

## Anti Bullying and Cyberbullying Policy



# Hollygirt

SCHOOL

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### To be read in conjunction with the following policies:

- Behaviour and Discipline Policy
- Safeguarding and Child Protection Policy

This policy will be reviewed annually.

## 1. Context

The school is committed to ensuring a safe and secure environment. Bullying behaviour, in any form, is therefore unacceptable. Bullying indicates a need on the parts of both victim and perpetrator. Constructive ways forward for both will be sought to provide support and opportunities for growth, redirection, and development. Pupils were consulted in the formation of this policy.

The school recognises the seriousness of bullying, both physical and emotional and its risk of causing psychological damage.

This policy is based on DfE guidance “Preventing and Tackling Bullying” July 2017 and supporting documents. It also takes into account the DfE statutory guidance “Keeping Children Safe in Education” 2024 and Child net’s “Cyberbullying: Understand, Prevent and Respond: Guidance for Schools”.

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 and 2011
- The Equality Act 2010
- The Children Act 1989
- The Education (Independent School Standards) Regulations 2014
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

‘Victim’ and ‘Bully’ are referred to in the singular in this document for ease of expression. The statements apply also to groups should this be the case.

## 2. Aims

As well as is humanly possible:

- To address any problem of bullying, to prevent future occurrences of intimidating behaviour and to eliminate it from the school.
- To ensure a consistent approach to dealing with those involved, whilst taking into account what is appropriate to the particular situation and people.
- To promote the Hollygirt ethos and values of kindness and respect so that each member of the school community is able to thrive.

## 3. Objectives

- To ensure that staff, parents and pupils are familiar with the policy and with the obligations.
- To ensure that staff, parents and pupils are aware of how to seek help when concerned about a problem of bullying, or a perception of such through access to this policy.
- To record episodes of bullying, the means used to deal with them and their outcomes.
- To support both the victim and the bully in order to help them progress to a secure, non-threatening and non-threatened school life.
- To become aware, wherever possible, in advance, of areas where bullying is likely to occur (such as when, where and between whom) and take steps to prevent it.
- To make it clear to all that the school will not tolerate bullying behaviour.

## 4. Definition

We understand bullying to be “behaviour by an individual or a group, repeated over time that intentionally hurts another individual or group either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, July 2017)

Also, to be taken into consideration is the perception by a pupil that they are being bullied, whether this is found to be a case of actual bullying. In such a case, there is clear need on their part to be supported.

## 5. Recognising Bullying

We recognise that there can be a variety of forms of bullying and expect all to be watchful for them and to act in an appropriate way when aware of them.

Bullying can include: mocking, making offensive comments, kicking, hitting, taking belongings, producing offensive graffiti, as well as gossiping, excluding people from groups, spreading hurtful and untruthful rumours and the use of cyber technology (social websites, mobile phones, text messages, photograph and email).

Bullying can be direct and verbal, including such as name-calling, taunting, verbal assaulting, whether in person or via such as text-messaging, e-mailing, sending offensive or degrading images by phone or via the internet; producing offensive graffiti, use of extremist or 'hate' terms to exclude others or incite violence.

The indirect, such as ignoring, excluding, organised withdrawing of friendships, malicious gossip. Inter-relationship bullying between classes/groups.

Bullying can be a form of child on child abuse and can be emotionally abusive; it can cause severe and adverse effects on children's emotional development.

Pupils are bullied for a variety of reasons.

- Bullying related to race, religion or culture
- Bullying related to Special Educational Needs (SEN) and Disabilities
- Bullying related to appearance or health conditions
- Bullying related to homophobia (LGBT) and/or gender.
- Bullying related to young carers, looked-after children or otherwise related to home circumstances
- Sexist or sexual bullying
- It may be motivated to impose extreme political views

For further information about specific types of bullying refer to **Appendix 1**

## 6. Signs of Bullying

Example text

- Unwillingness to return to school
- Displays of excessive anxiety, becoming withdrawn or unusually quiet
- Failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoilt by others
- Books, bags and other belongings suddenly go missing, or are damaged
- Change to established habits (e.g., giving up music lessons, change to accent or vocabulary)
- Diminished levels of self confidence
- Frequent visits to the sick bay with symptoms such as stomach pains, headaches, feigned illnesses/genuine illnesses
- Unexplained cuts and bruises
- Frequent absence, erratic attendance, late arrival to class
- Choosing the company of adults
- Displaying repressed body language and poor eye contact
- Difficulty in sleeping, experiencing nightmares
- Talking of suicide or running away

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying should be investigated by parents and teachers.

A bullying incident should be treated as a child protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm. The Designated Senior Lead will consider whether a referral to the Children's Services is required.

## 7. Anti Bullying Action (Preventative)

The school takes the following preventative measures:

- Creates and supports an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognises that bullying can be perpetrated or experienced by any member of the community, including adults and children (child on child abuse).
- Challenges practice and language which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Encourages the use of technology, especially mobile phones and social media positively and responsibly.
- Celebrates success and achievements to promote and build a positive school ethos.
- Ensures that all staff and pupils are aware of the psychological damage that bullying can cause and could even result in suicide.
- Ensures all staff and pupils are aware of what is regarded as bullying, and its consequences and the role of the bystander.
- Ensures pupils are aware through opportunities such as assemblies, form time, Issues lessons, anti-bullying week, questionnaires, House meetings, etc. Openly discussing 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.
- Ensures staff are aware through occasions such as staff meetings / briefings, the policy and training, Staff Code of Conduct.
- Ensures that individuals considered at risk, are watched discreetly by Form and subject staff, SLT and offered support if recognised to be in need.
- Understand that there is no 'hierarchy' of bullying – all forms of bullying should be taken equally seriously and dealt with appropriately.
- Encourages pupils to understand that silence and secrecy nurture bullying and that the potential as well as actual incidents need to be reported as rapidly as possible.
- Ensures that pupils and parents know that they can report bullying to any staff members with whom they feel comfortable, and that action will then be taken at whatever level is necessary and the Head will be informed.
- Is aware of areas and times when bullying could take place, such as corridors, isolated parts of the grounds, classrooms, at breaks and lunchtimes, and be watchful for incidents.

- Form staff in particular, but also all subject staff and Heads of Key Stages, Senior teacher pastoral are in strong positions to notice incidents, as are reception and admin staff and indeed, others such as catering staff. All staff should be encouraged to be vigilant and to let the Head and /or Deputy Head know.
- Encourages parents to feel comfortable about reporting actual or potential incidents to the school and to know that these will be taken seriously, listened to and be investigated.
- Will provide eSafety awareness training for parents.
- Works with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying. To include external speakers who promote self-esteem and celebrate individual difference.
- Encourages pupil voice, e.g. School Council, Prefect meetings, other pupil groups.
- Full use of the FBV in sanctions and restorative practice in the behaviour and discipline policy to promote respect and tolerance at all times. Hollygirt will address potential issues through educating the pupils in the form of additional 'PSHE lessons' to targeted groups.

## 8. Anti Bullying Action (Procedures)

The school undertakes to ensure that:

- The report of any incident or threat of an incident will be taken seriously, recorded and will be responded to within twenty-four hours. A full investigation will be undertaken as soon as is possible.
- In all cases it should be reported to the Head and Deputy Head (DSL), or in the case of the Prep School to the Head of Prep / Deputy Head of Prep.
- The parents of the alleged victim and the alleged perpetrator(s) will be informed.
- All sides will be listened to and it may be that, having been recognised and discussed, the situation will be resolved without further steps being required, other than reporting and recording the incident.
- It may be necessary to take further action. (Refer to 'The Victim' and 'The Perpetrator' below)
- 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 site or outside of normal school hours (including cyberbullying), the School will ensure that the concern is fully investigated. Appropriate action will be taken, including providing support and implementing sanctions in School in accordance with the School's behaviour and discipline policy.
- Written statements, or in the case of younger pupil's verbal statements, will be taken. All relevant staff need to be informed of the background and outcome once the situation is clear.
- The Head will be kept informed throughout the investigation.

Where pupils have individual needs, the SENDCo / Deputy SENDCo may be consulted for advice in how to manage the pupils during the investigation phase.

### 8.1. The Victim

Will be reassured and offered concrete help, advice and support, and their safety ensured. Further responses might be put in place, depending on the situation and the individual, such as a regular meeting for a period of time, to check that all is well,

support from the Form Tutor, Head of Key Stage, senior teacher pastoral. It may be necessary to complete a Risk Assessment.

## 8.2. The Perpetrator

Will have it made clear that such behaviour is unacceptable and be encouraged to empathise with the victim's point of view. Every effort will be made to educate the perpetrator and enable them to improve behaviour.

If online, requesting that content be removed and reporting accounts/contents to the service provider.

Further steps may be taken, as appropriate, possible measures including:

- a written letter of apology
- loss of privileges (including online access when encountering cyberbullying concerns)
- daily report
- HoK / SLT detention
- segregation from peers during break and lunch times.
- Suspension / Exclusion dependent upon the gravity of the situation.

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 CAMHS as appropriate.

A contract, with a timescale, might be given, with targets to be reached and support given to help with a change of attitude and approach. If further incidents were to occur, or in the case of a serious incident, a bully might be suspended from school for a defined period of time. The ultimate sanction will be permanent exclusion; a decision made by the Head with the agreement of the Chair of Trustees. Parents may appeal through the Chair to a panel of Trustees. The Panel's decision will be final.

On occasion, it might be helpful for others to be asked to support both, in order to prevent future confrontation, and peer perceptions might be asked for. If necessary, arrangements would be made whereby the likelihood of the two being alone together would be minimised.

In all cases, parents of both sides would be informed and if necessary, asked to attend a meeting to discuss the issues.

In all cases a brief, factual, written report outlining the details of what has occurred, must be submitted to the Head. Information should include what was observed, what was said, what action if any, was taken, when and where the incident took place, who was involved, and be signed and dated. This should be submitted as rapidly as possible after the event and filed together in a manner which allows trends to be monitored. Copies of all documentation should be placed in CPOMS.

Parental involvement is encouraged as the ideal where staff, pupils and parents can work together for the good of the whole and of each individual. All actions taken will seek to resolve the situation but in repeated cases or where the situation is so grave – suspension and permanent exclusion may be used.



## 9. Cyber Bullying

Cyber bullying may be defined as “the use of electronic communication, to bully a person, typically by sending or posting messages of an intimidating or threatening nature: children and adults may be reluctant to admit to being the victims of cyber bullying”. It can take a number of different forms:

Threats and intimidation, harassment or “cyber-stalking” (e.g. repeatedly sending unwanted texts or instant messages), vilification/defamation, exclusion/peer rejection, impersonation, unauthorised publication of private information/images and ‘trolling’ (abusing the internet to provoke or offend others online). It can be an extension of face-to-face bullying, with technology providing the bully with another route to harass their target.

Cyber bullying can potentially have far greater impact because of a number of factors namely

- invasion of personal space
- initial anonymity of those taking part in the bullying behaviour
- the ability to broadcast rapidly to a potentially huge audience and to continue to do so repeatedly over a long period of time
- other pupils who would not normally take part in bullying behaviour may be drawn in as accessories

When responding to cyberbullying 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:
  - 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.
  - 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 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;
  - Monitor School systems for key words

Hollygirt school has a handing in phone procedure in order to limit the potential for misuse of social media/ phones in school.

Legal Issues - Cyber bullying is generally criminal in character. There are laws that apply to cyberspace; It is unlawful to disseminate defamatory information in any media including internet sites. Section 127 of the Communications Act 2003 makes it an offence to send, by public means by electronic communications network a message or other matter that is grossly offensive or one of an indecent, obscene or menacing character.

The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.

Hollygirt school educates pupils both in the proper use of the Internet and the consequences of cyber bullying and will through PSHE, ICT lessons and assemblies continue to inform and educate its pupils in these quickly changing times.

All incidents of cyber bullying both inside and outside of the School are dealt with immediately and will be managed and/or escalated in line with the procedures set out in the Behaviour and Discipline Policy and the Safeguarding and Child Protection Policy.

## 10. Situations Arising out of School

The School recognises that it must take note of bullying perpetrated off School premises, which spills over into School life. The School would respond positively to information regarding its pupils involved in such situations. Advice or support might be given, parents informed, the bully spoken with, and so on, if the children were both members of the School. If a member of another school was involved, the Head of that school might be approached.

If safety were to be considered an issue, relevant contacts would be made as a matter of urgency.

Cyber-bullying which happens out of School will be subject to the Behaviour and Discipline Policy if the welfare of other pupils or the culture or the reputation of the School are placed at risk.

## 11. Sexual Bullying

Sexual bullying can take various forms, some of which are outlined below.

Homophobic bullying is bullying that is based on prejudice or negative attitudes, beliefs or views about LGBT. Homophobic bullying may be targeted at pupils who are, or who are perceived to be LGBT. It can also suggest that someone is of less worth because they are LGBT. Homophobic bullying is also often targeted at pupils who have LGBT members and pupils who do not confirm to gender stereotypes or are seen to be 'different' in some way.

Biphobic bullying is bullying based on prejudice or negative attitudes, beliefs or views specifically about bisexual people. Biphobic bullying may be targeted at pupils who are openly bisexual, those who are questioning their sexual orientation or pupils who are suspected of being bisexual. Biphobic bullying may target pupils with negative stereotyping, for example, suggesting that they are greedy, or assume that being bisexual is a phase.

Transphobic bullying is bullying based on prejudice or negative attitudes, views or beliefs about transgender people. Transphobic bullying affects young people who are transgender and can also affect those questioning their gender identity as well as pupils who are not transgender, but do not conform to gender stereotypes.

There are often similarities between homophobic, biphobic and transphobic bullying and sexist language, bullying or attitudes. Sometimes a language or bullying incident may fit into more than one category.

The Equality Act 2010 requires all schools in England to eliminate discrimination on the grounds of sexual orientation and gender reassignment. Schools must promote equality of opportunity and foster good relations. The School will take proactive steps to support LGBT pupils and promoting respect and understanding of LGBT people and issues across the whole school community through assemblies, Conference Days and the Issues education curriculum. The Department for Education requires all schools to publish information to show how they are complying with this duty.

The Equality Act 2010 applies gender reassignment to anyone who is proposing to undergo, is undergoing or has undergone a process (or part of a process), for the purpose of reassigning their sex by changing physiological or other attributes of sex. The School must protect any pupil taking steps to reassign their sex, whether those steps are social, for example, changing their name, the pronoun they prefer and the way the dress or look, or include medical intervention, for example, accessing hormone therapy or having surgery.

## 12. Monitoring

A central register recording all forms of bullying is kept on CPOMS regarding trends and individuals and the policy reviewed accordingly, as necessary.

The School will ensure that it regularly monitors and evaluates mechanisms to ensure that the policy is being consistently applied:

- Any issues identified will be incorporated into the School's action planning.
- The Head will be informed of bullying concerns.
- The Head will report on a regular basis to the Chair of Trustees on incidents of bullying, including outcomes.

An occasional questionnaire amongst pupils will be considered as a suitable means of indications as to the presence or otherwise of bullying in the school, as will consultation with the School Council, teaching and non-teaching staff.

**Note: Statements made in the singular in this document may also apply to groups and the same actions will apply.**

## Appendix 1

Further information about specific types of bullying

### **Bullying related to race religion or culture**

Some surveys and focus groups have found that a high proportion of bullied pupils have experienced racist or faith-based bullying. Recent political and social issues also appear to have been a factor in bullying and harassment. There is research to support the suggestion that where black and minority ethnic (BAME) children experience bullying, it is more likely to be severe bullying. Moreover, bullying incidents can be a subset of the indirect and direct racist hostility which BAME children and children of different faiths experience in a number of situations.

The School is committed to promoting an anti-racist culture.

### **Bullying related to special education needs (SEN and Disabilities)**

Research shows that children and young people with SEN and disabilities are three times more at risk of bullying than their peers. Public bodies have new responsibilities to actively promote equality of opportunity for all disabled people and eliminate disability-related harassment.

Children and young people with SEN and Disabilities whether in mainstream or special schools, do not always have the levels of social confidence and competence, and the robust friendship bonds that can protect against bullying.

Where children with SEN and disabilities are themselves found to be bullying, in most cases (except those related to specific conditions) schools should expect the same standards of behaviour as apply to the rest of the school community, having made the reasonable adjustments necessary.

### **Bullying related to appearance or health conditions**

Those with health or visible medical conditions, such as eczema, may be more likely than their peers to become targets for bullying behaviour. Perceived physical limitations, such as size and weight, and other body image issues, can result in bullying, and obvious signs of affluence (or lack of it) can also be exploited ruthlessly with severe consequences.

### **Bullying related to sexual orientation**

Evidence of homophobic bullying suggests that children and young people who identify as LGBTQ\* (or perceived to be) face a higher risk of victimisation than their peers. Homophobic bullying is perhaps the form of bullying least likely to be self-reported, since disclosure carries risks not associated with other forms of bullying. The pupil may not want to report bullying if it means 'coming out' to teachers and parents before they are ready to. For more information, refer to the related materials on homophobic bullying.

### **Bullying of young carers or looked-after children, or otherwise linked to home circumstances**

Children may be made vulnerable to bullying by the fact that they provide care to someone in their family with an illness, disability, mental health or substance-misuse

problem. Young carers may be taking on practical and emotional caring responsibilities that would normally be expected of an adult. Research has highlighted the difficulties young carers face, including risks of ill-health, stress and tiredness, especially when they care through the night. Many feel bullied or isolated. Children in care may also be vulnerable to bullying for a variety of reasons, such as their not living with their birth parents or because they have fallen behind in their studies. Further information about how schools can ensure that they address issues of bullying in relation to looked-after children is included in Supporting looked-after Learners: a Practical Guide for School Trustees. On young carers, further information is provided via the Teacher Net pages on Young Carers and Helping schools to be in tune with young carers. Schools are also encouraged to access advice made available by key voluntary organisations. The Princess Royal Trust for Carers and the Children's Society have both published information to help school and other staff identify and support young carers. This can be access via their websites.

### **Sexist or Sexual Bullying**

Sexist and sexual bullying affects both genders. Sexual bullying may be characterised by name-calling, comments and overt 'looks' about appearance, attractiveness and emerging puberty. In addition, uninvited touching, innuendos and propositions, pornographic imagery or graffiti may be used.

Pupils identifying as transgender or experiencing gender dysphoria (feeling that they belong to another gender or who do not conform with the gender role prescribed to them) can also be targeted by bullies.

### **Cyber Bullying**

Cyber bullying is a 'method' of bullying, rather than a 'type' of bullying. It includes bullying via text message, via instant-messenger services and social network sites, via email, and via images or videos posted on the internet or spread via mobile phone. It can take the form of any of the previously discussed types of bullying, i.e. technology can be used to bully for reasons of race, religion, sexuality, disability, etc.

Though the evidence base is narrow, UK studies indicate that around 20 per cent of children and young people have suffered cyberbullying. Prolonged campaigns of harassment can occur aimed at both pupils and staff. There is some evidence of a strong transition in cyber bullying: those who have been bullied can go on to do the bullying themselves. For more information, refer to the related materials on cyber bullying.

## Appendix 2

Further information is available from these web sites

- 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-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)
- The Restorative Justice Council: [www.restorativejustice.org.uk/restorative-practice-schools](http://www.restorativejustice.org.uk/restorative-practice-schools)

### SEN and Disabilities

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- 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\\_-\\_module\\_final.pdf](http://www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf)
- DfE: SEN and Disabilities 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

- Childnet International: [www.childnet.com](http://www.childnet.com)
- Digizen: [www.digizen.org](http://www.digizen.org)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- The UK Council for Child Internet Safety (UKCCIS) [www.gov.uk/government/groups/uk-council-](http://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis)

[for-child-internet-safety-ukccis](http://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis)

### Race, religion and nationality

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

### LGBT

- Barnardos LGBT Hub: [www.barnardos.org.uk/what\\_we\\_do/our\\_work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)
- Metro Charity: [www.metrocentreonline.org](http://www.metrocentreonline.org)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

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

- Ending Violence Against Women and Girls (EVAW)  
[www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk) o A Guide for Schools:  
[www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf](http://www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf)
- Disrespect No Body: [www.gov.uk/government/publications/disrespect-nobody-campaign-posters](http://www.gov.uk/government/publications/disrespect-nobody-campaign-posters)
- 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/tools-information/all-about-bullying/sexual-and-gender-related](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related)
- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)