

CATCOTT PRIMARY



ANTI-BULLYING POLICY

‘...where learning takes you to greater heights...’

Approved by:	H Lintern
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Last reviewed on:	April 2026
Next review due by:	April 2027

Policy Objectives

This policy outlines what Catcott Primary School will do to prevent and tackle all forms of bullying.

Statement of Intent

We recognise that bullying can be emotionally damaging and can cause severe and adverse effects on children's emotional development. We are committed to providing a caring, friendly and safe environment for all our children so they can learn in a relaxed and secure atmosphere. At Catcott Primary School we are determined to promote and develop a whole school ethos where bullying of any kind is unacceptable, and as a school, we take any incidents very seriously. Our school's Golden Rules underpin our core values of kindness, compassion and creativity and are woven throughout our whole school curriculum and ethos.

'Be kind'
'Be safe'
'Be respectful'

If bullying does occur, all children should feel able to report it and know that they will be supported and that incidents will be dealt with promptly and effectively. We make it clear that anyone who knows bullying is happening is expected to inform members of staff.

The school will seek ways to cease occurrences of bullying that may occur within school or the local community, to counter the effects of bullying, and to provide activities within the curriculum to minimise the likelihood of bullying taking place. Our school vision fosters high expectations of behaviour, and we will challenge any behaviour that falls below this.

We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. We understand the importance of having positive attitudes, behaviour and relationships and the impact that this has on learning and achievement. All adults working in our school provide positive role models. We emphasise that every pupil is of equal worth, irrespective of age, gender, gender identity, family background, ethnic background or academic attainment.

Links with Other Policies and Legislation

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

- Relationships and Behaviour policy
- Complaints policy
- Child protection, Safeguarding and Equality policy
- Online safety
- Curriculum Statement, including PSHE
- Relationships, Health and Sex Education Policy
- Equalities Policy
- Catcott Primary School Vision and Values

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

- The Education and Inspection Act 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986
- DfE guidance "Preventing and Tackling Bullying" July 2017 and supporting documents
- DfE statutory guidance "Keeping Children Safe in Education 2023."
- Ofsted 2020 No Place for Bullying
- Childnet's "Cyberbullying: Understand, Prevent and Respond: Guidance for Schools".
Teaching online safety in schools' guidance (2019)

Definition of Bullying

Bullying, or child on child abuse, is defined as:

"Behaviour by an individual or a group, repeated overtime that intentionally hurts another individual either physically or emotionally"

(DfE "Preventing and Tackling Bullying", July 2017).

This can take many forms, verbal, physical, cyber or emotional as listed in Point 5. Bullying often involves an imbalance of power between the perpetrator and the victim – those bullying control the relationship making it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, physically or emotionally, individually or in a group. It can result in the intimidation of a person or persons through violence, the threat of violence, or through isolating them - physically or online.

Low-level disruption and the use of offensive language can have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour.

Stopping violence and ensuring immediate physical safety is obviously Catcott Primary School's priority but emotional bullying can be more damaging than physical and so teachers and the school will judge each case individually regarding action needed.

Early intervention by the school can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating.

Bullying is not occasional falling out with friends, especially when two children are of similar age, power or strength and have occasional fights or quarrels. Children sometimes can fall out or say things because they are upset. Catcott Primary School recognises that it is an important part of children's development to learn how to manage friendship breakdowns and develop the social skills to repair them.

Types of Bullying

Bullying is defined as any actions that are meant to be hurtful and are deliberate, they are often repeated and can take many forms. The five main types are:

Physical

e.g. pushing, kicking, hitting, punching, taking belongings or any use of violence towards a person or their property.

Verbal

Direct or indirect e.g. name calling, mocking, sarcasm, spreading rumours/gossiping, making offensive comments, teasing with reference to somebody being different. It involves speaking to a person or about a person and can include phone calls.

Emotional

e.g. staring, glaring, exclusion from activities or friends, tormenting, threatening, made up stories, spreading rumours, producing offensive graffiti.

Cyber

e.g. using technology to hurt someone through a variety of media such as text messages, the internet, social networks, video hosting sites etc. Misuse of associated technology such as camera and video facilities including those on mobile phones. Cyber-bullying can happen at all times of the day, with a potentially bigger audience, and more accessories, as people forward on content at a click. It often occurs outside of school. This can include: sending offensive, upsetting and inappropriate messages, photos or videos by phone, text, instant messenger, through gaming, websites, social media sites and apps. Cyber bullying can happen beyond the school day and encroaches on home life and private space.

Sexual

Involves making explicit sexual remarks, display of sexual material – sharing of nudes/semi-nudes, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching.

Bullying can be related to prejudicial – relating to physical appearance, physical or mental health conditions, social or educational circumstances or can be prejudicial bullying:

Racist

Racist bullying is any incident which is perceived to be racist by the victim or another person. It may be perpetrated against individuals because of their race, skin colour, nationality or ethnicity, culture, language or religion, faith or those without faith.

Extremist

Extremist bullying is any bullying that would impose extreme views onto others. See the school's Safeguarding Policy for further information.

Gender

Gender, Homophobic, Transphobic and Biphobic bullying involves the targeting of individuals based on their perceived or actual sexuality or sexual orientation, including if they do not conform to a perceived dominant masculine or feminine gender image.

- Some children are in some way more vulnerable to bullying, such as children who have SEND or vulnerable children, children new to the school, children who fall into specific social groups due to their family status (e.g. Free school meals, Gypsy, Roma and Traveller children, Looked After Children) or Ethnic origin or those with English as an Additional Language. Catcott Primary School is highly aware of these children and takes additional care to meet their needs.

Further information on child-on-child abuse can be found in our Child protection and safeguarding policy.

Signs of Bullying

The signs of bullying are extremely variable, so staff are vigilant for signs of bullying or other child protection issues. Common signs can include:

Repeated reporting:

Behaviour logs indicate repeated offences towards the same pupil Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting, general ill health (caused by stress).

Emotional:

Losing interest in school, being withdrawn, shy or secretive, clinging to adults, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression, hostility, defensiveness or negative self-image.

Behavioural:

Withdrawn, sudden changes in behaviour and mood, concentration difficulties, truancy

General

Frequently 'lose' money/possessions, taking longer to get home, asking for more money, using different routes to school, appears tired/lethargic, avoids entering/leaving school with others, desire to remain in the company of adults.

School Ethos

The Catcott 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 children are able to learn and fulfil their potential.

Our School Community:

- Monitor and reviews our anti-bullying policy and practice on a regular basis.
- Supports staff to promote positive relationships to help prevent bullying.
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (child on child abuse).
- Will proactively monitor and intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures our children 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.
- Ensures staff will have flexibility to determine what will work best for their children, depending on the particular issues they need to address and bearing in mind the background and context behind any existing behaviours.
- Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with families regarding all reported bullying concerns and will seek to keep them informed at all stages.
- Will deal promptly with grievances regarding the school response to bullying in line with our complaints policy.
- Seeks to learn from good anti-bullying practice elsewhere.
- Utilises support from external organisations when appropriate.

Responsibilities

It is the responsibility of:

The Head teacher & Senior Leadership Team (SLT)

- To communicate and implement this policy to the school community.
- To ensure that disciplinary measures are applied fairly, consistently and reasonably.
- To report incidents to the governors and on the effectiveness of this policy termly in the headteacher's reports.

Governors

- To take a lead role in monitoring and reviewing this policy.
- To support the head teacher and staff to eliminate any bullying at school
- To respond to parents who are dissatisfied with the way school has dealt with complaints of bullying according to the complaints policy

All staff,

including: governors, senior leadership, teaching and non-teaching staff,

- To support, uphold and implement this policy accordingly.
- To ensure that all children know bullying is unacceptable.
- To be alert to the signs of bullying and to effectively manage any incidents that do occur.
- To model positive and kind relationships with each other, children and parents.

Families

- To be aware that Catcott Primary School does not tolerate bullying in any form.
- To support their children by being positive role models and help them develop positive relationships with friends, other children and schoolteachers.
- To report concerns or incidents of bullying at the earliest opportunity and work in partnership with the school when dealing with the situation.
- Families are discouraged from trying to deal with bullying by themselves by either approaching the child or their parents, they are encouraged instead to access support material on the school website or at the end of this policy.

Children

- To discuss anything that concerns them with any adult they feel able to share worries with.
- To be clear on the school's policy regarding any bullying being unacceptable.
- To uphold the Catcott Primary School Values: Compassion, curiosity and creativity.
- To know the part they can play to prevent bullying, including when they are bystanders.

Responding to Bullying

The following steps may be taken when dealing with all incidents of bullying reported to the school, even if the bullying happened off the school site or involved cyber bullying:

- If bullying is suspected or reported, the incident will be referred to the head teacher or SLT; where appropriate matters will be handled by the class teacher in conjunction with the member of staff it was reported to or who witnessed the concern.
- The facts will be sensitively but promptly established and an accurate picture over time created through talking to all relevant children, staff and other witnesses.
- The school will determine if the case of bullying will be upheld, and if not, how best to deal with the incident according to the Relationship and Behaviour Policy.
- disciplinary measures will be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the children may have and considering the needs of vulnerable children.
- Restorative justice will be used whenever possible, with a solution to move on and what to do next time.
- The school will speak with and inform other staff members, where appropriate. This could include the school ELSA who may support the victim or perpetrator in the understanding and regulation of their emotions or to support anxieties.
- 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 school will work with the person who has carried out the bullying to ensure that the impact and consequences of their behaviour is understood it does not happen again (see *below Supporting children*). Consideration will be given to the motivations behind bullying behaviour and whether it reveals any concerns for the needs and/or safety of the perpetrator.
- The school will ensure all sets of families are kept informed about the concern and action taken, as appropriate and in line with child protection, SEND and confidentiality policies.
- School will sign post to appropriate support.
- The Designated Safeguarding Lead will be informed of all bullying issues where there are safeguarding and child protection concerns
 - 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 advisory teachers or children's social care, if a pupil is felt to be at risk of significant harm
 - If incidents are related to ethnicity, this may be reported to the local education authority (refer to the Equalities Policy if needed)
- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken on CPOMS (the school system for monitoring and recording safeguarding and pastoral concerns)
- A plan may be drawn up for both the victim and the perpetrator detailing strategies to use
 - If the situation does not improve, the Headteacher (or senior leader) should meet with the parent(s) of the bullying pupil/s and agree clear expectations and boundaries which would be shared with the children involved. Any further incidents should lead to further intervention (e.g. through outside

agencies), further monitoring, support and punitive sanctions as deemed necessary. Ongoing action should be taken until the bullying has stopped.

- Incidents of bullying, past and present are reviewed termly to ensure measures are effective in ceasing bullying and that bullying has not restarted. Parental follow up occurs to ensure that the bullying has ceased, and the pupil and families are satisfied with the way the situation was handled.

Cyberbullying

Our Online Safety policy details some of the steps taken in school to educate children about cyber bullying and so cross reference is needed to this policy. Specifically, 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 children's electronic devices, such as mobile phones, in accordance with the law and the DfE 'Searching, screening and confiscation at school' guidance as well as 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.

The school will take steps to help the perpetrator fully understand the implications of their actions. As well as ensuring access to any additional help that they may need as part of wider school curriculum initiatives

Inform the police if a criminal offence has been committed

Provide information to staff and children 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.

Supporting children

Children who have been bullied will be supported by:

- Reassuring the pupil and providing continuous pastoral support; Catcott Primary School follows best practice that children who have been bullied are not removed from school, even for a short while, but will do all that it can to ensure that they are able to continue to attend
- Supporting the pupil as needed
 - for example, mediation/restorative justice, increased supervision at playtime, timetable changes
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead or a member of staff of their choice
- If appropriate, advising the pupil to keep a record of the bullying outside of the school setting as evidence to be discussed
- Working towards restoring self-esteem and confidence through ELSA interventions
- Providing ongoing support; this may include: working and speaking with other staff and the PFSA, offering counselling and peer support, engaging with families, coaching and resilience/assertiveness training
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance. E.g. NSPCC,

Children who have perpetrated bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change their attitude and behaviour
- Establishing why the bullying occurred, and addressing underlying causes where appropriate/possible through the implementation of behaviour charts/cards and or the schools Pastoral Support Plan
- Informing families to help change the attitude and behaviour of the pupil
- Providing appropriate education and support regarding their behaviour/actions/need through targeted ELSA. The nature and level of support will depend on the individual circumstances and the level of need. These can include a quiet word from a teacher that knows the pupil well, asking the pastoral team to provide support, providing formal counselling from the PFSA, engaging with parents, referring to local authority children's services, completing an EHA (Early help assessment) for outside agency support or referring to Child and Adolescent Mental Health Services (CAMHS) The Bridge – pupil referral unit.
- Focusing on positive and least intrusive, whilst effective, solutions; this may take the form of a behaviour contract or PSP
- Help them manage their emotions through specific program
- Teach conflict resolution strategies
- Identifying strategies/a safe place for the pupil to go to if they feel they vulnerable to using bullying behaviour
- Implement additional 1:1 adult support during breaktimes/vulnerable times
- Separate areas of play
 - o If online, requesting that content be removed and reporting accounts/content to service provider
- Sanctioning, in line with school behaviour policy; this may include removal of play time, privileges, working in another classroom and fixed-term or permanent exclusions
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Preventing Bullying

Environment and Ethos

The whole school community will:

- Create and support an inclusive environment which promotes a culture of promoting diversity, mutual respect, consideration and care for others, which will be upheld by all
 - this strategy will reduce bullying occurring in the first place
- Ensure the anti-bullying message has a high profile throughout the school
 - posters, assemblies etc
- Be alert and proactive in managing cases of bullying, or potential bullying including gathering intelligence about issues between children which might provoke conflict
- 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
 - for example, in lessons, through dedicated events or projects, or through assemblies. Use of Jigsaw PSHE/RHSE scheme to support this across the whole school
- Challenge practice and language (**including 'banter'**) which does not uphold the school values of tolerance, non-discrimination and respect towards others
- Use defusing language
 - Catcott Primary School is careful not to label children as bullies or say they did 'something terrible.' Focus on the behaviour being unacceptable.
 - Focus is placed on positive future behaviour and changing attitudes and mindsets to be more understanding of the consequences of their actions and the feelings of others.
 - Be encouraged to use technology, especially mobile phones and social media, positively and responsibly
 - Having an 'open door policy', where we actively encourage families to come in and speak to the school at any time
 - Use termly pupil voice discussions to gain a greater understanding of any issues relating to bullying within the school
 - Openly work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying
 - Actively create "safe spaces" for vulnerable pupil and young people
 - Celebrate success and achievements to promote and build a positive school ethos
 - Regularly celebrate pupil's kind and polite behaviour

Policy and Support

The whole school community will:

- Actively seek to provide a range of approaches for children, staff and families to access support and report concerns
- Children are encouraged to play an active role in the school community through a range of different initiatives. (To be developed in conjunction with the pupil, staff and families)
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools' attention, which involves or affects children, even when they are not on school premises; for example, when using school transport or online
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable
- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

Education and Training

The school community will:

- Train all staff, including: teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents.
- To educate children what bullying is, and is not, through the curriculum, PHSE/RHSE, the Catcott Primary School code, teaching of positive relationships, Catcott Primary School Vision, Values, and Golden Rules.
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, being a Catcott Primary School scholar, role plays, outside drama groups, etc.
- Celebrating calendar or national events that develop teaching and learning around diversity and acceptance
 - Anti Bullying Week
 - Bringing in external groups and agencies that promote the anti-bullying message as able
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week
- Provide systematic, positive opportunities to develop children' self-regulation of behaviour, and their social and emotional skills, including building their resilience and self-esteem (Forest School, ELSA, friendship group intervention.)
- Display antibullying resources and telephone numbers throughout the school.
- Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.

Cyber Bullying

Catcott Primary School will provide information to staff, parents and children 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.
- Providing newsletters linked to online safety and how parents can support in this role, increasing pupil and parental awareness.

Encouraging children to develop an online social conscience through discussing with children how online statements can make others feel.

“If you wouldn't say it in real life or to someone's face, you should not say it online.”

School will 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.

Involvement of Children

Catcott Primary School will involve children by:

- Involving children to ensure that they understand the school's approach and are clear about the part they play in preventing bullying
- Ensuring that all children know how to express worries and anxieties about bullying - Ensuring that all children are aware of the range of sanctions which may be applied against those engaging in bullying
- Involving children in anti-bullying campaigns in schools and embedded messages in the wider school curriculum
- Regularly canvassing children and young people's views on the extent and nature of bullying by utilising pupil voice in providing pupil led education and support, as well as allowing feedback to shape future decisions regarding policy and implementation of strategies.

Involvement of Families

Catcott Primary School will involve families by

- Taking steps to involve families to ensure they are aware that they can and should notify the school of any changes in the emotional or behavioural needs of their child.
- Sharing the Anti Bullying leaflet with new parents and referencing this document through the school's social media channels and newsletters.
- Making sure that key information about bullying (including policies and named points of contact) is available to families in a variety of formats, including via the school website.
- Ensuring all families know who to contact if they are worried about bullying and where to access independent advice.

- Working with all families and the local community to address issues beyond the school gates that give rise to bullying.
- Ensuring that parents work with the school to role model positive behaviour for children, both on and offline.
- Ensuring that all families feel able to give both positive feedback to the staff involved where appropriate; and also, able to further raise concerns (informally with either the class teacher or the headteacher) if they feel a situation has not been dealt with effectively; and that they are aware they can formally raise a complaint through the complaints policy if the situation has not been resolved. The school's Complaints Procedure may be viewed on the website, or a paper copy obtained from the school office.

Monitoring and Evaluation

This policy is monitored on a regular basis by the head teacher and SLT as they deal with incidents of bullying. On a termly basis, the head teacher reports on all incidents of bullying (and alleged bullying as appropriate) and on the effectiveness of this policy to the school governors as part of the Head Teachers Report.

We will evaluate our anti-bullying policy using the following measures:

- The numbers of incidents that are reported to staff over a given (annual) period via CPOMS
- Children' perceptions of bullying in school through structured Pupil Voice discussions
- The number of days of absence which are thought to arise as a consequence of bullying
- Teachers have a good understanding of their pupil's attendance and would investigate any unusual patterns of absence to ensure that children are not taking unnecessary days off school due to fear of being bullied.
- The number of complaints and compliments that we receive from parents (Biannual parent questionnaire)
- From the comments made by visitors and other people connected with the school as they are given.

Any issues are incorporated in the annual policy review by governors and/or the School Development Plan as needed.

Useful Links

These have been taken from the DfE guidance on preventing and taking bullying July 2017

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

<https://www.gov.uk/government/publications/counselling-in-schools>

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

Specialist organisations

Bullying Alliance: <http://www.anti-bullyingalliance.org.uk/>

Childline: [Bullying and advice on coping and making it stop | Childline](#)

NSPCC: [Helping Children Deal with Bullying & Cyberbullying | NSPCC](#)

The Diana award: [The Diana Award - Anti-Bullying \(diana-award.org.uk\)](#)

Kidscape: [Help With Bullying | Bullying Advice | Kidscape](#)

The BIG Award: [Big Award | Bullying Intervention Group](#)

Victim Support: www.victimsupport.org.uk

Young Minds: www.youngminds.org.uk

Young Carers: www.youngcarers.net

Mental Health:

Mental Health MindEd: <https://www.minded.org.uk/>

SEND

Changing Faces: www.changingfaces.org.uk

Mencap: www.mencap.org.uk

Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: <https://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sen-disability>

CYBER bullying and online support

<http://www.digizen.org/> provides online safety information for educators, parents, carers and young people

<https://www.internetmatters.org/>

Think U Know: <https://www.thinkuknow.co.uk/>

UK Safer Internet Centre: www.saferinternet.org.uk

DfE 'Advice for parents and carers on cyberbullying':

www.gov.uk/government/publications/preventing-and-tackling-bullying

Race, religion and nationality

Anne Frank Trust: www.annefrank.org.uk

Kick it Out: www.kickitout.org

Report it: www.report-it.org.uk

Stop Hate: www.stophateuk.org

Tell Mama: www.tellmamauk.org

Educate against Hate: www.educateagainsthate.com

Show Racism the Red Card: www.srtrc.org/educational

Anti-Muslim Hatred Working Group <https://www.gov.uk/government/groups/anti-muslim-hatred>

LGBTQ+

Barnardo's LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm

Metro Charity: www.metrocentreonline.org EACH: www.eachaction.org.uk

Proud Trust: www.theproudtrust.org

Schools Out: www.schools-out.org.uk

Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying

Ending Violence Against Women and Girls (EVAW)

www.endviolenceagainstwomen.org.uk