

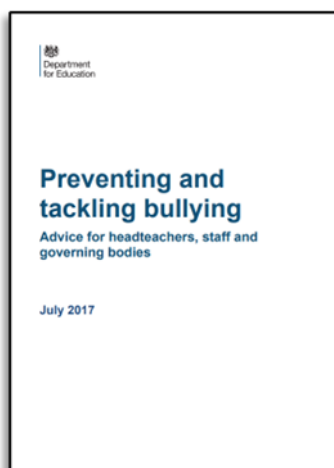
# Banks Road Primary School



## Behaviour Policy

Provenance/ Author	Person (s) Responsible	Version	Reviewers	Effective Date	Recommended Review Date	Distribution
Deputy Headteacher James Savage	Headteacher Jamie Wilson	V10	Governors	January 2026	January 2027	All Staff

This policy works in partnership with the Behaviour Policy and the following DfE guidance:



The purpose of this policy is to provide guidance of the powers members of our staff must use to discipline pupils and sets out the expectations for all of our stakeholders - governors, staff, pupils and parents. At Banks Road Primary we aim to provide a working environment where all members of the school community feel safe and secure. The policy aims to ensure this is achieved and aims to improve the quality of pupil behaviour in our setting.

### 1) Policy Objectives

- This policy outlines what Banks Road Primary School will do to prevent and tackle all forms of bullying.
- The policy has been adopted with the involvement of the whole school community.
- Banks Road Primary School is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

### 2) Links with Other School Policies and Practices

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

- Behaviour Policy
- Complaints Policy
- Child Protection Policy
- Confidentiality Policy
- Acceptable Use Policy (AUP) — updated to cover AI use.
- Online Safety policy — includes AI safety and reporting/removal processes.
- Curriculum policies, such as, PSHE
- Searching, screening and confiscation policy.

### 3) Links to Legislation

Banks Road Primary School fulfils its statutory duties under the following legislation:

- Education and Inspections Act 2006 (Section 89): We have measures in place to encourage good behaviour and prevent all forms of bullying. These measures form part of our Behaviour Policy and are communicated to pupils, staff, and parents.
- Education and Inspections Act 2006, Sections 90–91: power to discipline for misbehaviour outside school premises; sanctions implemented on school premises or when pupils are under lawful control of school staff.
- Equality Act 2010 (Public Sector Equality Duty): We have due regard to the need to eliminate discrimination, advance equality of opportunity, and foster good relations between people who share a protected characteristic and those who do not. Our anti-bullying approach actively promotes inclusion and respect.
- Children Act 1989 and Keeping Children Safe in Education: Bullying incidents that raise safeguarding concerns are treated as child protection matters and referred to the Designated Safeguarding Lead.
- Education (Independent School Standards) Regulations 2014: We ensure bullying is prevented as far as reasonably practicable through an effective anti-bullying strategy.
- Criminal Law: We recognise that some bullying behaviours may constitute criminal offences under the Protection from Harassment Act 1997, Malicious Communications Act 1988, and others. Where appropriate, we will involve the police.

This policy works in partnership with our Behaviour Policy to meet these statutory requirements.

### 4) Responsibilities

It is the responsibility of:

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

## 5) Definition of Bullying

- Bullying can be defined as 'behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally'. DfE 'Preventing and Tackling Bullying
- Bullying can include physical and emotional abuse such as name calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, producing offensive graffiti, gossiping, peer isolation (e.g. excluding people from groups) and spreading hurtful and untruthful rumours.
- The same unacceptable behaviours can be expressed online; this is sometimes called online bullying or cyberbullying. Specifically, this can include 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.
- Banks Road Primary School recognise that bullying can be emotionally abusive and can cause severe and adverse effects on children's emotional development.
- Bullying is recognised by Banks Road Primary School as being a form of child-on-child abuse; children can abuse other children.
  - Abuse is abuse and it should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".
  - We recognise that even if there are no reports of bullying, it does not mean it is not happening and it may be the case that it is just not being reported.
  - All victims will be taken seriously and offered appropriate support, regardless of where the abuse takes place.

## 6) Forms and Types of Bullying Covered by this Policy

- Bullying can happen to anyone.
- Bullying can disproportionately affect certain groups, including:
  - Pupils with Special Educational Needs and Disabilities (SEND)
  - Pupils with mental health needs
  - Pupils who are looked after or adopted
  - Pupils with caring responsibilities
  - Pupils who frequently move schools (e.g., children in care)
  - Pupils with protected characteristics under the Equality Act 2010 (race, religion, gender identity, sexual orientation, disability)
  - Pupils experiencing family crisis or socio-economic disadvantage
- This policy covers all types and forms of bullying including but not limited to:
  - 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
  - Sexualised bullying/harassment
  - Bullying via technology, known as online bullying or cyberbullying
    - AI-enabled bullying, including: creation or sharing of deepfake images/audio/video, synthetic or manipulated content to humiliate or threaten; impersonation using

generative tools; image-based abuse (including face-swaps); automated harassment or coordinated pile-ons using AI; and doxxing supported by AI search/aggregation.

- Bullying occurring off-site (e.g., on journeys to/from school, in the local community, or online), which will be investigated and acted upon in line with Sections 90–91 of the Education and Inspections Act 2006 and this policy.
- Prejudiced-based and discriminatory bullying (against people/pupils with protected characteristics) which may include:
  - 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).

## 7) School Ethos

- Banks Road Primary 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.
- 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.
- **Banks Road Primary School:**
  - understands the importance of challenging inappropriate behaviours between peers.
  - monitors and reviews our anti-bullying policy and practice on a regular basis.
  - supports staff to promote positive relationships to help prevent bullying.
  - will intervene by identifying and tackling bullying behaviour appropriately and promptly.
  - 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.
  - seeks to learn from good anti-bullying practice elsewhere.
  - utilises support from the Local Authority and other relevant organisations when appropriate.

## 8) Responding to Bullying Concerns

- The following steps will be taken when dealing with any incidents of bullying reported to the school:
  - If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
  - The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
  - The DSL will be informed of all bullying concerns, especially where there may be safeguarding issues.
  - The Headteacher, Designated Safeguarding Lead (DSL) or another appropriate member of leadership staff will interview all parties involved.
  - A clear and precise account of bullying incidents will be recorded by the school. This will include recording appropriate details regarding decisions and action taken.
  - The school will speak with and inform other staff members, where appropriate.
  - The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.

- Appropriate sanctions and support, for example as identified within the school behaviour policy and child protection policy, will be implemented in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, for example the police if a criminal offence has been committed, or CASS if a child is felt to be at risk of significant harm.
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated and responded to in line with this policy, our Online Safety Policy and the school Behaviour Policy. If required, the DSL will collaborate with DSLs at other settings.
- All incidents will be recorded on CPOMS and monitored as part of our termly review process.

## Cyberbullying

- When responding to cyberbullying concerns, Banks Road Primary 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 and the school searching and confiscation policy. (We will access the DfE 'Searching, screening and confiscation at school' and Childnet cyberbullying guidance to ensure that the school's powers are used proportionately and lawfully).
    - Requesting the deletion of locally held content and content posted online if they contravene school behavioural policies.
- Where an individual can be identified, the school will ensure that appropriate sanctions
  - are implemented to change the attitude and behaviour of the bully, as well as ensuring access to any additional help or support 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 consider and manage any private information they may have in the public domain.
- Where online content involves AI-generated or manipulated media, staff will preserve evidence, use platform reporting mechanisms to request removal, and assess for potential criminal offences or safeguarding concerns, in line with KCSIE and our Online Safety Policy.

## Bullying Outside School Premises (including travel and the community)

- Bullying Outside School Premises (including travel and the community)  
Banks Road Primary School will investigate and respond to bullying that occurs off-site,

including on school or public transport, in local public spaces (e.g., shops, parks, streets), and online.

- Legal powers and limits

Under Sections 90–91 of the Education and Inspections Act 2006, staff may discipline pupils for misbehaviour that occurs outside school premises when it is reasonable for the school to regulate pupils' conduct in those circumstances. Sanctions can only be implemented on school premises or when pupils are under the lawful control of school staff (e.g., on school trips).

- Where the misbehaviour could be criminal or presents a serious risk to the public, the school will inform the police and/or the local authority anti-social behaviour coordinator.

- Procedure

- Gather accounts and evidence.
- Record the incident on CPOMS.
- Assess safeguarding risks (DSL involvement).
- Engage parents/carers.
- Liaise with other settings where relevant (e.g., another school's DSL).

- For online incidents (including AI-enabled harms), staff will preserve evidence (screenshots, URLs), use platform reporting to request removal, and follow our Online Safety Policy and Acceptable Use Policy (AUP).

- Sanctions and support

Appropriate, proportionate sanctions will be applied in line with the Behaviour Policy, alongside support for pupils affected and work with perpetrators to address underlying issues.

- Partnership working

We will work with transport providers, community partners, and other schools as needed to address patterns and prevent recurrence.

## Supporting Pupils

- Pupils who have been bullied will be supported by:
  - Reassuring the pupil and providing immediate pastoral support.
  - Offering an immediate opportunity to discuss the experience with their teacher, the DSL, 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 any further concerns.
  - Working towards restoring self-esteem and confidence.
  - Providing ongoing support. This may include working and speaking with staff, offering formal counselling, engaging with parents and carers.
  - Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through CASS or support through CAMHS.
- Pupils who have perpetrated 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 behaviour or actions.
  - If online, requesting that content be removed and reporting accounts/content to service provider.
  - Sanctioning, in line with school Behaviour Policy. This may include:
    - official warnings
    - detentions/internal exclusions
    - removal of privileges (including online access when encountering cyberbullying concerns)
    - in extreme or repeated cases, fixed-term or permanent exclusions.

- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Children Services or Early Help or support through CAMHS.
- If a parent/carer or pupil remains dissatisfied with the school's response, they may escalate the concern following the Complaints Policy.

## 9) Preventing Bullying

### Supporting Vulnerable Pupils

Supporting Vulnerable Pupils Banks Road Primary School recognises that some pupils are more likely to be targeted by bullying and may experience a greater impact. These include pupils with SEND, mental health needs, caring responsibilities, those who are looked after or adopted, and pupils with protected characteristics.

We will:

- Provide additional pastoral support and monitoring for these pupils.
- Ensure reporting mechanisms are accessible to all, including pupils with communication difficulties.
- Train staff to recognise signs of bullying among vulnerable groups.
- Analyse bullying records termly to identify patterns affecting vulnerable pupils and take targeted action.
- Work with external agencies (e.g., CAMHS, social care, Young Carers services) where appropriate.

### Environment

Banks Road Primary School will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (child on child abuse).
- Recognise the potential for children with Special Educational Needs and Disabilities (SEND) to be disproportionately impacted by bullying and will implement additional pastoral support as required.
- Recognise that bullying may be affected and influenced by gender, age, ability and culture of those involved.
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children 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-based and discriminatory bullying.
- Actively create "safe spaces" for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.

### Generative Artificial Intelligence (AI) and Emerging Online Risks

AI tools (e.g., image/video generators and chatbots) are widely accessible. While they can support learning, they may also be misused to bully, harass or intimidate. Banks Road Primary School will treat any use of AI to bully others in line with this Anti-Bullying Policy, Behaviour Policy, Online Safety Policy and AUP.

Examples of AI-enabled bullying

- Deepfakes: fabricated images, audio or video that portray a pupil or staff member doing or saying things they did not do.
- Impersonation/synthetic accounts: generating content or profiles that mimic a pupil or staff member to deceive or embarrass.
- Image-based abuse: face-swaps, sexualised or degrading edits, or non-consensual distribution of manipulated images.
- Automated harassment: bulk generation of messages, memes or posts to intimidate, isolate or shame.
- Doxxing at scale: using AI to locate, compile or infer private information and publish it with intent to harm.

#### Prevention and education

- Include AI safety and critical digital literacy in the curriculum (e.g., PSHE/Computing), covering consent, manipulation detection, and reporting routes.
- Update AUP to specify appropriate use of AI tools by pupils and staff.
- Provide staff CPD on recognising AI-enabled harms and responding proportionately (see Staff Training section).

#### Response and escalation

- Treat AI-enabled bullying as cyberbullying, following Section 8 procedures (recording, safeguarding checks, parental engagement, sanctions).
- Preserve evidence (screenshots, URLs, file hashes, platform reports).
- Where criminal concerns arise (e.g., malicious communications, harassment, image-based offences), consult the DSL and consider police involvement.
- Engage platforms using in-service reporting to request removal of synthetic/deepfake content.
- Apply proportionate sanctions and targeted support for both victim and perpetrator, considering underlying motivations and any safeguarding needs.

#### Governance and review

- Termly analysis of recorded incidents will include AI-related cases and inform prevention.
- The Governing Board will receive annual summary data on cyberbullying and AI-enabled bullying trends.

### Policy and Support

#### Banks Road Primary School will:

- 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 schools' attention, which involves or affects pupils, even when they are not on school premises; for example, when using school transport or online, etc.
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

### Education and Training

#### Banks Road Primary School will:

- 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 Council, etc.

- Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week
- Provide systematic opportunities to develop pupils' social and emotional skills, including building self-esteem.
- Remain committed to ensuring all staff understand their responsibilities in preventing and tackling bullying:
  - Induction: All new staff will receive training on the school's anti-bullying policy, safeguarding responsibilities, and procedures for reporting and responding to incidents.
  - Annual Updates: All staff will receive refresher training at least once per academic year, including updates on emerging risks such as online bullying and AI misuse.
  - Content: Training will cover:
    - Legal duties under the Education and Inspections Act 2006 and Equality Act 2010.
    - Recognising different forms of bullying, including prejudice-based and child-on-child abuse.
    - Procedures for recording, monitoring, and responding to incidents.
    - Strategies for prevention and promoting positive relationships.
  - Monitoring: The effectiveness of training will be reviewed annually through staff feedback, incident analysis, and safeguarding audits.

## 10) Involvement of Pupils

### Banks Road Primary School:

- Involve pupils in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they play in preventing bullying.
- Regularly canvas pupils' views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Utilise pupil voice in providing pupil led education and support
- 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.

## 11) Involvement and Liaison with Parents and Carers

### Banks Road Primary School will:

- Take steps to involve parents and carers in develop policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying.
- Make sure that key information about prejudice-based and discriminatory bullying (including policies and named points of contact) is available to parents/carers in a variety of formats, including via the school website.
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for 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.

Banks Road Primary School takes all bullying concerns seriously and aims to resolve them promptly and effectively.

- If a parent/carer or pupil is dissatisfied with the school's response to a bullying concern, they should follow the steps outlined in our Complaints Policy (available on the school website or from the office).
- Stage 1: Raise the concern with the class teacher or member of staff who dealt with the incident.
- Stage 2: If unresolved, escalate to the Deputy Headteacher or Designated Safeguarding Lead.
- Stage 3: If still unresolved, refer to the Headteacher.
- Stage 4: Formal complaint to the Governing Board in line with the Complaints Policy.
- All complaints will be acknowledged within 5 school days and responded to within 20 school days, in line with statutory guidance.
- Where safeguarding concerns arise, complaints will be handled in accordance with Keeping Children Safe in Education and referred to external agencies if necessary.

## 12) Monitoring and Review:

Banks Road Primary School will measure the effectiveness of this policy through:

- Termly review of bullying incident records to identify patterns, repeat incidents, and vulnerable groups.
- Annual surveys and focus groups to gather pupils' views on safety, inclusion, and bullying.
- Opportunities for parents/carers to share concerns and feedback on the school's approach.
- Regular staff input on the implementation and effectiveness of anti-bullying strategies.
- Reduction in bullying incidents, improved pupil wellbeing indicators, and positive responses in pupil and parent surveys.
- A summary of findings and actions will be presented to the Governing Board annually and published in the school's self-evaluation.
- Findings will inform staff training, curriculum planning, and updates to this policy.
- Any issues identified will be incorporated into the school's action planning.
- The Headteacher will be informed of bullying concerns, as appropriate.
- The named Governor for bullying will report on a regular basis to the Governing Board on incidents of bullying, including outcomes.

## Recording and Monitoring

Banks Road Primary School will maintain a central log of all reported bullying incidents, including details of actions taken and outcomes.

- Records will be analysed termly to identify patterns, repeat incidents, vulnerable groups, and emerging trends (including online and off-site bullying).
- Findings will inform preventative strategies and staff training.
- The Designated Safeguarding Lead will review records regularly to identify safeguarding concerns.
- A summary report will be presented to the Governing Board at least annually, including data on the number, type, and resolution of incidents.
- Monitoring will include pupil voice surveys and feedback to evaluate the effectiveness of our anti-bullying approach.
- Monitoring will include analysis of incidents involving vulnerable groups to ensure appropriate support and prevention strategies are in place.

## 13) Useful Links and Supporting Organisations

The following links may provide additional support to children, staff or families.

- 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)
  - 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)
- Cyberbullying
    - Childnet: [www.childnet.com](http://www.childnet.com)
    - Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
    - Report Harmful Content: <https://reportharmfulcontent.com/>
    - UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
    - The UK Council for Internet Safety (UKCIS):  
[www.gov.uk/government/organisations/ukcouncil-for-internet-safety](http://www.gov.uk/government/organisations/ukcouncil-for-internet-safety)
    - DfE 'Cyberbullying: advice for headteachers and school staff':  
[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-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)
- SEND
    - 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.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/atrisk-groups/sen-disability](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/atrisk-groups/sen-disability)
    - 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)
- 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)
- LGBTQ+
    - Barnardo's LGBTQ 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)
    - EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
    - Proud Trust: [www.theproudtrust.org](http://www.theproudtrust.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
    - NSPCC 'Report Abuse in Education' Helpline: 0800 136 663 or [help@nspcc.org.uk](mailto:help@nspcc.org.uk)
    - Ending Violence Against Women and Girls (EVAW): [www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk)

- Disrespect No Body: [www.gov.uk/government/publications/disrespect-nobody-campaignposters](http://www.gov.uk/government/publications/disrespect-nobody-campaignposters)
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: [www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying](http://www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying)
- Anti-bullying Alliance: advice for school staff and professionals about developing effective
- anti-bullying practice in relation to sexual bullying: <https://anti-bullyingalliance.org.uk/toolsinformation/all-about-bullying/sexual-and-sexist-bullying/investigating-and-respondingsexual>
- Childnet Project DeShame (Online Sexual Harassment and Bullying): [www.childnet.com/our-projects/project-deshame](http://www.childnet.com/our-projects/project-deshame)