissal.

Anyone affected by this policy (staff, support staff, pupils, and parents/carers), need to be aware of the potential for police involvement if there is evidence of a criminal offence taking place. That this could ultimately result in a criminal conviction.

1. **Monitoring and Review**

* School will monitor consistent application of this policy.
* Any issues identified will be incorporated into school’s action planning
* The headteacher will be informed of bullying incidents, as appropriate
* Governors will be made aware of incidents of bullying, including outcomes

# Related Information

There are several 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

1. **Useful Links and Supporting Organisations**

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| **supporting organisations** | |
| Resource | Link |
| Anti-Bullying Alliance: | [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk) |
| 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) |
| NSPCC: | [www.nspcc.org.uk](http://www.nspcc.org.uk) |
| The BIG Award: | [www.bullyinginterventiongroup.co.uk/index.php](http://www.bullyinginterventiongroup.co.uk/index.php) |
| 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-awards.org.uk](http://www.diana-awards.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) |
| Changing Faces: | [www.changingfaces.org.uk](http://www.changingfaces.org.uk) |
| **SEND** | |
| Mencap: | [www.mencap.org.uk](http://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-modulefinal.pdf](http://www.cafamily.org.uk/media/750755/cyberbullying%20and%20send-modulefinal.pdf) |
| 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) |
| Childnet: | [www.childnet.com](http://www.childnet.com) |
| 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/groups/uk-council-for-child-internet-safety-ukccis](http://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis) |
| DfE ‘Cyberbullying: advice for head teachers and school staff’: | [www.gov.uk/government/publications/preventing0and-tackiling-bullying](http://www.gov.uk/government/publications/preventing0and-tackiling-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** | |
| 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.stophate.org](http://www.stophate.org) |
| Tell Mama: | [www.tellmama.org](http://www.tellmama.org) |
| **LGBT** | |
| Barnardo’s LGBT Hub: | [www.barnados.org.uk/what we do/or work/lgbtq.htm](http://www.barnados.org.uk/what%20we%20do/or%20work/lgbtq.htm) |
| Metro Charity: | [www.wtrocentreonline.org](http://www.wtrocentreonline.org) |
| EACH: | [www.eachaction.org.uk](http://www.eachaction.org.uk) |
| Proud Trust: | [www.theptroudtrust.org](http://www.theptroudtrust.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 | [www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk) |

# Policy History

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| Revision Date | Author | Description |
| 01.04.2016 | Mr. Ross Macdonald/Headteacher | Original policy |
| 04.07.2019 | Ms. J. Richards/SLT | Review/change of format |