



## **Anti-bullying Policy**

September 2022

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Date to be reviewed:  This policy will be reviewed annually by date, or more frequently if there are changes to legislation and guidance.	September 2023

<b>INTRODUCTION.</b>	<b>3</b>
<b>1. BULLYING</b>	<b>3</b>
1.1 OUR ANTI-BULLYING VISION	3
1.2 THE DEFINITION OF BULLYING	3
1.3 BULLYING BEHAVIOUR	3
1.4 CYBER BULLYING	4
1.5 RACIST BULLYING	4
1.6 HOMOPHOBIC BULLYING	5
<b>2. IMPLEMENTATION</b>	<b>6</b>
<b>3. GENERAL ANTI-BULLYING PRACTICE: EXPECTATIONS</b>	<b>7</b>
3.1 ESTABLISHING AND REVIEWING THE ANTI-BULLYING POLICY	7
3.2 DEVELOPING A WHOLE ORGANISATION APPROACH	7
3.3 DEVELOPING SOCIAL AND EMOTIONAL LEARNING	7
3.4 DEVELOPING A 'TELLING' CULTURE	8
3.5 INVESTIGATING AND ACTING	8
3.6 LINKING WITH THE LOCAL COMMUNITY	8
3.7 COLLECTING, MONITORING AND ANALYSING DATA	9
<b>4. ANTI-BULLYING PROCEDURES</b>	<b>9</b>
4.1 BULLYING INCIDENT REPORTED	9
4.2 IS THERE A CHILD PROTECTION CONCERN?	9
4.3 INVESTIGATE THE INCIDENT	9
4.4 INFORM THE ASSISTANT HEADTEACHER, PASTORAL MANAGER OR YEAR GROUP COORDINATOR	10
4.5 PLAN AND TAKE ACTION	10
<b>5. PREVENTING BULLYING:</b>	<b>10</b>
5.1 POLICY AND SUPPORT	11
5.2 EDUCATION AND TRAINING	11
5.3 INVOLVEMENT OF PUPILS	11
5.4 INVOLVEMENT AND LIAISON WITH PARENTS AND CARERS	12
<b>6. APPENDIX ONE</b>	<b>12</b>
6.1 LEGISLATION AND POLICY	12
<b>7. APPENDIX TWO</b>	<b>14</b>
7.2 USEFUL WEBSITES, CONTACTS AND READING	14
7.3 SEND	14
7.4 CYBERBULLYING	14
7.5 RACE, RELIGION AND NATIONALITY	14
7.6 LGBT	15
7.7 SEXUAL HARASSMENT AND SEXUAL BULLYING	15

## Introduction.

CORE Education Trust anti-bullying policy is written in line with the most recent guidance on equality, the rights of the child, safeguarding, behaviour and education.

This policy is based on DfE guidance "[Preventing and Tackling Bullying](#)" July 2017 and supporting documents. It also considers the DfE statutory guidance "[Keeping Children Safe in Education](#)" 2019 and '[Sexual violence and sexual harassment between children in schools and colleges](#)' guidance, May 2019. The setting has also read Childnet's "[Cyberbullying: Understand, Prevent and Respond: Guidance for Schools](#)"

## 1. Bullying

### 1.1 Our Anti-Bullying Vision

CORE Education Trust believes that all forms of bullying are unacceptable and should not be tolerated. We want all children to be and feel safe from bullying and all forms of discrimination. We want everyone who works with children to take bullying seriously and know how to resolve it positively. We seek to empower them to challenge, remedy and prevent bullying, creating a culture where every child is treated with dignity and respect and takes seriously their responsibility to treat others in the same way.

The Trust's anti-bullying policy and practice operates with due regard for the most recent legislation and guidance in Education Reform Act (1988); Equality Act (2010); DfE Preventing and Tackling Bullying (2017) and Keeping Children Safe in Education.

### 1.2 The Definition of Bullying

CORE Education Trust adopts the 'Anti-Bullying Alliance' definition of bullying:

*"Bullying is the intentional (physical or emotional) hurting of one person by another, where the relationship involves an imbalance of power. It is usually repetitive or persistent, although some one-off attacks can have a continuing harmful effect on the victim."*

### 1.3 Bullying Behaviour

Bullying can take many forms, including:

- Bullying relates to discriminatory attitudes, beliefs, behaviour, distinctions, exclusions, restrictions or preferences that are based on presumptions about an individual or group of people.
- Verbal name calling, insults, jokes, offensive language or comments, including graffiti, threats, innuendo, teasing, taunting, bragging, ridicule.
- Physical unprovoked assaults such as prodding, pushing, hitting or kicking, 'rushing', shaking, inappropriate touching, blocking the way, capturing, contact involving objects used as weapons.
- Social humiliation through exclusion or rejection by peer group, 'blanking', spreading rumours, gossiping, peer pressure to conform, using difference as a dividing factor.
- Cyber bullying via the internet, email or mobile phone, e.g. text messages, phone calls, pictures/video clips ('happy slapping'), chat rooms, instant messages or posting on websites or message boards.

- Non-verbal Staring, throwing dirty looks, gesturing, manipulating behaviour through intimidation, body language, invasion of personal space, silence, spitting, stalking, refusing to touch, playing mind games.
- Provocative Inciting others to behave in a threatening, racist, sexist or homophobic way, bringing provocative literature or homophobic propaganda onto the school's site.
- Other: Extortion, blackmail, hiding or interfering with personal property, etc., forcing to take part in embarrassing initiation rites or humiliating acts, seeking sexual favours.

Bullying can also be part of other forms of abuse, including neglect, emotional, physical and sexual abuse.

*Bullying is different from fighting, which can usually be defined as a one-off incident with the purpose of resolving immediate conflict. Nor does a falling out between friends constitute bullying, although bullying may result from this.*

Incidents of bullying will be addressed in line with the school's behaviour management procedures and the Safeguarding and Child Protection Policy. The latest version of Keeping Children Safe in Education and related guidance, should be considered when identifying, responding to and monitoring of any instances of bullying.

Reports and instances of bullying are logged and monitored within each school. Information on bullying is monitored to inform intervention and reported to the LGB and Trust.

## 1.4 Cyber Bullying

Cyber bullying relates to the use of online environments, the internet, mobile phones and any form of electronic communication system as a vehicle for bullying type activities. Cyber bullying can be in the form of direct address to the individual(s) being targeted and/or indirect where electronic systems are used to disseminate to a wider audience other images of/messages about the individual(s) concerned.

CORE Education Trust schools provide an education and working environment in which all participants are equal and fairly treated. We foster a climate of respect for cultural diversity, of flexibility and acceptance with regard to cultural difference, creating an environment free from discrimination.

The Trust will not tolerate acts of cyber bullying. All incidents of homophobia will be dealt with at the school and parents/carers will be informed immediately, as with all instances of bullying.

## 1.5 Racist Bullying

Racist bullying relates to discriminatory attitudes, beliefs, behaviour, distinctions, exclusions, restrictions or preferences that are based on presumptions about a person's colour, descent, national or ethnic origin, migrant status or religion. The bullying suffered can include verbal and physical abuse by an individual or group towards an individual or group of people

The Stephen Lawrence Inquiry Report, (2006) defines racism as

"... Conduct or words which advantage or disadvantage people because of their colour, culture or ethnic

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origin. In its more subtle form it is as damaging as in its more overt form”.

Incidents of racism can take place in all schools – and need not necessarily be directed towards someone in the school.

- The Education Reform Act (1988) requires school’s governing bodies to discharge their responsibilities without racial discrimination and to ensure that no unlawful discrimination takes place in their school.

CORE Education Trust schools provide an education and working environment in which all participants are equal and fairly treated. We foster a climate of respect for cultural diversity, of flexibility and acceptance with regard to cultural difference, creating an environment free from discrimination on the basis of perceptions about race. The Trust will not tolerate any act of racism towards any member of the school’s community.

All incidents of racism will be dealt with at the school and parents/carers will be informed immediately. Information regarding the process for dealing with racist bullying is included within this document. Legally all incidents are logged and the numbers reported by schools to the Trust.

## 1.6 Homophobic Bullying

Homophobic bullying is a specific form of bullying and occurs when bullying is motivated by prejudice against lesbian, gay, bisexual or transgender people (LGBT), or against those perceived to be lesbian, gay, bisexual or transgender. It can also be targeted towards pupils who are seen to be “different” in some other way, for example, because they may be considered shy by other pupils. In this way, a person’s identity is used to abuse them and homophobic bullying can therefore be experienced by all pupils, regardless of their sexuality.

The bullying suffered can include verbal and physical abuse by an individual or group towards an individual or group of people.

- The Education Reform Act (1988) requires school’s governing bodies [...] to ensure that no unlawful discrimination takes place in their school.

CORE Education Trust schools provide an education and working environment in which all participants are equal and fairly treated. We foster a climate of respect for cultural diversity, of flexibility and acceptance with regard to cultural difference, creating an environment free from discrimination on the basis of perceptions about sexual orientation. The Trust will not tolerate any act of homophobia towards any member of the school community. All incidents of homophobia will be dealt with at the school and parents will be informed immediately, as with all instances of bullying.

Incidents of bullying will be addressed in line with the school’s behaviour management procedures and the Safeguarding policy. The latest version of Keeping Children Safe in Education and related guidance, should be considered when identifying, responding to and monitoring of any instances of bullying.

Reports and instances of bullying are logged and monitored within each school. Information on bullying is monitored to inform intervention and reported to the LGB.

## 2. Implementation

### **In order to prevent bullying and harassment the school will:**

- raise awareness of the school's anti-bullying policy amongst parents/carers.
- raise awareness and understanding of the school's anti-bullying policy amongst Pupils.
- develop a whole school approach to dealing with bullying.
- develop emotional and social learning across the school.
- develop a 'telling culture' amongst all pupils.
- always investigate and act when bullying incidents are reported.
- encourage anti-bullying approaches that are focused on generating solutions through joint problem-solving.
- ensure that all emotional and practical support is provided during and after incidents of bullying to all pupils involved in bullying.
- collect, monitor and analyse bullying behavior to inform practice.
- work proactively with the local community and external agencies in order to address bullying and its impact.
- participate in national activities such as Anti-Bullying Week and make this high profile around the school.
- At least annually a Perceptions Survey will be conducted within the school to gauge the effectiveness of our anti-bullying measures.

### **All staff at the school will be required to:**

- promote a culture where bullying is unacceptable and where 'telling' is the norm.
- ensure that effective and consistent intervention happens immediately when bullying occurs.
- model positive relationships and communication at all times with pupils and staff.
- engage pupils with the issue of bullying through the curriculum.
- be watchful of signs that an individual is being bullied.

### **Pupils will be required to:**

- report incidents or suspected incidents where bullying occurs to themselves or others to a staff member.
- apply their learning to promote an anti-bullying culture.

### **Parents will be required to:**

- raise their awareness of the school's anti-bullying policy.
- watch for signs of bullying in their child that could include one or more of the following:
  - Lack of concentration on school work or begin to perform poorly at school.
  - be intermittently absent from the school.
  - be reluctant to walk to or from school.
  - be reluctant to talk about school.
  - not want to leave the house.
  - want to change schools.
  - become withdrawn, anxious or lacking in confidence.
  - lose or increase their appetite.
  - have possessions damaged or go missing.
  - bully other children or siblings.

- be afraid to tell you what's wrong.
  - become clingy to their parent or carer.
  - Ask for or steal money regularly.
- take an active interest in their child's social life or group of friends.
  - advise their child to inform a staff member of any bullying incidents.
  - encourage their children not to retaliate.
  - work closely with the school to resolve issues of bullying.

### 3. General Anti-Bullying Practice: Expectations

#### 3.1 Establishing and Reviewing the Anti-Bullying Policy

CORE Education Trust schools are required by the Education and Inspections Act 2006 to formulate a behaviour policy, which must include the prevention of bullying. An organisation's anti-bullying policy should:

- state the agreed definition of bullying.
- cover all forms of bullying.
- include a full range of preventative strategies and interventions.
- apply to all those involved in schools– young people and adults alike.
- have clear links with other policies, particularly behaviour policies.
- show clearly how the school monitors bullying, analyses results and uses data to change practice.

Our anti-bullying policy will be reviewed annually in accordance with Department for Education guidance, or in response to an incident, or incidents that necessitate an immediate review.

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

- Behaviour policy
- Complaints policy
- Safeguarding and child protection policy
- E-safety policy (which includes the acceptable use policy)(AUP)
- Curriculum policies, such as: PSHE, RSE, citizenship and
- Electronic info, communications and social media policies
- Physical intervention policy

#### 3.2 Developing a Whole Organisation Approach

Preventing and intervening in incidents of bullying is the responsibility of everyone in the school community: staff (including governors), young people and parents/carers. It is therefore important that we make sure that everyone knows and understands the school's anti-bullying policy and how to it consistently.

Preventative and intervention strategies for bullying behaviour must be at the very core of the school's Behaviour for Learning Policy and the curriculum.

#### 3.3 Developing Social and Emotional Learning

Helping young people to be aware of, and develop, these aspects of learning is a significant preventative anti-bullying strategy – having friends, for example, is a known significant protective factor against bullying.

### 3.4 Developing a ‘Telling’ Culture

A 2006 survey carried out for the Anti-Bullying Alliance found that 56% of 7–18 year olds had seen another young person being bullied in the past year. Of these young people, 61% asked for help to stop the bullying – but over a third (39%) did not. A survey conducted in 2015/16 by the NSPCC found that of children reporting bullying to Childline 12% had told no one else.

When asked, the young people who did not seek help gave a variety of reasons outlining why they had not done so, including:

- thinking it was none of their business (particularly the 14–18 age group).
- not wanting to be called a ‘snitch’ (particularly the 11–14 age group).
- fear of being bullied themselves (particularly the 7–10 age groups).
- More girls (66%) asked for help than boys (55%).

Given this information, the Trust is committed to develop a culture that:

- makes it clear that bullying is everyone’s business, that telling someone when it does happen is an expectation and that this does not make them a ‘snitch’ or a ‘grass’.
- reassures young people that they will be taken seriously and kept safe if they tell someone about a problem with bullying.
- is supportive towards young people when they tell the someone by listening carefully.
- investigates appropriately, taking action, communicating regularly and offering longer-term support as necessary.
- gives young people information about other sources of support.

Pupils may report an incident of bullying to any member of staff. A referral can be made at any time and is sent immediately to the relevant pastoral team/individual for investigation.

### 3.5 Investigating and Acting

We also know from a variety of research that some young people experience times when they tell adults about incidents of bullying and feel that the incident is either ignored, or dealt with inappropriately. All schools have a duty to safeguard young people so it is crucial that staff investigate thoroughly when an incident of bullying comes to light, take appropriate action and keep those who reported it involved and informed.

### 3.6 Linking with the Local Community

Given the evidence about young people’s feelings about safety in the community it is important that the school make themselves aware of issues related to bullying in their local areas. The school must work in partnership with the relevant Police Force and Panel (locally and regionally) and organisations such as Safer Community Partnerships in order to effectively engage with incidents of Anti-Social Behaviour,



including bullying and prejudice-related incidents.

### 3.7 Collecting, Monitoring and Analysing Data

Data is vital in enabling the school to understand the nature and extent of any bullying taking place. It can also help to spot any new trends emerging and develop training and strategies to deal with them. CORE Education Trust schools regularly collect, monitor and analyse data about bullying to inform practice.

In addition to quantitative data, each school finds out from pupils how good they think the organisation is at preventing bullying and working through incidents when they arise. Results from data monitoring must make a significant contribution to the school's evaluation of its anti-bullying policy and practice and the school's Strategic Development Plan.

## 4. Anti-bullying Procedures

The following procedures must be followed at all times when responding to incidents of bullying and/or discrimination:

### 4.1 Bullying Incident Reported

It can take courage for pupils to report a bullying incident, whether they are a victim, bystander or have used bullying behaviour. Pupils may report bullying in person and using any online/electronic reporting system the school runs.

Adults receiving the information should show that they are listening; the young person/people reporting the incident should feel that they have been listened to carefully and that they are being taken seriously. At this stage it should be clearly established, using the definition of bullying, that the incident reported is one of bullying. The incident should then be referred immediately to the relevant pastoral lead/class teacher for investigation.

### 4.2 Is there a Child Protection Concern?

All staff must be alert to whether there may be a safeguarding or child protection concern and follow the correct procedures if they think this is the case. Please refer to the Trust's Safeguarding and Child Protection Policy for further information.

### 4.3 Investigate the Incident

The designated member of staff who is leading the investigation must inform the parents involved that there has been a possible incident of bullying. It is crucial that effective communication between all parties involved is maintained at all points. Where bullying occurs outside the school, any other relevant schools or agencies (e.g. youth clubs, transport providers) must be informed about the concerns and the action taken.

A clear account of the incident will be recorded in line with school procedures. Open questions should be used

- What has been happening?

- Who has been involved?
- How have those involved been affected?
- Where did the incident(s) take place?
- When did the incident(s) take place?
- What happened just before/after the incident(s) took place?
- How often has this been happening?
- Over what period of time has this been happening?
- What were you thinking/feeling at the time of the incident(s)?
- What have you been thinking/feeling since?

The interviewer will also summarise, at regular intervals, what has been heard back to the person being interviewed. Summarising enables everyone involved in the conversation to finish it with a common understanding of what happened; for a person talking about a difficult situation for the first time, feeling understood will be very important.

#### 4.4 Inform the Assistant Headteacher, Pastoral Manager or Year Group Coordinator

Once all information has been gathered a meeting should take place with relevant staff as per specific school procedures. A plan of action should then be determined. It is important that whatever response is chosen it is communicated to all those involved in or affected by the incident so that everybody is clear and misunderstandings are avoided. All incidents of bullying and discrimination, including allegations that are not proven, will be recorded.

#### 4.5 Plan and Take Action

At this stage, whatever response has been decided on should be planned in detail, put into place and recorded as part of the school's data collection and monitoring processes. All incidents of bullying must be recorded. The school's response to incidents of bullying will be unique to each and every situation.

Responses will be in line with the Behaviour for Learning Policy and the proactive support intervention work of the relevant pastoral team. Sanctions and supports will be used to support any victim, sanction anyone found to be involved in bullying and to avoid the repetition of such behaviour.

As the school has a duty of care to the whole school community the Headteacher may decide that, following the outcome of evidence based investigation that an incident of bullying should lead to a Fixed Term Exclusion. There may also be cases where the balance of probability is overwhelming so the Headteacher may decide to exclude a child for their own safety and the safety of others.

In cases of repeat incidents involving one individual pupil Fixed Term Exclusion will be an immediate sanction. In certain extreme cases the Headteacher may decide that an incident of bullying should lead to Permanent Exclusion.

## 5. Preventing bullying:

In seeking to create schools in our trust where we work together to prevent bullying we 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).
- Recognises the potential for children with SEN and disabilities to be disproportionately impacted by bullying and will 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.

## 5.1 Policy and Support

CORE Education trust and our schools 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 affects 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.

## 5.2 Education and Training

CORE Education trust and our schools 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.

## 5.3 Involvement of pupils

CORE Education trust and our schools 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.

## 5.4 Involvement and liaison with parents and carers

CORE Education trust and our schools will:

- Take steps to involve parents and carers in develop policies and procedures, 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.

## 6. Appendix One

### 6.1 Legislation and Policy

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

#### **Equality Act 2010**

Local authorities, schools and settings must treat bullying on the basis of sexual orientation as seriously as that grounded in race, gender or disability. Organisations need to ensure that young people have full access to education, benefits, facilities or services provided by the organisation, regardless of their sexual orientation or that of their parents/carers.

#### **Racial and Religious Hatred Act 2006 – this forms part of the Public Order Act 1986**

The Act makes it an arrestable offence to display threatening language, behaviour or written material in a public place, with the intention to threaten or stir up hatred.

## **Disability Equality Duty (DED) 2005**

Local authorities, schools and other settings have specific duties to meet the needs of disabled pupils and have a general duty to promote disability equality and participation. Local authorities, schools and colleges have to prepare and publish a disability equality scheme, showing how they will meet these duties.

## **The Children Act 1989 and 2004**

This act requires agencies to work in partnership to promote and safeguard the welfare of children and young people. The following form part of the 2004 Act:

- Local Safeguarding Children Board (LSCB).
- The Children and Young People's Plan (England) Regulation 2005.

## **The Race Relations Amendment Act (RRAA) 2000**

Under the RRAA, local authorities and schools must tackle racial discrimination, which is against the law, and promote equal opportunities and good relations among people from different racial groups. They must also set out how they will deal with racist incidents within a race equality policy. Schools are required to provide reports to the local authority and their school governors about racist incidents that occur in the school.

## **The Crime and Disorder Act 1998**

Partners including the local authority, police, probation and health service must work together to develop, implement and publish a three-year strategy for reducing crime and disorder for the area. This should include strategies to reduce anti-social behaviour, which incorporates aspects of bullying.

## **UN Convention on the Rights of the Child (1989)**

This protects children by setting out their basic human rights. These include children's right to protection from harmful influences, abuse and exploitation and their right to participate fully in family, cultural and social life.

## **The Education and Inspections Act 2006, 2011**

Section 89 (1)(b) states that:

The headteacher of a relevant school must determine measures to be taken with a view to -  
(b) encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils,

## **The Protection from Harassment Act, 1997**

This protects all victims whatever the source of the **harassment**—so-called stalking behaviour, racial **harassment**, or anti-social behaviour by neighbours.

## **The Malicious Communications Act, 1988**

This protects by making it illegal to "send or deliver letters or other articles for the purpose of causing

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distress or anxiety". It also applies to electronic communications.

## 7. Appendix Two

### 7.2 Useful websites, contacts and reading

*The following sources provide information, guidance and support regarding bullying, (including cyber bullying) and other issues relating to the safety of pupils.*

- 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)

### 7.3 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)

### 7.4 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)

### 7.5 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.tellmama.org](http://www.tellmama.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)

## 7.6 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)

## 7.7 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)