University of Brighton Academies Trust

WEST ST LEONARDS PRIMARY ACADEMY

Policy title	Behaviour and Preventing Bullying Policy
Written by	Serena Oberheim (SENCO)
Policy owner	Serena Oberheim (SENCO)

Approval date	TBC
Approval authority	Local Governing Board
Review date	November 2026

West St Leonards Primary Academy Behaviour and Preventing Bullying Policy

Aims of this Policy: To promote a collaborative approach to behaviour with children and adults invested in a common goal of creating a happy and safe environment, based on mutual respect.

1. To provide the framework for effective learning and teaching to take place
2. To promote positive behaviour management
3. To give a clear guide to children and staff and what is expected of them
4. To ensure continuity and consistency in approach towards children by all staff
5. To provide new members of staff with clear guidelines and readily accessible procedures they can act on
6. To provide information for parents and governors of our aims and objectives
7. To provide clear procedures for informing and involving parents

At West St Leonards Primary Academy we promote a positive growth mind set in all areas of our academy, including how we behave. To achieve this we endorse mutual respect, good relationships and positive use of language between all staff and learners.

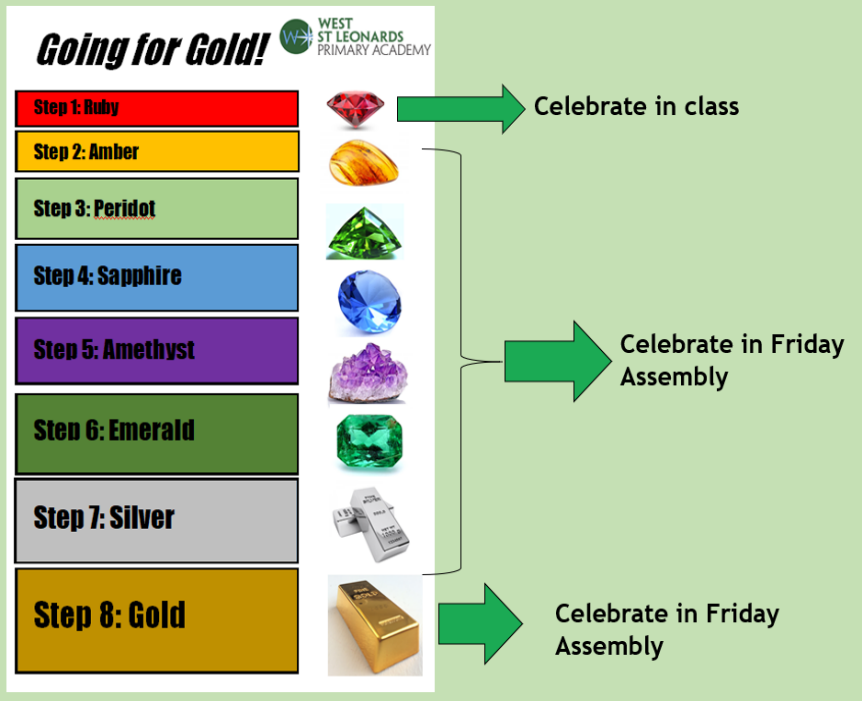
A core system for developing this belief is the integrated reinforcement of essential behaviours for learning through focussing on the **Pride of West St Leonards** values (P.O.W) and a consistent approach to behaviour management.

The essential behaviours for a successful learner and to build character are;

Creativity
Patience
Honesty
Co-operation
Empathy
Independence
Resilience
Optimism
Politeness
Self-control
Thoughtfulness
Responsibility

Once a value has been noted on three separate occasions, recorded on the tally sheet, this can be ticked off in gold on the actual POW card. When a pupil has all twelve values ticked off on their card they will be awarded the **Pride of West St Leonards** metal badge to proudly wear. Each year the tally chart begins again and those pupils who achieve all values ticked off will be awarded a star to add to their badge. Children who have shown their POW values all day will receive a stamp on their reward point chart.

Promoting positive behaviour and agreed reward system

Positive use of language	Adults select the language used to promote what they expect to occur rather than what they do not want. Refer to POW, e.g. 'We always show our self-control and walk quietly in the corridor.'
Praise	Adults at WSLPA strive to catch learners doing something good. The adults are specific in praising the behaviour relating it to the POW value.
On Green	Names of the pupils start on green to encourage a positive start to each morning and afternoon. A stamp on the reward chart will be given to every child who remains on green all day. Names go back on the green side after lunch.
Reward points	Reward points are awarded on an individual basis throughout the academy. These are accumulated over 1 term. Learners can receive these via stamps for staying on 'green' and showing Excellent Learning and Friendship (ELF) by following our POW values. 
Celebration assembly 	Assemblies are held weekly for the whole school to celebrate good behaviour for learning. Each class teacher nominates one child to receive the **Gold Award** with a description of the individual achievement. The names and comments are read out and the **'Golden Pupil'** receives a golden sticker and a treat from the reward box. To further celebrate the success, we sing the "Gold" song together. Photos of the learners are included in the newsletter. Assembly occurs at the end of each week. **Reward Charts** Completes reward charts are celebrated as per the above reward point system. **Politeness Cup**

	1 learner from FS/KS1 and KS2, who have shown the POW value of politeness, win the politeness cup each week. **Leonard the Learning Lamb** , Leonard is a school mascot awarded to children showing ELF and POW values on an educational visit or workshop. **Attendance Certificate** A class each week receives a certificate for the highest attendance percentage for the previous week. There is also a termly award. **Pen Licence** This is awarded when handwriting is consistently neat. **7 Times Readers** There are weekly reading prizes. At the end of each term, the reading bears and cups are given to a class in FS/KS1 and a class in KS2. They have these on display for the whole next term. Each child who reads every day for a whole term receives a book. **POW Badges & Stars** Children who have received 3 ticks for every POW value in an academic year will receive their badge/star during assembly.
Sharing work with other adults	Learners can visit the Principal, Vice Principal, Assistant Principals, Key Stage team leaders and other class teachers/classes to show excellent examples of learning.
Class reward (Ping pong treats)	When a total of 8 ping-pong balls have been collected then a whole class treat is awarded. Ping-pong balls can be given when the whole class have achieved a specific target or have shown they have the wow factor that involves a team effort. Class rewards are approximately 1 hour up to 1x per term. These rewards could include; golden time, use of outdoor resources, iPad time, carousel of fun activities, arts and crafts, board games, extra outdoor P.E, ball pit in small groups.
Additional reward decided by class teacher	Class teachers can have 1 additional reward that can be awarded to one child per day. This reward needs to be consistent through-out the year and not to be sent home.
Wellbeing provision	Learners who have difficulty during outside playtime have planned opportunities to participate in additional lunchtime activities that promote sharing, perseverance, resilience and teamwork. These are delivered either on a 1:1 basis or in small groups depending on the need of the child.

At West St. Leonards Primary Academy we expect everyone to behave well and all learners are rewarded for good work and behaviour. If a poor choice is made and unacceptable behaviour displayed then the following sanctions will apply.

<table>
<tr><th>Expected Behaviours</th><th>Sanction if not exhibiting expected behaviours</th></tr>
<tr><td rowspan="6">

We are good listeners
We work hard at all times
We are respectful to adults
We will be in the right place at the right time
We do not hurt others (physically or hurt feelings)
We look after property
We do not swear
We are honest
We show our POW values of:

Creativity
Patience
Honesty
Co-operation
Empathy
Independence
Resilience
Optimism
Politeness
Self-control
Thoughtfulness
Responsibility

<u>For serious incidents, it may not be appropriate to work through each step of the behaviour management process but necessary to move toa higher level sanctionstraightaway. Examples of this may be, although not limited to:</u>

Swearing at an adult or child
Complete defiance or refusal
Deliberate physical aggression
Deliberate and serious damage to property.
Use of homophobic, biphobic and transphobic language.
Use of racist language
Further examples from Preventing Bullying Policy

</td><td><u>Step One</u>
Verbal Warning</td></tr>
<tr><td><u>Step Two</u>
I have asked you to demonstrate the POW value of……I am taking you off of green.</td></tr>
<tr><td><u>Step Three</u>
This is your third reminder to use your POW values. Remember to (give POW value)……I am expecting you to……. You will spend 5 minutes of your playtime thinking about this.</td></tr>
<tr><td><u>Step Four</u>
This is your fourth reminder to use your POW values. Remember to (give POW value)……I am expecting you to……. You will spend 10 minutes of your playtime thinking about this. Children will be given a reflection sheet to complete.</td></tr>
<tr><td><u>Step Five</u>
This is your fifth reminder to use your POW values.
I am giving you a yellow letter and 15 minutes of reflection time during your playtime to consider our POW value of …… I am expecting you to ……' Children will be given a reflection sheet to complete.</td></tr>
<tr><td><u>Step Six</u>
This is your 6th reminder to use your POW values.
I am giving you reflection time in another classroom to consider our POW value of …… I am expecting you to ……'
<u>Decision is made</u> as to whether an internal exclusion is required.
When an internal exclusion is given, the <u>class teacher will send wo</u>rk with the learner to the partner class (within the same year group) to complete. It is important that the learner receives little or no attention in the partner class.
The teacher/TA will check and collect the learner when it is time to return. The child will also have a red letter sent home to the parent / carer of the child at the end of the day. The class teacher will hand this to the parent/carer and explain why it has been given.
If it is not possible to do this in person then a phone call will be made at the end of the day instead.
If a member of the SLT are called a record of the incident will be logged on CPOMS.
The length of the internal exclusion will depend upon the age / SEN of the learner and what unacceptable behaviour was displayed.
30minutes,1hr or morning/afternoon session.</td></tr>
<tr><td>Pathways to turn the behaviour around will be provided through the various stages.</td></tr>
</table>

Lunchtimes

All staff on duty at lunchtimes, will feedback to teachers on the behaviour of individual learners. Good behaviour whilst eating lunch and on the playground is rewarded with a reward point that can be added to the reward cards when back in class.

This will be completed by recording the names of any learner on a post it note. This will be passed to the class teacher when they come to collect their children from the playground so a child's behaviour can be monitored throughout the day and any outstanding matters resolved. The senior leadership team will update the member of staff taking over at lunchtime with regard to any key issues.

Reflection Time

Reflection time during a playtime is given once a child reaches step 3 of the consequences. Reflection time should be used to think about what went wrong and how to move forward in the next lesson. Individual needs will be looked at by the inclusion team and additional support may be given in the form of a club or intervention programme.

The behaviour team monitors the data termly and shares any patterns with staff.

Behaviour on Academy Trips

Rules, rewards and sanctions apply on out of school trips and will be used as and when appropriate.

Personalised behaviour support systems

It is intended that these sanctions will fit the majority of learners at the academy.

For the tiny minority with serious learning or behaviour difficulties, further steps will need to be taken to work towards good behaviour.

In this instance a behaviour plan will be created with parents, teacher, team leader and Inclusion Lead to tailor personalised to support the individual needs of a child. The behaviour plan will focus on scripts to follow and risk reduction planning.

Extreme Behaviour

In cases of extreme behaviour a formal exclusion may be considered. The decision to exclude will be taken by the Principal following the guidelines laid out by University of Brighton Academies Trust and the DFE.

Positive handling

In line with section 550A of the 1996 Education Act the school has a Duty of Care to all its pupils. Staff, who have been trained in positive handling techniques, may use them in the following cases:

- To prevent a crime being committed
- To prevent pupils injuring themselves or others
- To prevent damage to property (including their own)
- To prevent behaviour prejudicial to maintaining good discipline and order

If necessary the Positive Handling Policy will be used and parents will be informed and procedures outlined in the positive handling policy followed.

Appendix One: Template Red / Yellow Letters

Date_____

Dear _____

We are sorry to have to inform you that your child_____has received a Reflection Time at playtime/time out of class for breaking the following school rule/s/value/s:

We are good listeners (Thoughtfulness, Co-operation)		**We work hard at all times** (Resilience, Independence)	
We are respectful to adults (Politeness, Co-operation, Thoughtfulness, Honesty)		**We will be in the right place at the right time** (Co-operation, Thoughtfulness, Responsibility)	
We do not hurt others (physically or hurt feelings) (Self-control, Empathy, Thoughtfulness)		**We look after property** (Politeness, Thoughtfulness, Responsibility)	
We are honest (Honesty, Co-operation, Empathy)		**We do not swear** (Self-control, Empathy, Thoughtfulness)	

The following incident/s occurred resulting in your child's sanction:

- Yellow letter as a result of 5 reminders to use POW values regarding behaviour = 15 minutes reflection time during playtime today/tomorrow
- 1 incident= 15 minutes reflection time during playtime today/tomorrow
- 1x incident Red letter = reflection time in another classroom (internal exclusion)
- Red letter as a result of 6 reminders to use POW values regarding behaviour = reflection time in another classroom (internal exclusion)

We trust that you will talk to your child about this matter to discourage any further incidents. If you require any further information, please contact the class teacher.

Yours sincerely,

Class Teacher

(This section to be given to office)

Name_____Class_____Date _____

Details of incident Time of day

_____

_____

_____

_____

Name of person giving the letter_____Supply Y/N

University of Brighton

Academies Trust

POLICY

Academy Preventing Bullying policy

Introduction

Bullying hurts and no-one deserves to be bullied. In our academy we recognise that bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to learning and have serious consequences on mental health. Bullying which takes place at school can have a lasting effect on a young person's life into adulthood. Pupils who are bullying need to learn different ways of behaving.

We aim to provide a safe, caring and friendly climate for learning for all our pupils to allow them to improve their life chances and help them maximise their potential. Everybody has the right to be treated with respect, to feel welcome, secure and happy. We also aim to produce an inclusive environment for all pupils which openly discusses differences between people and celebrates diversity.

We expect pupils to act safely and feel safe in the academy, including that they understand the issues relating to bullying and that they feel confident to seek support from the academy should they feel unsafe. We also want parents to feel confident that their children are safe and cared for in the academy and incidents when they do arise are dealt with promptly and well.

The academy has a responsibility to respond promptly and effectively to issues of bullying and all incidents will be treated seriously. When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident will be addressed as a child protection concern.

Aims and objectives

The aim of this policy is to provide a framework for:

- Promoting the understanding of what constitutes bullying behaviour and the effects that this can have;
- Identifying clear procedures for the reporting and investigation of incidents;
- Ensuring consistent and appropriate sanctions are in place for those who bully;
- Ensuring support mechanisms are in place for children who are bullied and for those who bully;
- Academy monitoring of all incidents to identify both wider trends and potential safeguarding issues for individuals;
- Training and support of staff in identifying bullying behaviour and supporting children who are bullied and those who bully.

By creating this framework our objective is to tackle and prevent bullying.

3. Definitions

The language used around bullying can be very emotive and can 'label' children, suggesting permanence. Instead of 'victim' say *person* (child) who is being bullied, and instead of 'bully' say *person (child) who is using bullying behaviours/doing the bullying*. In this way it is the behaviours and roles that are being labelled, not the children.

Friendship problems and bullying behaviour can be upsetting and unpleasant but it is important to distinguish between the two, as the responses to friendship problems will be different to the strategies used to address bullying behaviour.

Friendship problems may be an occasional incident where both pupils disagree and find it difficult to resolve the disagreement without adult help. It is unlikely to be repeated behaviour and may even be accidental, where both children make an effort to resolve the problem. However, we recognise that repeated friendship problems can sometimes lead to bullying behaviour.

Bullying involves dominance of one student by another, or a group of others, is premeditated and usually forms a pattern of behaviour. It is behaviour which is intended to hurt, threaten or otherwise intimidate another person and can result in pain and distress to the victim in a physical or mental form.

Bullying is therefore:

- Deliberately hurtful;
- Repeated, often over a period of time;
- Difficult for victims to defend themselves against.

It can take many forms but the main types are:

- Physical - hitting, kicking, and taking another's belongings;
- Verbal - name calling, insulting, making offensive remarks;
- Indirect - spreading nasty stories about someone, exclusion from social groups, being made the subject of rumours in any form
- Cyber – name calling, insulting others, spreading rumours or images.
- Psychological bullying - defined as any kind of intentional and purposeful mental abuse.

Some forms of bullying are attacks not only on the individual, but also on the group to which the victim may belong. Within school we will pay particular attention to:

- Racial harassment and racist bullying;
- Sexual and gender-based bullying;
- The use of homophobic language including biphobic and transphobic references, including deadnaming;
- Bullying of students who have special educational needs or disabilities.

Students may become involved in bullying because they:

- want to dominate others and improve their social status
- have low self-esteem
- have a lack of remorse or fail to recognise their behaviour as a problem
- feel angry or frustrated
- struggle socially
- have been the victim of bullying themselves

Preventing bullying

Strategies employed with our pupils/students

- High expectations of all pupils in regards to showing their character through the school's POW values system. Adults model these consistently.
- We have the staff that care for and support children and will listen to parent concerns.
- The whole school P.S.H.E. and Social Emotional Aspects of Learning (SEAL) programme is designed to teach learners to grow in self-confidence and self-esteem, to understand behaviour and self-control and have a sense of community and equality.
- The academy holds regular assemblies and class discussions during 'Circle Times' to highlight feelings and anti-bullying throughout the year.
- There is cyber bullying awareness information provided for parents and in-school training for learners.
- The preventing bullying policy is in place with clear guidelines to deal with incidents.
- There are 'Peer Mediators' who are trained to support children in the playground at lunch time and play time.
- The school council representatives are visible and available to learners who can raise issues with their class representative.
- Children are encouraged to share their concerns with an adult, at all times either verbally or by using worry boxes in the classrooms where these have been deemed to be useful.

Cyberbullying

The ever increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims.

Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school.

Whilst most incidents of cyberbullying occur outside school, we will offer support and guidance to parents/carers and their children who experience online bullying and will treat cyberbullying with the same severity as any other forms of bullying. Strategies for increasing awareness and dealing with cyberbullying include regular updates in Facebook posts and Reach More parents round e-safety, visits from local police to discuss safety online as well as reiterating the importance of e-safety in weekly assemblies. Our POW values provide a framework for ensuring a daily message is inherent across the school that bullying behaviours of any sort are not accepted.

Cyberbullying can include:

- Hacking into someone's accounts/sites
- Posting prejudice / hate messages
- Impersonating someone on line
- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking

We will ensure that our children are taught safe ways to use the internet (see our online safety policy) and encourage good online behaviour.

Strategies employed with our staff

Staff complete the annual safeguarding training to support their identification of bullying behaviours. As a child protection matter, this is recorded on the school's record keeping system CPOMS so all relevant parties have access to any chronology pertaining to an individual displaying these behaviours or someone who is being bullied. Staff are also supported by the behaviour policy as this provides the necessary strategies to support positive behaviour choices and recognise behaviours inherent with bullying.

The school's inclusion lead is responsible for monitoring behaviour and reports to the senior team termly. A weekly safeguarding meeting of DSLs triangulates information to support identification of bullying behaviours.

Strategies employed with our parents

Parents have a responsibility to support the academy's Preventing Bullying policy and to actively encourage their child to be a positive member of the academy community.

As an academy we work with our parents/carers to prevent bullying by providing advice and guidance on what to look out for as signs and symptoms of bullying. These could be:

- being frightened of walking to or from the academy
- not wanting to go on the Academy /public bus
- change their usual routine
- beg to be driven to the Academy
- being unwilling to go to the Academy
- becoming anxious and withdrawn
- attempted or threatened suicide
- crying themselves to sleep at night/nightmares
- feeling ill in the mornings
- truanting
- beginning to do poorly at school
- coming home with clothes/books torn
- having possessions 'go missing'

- asking for money or stealing money
- unexplained cuts/bruises
- coming home hungry (money/lunch has been stolen)
- becoming withdrawn, lacking in confidence
- becoming aggressive and unreasonable
- bullying other children or siblings
- giving improbable excuses for any of the above

We provide useful information for parents on preventing bullying, safe use of the internet and cyberbullying via parent information events/workshops/information sent home/our website.

Reporting bullying incidents

We want all children to feel safe and confident when reporting instances of bullying, reassuring children that they are not at fault. Incidents of bullying are to be reported by children to their teacher or a trusted adult so investigation can occur immediately. Staff will protect those involved whilst investigations are taking place and a resolution is being found.

Investigating and responding to bullying incidents

When bullying has been observed or reported…	
STEP ONE Interview with the child or children reporting the bullying	A member of staff will establish whether an incident of bullying has occurred by talking to the child who has identified the bullying about what has happened, who was affected and how this made him or her feel. Children may be asked to access the support of a peer mediator or a familiar adult for incidents that require further discussion but are not an instance of bullying e.g., friendship disagreements.
STEP TWO Convene a meeting with those involved	A member of staff will talk to the child or children who have been cited as displaying bullying behaviours to establish their viewpoint / take account of what happened. This may include some bystanders or colluders who joined in but did not initiate any activity. Under the Equalities Act 2010, staff will also consider any SEN of the child/ren using the bullying behaviours.
STEP Three Interview with any witnesses	A member of staff will check whether the bullying behaviours were observed by any witnesses (children / staff) and take account of what has occurred. This account will be added to CPOMS to record the behaviours, ascertaining whether bullying was founded or unfounded.
STEP Four Share responsibility	The child or children cited as using bullying behaviours are encouraged to consider a way in which the other child could be helped to feel happier / make things right. The teacher gives some positive responses but does not go on to extract a promise of improved behaviour.
STEP Five Agree next steps	A member of staff ends the meeting by passing over the responsibility to the individual(s) to solve the problem. An agreed set of next steps is reached and implemented. The class teacher meets the relevant parent to explain events and outcomes.
STEP SIX Review next steps	An identified member of staff monitors the next steps and meets again with all parties to see how things are progressing.
Parents / carers need to be informed when an incident of bullying has occurred and what follow up actions were taken by either the class teacher or Senior Leadership Team.	
Concerns raised by parents / carers will be investigated using this model and outcomes shared	

Responding to a bullying incident

Supporting the pupil/student who has been bullied

As outlined above, the system for investigating and reporting will look to address all parties involved in a way that is both efficient and informative. We understand that exposure to bullying behaviours can have lasting effects ranging from a few days to a much longer period of time. Pastoral support is therefore available through the Inclusion lead and TA team who include pupil mental health first aiders. In school support includes Forest School, woodland play,

gardening club. Should any support be needed, the behaviour and inclusion lead would support to signpost these and promptly implement the level of support which is required as soon as it becomes available.

Supporting the pupil/student using the bullying behaviours

To support the improvement of the relationship between the child showing bullying behaviours and child who is being bullied, opportunities for supervised social engagement will be provided at the point where communication is able to commence once again between the two parties. As mentioned earlier, tailored and collaborative activities will be put into place to allow for teamwork and communication to strengthen. This would involve such activities as gardening club, Forest Schools and woodland play. It may also be decided that a more personalised programme, such as LEGO therapy, could be implemented to ascertain the level of interactivity that children can have to re-establish a positive relationship.

This would be monitored by the supervising adult to gauge the recommended duration of the task to maximise its effectiveness but also to identify whether the task is suitably relevant to the interests of both children and whether the teamwork involved is having a positive impact on establishing an improved relationship between all parties involved.

Sanctions

As with any behaviour deemed unacceptable, we want to ensure that the child displaying bullying behaviours understands that their actions merit the use of sanctions as they display poor behaviour choices involving the use of physical aggression and/or language towards others. In this event, the school's behaviour policy would be implemented, identifying the bullying behaviours as an immediate 'serious incident', thus invoking step six of the sanction list whereby internal exclusion is implemented and consideration around personalised behaviour support systems (see the behaviour policy) begins in line with recommendations from the school's behaviour lead.

Bullying outside of academy premises

Principals have a specific statutory power to discipline pupils for poor behaviour outside of the academy premises. This can relate to any bullying incident occurring anywhere off the academy premises such as on public transport or on the way to or from the academy.

The bullying may be done by students from our own Academy, by students from other schools or by people who are not at school at all. Where a student or parent tells us of bullying outside of the Academy premises we will, as appropriate:

- Talk to students about how to avoid or handle bullying outside of the Academy;
- Talk to the Principal of another school whose students are bullying;
- Talk to the transport company about bullying on buses;
- Use community links to set up restorative meetings;
- Talk to the police and community team to gain external help and advice.

Monitoring and Review

The Local Board have defined responsibilities for the monitoring of pupil/student welfare and will receive regular reports on racist, homophobic, biphobic and transphobic incidents through the termly Principal's report.

Bullying incidents are recorded for individual pupils/students through CPOMS data is monitored on a child by child basis to identify areas for action and trends. The aim is to have a clear picture of bullying incidents through effective record keeping and therefore the office manager Charlene Fleri retains all records which include any minutes of meetings which focus around the bullying behaviours at every stage. Correspondence with ESCC allows for regular checking in and monitoring.

Legislation and associated policies

Legislation

- The Education (Independent School Standards) Regulations 2014 The Education (Independent School Standards) Regulations 2014
- The Equality Act 2010
- Public Sector Equality Duty
- Part 3 of the Children and Families Act 2014
- Children Act 1989

This policy links with several other policies, practices and action plans including:

- Trust ICT Acceptable Use Policies (AUP)
- Staff Code of conduct
- Academy Behaviour policy
- Academy Child protection and safeguarding policy
- Academy online safety policy
- Curriculum policies, such as: Computing, Personal Social and Health Education (PSHE), Citizenship and Relationships and Sex Education (RSE)
- Trust Data Protection policy
- Trust Photography and image sharing policy
- Trust Social media policy
- Trust Complaints policy

Further sources of information

The following organisations provide support for schools and parents dealing with specific bullying issues including the social, mental or emotional affects caused by bullying.

The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the AntiBullying Alliance ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector which can be accessed here.

The Diana Award: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.

Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

Restorative Justice Council: Includes best practice guidance for practitioners 2011.

Cyber-bullying and online safety

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves.

Internet Matters: provides help to keep children safe in the digital world.

Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

The UK Council for Child Internet Safety (UKCCIS) has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of 'sexting.'

LGBT

Barnardos: through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying

EACH: (Educational Action Challenging Homophobia): provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia.

Proud Trust: helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training and events, campaigns, undertaking research and creating resources.

Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

Stonewall: An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

SEND

Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

Changing Faces: Provide online resources and training to schools on bullying because of physical difference.

Information, Advice and Support Service Network: Every Local area has an information, advice and support service, providing information, advice and support to disabled children and young people, and those with SEN, and their parents.

Mental health

MindEd: Provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young people's mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied.

PSHE Association – guidance and lesson plans on improving the teaching of mental health issues

Race, religion and nationality

Anne Frank Trust: Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.

Educate Against Hate: provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.

Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.

Kick It Out: Uses the appeal of football to educate young people about racism and provide education packs for schools.

Tell MAMA: Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies.

Please note that internal servers may block access to some of these sites. Schools wishing to access these materials may need to adjust their settings

Sexual harassment and sexual bullying

Ending Violence Against Women and Girls (EVAW): This guide from the End Violence Against Women Coalition sets out the different forms of abuse to support education staff to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse.

Disrespect No Body: A Home Office led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom.

Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying.

Policy adopted: June 2021

Policy updated: November 2025 by S.Oberheim

Policy review date: November 2026