CANBURY SCHOOL

ANTI BULLYING POLICY

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Aims

At Canbury School, our community is based upon respect and inclusivity. We are committed to providing a safe and supportive environment that is free from disruption, violence and any form of harassment so that every one of our students can develop and achieve. We expect our students to treat each other and members of staff with courtesy and cooperation so that they can learn in a relaxed; but orderly, atmosphere.

Our student's families have an important role in supporting Canbury School in maintaining high standards of behaviour. It is essential that school and homes have consistent expectations of behaviour and that they cooperate closely together. Acceptance of this policy forms part of our standard terms and conditions. This policy is available to all families of students and prospective students on our website, on request and for perusal in the school office during the school day. It is also available and known to staff and students, including recently appointed staff.

Bullying, harassment and victimisation and discrimination will not be tolerated. We treat all our students and their families fairly and with consideration, and we expect them to reciprocate towards each other, the staff and the school. Any kind of bullying is unacceptable.

This policy applies to all students in the school, and has been written with regard to the Department for Education (DfE) guidance:
https://www.gov.uk/government/publications/preventing-and-tackling-bullying

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

The Independent School Standards Guidance for Independent Schools April 2026

Working Together to Safeguard Children - March 2026

Definition of Bullying

There is no legal definition of bullying. Bullying is usually described as being behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying differs from teasing/falling out between friends and other types of aggressive behaviour in that there is a deliberate intention to hurt or humiliate, there is a power imbalance that makes it hard for the victim to defend themselves, and it is usually persistent.

Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Occasionally, an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger, then intervention is urgently required.

What does bullying look like?

Bullying can include:

- name-calling
- taunting
- mocking
- making offensive comments
- physical assault
- taking or damaging belongings
- online bullying - inappropriate text messaging and emailing; sending offensive or degrading images by phone or via the internet
- homophobic, biphobic or transphobic bullying
- producing offensive graffiti
- prejudice-based and discriminatory bullying
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups.

Although bullying can occur between individuals, it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Why are children bullied?

Specific types of bullying include:

• bullying related to race, religion or culture

• bullying related to special educational needs or disabilities

• bullying related to appearance or health

• bullying relating to sexual orientation

• bullying of young carers or looked after children or otherwise related to home circumstances

• sexist or sexual bullying

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Bullying can take place between:

• children

• children and staff

• between staff

• individuals or groups

Certain groups of students are known to be particularly vulnerable to bullying by others: these may include students with special educational needs such as learning or physical disabilities; young carers, Looked After children, those from ethnic and racial minority groups and those children who may be perceived as lesbian, gay, bisexual, transgender or questioning their gender role.

Signs of Bullying

Changes in behaviour that may indicate that a student is being bullied include:

1. Unwillingness to return to school;
2. Displays of excessive anxiety, becoming withdrawn or unusually quiet;
3. Failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoilt by others;
4. Books, bags and other belongings suddenly go missing, or are damaged;
5. Change to established habits (e.g. giving up clubs, change to accent or vocabulary);
6. Diminished levels of self-confidence;
7. Frequent visits to the school office with symptoms such as stomach pains, headaches, etc.;
8. Unexplained cuts and bruises;
9. Frequent absence, erratic attendance, late arrival to class;
10. Choosing the company of adults;
11. Displaying repressed body language and poor eye contact;
12. Difficulty in sleeping, experiencing nightmares, etc.;
13. Talking of suicide or running away;
14. Poor behaviour which is new or sudden

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying should be investigated by parents and teachers.

Child on Child Abuse

Bullying is a form of child on child abuse. Child on child abuse also includes a wider range of behaviours listed below.

All staff should be aware that children can abuse other children (previously referred to as peer on peer abuse). Students may be harmed by other students, children or young people. It can happen both inside and outside of school and online. It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports.

All staff should understand that even if there are no reports in school it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child on child abuse they should speak to the designated safeguarding lead (or deputy).

Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. Gender issues can be prevalent when dealing with child on child abuse.

Child on child abuse is most likely to include, but not limited to:

- Bullying (including cyber-bullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between children (this is sometimes known as 'teenage relationship abuse')
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

How Canbury school deals with an allegation of child on child abuse is set out in section 7 of our Safeguarding Policy.

Online-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. Online-bullying is a different form of bullying and 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 can involve social networking sites like Instagram, TikTok, WhatsApp, emails and mobile phones, used for SMS messages and as cameras.

Mr Bill Belsey, the creator of the website: http://www.cyberbullying.org/ defined this unpleasant phenomenon in the following terms:

"Cyberbullying 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."

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the Head, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools, and there is no need to have parental consent to search through a young person's mobile phone (so long as the reason is not linked to sharing nudes or semi-nudes).

If an electronic device that has been used in breach of the school rules has been seized and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, they must give the device to the Police as soon as it is reasonably practicable.

- Material on the device that is **suspected to be evidence relevant to an offence**, or that is a pornographic image of a child or an extreme pornographic image, should never be viewed, copied, printed, shared, stored or saved yourself. Do not ask a student to share or download it. You must report any concerns to the DSL and advice will be sought from local police.
- If a staff member finds material that they **do not suspect** contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline.

For full information around sharing nudes or semi-nudes (Sexting) please see our Child Safeguarding Policy – Section 7

Online Bullying – Preventative Measures

In addition to the preventative measures described above, Canbury School:

1. Expects all students to adhere to its policy for the safe use of the internet. Certain sites are blocked by our filtering and monitoring systems and our Safeguarding Team and Form Tutors monitor students' use via Securly & Securly classroom
2. May impose sanctions for the misuse, or attempted misuse of the internet
3. Issues all students with their own personal school email address
4. Offers guidance on the safe use of social networking sites and online bullying in PSHE and RSE lessons
5. Offers guidance on keeping names, addresses, passwords, mobile phone numbers and other personal details safe
6. Mobile phones are not permitted to be used during the school day, phones must be turned off and placed in their designated Yondr pouch
7. Taking a photo on a mobile device without the express permission of the subject is not allowed.

How May a Student Find Help?

If a student thinks they are being bullied or abused, the first step is to talk to someone they can trust. It is important to know that they may speak confidentially to someone. This person might be a friend,

their form tutor, another teacher, a parent or the Head. A student should never keep silent: sharing worry is the first and most important step.

If a student, teacher or parent knows someone who is being bullied or abused, that person must act. The first people to be told should usually be the student's form tutor. It is the responsibility of the tutor to handle the problem with sensitivity and with support for those involved. However, if the tutor cannot be told for some reason, then any teacher or other member of staff, or the Head should be involved. The tutor should speak to DSL if they need further advice.

Wherever possible, parents of a student should be involved and the student's concerns/voice would have to be considered.

Preventative Measures

As a school, we will minimise the risk of allegations against other students by:

- Canbury actively seeks to raise awareness of and prevent all forms of bullying/child-on-child abuse by educating all Governors, Senior Leadership Team, staff and volunteers, students, and parents about this issue.
- All new students, including our youngest students, are briefed thoroughly on the school's expected standards of behaviour. They are told what to do if they encounter bullying. We guarantee that whistle-blowers who act in good faith will not be penalised and will be supported.
- All new members of staff are given guidance on the school's anti-bullying policy and on how to react to allegations of bullying in their Induction Programme at Canbury School. They are required to read the school's policy as part of their induction.
- Creating an ethos of good behaviour where students treat one another and the school staff with respect because they know that this is the right way to behave.
- Taking a whole-school approach to developing a culture where all kinds of sexual harassment and online sexual abuse are recognised and addressed. To achieve this we need to create an environment where staff model respectful and appropriate behaviour, where children and young people are clear about what is acceptable and unacceptable behaviour, and where they are confident to ask for help and support when they need it.
- Ensuring we source and provide high-quality training for teachers delivering PSHE and RSE.
- Providing a developmentally appropriate PSHE and RSE syllabus which develops student's understanding of acceptable behaviour, keeping themselves safe, sexual harassment and sexual violence, including online activity.
- During lessons and form time having time for open discussions around the differences between people that could motivate bullying and abuse, such as religion, ethnicity, disability, gender or sexuality. Also children with different family situations, such as looked after children or those with caring responsibilities and lastly time topics that students may find particularly difficult, such as consent and the sending of 'nudes'.
- Other lessons, particularly English, History and Drama may highlight the issue of bullying and reinforce this message by teaching moral and spiritual values that show bullying to be unacceptable and by developing social skills;
- We use appropriate assemblies to explain the school policy on bullying.
- Teaching students that using any prejudice-based language is unacceptable.

- Staff are always on duty at the start of the day, break, lunch and the end of the day. During these times they patrol the school site, particularly areas where bullying might occur. They are trained to be alert to inappropriate language or behaviour.
- Having systems in place that are well promoted, easily understood and easily accessible for any student to raise concerns with staff, knowing that they will be listened to, believed and valued.
- All reported incidents are recorded and investigated at once. We always monitor reported incidents.
- We have a strong and experienced pastoral team who are trained in handling any incidents as an immediate priority, and are alert to possible signs of bullying.
- Delivering targeted work on assertiveness and keeping safe to those students identified as being at risk.
- Developing robust risk assessments and providing targeted work for students identified as being a potential risk to other students.
- The school displays advice on where students can seek help, including details of confidential helplines and websites connecting to external specialists, such as Childline and National Society for the Prevention of Cruelty to Children (NSPCC).
- All students can ask for access to the school telephone, enabling them to call for emotional support from home should they need it.
- Ensuring that all bullying/child-on-child abuse issues are fed back to the DSL promptly so that they can spot and address any concerning trends and identify students who may need additional support. One way in which this is done is via the weekly staff meeting, heads of year/form tutor meetings at which all concerns about students are discussed.
- A recognition that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported.
- Ensuring that we are carrying out routine record-keeping and analysis of bullying and child-on-child abuse (this will include sexual harassment and sexual violence, including online) to identify patterns and intervene early to prevent abuse.
- Engaging families on these issues.
- Working with Governors, Senior Leadership Team, all staff and volunteers, students and parents to address equality issues, to promote positive values, and to encourage a culture of tolerance and respect amongst all members of the School community.
- Ensuring support for our designated safeguarding leads (DSLs), such as time on timetables to engage with local safeguarding partnerships and other agencies.
- Working closely with the Kingston and Richmond Child Safeguarding Partnership so we are aware of the range of support available to children and young people who are victims or who perpetrate harmful sexual behaviour.
- Creating conditions in which our students can aspire to and realise safe and healthy relationships.
- We reserve the right to investigate incidents that take place outside school hours, on school visits and trips and that occur in the vicinity of the school, involving our students.
- We welcome feedback from students' families on the effectiveness of our preventative measures.

Procedures for Dealing with Reported Bullying

We wish to establish an atmosphere within the school which discourages bullying and abuse, where such activity is challenged. We hope that some of the issues raised in the Personal, Social and Health

Education (PSHE) and Relationship and Sexual Health (RSE) programme will help to establish a more secure environment through a preventative approach, but this is, of course, everyone's responsibility.

There will remain the need to react decisively to resolve immediate problems:

1. Unquestionably the direct response of an adult or someone with the natural authority to do so, simply telling a student formally and authoritatively that their behaviour has to stop can be productive in halting one-to-one bullying;
2. But in the case where a larger group is the source of bullying, where they are caught in a collective experience, there needs to be an attempt to encourage individual rather than group responsibility.

All reported incidents will be taken seriously and investigated involving all parties. Downplaying abusive behaviours as "banter," "just a laugh," or "part of growing up" is not tolerated, as it normalizes abuse and creates an unsafe environment.

If an incident of bullying is reported, the following procedures are adopted:

1. The member of staff to whom it was reported or who first discovers the situation, will control the situation, reassure and support the students involved;
2. They will inform an appropriate member of the SLT (Head – Mrs Rich / Assistant Head Pastoral & DSL - Mr Rush) as soon as possible, who will then inform the students involved form tutor/s;
3. The form tutor/s will calmly explain the range of disciplinary measures that are potentially involved;
4. We will interview the victim to clarify facts and names regarding the incident and they will be asked to write an account of events;
5. The alleged aggressor/instigator, together with all others who were involved, will be interviewed individually and asked to write an immediate account of events. They will define the problem: in turn, participants describe their perspectives without interruption but within a time limit;
6. The form tutor/s clarifies the feelings of each participant and then summarises what has been said;
7. The victim/individual(s) impacted will be interviewed by their form tutor, separately from the alleged aggressor/instigator. It will be made clear to them why revenge is inappropriate. They will be offered support to develop a strategy to help themselves;
8. The alleged aggressor/instigator will be interviewed by their form tutor, separately from the victim/ individual(s) impacted, and it will be made clear why their behaviour was inappropriate and caused distress. They will be offered guidance on modifying their behaviour, together with any appropriate disciplinary sanctions;
9. We will reinforce the message that bullying is not acceptable, and that we expect bullying to stop. We will seek a commitment to this end;
10. When bullying occurs, we will contact the families of the students involved at an early stage;
11. While a collaborative, joint problem-solving approach, peer mediation, or shared mindmapping may be utilised to resolve minor peer fallouts or friendship disputes, these methods are strictly prohibited in all cases involving child-on-child abuse. This includes any incidents of sexual violence, sexual harassment, physical abuse, or severe prejudice-based and discriminatory bullying.
    - If mindmapping is appropriate: all parties suggest solutions, which are written down. They consider the implications for themselves and each other;

- Ask the students involved to help us find solutions to the problem. Negotiate a plan of action and agreement: the member of staff asks which solutions will most likely satisfy all parties. This will encourage students involved to take responsibility for the emotional and social needs of others;

12. In all instances of alleged child-on-child abuse, the school will interview, risk-assess, and support the impacted child and the alleged perpetrator completely independently. Decisions regarding safety measures, support plans, and disciplinary sanctions will be determined separately by the school leadership and pastoral teams without requiring the children to negotiate solutions together.
13. We recognise that suitable support is needed both for children who are being bullied and for students who bully others, as well as dealing with appropriate disciplinary measures;
14. Solutions are identified and a written agreement is made and signed by all participants;
15. We will advise students responsible for bullying that we will be checking to ensure that bullying stops;
16. The form tutor/s meets with all parties at an arranged time to monitor the outcome and further reviews will be put into place if required;
17. The incident will be recorded on MyConcern and the school's Bullying log;
18. All staff will be informed;
19. Throughout the process, the students involved will be advised not to talk or speculate with other students about anything that has happened or potential consequences of their actions.

Immediate Statutory Referrals for Significant Harm

Where any incident of bullying or child-on-child abuse gives a member of staff reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, a referral to local authority children's social care and, if appropriate, the police, must be made immediately.

Staff must never assume that a colleague or another professional will take action. While the Designated Safeguarding Lead (DSL) or a deputy will generally lead on making and tracking statutory referrals, any individual staff member retains the right and duty to refer directly to statutory services if they believe a child is in immediate danger or if internal channels are unavailable.

Under no circumstances will a statutory safeguarding referral be delayed to allow for an internal school investigation, nor is a referral conditional upon the prior involvement or approval of the Head. The school's internal disciplinary procedures will run in parallel with statutory enquiries but must never prejudice, compromise, or delay an investigation led by external multi-agency safeguarding partners or the police.

For full details on: If you suspect or become aware of an allegation of abuse sexual violence or sexual harassment (including child on child abuse) please see the Child Safeguarding Policy – section 7

Recording Bullying and Evaluating the Policy

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be notified to and held by the DSL – Mr Will Rush. The information we hold will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy. This information will be presented to the governors in an anonymous format as part of the Termly report.

Making a More Secure Environment

If a student feels unhappy or nervous about a teacher or other member of staff, they should tell any member of staff that they feel comfortable talking to, including the Head.

The PSHE and RSE programme will endeavour to tackle issues and offer solutions to problems.

If parents think that their child is being bullied, it is important to contact the school straight away, usually through the form tutor. The school needs the support of families in responding to the problem.

Every student has the right to a safe environment in which to grow, to be happy and fulfilled. It is the duty of the school to provide these safe surroundings for all its students. A successful anti-bullying/child-on-child policy depends upon support from families, staff and students. Canbury School encourages comment on this policy from anyone in these groups.

Links with other policies

- Behaviour Policy
- Child Safeguarding Policy
- Acceptable Use Policy
- Equal Opportunities Policy
- PSHE Policy
- RSE Policy
- Complaints Policy and Procedure
- Online Safety Policy (Mobile Phone and Devices procedures / AUP /Social Media - all within this policy)

Appendix 1 - Student Anti-bullying Policy

Aims

Bullying, harassment and victimisation and discrimination will not be tolerated. This policy applies to all students in the school.

Definition of Bullying

Bullying is usually described as being behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.

What does bullying look like?

Bullying can include:

• name-calling • taunting • mocking • making offensive comments • physical assault • taking or damaging belongings • cyberbullying - inappropriate text messaging and emailing; sending offensive or degrading images by phone or via the internet	• homophobic, biphobic or transphobic bullying • producing offensive graffiti • prejudice-based and discriminatory bullying • gossiping and spreading hurtful and untruthful rumours • excluding people from groups. Although bullying can occur between individuals, it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

How May You Find Help?

If you think you are being bullied or someone you know is being bullied or abused, the first step is to talk to someone you can trust. This person might be a friend, your form tutor, another teacher, a parent or the Head.

All reported incidents will be taken seriously and investigated involving all parties.

Every student has the right to a safe environment in which to grow, to be happy and fulfilled. It is the duty of the school to provide these safe surroundings for all its students. A successful anti-bullying/child-on-child policy depends upon support from families, staff and students. Canbury School encourages comment on this policy from anyone in these groups.

What happens next?

An initial investigation is carried out:

1. Your form tutor will speak to all the people involved to clarify facts, and they will be asked to write an account of events;
2. You will be offered support to develop a strategy to help yourself;

If after initial the investigation, bullying is found to have happened:

1. The alleged aggressor/instigator will be given guidance on changing their behaviour, together with any appropriate disciplinary consequences;
2. The school will contact the families of the students involved;
3. Your form tutor will help you problem-solve together where **appropriate**, this might include suggesting solutions which are written down and considering the implications for yourself and each other;
4. Solutions are discussed, and a written agreement may be created, if appropriate, and signed by all students involved;
5. All staff will be informed so that they can watch to make sure that the bullying stops;
6. The incident will be recorded in the school's bullying log;
7. In very serious cases, it may be necessary to make a report to the Police or to the Children's Services.
8. Throughout this process you will be reminded not to chat or speculate with other students within the school.

If bullying occurs again:

1. Heads of Year (Mrs Eynon - KS3, Mr McGregor - KS4 and Mr Hussain - KS5) will be informed that a repeat of the bullying behaviour has occurred, and will carry out the investigations instead of the form tutor;
2. If they are unable to resolve the matter, it will be referred to Mrs Rich (Head) & Mr Rush (Assistant Head & DSL);

3. Disciplinary consequences for the aggressor/instigator will be stepped up if it has to be passed to Heads of Year, Mrs Rich or Mr Rush

Appendix 2 - Organisations which can help

- Bullying UK
  www.bullying.co.uk
  Website where pupils, parents, teachers and youth organisations will find advice and updated content on school bullying issues.

- Family Lives
  Family Lives
  Free Parentline: 0808 800 2222
  UK registered charity that offers support to anyone parenting a child

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

- 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) offers a national scheme and award for schools to tackle bullying effectively.

- Restorative Justice Council: Includes best practice guidance for practitioners

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.

LGBT

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

- Metro Charity: an equality and diversity charity, providing health, community and youth services across London, the South East, national and international projects. Metro works with anyone experiencing issues related to gender, sexuality, diversity or identity

- Proud Trust: helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training and events, campaigns, undertaking research and creating resources.
- Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

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

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

SEND

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

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

- Cyberbullying and children and young people with SEN and disabilities: Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

Mental Health

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

- KOOTH: online mental wellbeing community. Access free, safe and anonymous support.

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.

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

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

- Anti-Muslim Hatred Working Group: Independent members of this group are representatives from the Muslim community and will assist and advice on all relevant issues.

Sexual harassment and sexual bullying

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

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

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