



Anti-Bullying Policy

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This policy has been written in consultation with our students (article 12 of the UNCRC), teachers and trustees. Most importantly, it is directed by the teachings of the Qur'an and the noble example of the Prophet Muhammad (peace be upon him).

'A Muslim is one whom other people are safe from his tongue and his hand.' (Bukhari)

Introduction and Purpose

The aim of this policy is to ensure that our students are able to learn (article 28) in a safe and supportive environment (articles 3 and 19), free from discrimination (article 2 and 23) and harm (article 19) respecting their rights as underpinned by the UN Convention on the Rights of the Child (UNCRC).

We are committed to ensuring that no one in our school community, be it staff or pupils, is discriminated against, harassed or victimised based on gender, age, race, disability, religion and belief or sexual orientation (Equality Act, 2010).

We have a zero tolerance approach to bullying. Our procedures are in place to prevent all forms of bullying, and in cases where bullying may occur, take immediate action. As part of promoting wellbeing and safety of all children, the school will ensure that preventative strategies are in place (The Independent School Standards (Amendment) Regulations 2012)

It is our duty to prevent violence and immediate harm to our pupils, but we also recognise that emotional bullying can be equally, if not more, damaging to a child. Bullying, discrimination, lack of positive relationships and child on child abuse are risk factors for mental health problems.

Bullying is one of the main reasons for children contacting childline. It has long term, negative impact including, depression in adulthood, lower attainment, low school attendance, social anxiety, lower ambition, obesity and reduced income and chances for employment later in life.

Aims

- We strive to create a culture based on our core values of Respect, Compassion and Justice
- It is important to establish a positive, open environment which supports good mental health, and outlines a clear approach towards supporting the mental health needs of those who are involved in bullying.
- Students must feel safe and respected if they are to learn effectively, free of harassment.
- We are a school that sets high standards for our students it is important that we create an atmosphere in which bullying cannot thrive.
- Bullying happens in all societies, it is important that we make our students knowledgeable about bullying and teach them strategies that enable them to stand up for themselves without resorting to retaliation in any form (article 29).

- Bullying can be a source of anxiety for parents, so it is important that we inform parents fully about our approach to dealing with bullying, so that parents are able to distinguish between what is bullying and what is not.
- It is vital that we have a whole school approach to bullying, and use a range of proactive and reactive strategies to de-escalate and prevent bullying. This includes raising awareness of bullying and creating a school ethos which encourages children to disclose and discuss incidences of bullying behaviour.
- We strive to support the perpetrator whilst developing strategies to enable perpetrators to be accountable for their behaviour. We will therefore apply disciplinary sanctions and ensure perpetrators learn from the experience.
- We will react to bullying incidents in a reasonable, proportionate and consistent way and safeguard the student who has experienced bullying.

In developing this policy we have taken into account the following guidance and legislations:

- [Preventing and tackling bullying 2017](#)
- [Cyber bullying - Advice for Headteacher and school staff 2014](#)
- [Mental Health and Behaviour in Schools 2018](#)
- Education and Inspections Act 2006
- The Independent School Standards (England) (Amendment) Regulations 2012
- Children Act 1989
- [ABA whole school approach to bullying tips and guidance](#)

What is Bullying?

There is no legal definition of bullying. It is usually described as being behaviour by an individual or group that is:

- **repeated**
- **intended to hurt** someone either physically or emotionally
- often aimed at certain groups, motivated by prejudice, for example because of race, religion, gender or sexual orientation and perceived difference between children.
- It reflects an imbalance and abuse of **power**.

It is important that bullying is not confused with ‘relational conflicts’ and the usual childhood arguments.

Bullying can take many forms. It can be:

- physical (hitting, kicking, theft)
- making threats
- verbal (teasing, name calling, racist remarks)
- indirect (spreading rumours, excluding someone from social groups)
- virtual- cyber bullying (online, texts and messages)
- sexual and sexist (unwanted physical contact or sexually abusive comments or those which are sexist)
- exclusion (deliberately ignoring and refusing to allow someone to join in)

- interference with possessions (hiding, stealing and destroying belongings)
- homophobic, racially motivated, motivated by Disability/SEN – because of, or focusing on a disability or special educational need, religious and it can target children who are looked after or because of a particular home circumstance.

Bullying may happen to anyone and this policy is inclusive of the bullying of school staff, whether by pupils, parents or other staff.

Cyber Bullying

The rapid development of, and widespread access to, technology has provided a new medium for ‘virtual’ bullying, which can occur in or outside school. Cyber bullying can take place at any time, has a bigger audience and can be disseminated quickly with the click of a button. Under the Malicious Communication Act 1988, it is an offence to send electronic communication with the intent to cause harm or distress.

Schools have wider search powers included in the Education Act 2011 to give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.

Where incidents happen outside school are clearly having a detrimental effect on the life of the student, the school will investigate these and, in conjunction with the parents and the local police, take appropriate action (Sections 90 and 91 of the Education and Inspections Act 2006).

When an electronic device, has been seized by a member of staff who has been formally authorised by the headteacher, the staff member can examine data or files, and delete these, where there is good reason to do so and without parental consent (Education Act 2011).

If a member of staff has reasonable ground to suspect that a device contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable and not delete the content (Education Act 2011).

[Stop Speak Support online bullying pack for teachers.](#)

Prevention

School environment

We aim to be a ‘telling’ school, and expect all students to be proactive and seek help from members of staff if they witness another student being hurt or they are concerned about others.

Allah's Prophet said, "Help your brother, whether he is an oppressor or he is an oppressed one. People asked, "O Allah's Apostle! It is all right to help him if he is oppressed, but how should we help him if he is an oppressor?" The Prophet said, "By preventing him from oppressing others."

“...rather, help one another in acts of righteousness and piety, and do not help one another in sin and transgression...” (The Quran 5:2)

- If students tell us about bullying, we must work together to create an atmosphere of trust. They must know that their concerns will be taken seriously and recognise that investigations take time.
- If this is to happen, then everyone on site has a responsibility to ensure that we live by our core values and that we all set a good atmosphere round school.
- We analyse available data to ensure effective anti-bullying practice and safety of our students
- We build resilience and promote wellbeing of all children and a climate where bullying cannot flourish, by creating an inclusive environment and celebrating diversity and success.
- We promote an open and honest ethos that ensures that all members of the school community know and agree with our stance on bullying, that staff exhibit positive behaviours, demonstrate our Core Values and become positive role models to students.
- We promote an ethos of good behaviour, where pupils treat one another and their teachers with respect. Students at HKKG are reminded of the importance of following in the footsteps of the Prophet Mohammed (PBUH) in his tolerance, mercy, forgiveness and respect of others, including those whom he disagreed with.

“None of you will truly believe until he loves for his brother that which he loves for himself” (Muslim)

- A whole-school approach helps to develop social and emotional skills in areas such as empathy and the management of feelings and utilise curriculum opportunities to address bullying.
- A student support system is in place ensuring our students are confident that complaints will be taken seriously and dealt with swiftly.
- Staff, volunteers and pupils sign the Acceptable Usage Policy (AUP). The policy outlines the roles and responsibilities of staff, pupils and parents in safely using the internet.
- Parents involvement is key as is awareness of the procedures to follow if they have concerns, and to help reinforce good behaviour at home.

- Disciplinary measures are fairly and consistently applied (see Behaviour policy), taking into account the needs of vulnerable children, supporting the victim and considering the motivations behind bullying. The perpetrator may also need support.

Education and Awareness

- We use a range of proactive strategies to prevent bullying. These include:
- Creating effective learning environments in which the contribution of all pupils is valued, all forms of bullying, harassment and stereotypes are challenged, and pupils learn to appreciate and view positively differences in others.
- Use of curriculum opportunities, in particular tutor time and enrichment days to discuss diversity, draw out anti-bullying message, Votes for Schools topics such as, microaggression, stereotypes, Be Citizens programme and e-safety, citizenship and PSHEE days.
- Use of opportunities throughout the school calendar and at certain times of the school day to raise awareness of the negative consequences of bullying e.g. Anti-Bullying Week, Internet safety, World Kindness Day, whole school assemblies and campaigns.
- Character building. We have high expectations of our students and promote the practice of exemplary character traits through the Jubilee Centre for Character Education inspired programme, religious studies and PSHEE and citizenship lessons.
- Pupil surveys and supervision of students
- Form activities (ABA and PSHE Association), circle time, wellbeing check-in and SRE curriculum.
- Literature and fiction reading- students empathise and understand others better and become ‘upstanders’
- Group work and peer acceptance strategies to build up active bystanders as a protective factor.
- Teachers and learning support staff having the knowledge and expertise to respond in classroom situations in a way that helps children develop appropriate behaviour.
- Staff being aware of the school’s policy and procedures, their responsibilities, how to resolve issues and where to seek help.
- Review of staff induction and continuing professional development to ensure staff training reflects the anti-bullying practices of our school.

Empower and support

- Support pupils in taking responsibility for their actions and behaviours both in school and in the wider community.
- Engage our students in reviewing and developing our anti-bullying practices.
- Teach our students, in the autumn term, how take appropriate action if they feel they are being bullied:
 - if you feel able to, then let the ‘bully’ know that they do not like what is happening to them and ask the bully to stop;
 - if the bullying doesn’t stop, tell someone in school who will help you to sort out the problem. This can be your form tutor, any teacher or any member of staff.

- use the ss@hkkkg.bham.sch.uk email address to report your concerns discreetly or post your concerns in the worry box, anonymously.

- Make it easy to report bullying and helping students understand that reports may result in different outcomes and be familiar with the school's procedure.
- Develop skills and roles for pupils to play, in particular the head girl and house captains, anti-bullying ambassadors, acts of kindness journal keeping and blogging.
- Involve pupils so that they understand the school's zero tolerance to bullying and their role in preventing bullying.

Reporting bullying incidents

- If bullying is suspected or reported, the incident will be taken seriously and dealt with as quickly as possible by the member of staff who has been approached. A clear account of the incident will be recorded and passed to the Form tutor as well.
- It is important that parents/carers understand our approach with regards to bullying and to engage promptly with them when an issue of bullying comes to light, whether their child is the student being bullied or the one doing the bullying.
- We rely on the support of parents to help change the attitude and behaviour of the student, however they are discouraged from taking matters into their own hands and should not approach a suspected student but speak to a member of staff.
- Some parents may need specific support to help deal with their child's behaviour, we will signpost those parents to appropriate services and support.
- We will ensure key information, including policies and named points of contact, is available to parents/carers, via our newsletters, induction days and via our website.
- We will ensure that all parents/carers know about our complaints procedure and how to use it effectively.
- We will work with parents/carers and the local community to address bullying related issues beyond the school gates.
- Each incident of bullying will be unique in its impact on individuals and how it is manifested.

Investigation

- In the first instance we would expect the student's teacher or form tutor to discuss any issues with the student and suggest possible solutions.
- If this is ineffective or the form tutor believes he/she needs help in resolving an issue he/she will address senior leadership team or the pastoral lead.
- During long investigations, the school will keep parents informed as much as possible, to ease any anxiety and worries. Bearing in mind that Form tutors and senior leaders have other demands on their time
- Teachers approached and form tutors will investigate the incident by interviewing all concerned and record outcomes on the files of those involved.
- We must gather as much evidence as possible in order to establish what really happened and to ensure fairness and consistency in how we deal with bullying.

- Students who are victims of bullying will be offered the opportunity to discuss their experience with their form tutor or another member of staff, be offered support in to restore self-esteem and build confidence.
- Students who have bullied will be supported by; discussing what happened, discovering why the student became involved and establishing a sense of wrongdoing.
- There will also be the opportunity to rebuild relationships, involving a discussion mediated by a member of staff as a way of resolving disputes.
- When there is cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern under the Children Act 1989 and the school's safeguarding procedures will be followed.

Our Response

1. Secure safety (report, record and safeguard)
2. Stop the behaviour reoccurring (identify those involved and use strategies to intervene such as restorative approaches, sanctions and group work to develop empathy).
3. Whole school learning (Reflect upon the schools' approach and if there's anything we can do to prevent a similar situation in the future)

[ABA Responding to bullying tool](#)

Support

- Support is a key component of the bullying response, both for those who had been bullied and those who were bullying. In particular, support that would help them build wider positive relationships.
- For bullied pupils this could helping them understand how an intervention might work (including the use of sanctions), or support for challenging bullying themselves, or to participate in mediation
- For pupil/s bullying others, it might enable them to understand that their behaviour is bullying (for example, pupils with certain SEN and/or impairment).
- It must not solely focus on changing the behaviour of the pupils that have been bullied.

Disciplinary Steps

The school has the power to impose disciplinary actions for incidents of bullying outside school premises and incidents of cyberbullying (Education Act 2011).

This Policy should be read in in conjunction with the Behaviour, Safeguarding, safer recruitment, Code of Conduct, and E-safety policies. Where bullying outside school is reported to school staff, it will be investigated and acted on. The Headteacher will also consider whether it is appropriate to notify the police in their local authority. If the misbehaviour could be criminal (theft, harassment, violence or hate crime) or poses a serious threat to a member of the public, the police should always be informed

Sanctions are applied fairly, proportionately, consistently and reasonably, taking account of any SEN or disabilities that pupils may have, and taking into consideration the needs of vulnerable children. Bullying by children with disabilities or SEN is no more acceptable than bullying by other children and it should be made clear that their actions are wrong and appropriate sanctions imposed.

Sanctions have four main purposes, namely to:

- Impress on the perpetrator that bullying behaviour is unacceptable.
- Deter the perpetrator from repeating that behaviour.
- Send a clear message to other students and deter others from such behaviour.
- Hold students who bully to account and ensure that they face up to the harm they have caused, learn from it and give them the opportunity to put right the harm they have caused.

The following disciplinary steps may be taken:

- Official warning to cease offending and informing parents
- Continues bullying, will result in talks with parents and student warning of further sanctions.
- Further bullying will lead to isolation and break and lunch time detentions, withdrawal of privileges or removal from some classes.
- Detentions
- Isolation
- Referral to senior staff and/or external
- Internal fixed term exclusion
- External fixed term or permanent exclusion.

However, a serious case of bullying might result in immediate exclusion.

What an adult should do?

If a teacher, support staff, or parent has been told about bullying, they should contact the form tutor of the student concerned.

If a parent does not know who the appropriate Form tutor is, they should contact the school receptionist to advise them.

Monitoring

Staff will try to check at regular intervals on the welfare of a student who has been bullied, but we do rely on students reporting any repeat incidents.

We encourage emails to Student Support so that there can be an investigation into a complaint of bullying.

Staff will be kept informed and asked to monitor the behaviour of the students concerned.

The 'target' will discuss the incident with their teacher/FT and often this will help resolve the situation.

- If the bullying continues, the student will be asked to make a statement, either verbal or written, and the member of staff investigating will make notes.
- The matter maybe passed to Pastoral/SLT.
- The 'bully' will be interviewed and given the opportunity to give his/her side of the story.
- The member of staff investigating will make notes.

If the stories of both Students are the same, there may be no need to involve other students.

The student guilty of bullying will be warned that any repetition will lead to the hierarchy of sanctions. Relationship building discussions and support for both bully and target are put in place.

The victim will be told to report immediately any repetition of the bullying behaviour.

Both sets of parents will be informed by letter and the incident logged on both students' files and the Pupil Record. Summary data will reported to the trustees each year.

If the 'bully' denies the allegation:

- Witnesses will be sought and interviewed, and additional evidence gathered. Investigation maybe time-consuming, it may need to be shared between the Pastoral lead, SLT and Form tutors.
- It should not be rushed and it must be fair to ensure future reporting is not deterred.
- The investigation will continue until a satisfactory conclusion is reached.

During the investigation:

Alleged victim may feel vulnerable, particularly at breaks, lunchtimes and the end of school. They will be offered protection at such times, in the form of a room/office in school to which they might go with or without friends, and alternative arrangements for buying and eating lunch.

Appendix

Roles

- Target – the child who is being bullied.
- Ring leader – commits majority of the bullying and encourages others to do so.
- Reinforcers – They give power to the ring leader and instigate them and gathers around, laughing or encouraging the bullying.
- Assistant - joins in but does not lead the bullying.
- Defenders- supports the target openly or covertly, tells teachers or calls the power into question. They can also empower through their friendship.
- Periphery or outsiders - They stay removed, pretend not to notice or do not know, and do nothing.
- The roles can keep changing over time and people move in and out of a specific role.

Preventative measures in school can support the passive outsider to take on a more active role and become 'upstanders'.

Principles

1. Listen
2. Celebrate differences
3. Include all
4. Report bullying
5. Believe
6. Take action
7. Understand
8. Challenge
9. Respect

Signs of Bullying

Bullying can lead to mental health problems, depression or self-harm. Better awareness of the warning signs associated with bullying and mental health problems can ensure children at risk are identified early, and the appropriate measures are put in place to support them.

A pupil who is being bullied may:

- Increased absence- impacting on academic attainment and progress.
 - Increased isolation.
 - Change in behaviour: more aggressive, anxious and withdrawn.
 - Change in weight and sleep pattern.
 - Loss of interest in activities and changes in behaviour.
 - Frequently have missing or damaged possessions
 - have unexplained injuries
 - Begin to bully others
 - Changes in eating habits.
- Become frightened of coming to school, attending specific lessons or entering specific areas of the school

52% of children and young people said they were worried about being different to others.
(ABA, 2017)

40% of children and young people would change an aspect of themselves for fear of being bullied

Hate Crime

Hate crime is, any criminal offence which is perceived by the victim or any other person, to be motivated by hostility or prejudice based on a person's race or perceived race; religion or perceived religion; sexual orientation or perceived sexual orientation; disability or perceived disability and any crime motivated by hostility or prejudice. 71% of hate crimes are racially motivated.

Under the protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. Hate crimes are illegal and should be reported to the police. For more information, contact Stop Hate UK on 0800 138 1625.

It doesn't always include physical violence. Someone using offensive language towards you or harassing you because of who you are, or who they think you are, is also a crime. The same goes for someone posting abusive or offensive messages about you online.

Cyber-bullying: Advice to pupils

Anti-cyber-bullying code

Being sent an abusive or threatening text message, or seeing nasty comments about you on a website, can be really upsetting. This code gives you seven important tips to protect yourself and your friends from getting caught up in cyber-bullying, and advice on how to report it when it does happen.

Always respect others

Remember that when you send a message to someone, you cannot see the impact that your words or images may have on the other person. That is why it is important to always show respect to people and be careful what you say online or what images you send. What you think is a joke may really hurt someone else. Always ask permission before you take a photo of someone.

If you receive a rude or nasty message or picture about someone else, do not forward it. You could be assisting a bully and even be accused of cyber-bullying yourself. You could be breaking the law.

Think before you send

It is important to think before you send any images or text about yourself or someone else by email or mobile phone, or before you post information on a website. Remember that what you send can be made public very quickly and could stay online forever. Do you really want your teacher or future employer to see that photo?

Treat your password like your toothbrush

Don't let anyone know your passwords. It is a good idea to change them on a regular basis. Choosing hard-to-guess passwords with symbols or numbers will help stop people hacking into your account and pretending to be you. Remember to only give your mobile number or personal website address to trusted friends.

Block the bully

Most responsible websites and services allow you to block or report someone who is behaving badly. Make use of these features, they are there for a reason!

Don't retaliate or reply

Replying to bullying messages, particularly in anger, is just what the bully wants.

Save the evidence

Learn how to keep records of offending messages, pictures or online conversations. These will help you demonstrate to others what is happening and can be used by your school, internet service provider, mobile phone company or even the police to investigate the cyber-bullying.

Make sure you tell

You have a right not to be harassed and bullied online.

There are people that can help:

- Tell an adult you trust who can help you to report it to the right place, or call a helpline like Child Line in confidence.
- Tell the provider of the service you have been bullied on, for example, your mobile phone operator or social network provider. Check their websites to see where to report.
- Tell your school. Your teacher at your school can support you.
- Finally, if you see cyber-bullying going on, support the victim and report the bullying. How would you feel if no one stood up for you?

Advice to parents and carers on cyber-bullying

[Anti Bullying Alliance's information tool and advice for parents](#)

[Respect me! Bullying advice for parents](#)

[Safet internet resource guide for parents](#)

[NSPCC keeping children safe online](#)

When a child is the target of cyber-bullying (bullying via mobile phone or the internet) they can feel alone and very misunderstood. It is therefore vital that as a parent or carer you know how to support your child if they are caught up in cyber-bullying. This short guide will help you.

1. Preventing cyber-bullying

Where to start

The best way to deal with cyber-bullying is to prevent it happening in the first place. Although it may be uncomfortable to accept, you should be aware that your child may as likely cyber-bully as be a target of cyber-bullying, and that sometimes children get caught up in cyber-bullying simply by not thinking about the consequences of what they are doing. It is therefore crucial that you talk with your children, and understand the ways in which they are using the internet and their mobile phone. In this guide, there is an anti-cyber-bullying code which contains seven key messages for children, which you may find a helpful starting point for a discussion with them about issues, such as being careful about posting images on personal websites and where to go to get help.

Use the tools

Most software and services on the internet have in-built safety features. Knowing how to use them can prevent unwanted contact.

With bullies using text and picture/video messaging, it is also important to check with your children's internet or mobile-phone provider to find out what protections they can offer, including whether it is possible to change your mobile number.

2. Responding to cyber-bullying

It is vital that you have strategies to help your child if they come to you saying that they are being cyber-bullied.

The anti-cyber-bullying code

Start by teaching your children the seven key messages in the anti-cyber-bullying code. This includes advice on not replying or retaliating to cyber-bullying, as well as not assisting a cyber-bully by forwarding a message, even as a joke.

Keep the evidence

Keeping the evidence of cyber-bullying is helpful when reporting an incident and may help in identifying the bully. This means keeping copies of offending emails, text messages or online conversations.

Reporting cyber-bullying

A number of organisations can help you if you need to report incidents of cyber-bullying.

The school

If the incident involves a pupil, then it is important to let the school know. All schools have a legal duty to have measures in place to support the person being bullied and to apply disciplinary sanctions to the pupil doing the bullying. Schools are increasingly updating these policies to include cyber-bullying.

The provider of the service

Most service providers have complaints and abuse policies, and it is important to report the incident to the provider of the service. For example:

- A mobile-phone operator
- The social network provider

Most responsible service providers will have a 'Report abuse' or a nuisance call bureau, and these can provide information and advice on how to help your child.

The police

If the cyber-bullying is serious and a potential criminal offence has been committed you should consider contacting the police. Relevant criminal offences here include harassment and stalking, threats of harm or violence to a person or property, and any evidence of sexual exploitation, e.g. grooming, distribution of sexual images, or inappropriate sexual contact or behaviour.

Supporting Organisations and Guidance

[Preventing and tackling bullying 2017](#)

[Bullying at school](#)

[Mental health and behaviour in schools](#)

<https://diana-award.org.uk/>

[Child Net International](#)

Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk

Beat Bullying: www.beatbullying.org

Childline: www.childline.org.uk

Think U Know: www.thinkuknow.co.uk

DfE: “No health without mental health”: <https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>

The UK Council for Child Internet Safety (UKCCIS)

Family Lives: www.familylives.org.uk

Kidscape: www.kidscape.org.uk

MindEd: www.minded.org.uk

NSPCC: www.nspcc.org.uk

PSHE Association: www.pshe-association.org.uk

Restorative Justice Council: www.restorativejustice.org.uk

The Diana Award: www.diana-award.org.uk

Victim Support: www.victimsupport.org.uk

Young Minds: www.youngminds.org.uk

Young Carers: www.youngcarers.net

Cyberbullying

Childnet International: www.childnet.com

Digizen: www.digizen.org

Internet Watch Foundation: www.iwf.org.uk

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

EACH: www.eachaction.org.uk

Pace: www.pacehealth.org.uk

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

Stonewall: www.stonewall.org.uk

Changing Faces: www.changingfaces.org.uk

Mencap: www.mencap.org.uk

DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Racism and Hate

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

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