

**Lavington Park Federation**

*Behaviour Policy  
including Exclusions  
Policy and Anti-Bullying  
Policy*



The Lavington Park Federation is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

Prepared by

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*circulated to all Federation staff for comment*

Signature

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Next Review

January 2021

## Behaviour Policy

In this policy, we will explain the policy of the Federation to support positive behaviour in schools, as agreed by the staff and Governors of our schools. We will also explain how we provide consequence of behaviour across our schools. We will provide links and documents from the Department of Education which lead our policy on Behaviour Management and Exclusions.

Our Anti-Bullying policy also links to this policy, as we expect all children to treat each other with kindness and respect, and bullying will not be tolerated.

### Part 1: Our Behaviour Ethos

Supporting the positive behaviour of every child in our schools lies at the heart of this policy. Our Christian values underpin our behaviour management methods and discussions.

Our Christian values are:

Kindness  
Respect  
Hope  
Responsibility  
Friendship

Our Learning Values also play a vital role in supporting children in knowing that they have a role in the development of their learning and the behaviour that leads to excellent learning.

Our learning values are:

confidence  
collaboration  
communication  
creativity  
curiosity  
craftsmanship  
commitment

We believe that confidence lies at the heart of all children's needs in school. We are committed to ensure that the following systems are always used by all staff with all children at all times.

It is the responsibility of all adults to implement the school behaviour policy consistently throughout the school.

1. Listen to both sides of any situation, making sure that children know that they have a voice. When a pupil behaves inappropriately, it is the responsibility of all adults to ensure that the child is heard without interruption, at the appropriate time. Adults should not act upon information until all areas of the investigation have been explored.
2. Talk in a calm and firm manner and make sure that children know they are being listened to; in return we expect them to listen to our thoughts and reasoning behind the situation. Give them time to respond to the discussion.

3. Reflect on their behaviour and have time to do this and know when and why the choices that they have made are inappropriate and hurtful to others. Children will be asked to sit on the thinking chair or similar in class, to enable this to happen.
4. We will not accept swearing or upsetting derogatory language - but understand that children can experiment with words they hear, and need support through calm discussion to understand that these are not appropriate. If physical aggression has taken place towards peers or staff, then a consequence will always be sought, but with the same manner to deal with the situation.
5. We will include parents in these discussions if they become prolonged or if a pattern of inappropriate choices emerges. It is important the child's view is explained to the parent, so these discussions must have taken place. We have suggested that two members of staff will always support a child with another member of staff.
6. We also suggest that these parent conversations take place with two members of staff, this enables the staff to take notes to enable appropriate and timely follow up.
7. Children often misbehave because they feel upset. One reason for this can be to attract adult attention to their bad feelings in the hope that they will get some help with them. Acknowledging the child's feelings can pre-empt them resorting to other ways to get attention. All staff will use this culture of respect and model this positively to children.
8. Following discussions, it may be appropriate for a consequence to be put in place. It must be explained to the child why this will be taking place. This may be missing a playtime, writing an apology letter, missing an after school club. We will always discuss a consequence with another member of staff.
9. Allow enough time the next day to come back to the child and see if your support for their behaviour has helped and that they feel confident to deal with the next situation differently.

## Part 2: Our Consequences of Poor Behaviour

Graffham CE Infant School

### Behaviour Consequence Document

At Graffham C of E Infant School we teach our pupils to show **kindness** to everyone in line with our Christian ethos. Children are praised for showing **kindness** to others day to day. As a school we use a range of positive behaviour management strategies. We have a child centred approach to behaviour management that ensures children feel listened to and feel situations are dealt with in a firm and fair manner.

If children are **not showing kindness** to others at school the consequence stages will be used to support children to make better choices about their behaviour. If a child's behaviour does not improve after the initial consequence then the next consequence is used. We feel it is important that children know the consequences for their actions, as this is an important part of making 'good choices'.

## Consequence stages

1	The child is spoken to about their behaviour. This is the warning stage.
2	The child is put into 'time out' for 5 minutes to think about their behaviour.
3	The child misses 5-15 minutes of playtime and sits to watch.
4	The child is taken to Mrs Martin or Mrs Whiffin and parents phoned to discuss behaviour.

A child who **physically hurts** another child will go straight to consequence 3 and miss 5 minutes of playtime, and parents will always be spoken to. **Please be assured conversations about behaviour are confidential between the school and parents.**

### Duncton CE Junior School

#### Behaviour Consequence Document

At Duncton C of E Junior School we teach our pupils to show **respect and kindness** to everyone in line with our Christian values. Children are praised for showing **respect and kindness** to others day to day. As a school we use a range of positive behaviour management strategies. We have a child centred approach to behaviour management that ensures children feel listened to and feel situations are dealt with in a firm and fair manner.

If children are **not showing respect and kindness** to others at school the consequence stages will be used to support children to make better choices about their behaviour. If a child's behaviour does not improve after the initial consequence then the next stage is used. We feel it is important that children know the consequences of their behaviour, as this is an important part of making 'good choices'.

#### Consequence Stages

1	The child is spoken to about their behaviour. This is the warning stage.
2	The child is put into 'time out' for 5 minutes to think about their behaviour.
3	The child misses 5-15 minutes of playtime and sits to watch.
4	The child is taken to Mrs Martin or Mrs Whiffin and parents phoned to discuss behaviour.

If behaviour involves any **physical hurting** then a child will go straight to the next stage on the list and their parents will be informed. **Please be assured conversations about behaviour are confidential between the school and parents. We will not discuss behaviour or support of a child with any other parent apart from their own.**

Children who need regular support with their behaviour may need different consequences and these will be discussed with their parents if and when needed. We do have various agencies that we call upon. Our SENDco may ask for support from the Early Help team to access these services. They include –

- School nurse
- Family support worker team
- Behaviour support services
- Fair Access Team (Exclusion Support)
- CAHMS.

## **Exclusion Policy**

The Lavington Park Federation of Graffham CE Infant and Duncton CE Junior Schools is an inclusive school, committed to the care and well-being of all its students so that they may grow and learn in a safe, secure environment. Staff, students, parents and the wider community work together to ensure that the school community remains true to the equal value principle underpinning its policies.

Short fixed term exclusions are used when other strategies and sanctions have not been effective over time or when there has been a single clear and serious breach of discipline. Longer fixed term exclusions may be used for very serious incidents and frequent high level disruption to lessons. At this point, a managed move to another school will be considered if parents agree, together with a range of support within school and from the multi-agency team.

The school seeks to avoid permanent exclusions. These take place only for very serious incidents such as those which have attracted fixed term exclusions but been repeated when all other strategies have been tried and have failed over time. Sometimes a single event may be so serious that it leads to permanent exclusion.

The school has in place behaviour strategies which address the types of behaviour which may lead to exclusion. Students may be referred to outside agencies either directly or through the Common Assessment Framework.

Headteachers and Governors must, by law, have regard to the guidance document "Improving behaviour and attendance: Guidance on Exclusion from schools and Pupil Referral Units" when making decisions on exclusions and administering the exclusions procedure. It is valid for all exclusions from 1 September 2008. Thus, the guidance has been adopted by the Local Authority and by the Governors of the school and this policy has been developed to comply with the legislation and guidance. Where there are any points of difference arising from changes in legislation, or guidance, these changes take precedence over the policy.

### **Managing Behaviour in School**

The school has policies, procedures and staff training in place all of which promote good behaviour and prevent poor behaviour. Outside agencies are involved as required. The Team Around the Family (TAF) meetings are formed by the school where necessary – these take place through the Holistix (Early Help) system, accessed with support from the SENDCo. Key people are involved proactively: the Educational Psychology and Education Welfare services, Social and Caring Services, Health Service professionals, art therapist, family link workers and school based professionals.

Behaviour Logs are used to note all major issues that arise, providing evidence for any support from a wide range of professionals. Child Spot in staff Meetings is shared with all staff to ensure that everyone understands the needs of the child and the plan for their behaviour.

### **Exclusions**

Parents are kept informed of ongoing issues and are involved at the earliest possible moment when external exclusion is to be considered. When exclusion is imposed, the school

fulfils its duty of care, informing parents at the earliest opportunity. Exceptionally, police or social workers may be involved. Although the length of exclusion is kept to a minimum, exclusions for longer than five days may be imposed in serious cases. After the sixth day, the child must be provided work by the school. Work is sent home or online links provided for the duration of the exclusion. A reintegration interview with the child and parents is arranged for all exclusions, in order to outline expectations and assist reintegration by providing support and targets designed to promote improved behaviour. Parents are expected to share responsibility and work in partnership with the school.

### **The decision to exclude**

The decision to exclude a student for a fixed period is taken, on a balance of probabilities, only in response to breaches of the school's behaviour policy, including persistent disruptive behaviour, where other sanctions have failed or the breach is very serious.

Individual fixed period exclusions are for the shortest time necessary, without adverse educational consequences. Where it is clear that fixed period exclusions are not being effective in deterring poor behaviour, alternative strategies for addressing that behaviour are considered in consultation with partners.

Only the Headteacher, or the Deputy Headteacher in her absence, can exclude a student. All fixed term exclusions meet the regulations in terms of length and are notified to the Local Authority as required.

The decision to exclude a child permanently is taken extremely seriously. It may be used in response to very serious breaches of the school's behaviour policy or when the student's remaining in the school would seriously harm the education or welfare of other students, or others in the school.

A fixed term exclusion may be given in the first instance, in order to establish the facts, after which this will either be confirmed or a decision taken to move to permanent exclusion. Such decisions are only taken when the basic facts have been clearly established on the balance of probabilities. Exclusion is normally the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the student, and is a last resort. All procedures are followed according to the guidelines, and the Local Authority informed at all stages.

(source <https://www.gov.uk/school-discipline-exclusions/exclusions>)

### **Types of exclusion**

There are 2 kinds of exclusion - fixed period (suspended) and permanent (expelled).

#### **Fixed period exclusion**

A fixed period exclusion is where a child is temporarily removed from school. They can only be removed for up to 45 school days in one school year, even if they've changed school.

If a child has been excluded for a fixed period, schools should set and mark work for the first 5 school days.

If the exclusion is longer than 5 school days, the school must arrange suitable full-time education from the sixth school day, eg at a pupil referral unit.

### **Permanent exclusion**

Permanent exclusion means a child is expelled. The local council must arrange full-time education from the sixth school day.

### **Alternative education and exclusion**

The school or local council must tell the parent about any alternative education they arrange. It's the parent's responsibility to make sure the child attends.

### **Making a complaint**

If alternative education isn't arranged within 5 days, or if a parent is not happy with the arrangement, they can complain to:

- [the school](#), for fixed period exclusions
- [the local council](#), for permanent exclusions.

If the parent is not happy with the response, they can [complain to the Department for Education \(DfE\)](#).

The parent needs to show that they followed the school or council's complaints procedure, which can be found on the school website.

At Lavington Park Federation we use the DfE document below to support all decisions regarding Exclusion:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/641418/201708\\_31\\_Exclusion\\_Stat\\_guidance\\_Web\\_version.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/201708_31_Exclusion_Stat_guidance_Web_version.pdf)

## Anti-Bullying Policy

Lavington Park Federation of Graffham CE Infant and Duncton CE Junior Schools is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

We recognise that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals, can create a barrier to learning and have serious consequences for mental wellbeing.

By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential.

It is the responsibility of:

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

### Definition of Bullying

- Bullying can be defined as “behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, July 2017)
- Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text or instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- Bullying is recognised by the school as being a form of peer on peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children’s emotional development.

### Forms and types of bullying covered by this policy

Bullying can happen to anyone. This policy covers all types and forms of bullying including:

- bullying related to physical appearance
- bullying of young carers, children in care or otherwise related to home circumstances
- bullying related to physical/mental health conditions
- physical bullying

- emotional bullying
- sexual bullying
- bullying via technology, known as online or cyberbullying
- prejudicial bullying (against people/pupils with protected characteristics):
- bullying related to race, religion, faith and belief and for those without faith
- bullying related to ethnicity, nationality or culture
- bullying related to Special Educational Needs or Disability (SEND)
- bullying related to sexual orientation (homophobic/biphobic bullying)
- gender based bullying, including transphobic bullying
- bullying against teenage parents (pregnancy and maternity under the Equality Act).

Our Schools monitor and review our Anti-bullying policy and practice on a regular basis. We will:

- support staff to promote positive relationships to help prevent bullying
- recognise that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required
- intervene by identifying and tackling bullying behaviour appropriately and promptly
- ensure our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the Anti-bullying policy
- require all members of the community to work with the school to uphold the Anti-bullying policy
- recognise the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns, seeking to keep them informed at all stages
- deal promptly with grievances regarding the school response to bullying in line with our complaints policy
- seek to learn from good anti-bullying practice elsewhere
- utilise support from the Local Authority and other relevant organisations when appropriate.

### **Responding to bullying**

The following steps may be taken when dealing with all incidents of bullying reported to the school.

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm - and will involve them in any decision making, as appropriate.

- The deputy headteacher/headteacher/Designated Safeguarding Lead (DSL) or another member of leadership staff will interview all parties involved. It is our school policy to ensure that two members of staff will be present in these situations.
- The DSL will be informed of all bullying issues where there are safeguarding concerns.
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
- Sanctions, as identified within the school behaviour policy, and support will be implemented in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved - such as the police, if a criminal offence has been committed, or other local services including Early Help or children's social care, if a child is felt to be at risk of significant harm.
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the DSL will collaborate with other schools.
- Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school's behaviour policy.
- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

### **Cyberbullying**

When responding to cyberbullying concerns, the school will:

- act as soon as an incident has been reported or identified
- provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again
- encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation
- take all available steps where possible to identify the person responsible. This may include:
  - looking at use of the school systems;
  - identifying and interviewing possible witnesses;
  - contacting the service provider and the police, if necessary
- work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
  - support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content
  - confiscating and searching pupils' electronic devices, such as mobile phones. (We will access the DfE '[Searching, screening and confiscation at school](#)' and Childnet

- cyberbullying guidance to ensure that the schools' powers are used proportionately and lawfully)
- requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies
  - ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need
  - inform the police if a criminal offence has been committed
  - provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
    - advising those targeted not to retaliate or reply
    - providing advice on blocking or removing people from contact lists
    - helping those involved to think carefully about what private information they may have in the public domain.

### **Supporting pupils**

Pupils who have been bullied will be supported by:

- reassuring the pupil and providing continuous pastoral support
- offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice
- being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate
- working towards restoring self-esteem and confidence
- providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers
- where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services, or support through the Children and Young People's Mental Health Service (CAMHS).

Pupils who have perpetrated bullying will be helped by:

- discussing what happened, establishing the concern and the need to change
- informing parents/carers to help change the attitude and behaviour of the child
- providing appropriate education and support regarding their behaviour or actions
- if online, requesting that content be removed and reporting accounts/content to the service provider
- sanctioning, in line with school behaviour/discipline policy; this may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusions
- where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or the Children and Young People's Mental Health Service (CAMHS).

## Supporting adults

Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents, (whether by pupils, parents or other staff members) is unacceptable.

Adults who have been bullied or affected will be supported by:

- offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the headteacher
- advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate
- where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools' behaviour and discipline policy
- reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online
- reassuring and offering appropriate support
- working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults who have perpetrated the bullying will be helped by:

- discussing what happened with a senior member of staff and/or the headteacher to establish the concern
- establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures
- if online, requesting that content be removed
- instigating disciplinary, civil or legal action as appropriate or required.

## Preventing bullying

### Environment

The whole school community will:

- create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all
- recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse)
- recognise the potential for children with SEN and disabilities to be disproportionately impacted by bullying, and implement additional pastoral support as required
- openly discuss differences between people that could motivate bullying, such as children with different family situations, (such as looked after children or those with caring responsibilities), religion, ethnicity, disability, gender, sexuality or appearance related difference
- challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others
- be encouraged to use technology, especially mobile phones and social media, positively and responsibly

- work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying
- actively create “safe spaces” for vulnerable children and young people
- celebrate success and achievements to promote and build a positive school ethos.

### **Policy and Support**

The whole school community will:

- provide a range of approaches for pupils, staff and parents/carers to access support and report concerns
- regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour
- take appropriate, proportionate and reasonable action in line with existing school policies, for any bullying brought to the schools’ attention which involves or effects pupils even when they are not on school premises (for example, when using school transport or online, etc)
- implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable
- use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

### **Education and Training**

The school community will:

- train all staff, including teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school’s policy and procedures, including recording and reporting incidents
- consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as through displays, assemblies, peer support, the school/student council, etc
- collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition
- ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week
- provide systematic opportunities to develop pupils’ social and emotional skills, including building their resilience and self-esteem.

### **Involvement of pupils**

We will:

- involve pupils in policy writing and decision making, to ensure that they understand the school’s approach and are clear about the part they play in preventing bullying
- regularly canvas children and young people’s views on the extent and nature of bullying

- ensure that all pupils know how to express worries and anxieties about bullying
- ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying
- involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum
- utilise pupil voice in providing pupil led education and support
- publicise the details of internal support, as well as external helplines and websites
- offer support to pupils who have been bullied and to those who are bullying to address the problems they have.

### **Involvement and liaison with parents and carers**

We will:

- take steps to involve parents and carers to ensure they are aware that the school does not tolerate any form of bullying
- make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats, including via the school website
- ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice
- work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying
- ensure that parents work with the school to role model positive behaviour for pupils, both on and offline
- ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

### **Monitoring and review: putting policy into practice**

The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied. Any issues identified will be incorporated into the school's action planning.

The headteacher will be informed of bullying concerns, as appropriate.

The named Governor for bullying will report on a regular basis to the governing body on incidents of bullying, including outcomes.

### **Useful links and supporting organisations**

Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

Childline: [www.childline.org.uk](http://www.childline.org.uk)

Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)

Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)

MindEd: [www.minded.org.uk](http://www.minded.org.uk)

NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)

The BIG Award: [www.bullyinginterventiongroup.co.uk/index.php](http://www.bullyinginterventiongroup.co.uk/index.php)

PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)  
Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)  
The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)  
Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)  
Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)  
Young Carers: [www.youngcarers.net](http://www.youngcarers.net)  
The Restorative Justice Council: [www.restorativejustice.org.uk/restorative-practiceschools](http://www.restorativejustice.org.uk/restorative-practiceschools)

## SEND

Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)  
Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)  
Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities:  
[www.cafamily.org.uk/media/750755/cyberbullying\\_and\\_send\\_-\\_module\\_final.pdf](http://www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf)  
DfE: SEND code of practice: [www.gov.uk/government/publications/send-code-ofpractice-0-to-25](http://www.gov.uk/government/publications/send-code-ofpractice-0-to-25)

## Cyberbullying

Childnet: [www.childnet.com](http://www.childnet.com)  
Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)  
Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)  
UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)  
The UK Council for Child Internet Safety (UKCCIS) [www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis](http://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis)  
DfE 'Cyberbullying: advice for headteachers and school staff':  
[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)  
DfE 'Advice for parents and carers on cyberbullying':  
[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)

## Race, religion and nationality

Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)  
Kick it Out: [www.kickitout.org](http://www.kickitout.org)  
Report it: [www.report-it.org.uk](http://www.report-it.org.uk)  
Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)  
Tell Mama: [www.tellmamauk.org](http://www.tellmamauk.org)  
Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)  
Show Racism the Red Card: [www.srtrc.org/educational](http://www.srtrc.org/educational)

## LGBT

Barnardo's LGBT Hub: [www.barnardos.org.uk/what\\_we\\_do/our\\_work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)  
Metro Charity: [www.metrocentreonline.org](http://www.metrocentreonline.org)  
EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)  
Proud Trust: [www.theproudtrust.org](http://www.theproudtrust.org)  
Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)  
Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

Sexual harassment and sexual bullying

Ending Violence Against Women and Girls (EVAW) [www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk)

- A Guide for Schools:

[www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf](http://www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf)

Disrespect No Body: [www.gov.uk/government/publications/disrespect-nobodycampaign-posters](http://www.gov.uk/government/publications/disrespect-nobodycampaign-posters)

Anti-bullying Alliance: Preventing and responding to Sexual Bullying:

[www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-genderrelated/preventing-and-responding-sexual](http://www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-genderrelated/preventing-and-responding-sexual)

Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: [www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related](http://www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related)

Note: Additional links can be found in 'Preventing and Tackling Bullying' (July 2017)

[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)

**This policy has been taken, and reviewed from The Key for School Leaders, and has been taken from a model policy from The Education People. We acknowledge the use of their policy.**