

Anti-Bullying Policy



THIS POLICY SHOULD BE READ IN CONJUNCTION WITH THE FOLLOWING POLICIES

Code of Conduct and Behaviour Policy

Safeguarding and Child Protection Policy

1.1 Introduction

At Lucton School, our community is based upon respect, good manners and fair play. We are committed to providing a safe and caring environment that is free from disruption, violence and any form of harassment so that every one of our pupils can develop his/her full potential. We expect our pupils to treat members of staff with courtesy and co-operation so that they can learn in a relaxed, but orderly, atmosphere.

Lucton's approach to pastoral care actively encourages good behaviour and positive relationships which will minimise the likelihood of bullying. We are committed to every individual as a unique and important member of the school community. It is acceptance (more than tolerance) that underpins the ethos of the school. Diversity is appreciated and celebrated and therefore any form of bullying is contrary to these principles.

Our school values and ethos support a culture where bullying is not acceptable. The School Personal and Moral Values (compassion, courage, initiative, integrity, responsibility and respect) include the following statements which support individual rights and responsibilities by:

Celebrating the unique abilities and talents of each individual, to raise expectations and standards in every area and to maximise each pupil's potential.

Developing supportive friendships, concerned staff, trust and discretion..

Providing a secure, happy environment in which pupils can flourish, academically, socially, intellectually and physically.

Learning tolerance, accepting and valuing others through, teamwork, understanding and openness.

Mixing with other groups such as; nationalities, boarders and day pupils, staff and Gaps, accommodating and enjoying differences.

Developing our school personal and moral values of Compassion, Courage, Initiative, Integrity, Responsibility and Respect

Celebrating individuality.

Achieving high standards in all aspects of life including; academic work, appearance, manners, relationships, speech, behaviour and attitude.

Lucton School prides itself on its respect and mutual tolerance and promotes an environment where right and wrong are clear. It is essential that there are consistent expectations of behaviour and that home and school co-operate and work closely together. Acceptance of this policy forms part of our standard terms and conditions. This policy is available to parents of pupils and prospective pupils on request. It is also part of induction of new staff and pupils.

This policy applies to all day and boarding pupils in the school, including those in the Early Years Foundation Stage.

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The school is determined to promote a culture where the individual is safe and free from bullying. The purpose of this policy is to prevent bullying at Lucton and also set out the actions that will be taken to address any bullying that happens.

This policy will be used to

- Raise awareness of bullying and the expectations of the school throughout the entire school community.
- Showing commitment to dealing with any bullying
- Providing procedures for dealing with bullying
- Provide the mechanisms to monitor and evaluate its implementation across the school.

Bullying outside the school

Lucton takes its responsibilities very seriously and will address any misbehavior or bullying that take place outside the school premises “to such an extent as is reasonable”. This includes at fixtures, school trips or on school transport. If, however the incident is serious, due consideration will be made to involving the outside agencies concerned such as police. If incidents affect any pupils whilst at Lucton the School will take action.

1.2 Aims and objectives of the policy

The policy is written so as;

- To encourage staff and pupils to create a climate of mutual respect and tolerance
- To ensure that everyone knows what is meant by bullying, and understands that such behaviour is entirely unacceptable
- To prevent bullying happening in school, as far as possible
- To deal with bullying swiftly and effectively when it does occur

The governors, teachers, staff and pupils of Lucton School will not tolerate any form of bullying. It is the duty of everyone to support the victim by reporting any incident immediately. We believe that everyone at Lucton School should be able to work and live in a secure, relaxed and happy environment.

Definition of Bullying

Preventing and Tackling Bullying (DFE July 2017) defines bullying as: Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group, either physically or emotionally”.

Bullying is the intentional hurting, harming or humiliating of another person by physical (including sexual), verbal (including email, chat room and SMS messages), and emotional means (by excluding, tormenting or spreading malicious rumours). It can involve manipulating a third party to tease or torment someone. It can involve complicity that falls short of direct participation. Bullying can be either subtle or overt and intimidatory.

Bullying may involve actions or comments that are racist, sexual, sexist or homophobic, which focus on religion, cultural background, disabilities or other physical attributes (such as hair colour or body shape). Bullying can happen anywhere and at any time and can involve everyone - pupils, other young people, staff and parents.

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"Cyber bullying involves the use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm others." Cyber bullying can involve Social Networking Sites, like Facebook and Myspace, emails and mobile phones used for SMS messages and as cameras.

1.3 Pupil Anti-Bullying Policy

The school's Anti-Bullying Policy has regard to the DFE advice Preventing and Tackling Bullying (2017). The policy is available to staff in the Safeguarding Shared Area and is available to parents on request to the School Office. A pupil version of this policy is issued to pupils and is available in the School Office.

1.3.1 What is bullying?

Bullying is any conscious behaviour over a period of time which makes another person uncomfortable and is intended to hurt, frighten or upset. Bullying is very serious in that it can cause psychological damage.

It can take the form of:

Physical bullying	this can accompany verbal bullying and involves things like kicking, hitting, biting, pinching, hair pulling, or threats of physical harm.
Verbal bullying	this usually involves name-calling, incessant mocking, mimicking and ridiculing.
Disability bullying	this might involve inappropriate physical contact or verbal bullying regarding a pupil's disability or special educational needs.
Racist bullying	this preys on children through racial slurs, offensive gestures, or making jokes about a child's cultural traditions.
Sexual bullying	this involves unwanted physical contact or sexually abusive or inappropriate comments.
Homophobic LGBT bullying	this might involve inappropriate physical contact or verbal bullying
Emotional bullying	this can be more subtle and can involve isolating or excluding a child or spreading rumours.
Cyber bullying	any of the above carried out through electronic means e.g. mobile telephone, email, internet messaging etc.

Some groups of children will be particularly vulnerable and will be monitored carefully e.g. SEN pupils or those with disabilities.

Cyber-Bullying

Cyber bullying is the use of information and communications technology, particularly mobile electronic devices and the internet, deliberately to upset someone else. In an increasingly technological age, the School requires all pupils to adhere to an Acceptable Use Policy for ICT. This makes clear that 'cyber bullying' in any form (such as via social websites, text messages or through the use of email) is forbidden and provides guidance for parents and pupils about cyber bullying and online safety. An incident of cyber bullying will be dealt with in accordance with the procedures in this policy.

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By their very nature all forms of bullying erode self-esteem and are damaging to community life. Serious examples of such behaviour can cause lasting psychological damage and in extreme circumstances may even lead some victims to contemplate suicide.

Who is involved?

There are three categories of people involved in bullying:

- The Bully
- The Victim
- The Bystander

The Bully

Children who bully like to feel powerful and in control, and they will do it through a number of different ways, so we can say that bullying has many names, amongst them:

- Gossip
- Exclusion
- Rejection
- Teasing
- Assault
- Harassment

Bullies often need help too but tend to bully others when teachers and adults are not watching. They also tend to bully and intimidate others when they have an audience of “friends”. Bullies often look for weakness in their victims. Bullies think that they may gain social status through toughness and aggression.

The Victim

Children who become repeated victims of aggression and bullying tend to be quiet and shy in temperament. They tend not to make any assertive responses to the initial aggression, which is then repeated by the bully. Children who become victims typically lack friends and take the view that there is little or no social support, and they are often not confident in their physical abilities and strength.

While most victims do not do anything to provoke the victimisation, there is a tendency in some victims to show irritating and inappropriate social behaviour. These children tend to be impulsive and have poor social skills. It is these "provocative victims" that may also try to bully other children, so they are both bully and victim.

Victims of bullying typically are very unhappy children who suffer from fear, anxiety, and low self-esteem as a result of bullying. They may try to avoid school and to avoid social interaction in an effort to escape the bullying.

Children who are bullied are unlikely to defend themselves or retaliate. Often over-looked is the fact that peer influence makes the victims' life harder:

- reinforcing the aggressor so that the victim feels they are on their own
- failing to intervene in stopping it so that the victim knows they are on their own and
- associating with the bully so that the victim feels they have no friends

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1.3.2 What can you do if you are being bullied?

If you are being bullied, it is not because there is something wrong with you. The real problem lies with the bully, who feels inadequate in some way. Bullies need help to enable them to understand that their actions are not acceptable.

If you are being bullied:

- do not be afraid to tell someone;
- tell an adult immediately: a parent, guardian, relative, teacher or other member of staff;
- tell your friends you are being bullied and ask for their company and support;
- do not try to retaliate;
- never resort to physical action (except in self-defence);
- keep a written record of all incidents. Record WHO, WHAT, WHERE and WHEN.

Pupils should be encouraged to use the “green respect boxes” in the Middle and Senior Schools.

The Bystander

There are a number of reasons why the bystander is called a bystander. They:

- are afraid of associating with the victim for fear the bully will turn on them
- want to help but don't know what to do
- feel guilty for not acting
- fear that reporting will make them a ‘dobber’
- don't like what they see, but feel powerless
- feel unsafe and unable to take action
- feel a loss of control

They don't get involved for fear of retaliation or they don't know what they can do or even worry that they will make things worse. Many think they will lose their own standing with their peers and saddest of all, some feel that adults will not help either; but the silent majority must become the caring majority.

Strategies for bystanders:

- Understand that fears and worries are normal
- Realise that there is strength in numbers
- Communicate the expectation to take action
- Pupils should be encouraged to use the “Green Respect box” in the Middle and Senior Schools.

Talk to any staff or a member of the listening service.

What can pupils do?

If you see someone being bullied or know someone is being bullied, the best action you can take is to inform an adult. The bully will never be told that it was you who gave the information.

When someone is being bullied or is in distress, think how you can help them. Watching and doing nothing looks as if you support the bully.

Only accept people who do not bully others. Bullies will soon stop if everyone makes clear that this behaviour is not acceptable.

Use the green respect boxes.

1.4 What can teachers and other members of staff do?

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Every member of Staff should be watchful for signs of bullying.

- All staff are reminded of the possible indicators of bullying behaviour. While this is not an exhaustive list, key signals to look out for might include:
- Signs of injury, especially those in unlikely parts of the body, and those which don't have a satisfactory explanation;
- otherwise inexplicable, and maybe sudden, changes of behaviour;
- unexpected changes of routine: late for lessons, changing late for games, not in the bedroom when expected, etc.;
- withdrawal from friends, and social activity;
- morose behaviour; loss of confidence or self-esteem;
- unaccountable deterioration of work.
- Every member of staff must accept the responsibility to act if they observe bullying. To ignore bullying is to condone it.
- Staff should listen carefully to reports of bullying, offer support to the victim and record details of incidents.
- An Incident Report Form must be completed and copied to the Deputy Head Teacher, DSL and form tutor(as well as being filed on the child's record).

Where there is a suspicion that 'abuse' is involved, no initial internal investigation will take place. The basic outline of the incident should be established and the matter will be reported in accordance with the procedures in the School's Child Protection and Safeguarding Policy and Procedures. A bullying incident should be treated as a child protection concern when there is a reasonable cause to suspect that a child is suffering or likely to suffer, significant harm.

Staff who are aware of a child being a bully should talk to the child. Keep in mind that a bully will try to deny or minimise his or her wrong-doing.

- Make it clear that you will not tolerate this kind of behaviour, and discuss with the child the negative impact bullying has on the victims. Do not accept explanations that "it was all in fun."
- Arrange for an effective, non-violent consequence, which is in proportion with the severity of the child's actions, and his or her age and stage of development.
- Increase the supervision of the child's activities and whereabouts, and who they are associating with.
- Frequent communication with parents is important to find out how the child is doing in changing his or her behaviour.
- Praise the efforts the child makes toward non-violent and responsible behaviour.
- Seek help from the matron, DSL or other member of staff.

All serious instances of bullying must be reported to the Headteacher and Pastoral Deputy Head as soon as possible, and an incident form must be filled in.

1.5 What can parents or guardians do?

Do not ignore any report of bullying.

If your child is a victim or a witness to bullying, please inform a member of the school staff at the earliest opportunity.

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Parents and the School need to work together, in partnership, to resolve any incidences of bullying and so close communication between them is essential. In particular, all the strategies/decisions agreed with parents at meetings or other conversations will be noted.

The School will strive to make parents feel included in the process, and that their opinions are valued.

1. 6 What will the School do?

The School will promote an ethos of tolerance and respect for the individual. The school will not tolerate any form of bullying but will use a number of strategies to embed a culture where bullying is not accepted.

The school will:

- Provide staff training to emphasise the actions that must be taken
- Pupils will be made aware of their responsibilities to each other and taught about issues about bullying throughout the curriculum
- The senior management team and governing body will monitor the frequency and type of bullying reported
- Deliver effective relationship education through PSHE to educate pupils as to the correct way to treat each other and deal with conflict/bullying.
- Engage parents and carers in supporting a no bullying culture.

Procedures:

The Designated Safeguarding Lead checks the respect boxes regularly and records any reported incidents.

All complaints of bullying will be taken seriously and investigated, whether or not it appears that the claim has resulted from a breakdown in the friendship group or that the behaviour complained about does not appear to be significant.

If the school is informed of an alleged incidence of bullying by the parents of the victim, they and the pupil will be assured, that their complaint will be investigated and that they will be informed of the outcome. Incidents occurring outside of school will be carefully considered as, in some cases, action by the school might be appropriate or the incident might indicate that bullying is also occurring in school. Possible examples include bullying via text messaging, instant messaging, 'facebook', incidents on transport to and from school, when pupils are in uniform or particularly severe incidents such as assault.

Initially, pupils involved will be counselled about the effects of anti-social behaviour which might lead to bullying or the cause of stress or ill-feeling. A full picture of the situation will be built up by talking to all concerned: the victim of the bullying, the bully and anyone else (staff or pupil) who might have additional information. Notes will be kept of all meetings, including those with pupils and any discussions with parents.

If bullying is confirmed

A member of staff will make contact with the parents or guardians of the victim after the investigation to discuss the findings and strategies for dealing with the situation/supporting the victim. In addition, a similar meeting should be arranged with the parents of the bully to discuss the appropriate response to their behaviour.

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There are a wide range of strategies/ sanctions available to the school. Resolution of the situation may be reached by discussion, apology, reparation of property, admonition, supervision or fixed term exclusion. In extreme cases, permanent exclusion will be considered and, if a serious assault has taken place, the police may be informed. The agreed strategies will be monitored very closely in school and reviewed regularly. It is important to recognise that it may take some time to modify behaviour and reach a satisfactory outcome.

If there is no evidence of bullying

If, following the investigation, there is no evidence that the pupil has been bullied, a member of staff will meet with all those involved to discuss the situation. If the parents of the alleged bully and/ or the alleged victim have been involved, a member of staff will meet with the parents to discuss the findings, and strategies for dealing with the situation. If necessary, a follow-up meeting can be arranged.

Awareness of Bullying

Staff are made aware of bullying; its serious nature, how to recognise it, how to reduce its likelihood and the procedures put in place to deal with it should it occur, through regular formal and informal training.

The School's anti-bullying policy is explained to new members of staff as part of their induction, and copies of the policy are available to every member of the teaching staff in the Staff Handbook and in the Shared Area.

Pupils are made aware of the effects of bullying, and what to do if bullying does occur, through a variety of ways including PSHE, form time, assemblies and the school council, and via the curriculum.

We discourage bullying of any kind by

- ensuring pupils know and understand that bullying causes psychological damage and may lead to illness or serious injury/suicide
- low-profile but frequent patrolling of areas where bullying may occur: for example, lunch queues, playing areas and encouraging pupils to also be vigilant to support this
- monitoring School computers and IT facilities: to identify any instances of cyber-bullying; 'fire-walls', ensuring the security of servers, teaching pupils to safeguard access to their computer site via use of username and confidential password are used to guard against unauthorised or improper use of computers
- occasional screening of pupils' computer use to ensure no improper use of web-sites by individuals or groups
- being aware of likely victims: those in class who need support and must not be isolated or humiliated; this is emphasised regularly in staff INSET and weekly staff meetings
- training teachers: to recognise signs and to take a complaint seriously, to include taking action to reduce the risk of bullying, and to be vigilant around the School
- highlighting the value of co-operation: so that positive peer pressure reduces the potential for bullying to occur
- using Assemblies: to survey pupils formally and informally about bullying, and to teach them about bullying, through a variety of methods to include role play for example, and demonstrating strategies showing how bullying may be stopped
- using the School Council; to seek and hear pupils' views and opinions about further measures to be taken to increase vigilance and reduce the risk of bullying

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- identifying outside agencies which can make presentations to staff and pupils about bullying, good behaviour and forging better relationships
- using assemblies to congratulate those who promote high standards of behaviour and consideration for others
- involving non-teaching staff, such as matron, in the implementation of the policy and its procedures
- giving boarders access to the senior pupils and ensuring all new pupils are looked after in their first weeks in the school
- there are no 'initiation ceremonies' intended to cause pain, anxiety or humiliation

Further guidance, including DFE guidance, is in the staff shared area.

1.6 Monitoring of bullying

Numbers and type of bullying will be recorded by age and gender, these will be reported to the governing body on a regular basis.

The school council will also be asked to review the pupil guidance annually.

1.7 Complaints Procedure

Parents and pupils are encouraged to use our complaints procedure (which is published on our website) if they feel that their concerns about bullying (or anything else) are not being addressed properly. Parents of EYFS children should be aware that they have the right to refer a complaint directly to Ofsted if they are unhappy with the way in which their complaint has been handled. The complaints policy explains how to complain to ISI .

APPENDIX ONE - METHODS TO SUPPORT “NO BULLYING”

The no-blame or support group method

In this method, the victim, or target, of the bullying is interviewed and asked to draw a picture or write a poem about the effect bullying has had. A teacher will then hold a meeting with a group of pupils including the bullies, those who may have seen the incidents and others who are not directly involved. The teacher explains to the group how the victim is feeling and the group then offers suggestions to find a solution.

Removing blame from the process allows the perpetrators to involve themselves in finding a solution without feeling threatened or defensive. Those who were bystanders are given a chance to see that by doing nothing, they were condoning the bullying.

The group is encouraged to come up with practical problem-solving solutions and the responsibility for carrying out these ideas rests with the group.

Each pupil in the group then carries out their own solution, so that a child who has been excluded from activities with other children may now have someone to play with and another may accompany him on other occasions to make sure there is no bullying.

A week or so later the group reconvenes to discuss progress and what has been achieved. Records are sometimes kept of the way this method is carried out, but not always.

This strategy has often proved unpopular with parents, some of whom have expressed concern to us about a lack of action from the school and a lack of punishment for the bullies. These concerns should be considered in advance if using this method.

Counselling/mediation between the bully and victim

The pupils involved are encouraged to talk issues over with the aid of a mediator and find a way forward to end the cycle of bullying and complaints. This seems to be more effective when pupils who are friends fall out, but could be less effective at resolving full scale bullying.

Although mediation can be successful in some cases, others have expressed concerns that victims of bullying may be making themselves vulnerable when discussing their feelings. When using this method, schools should consider seriously the skills of the mediator and the capacity of staff to carry out follow-up work and ensure positive behaviour continues after the sessions end.

Circle Time

Many primary schools use Circle Time. Pupils sit in a circle and play games or do fun activities for a short time. Then they can discuss matters as a group, including bullying. This is a way for everyone in class to take part in a structured way.

This includes listening to the person making the points without making remarks or laughing. Some schools may use a toy or emblem, representing the opportunity to talk uninterrupted for the person who is holding it.

With this method, there is a risk that children might feel humiliated and distressed talking about difficult feelings in front of their class. Lots of care will need to be taken with this method to ensure children feel safe and well supported when talking about sensitive issues.

Peer support programmes

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These strategies are more popular than others, particularly among schools which favour a "whole school approach" and particularly among those pupils chosen as peer counsellors who enjoy the responsibility. The idea is that everyone in school knows that bullying is unacceptable, children moving up from primary school are reassured that the secondary school is a safe place to be from day one.

In brief, older pupils undergo intensive training over a number of months into the effects of bullying, and how to care for younger pupils who are unhappy because of it. These volunteers are then identified by badges or ribbons and pupils know they have someone of their own age who will take their concerns seriously. Strong teacher involvement is highly recommended.

Recognising that some children may not have friends, some schools set aside a quiet room where pupils can go to do their homework, play board games or just chat with others. Boxes can be placed around school so that children who are upset and don't want to approach a volunteer directly, can still use the service by sending a note. Some schools also use email or text messaging instead of a box alert system.

With the right training for peer counsellors, this can be a very effective method. We sometimes hear from young people asking for advice on dealing with bullying related issues which should be covered in their training. Peer counsellors should be given regular staff support and very clear guidelines on what sort of interventions they can carry out and when their concerns should be passed to a teacher.

'Telling' schools

Schools in the UK are increasingly describing themselves as 'telling' schools and they sometimes operate this system in conjunction with peer group schemes in secondary schools. It seems to be popular in primary schools too.

It means that even if the bullying target is too afraid to tell a teacher, all the bystanders know that it's their duty to do so and that they won't be accused of telling tales. It's a deterrent because the bully knows that he or she won't get away with it.

This is a good idea as bystanders are often a key to resolving bullying. This policy needs to be publicised regularly so that pupils are not made to feel they are telling tales.

Restorative justice

Restorative Justice has been used in criminal cases to help offenders understand the effect they've had on the victims of crimes such as burglary and assault. A similar process can be used with bullies in schools.

The victim is given an opportunity to meet with the bully face to face in a safe and supervised setting and talk through the impact that the bullying has had, or is having, on them. Peer mediation and circle time are often part of this process. Restorative justice is designed to empower the victims and to help the perpetrators understand the human consequences of their behaviour.

In a [2013 survey by Family Lives](#), we asked teenagers what they felt was the best way to prevent bullying. The majority advocated some method of helping bullies to become more aware of the true consequences of their actions, as well as an increase in the availability of support groups for victims.

APPENDIX TWO – SOURCES OF INFORMATION AND SUPPORT

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- DfE Behaviour and Discipline in Schools Guidance
- Legislative links Schools' duty to promote good behaviour: Section 89 Education and Inspections Act 2006 and Education (Independent School Standards) (England) Regulations 2010

Power to tackle poor behaviour outside school The Equality Act 2010

Specialist organisations

- The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau.
- The Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.
- BeatBullying: A bullying prevention charity with an emphasis on working directly with children and young people. In addition to lesson plans and resources for parents, BeatBullying have developed a peer support programme for young people affected by bullying.
- Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.
- The Diana Award: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.
- The BIG Award: The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively. Restorative Justice Council: Includes best practice guidance for practitioners 2011.

Cyber-bullying

- ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves
- Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.
- Digizen: provides online safety information for educators, parents, carers and young people.
- The UK council for Child Internet Safety (UKCCIS) guidelines for keeping children safe on line.

LGBT

EACH: A training agency for employers and organisations seeking to tackle discrimination on the grounds of gender and sexual orientation.

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

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

SEND

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- Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people. Changing Faces: Provide online resources and training to schools on bullying because of physical difference.
- Cyberbullying and children and young people with SEN and disabilities: Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

Racism

- Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.
- Kick it Out: Uses the appeal of football to educate young people about racism and provide education packs for schools.
- Anne Frank Trust: Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.

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