Halliford School
SHEPPERTON

Anti-Bullying Policy

June 2026

Approved by the Governing Body June 2026
To be reviewed June 2027

Contents

Mission Statement 2
Introduction 2
Key Principles & Aims 3
What do we mean by bullying? 4
Signs of Bullying 7
Our Procedures 8
Preventative Strategies 10
Action by members of staff in dealing with observed or reported bullying 13
Monitoring & Evaluation 15
Appendix 1 – Prejudiced Based Bullying 16
Appendix 2 - Specialist Organisations to support those experiencing bullying 17

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Mission Statement

Halliford is a school based on strong family values where we know and respect every student as an individual. We encourage and support Hallifordians to flourish and become the best version of themselves that they can possibly be.

We aim for excellence by being academically ambitious but at the same time academically sensitive.

We inspire Hallifordians within a community that is founded on high-quality teaching and learning, outstanding pastoral care and first-class sporting, cultural and co-curricular opportunities.

Halliford will take a zero-tolerance approach to abuse, and it should never be passed off as "banter", "just having a laugh", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

Introduction

This policy forms part of a series of policies whose purpose is to promote and protect students' welfare throughout their educational journey at Halliford School. These policies, which should be read in conjunction with this policy are:

- Safeguarding and Child Protection Policy
- Health and Safety Policy
- Behaviour Policy
- Digital Safety Policy

The key feature of all these policies is that students will learn best in a happy, safe and calm environment that is free from disruption and in which their education and welfare are the primary focus.

Our policy has been written in the context of our responsibilities under the Equality Act 2010. The Act makes it unlawful in England and Wales for the responsible body of a school to discriminate against, harass or victimise a student, exclude them or subject them to any other detriment.

We have taken full account of DfE policy guidance for all schools outlined in "Preventing and Tackling Bullying" DfE, (July 2017), as well as KCSIE (September 2025) and good practice identified in "No Place for Bullying" (Ofsted, 2012) and Searching, Screening and Confiscation DfE (July 2023) and "Behaviour in schools: advice for headteachers and school staff" (February 2024).

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there ***is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm.*** Where this is the case, staff will report their concerns to their local authority children's social care services (Children's Single Point of Access (C-SPA)). The support of external services may be accessed to tackle any underlying issues which have contributed to a child engaging in bullying behaviour.

Key Principles & Aims

Halliford School does not tolerate bullying in any of its forms and will not allow any bullying behaviours to continue whenever they are identified. We aim to establish a whole school positive culture in which all members of the community feel safe and confident, and treat each other with respect and courtesy, particularly with regard to individual differences. To this end, the aim of the policy is for bullying to be eliminated. Prevention of bullying will always come first, followed by swift intervention to deal with any incidents that do occur. We promote the fundamental values of truth, justice, compassion and reconciliation and we therefore aim to help both the victims and perpetrators of bullying.

This policy aims to:

- Ensure the school takes a zero-tolerance approach to abuse, and it should never be passed off as "banter", "just having a laugh", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.
- Enable students to understand clearly what constitutes bullying and to understand that bullying, whatever its form, will not be tolerated by the school community.
- Make it easy for students to report bullying so that they feel assured that they will be listened to and incidents acted upon.
- To create a positive inclusive culture in which every student can feel valued and flourish. To that end we address not only negative behaviour but also address a lack of positive behaviour.
- Ensure that bullying of all kinds, whether online or face to face is treated with the utmost seriousness.
- Through our student led Diversity, Inclusion, Community and Equality (DICE) Committee to ensure that those with protected characteristics are fully included in the life of our school and that we routinely consider the quality of everyone within the Halliford School community.
- Enable parents to feel confident that bullying incidents will be firmly dealt with by the school.
- Create a safe environment and promote an inclusive ethos in the school where students can discuss the cause of bullying without fear of further bullying or discrimination.
- Raise staff awareness of the presence of different types of bullying, and an awareness of groups of students who are bullied disproportionately.
- Establish clear guidelines for action where bullying is evident.
- Develop a range of effective strategies for students to learn about moral and social issues.
- Ensure students are able to explain how we expect them to behave.
- Create an environment that prevents bullying being a serious problem in the first place.
- Equip students to be aware of their role in preventing or limiting bullying by not acting as passive bystanders or otherwise endorsing the inappropriate behaviour.
- Promote an awareness of the need to ensure everyone is entitled to attend school free from any form of intimidation.
- Apply measures (including disciplinary sanctions, in accordance with the school's Behaviour Policy), to any student who is found to be responsible for bullying, in addition to providing them with appropriate help and guidance and to learn how they can take steps to repair the harm they have caused based on the principles of restorative justice.

What do we mean by bullying?

Bullying involves an imbalance of power which makes it hard for those being bullied to defend themselves. This may be seen or felt physically, online, or psychologically and includes social isolation or intimidation as well as any threat of violence. It is defined as follows:

- it is deliberately hurtful behaviour
- it is usually repeated over time
- can be online or face to face
- a single: serious online act; sharing of an image or serious discriminatory incident can have bullying-level impact

Bullying may take various forms, and is often motivated by prejudice, including:

- Cyber: The use of electronic communications including email, mobile phones, text/multi-media messaging, photographs/video, online profiling, websites, social networks, and instant messaging; all with the intention to frighten, embarrass or harass. This can happen at any time of day with a potentially wider audience and more accessories as people forward on with a simple click. Please see the Digital Safety Policy for further information
- Disability: because, or focussing on the issue of disability
- Emotional: being unfriendly, excluding tormenting (e.g. hiding books, threatening gestures)
- Homophobic: because, or focussing on the issues, of sexuality
- Physical: pushing, kicking, hitting, punching or any use of violence inflicted on another individual
- Racist/Cultural/Religious: racial, cultural or religious taunts, comments or gestures
- Sexual: sexually abusive taunts, sexualised comments or gestures
- Verbal: for example, name calling, sarcasm, spreading rumours, tears
- Transgender: for example, name calling, sarcasm, isolation and rumours
- Prejudice: bullying that relates to actual or perceived differences between individuals

Staff at Halliford School are trained to recognise that children are capable of abusing their peers. Child-on-child abuse is as serious as any other types of abuse and should never be tolerated or passed off as “banter, “boys being boys” or “part of growing up”. Where it becomes evident that child-on-child abuse has taken place, staff should follow the procedures laid out in the Safeguarding and Child Protection Policy. Child on child abuse is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between children
- 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 sexualised comments, unwanted sexual conduct, 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 nudes and semi-nudes images and or videos (also known as sexting or youth produced sexual imagery)
- Abuse where students are perceived to be LGBTQIA+
- 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; and
- 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).

We believe that bullying is a behaviour choice and that anyone can be encouraged to change their behaviour. It can be an individual or a group.
We respect difference and welcome diversity in our students and in society in general and believe our school should be inclusive.

We believe that students should have the right to feel safe, secure and valued and that creating a safe environment and dealing with bullying is everyone's responsibility.

We support a range of positive strategies to deal with bullying and actively challenge the use of humiliation, fear, ridicule and other similar approaches in an effort to reduce bullying.

Bullying can result in long-term psychological damage and, in extreme cases, suicide. It is often motivated by prejudice against particular groups, for example, on grounds of race, religion, gender, sexual orientation including transgender, special educational needs and/or disability or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Any prejudice-based language is unacceptable.

Bullying is not a criminal offence. However, there are criminal laws in the UK which apply to harassment and threatening behaviour such as under the Protection from Harassment Act 1997 and Online Safety Act 2013. If we feel that an offence may have been committed our staff will seek assistance from the police. Certain bullying behaviours may amount to criminal offences under communications, harassment, public order or other legislation and the School will seek police advice where appropriate.

Bullying Outside School

Staff at Halliford School have the power to discipline students for misbehaving outside the school premises “to such an extent as is reasonable”. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, the local shops, or local environment.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The Headmaster will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a student in such circumstances. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed.

In all cases of misbehaviour or bullying, the teacher can only discipline the student on school premises or elsewhere when the student is under the lawful control of the staff member following the guidelines laid out in the Behaviour Policy

Staff at Halliford School are trained to recognise that children are capable of abusing their peers. Child-on-child abuse can include, but is not limited to, cyberbullying, gender-based violence, and sexting. Child-on-child abuse is as serious as any other types of abuse and should never be tolerated or passed off as “banter, “boys being boys” or “part of growing up”. Where it becomes evident that child-on-child abuse has taken place, staff should follow the procedures laid out in the Safeguarding and Child Protection Policy.

Signs of Bullying

Bullying is serious and may cause psychological damage. Changes in behaviour that may indicate that a student is being bullied include that a student:

- is frightened of walking to or from school
- is unwilling to go to school
- begins to do poorly in school work
- becomes withdrawn, starts stammering and may experience diminished levels of self-confidence
- regularly has books or clothes destroyed
- becomes distressed
- stops eating
- cries easily
- changes established habits (e.g. giving up music lessons, change to accent or vocabulary)
- becomes disruptive or aggressive
- has possessions go 'missing'
- has money continually 'lost'
- starts stealing money (to pay a bully)
- is frightened to say what's wrong, runs away or makes a cry for help by drastic actions of another kind
- makes frequent visits to Matron with symptoms such as stomach pains, headaches etc
- has unexplained cuts and bruises
- has frequent absence, erratic attendance, late arrival to class
- chooses the company of adults
- displays repressed body language and poor eye contact
- has difficulty in sleeping, experiencing nightmares etc
- talks of suicide or running away

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.

Our Procedures

The immediate priority is to stop the bullying so instances will be dealt with without delay. Halliford School takes the standpoint that most students involved in bullying do not intend to inflict significant harm. As a first recourse those who bully will be counselled by pastoral staff, an appeal will be made to 'better nature' and a commitment to correct the behaviour will be elicited. The bully should apologise to the victim, and a restorative approach will be taken. Parents are informed as soon as possible to triangulate the approach.

It is important for the school to understand the motivation behind any bullying and whether it reveals any cause for concern about the safety of the perpetrator. This is because the bully may need support themselves.

In serious or persistent cases parents MUST be informed and may be asked to come to a meeting to discuss the problem, and if necessary and appropriate, police may be consulted. All attempts will be made to help the bully or bullies change their behaviour. This may include referral to outside agencies or specialist programmes of support.

Halliford School uses restorative approaches which includes a facilitated restorative meeting being held to enable individuals and groups to work together to improve their mutual understanding of what has taken place and to jointly agree the best solution moving forwards. Sometimes a less formal approach is used with the same principles in place, depending on the nature of the incident. Restorative practice provides an opportunity for everyone to reflect on how they interact with each other and consider how best to prevent harm and conflict, recognising everyone has a part to play and is responsible as such.

Effective staff training is an important aspect of our work to prevent and tackle bullying, including the different types of bullying. All staff have had relevant training and understand the importance of this policy. In particular, our Senior Management Team ensures that all staff understand the principles and purpose of the school's policy, the legal responsibilities, how to resolve problems and where to seek support. We use specialised skills to help our staff understand the needs of any students, including special educational needs and/or disability and lesbian, gay, bisexual, transgender, queer or questioning, intersex, asexual and more (LGBTQIA+) students.

We all understand that bullying can occur in any school or outside and that we have a responsibility to be vigilant for incidents especially at times and in places where it is more likely to occur. We ensure that the physical layout of our buildings and our safety mechanisms such as CCTV all help to discourage and reduce the risk of bullying.

We aim to ensure staff feel confident to consistently tackle all forms of bullying and that students are empowered to say "no" to bullying.

Staff will report incidents of bullying using the Cause for Concern Form. Incidents will then be recorded on CPOMS – using the incident report function.

Incidents of bullying will then be recorded by relevant pastoral staff on the bullying log. This will enable patterns to be identified, and keeping records of bullying incidents will also enable the school to:

- manage individual cases effectively
- monitor and evaluate the effectiveness of strategies
- celebrate the anti-bullying work of the school
- respond effectively and swiftly to concerns from parents

The most obvious strategy is the use of disciplinary sanctions and learning programmes to deal with those students who are found to be bullying. Such disciplinary measures have three main purposes, namely to:

- impress on the perpetrator that what they have done is unacceptable
- deter them from repeating that behaviour
- signal to other students that the behaviour is unacceptable and deter them from doing it

Sanctions for bullying are intended to hold students who bully to account for their behaviour and to ensure that they face up to the harm that they have caused and learn from it. They also provide an opportunity for the student to put right the harm they have caused. Sanctions available are detailed in the school's Behaviour Policy and will be applied fairly, consistently and reasonably and taking into account the needs of vulnerable students. Ultimately, bullies will not be tolerated at Halliford School and permanent exclusion will be used if, at the Headmaster's discretion, it is considered appropriate and that the relevant procedures have been followed accordingly.

We have powers to search included within the Department for Education guidance: Searching, Screening and Confiscation Advice for Schools July 2023 to tackle cyber-bullying, including where necessary deletion of inappropriate images or files on electronic devices including mobile phones. Searches will be conducted in accordance with the Behaviour Policy and current DfE guidance

Parents are asked to keep the school and staff informed of any concerns and encourage their child to report any incidents immediately to an appropriate staff member. The Deputy Head Pastoral will ensure that the incident and any action taken are formally recorded in the Bullying log, sub-categorised to outline the specific types of behaviour displayed.

Preventative Strategies

As a school, we have a number of preventative measures in place in order to ensure that bullying does not become a problem.

All students are briefed thoroughly on the school's expected standards of behaviour on a regular basis, and always at the beginning of the academic year. They are told what to do if they encounter bullying. They are taught to take an active role in countering bullying behaviour and not to endorse it by being passive or active bystanders. This is delivered through whole school assemblies, house assemblies, tutor time, Personal, Social, Health and Economic lessons and on other occasions where relevant, e.g. during sport team briefings. Workshops given by Robert Higgs have been given to all students to enable them to understand the impact of bullying better and how they can help prevent this by not being a bystander.

All our students are encouraged to tell a member of staff at once if they know that bullying is taking place. We guarantee that students who act in good faith will not be penalised and will be supported.

Student voice is taken regularly through safeguarding surveys, with specific bullying and peer abuse questions, along with forums and excellent pastoral relationships.

All new members of staff are given guidance on the school's anti-bullying policy and in how to react to allegations of bullying in their induction. They are required to read the school's policy as part of this.

Staff are aware that bullying can take place anywhere at any time; however, it is most likely to happen outside normal lesson time in communal areas therefore duty rotas are in place for staff to patrol the site at all times. Staff are reminded to be alert to inappropriate language and behaviour, such as exclusion and social isolation of peers.
We proactively gather intelligence about issues between students which might provoke conflict and develop strategies to prevent bullying occurring in the first place. This is done through excellent form tutoring and House/Pastoral leadership. Information is shared regularly, but also as standing agenda points in weekly pastoral meetings.

Student forums and action groups such as the DICE and Online Safety group regularly discuss anti bullying, the school approach and policies.

We keep lines of communication open so students feel included. One example of such is the dedicated anti-bullying email: ab-man@hallifordschool.co.uk

We monitor online behaviour using SENSO and Securely and staff and students are trained to be vigilant and safe online.

We are aware that schools which excel at tackling bullying have created an ethos of good behaviour where students treat one another and the school staff with respect because they know this is the right way to behave. Values of respect for staff, other students and the school environment are regularly reinforced along with an understanding of Fundamental British Values, and a clear understanding of

how our actions affect others within the whole school environment. We reinforce these messages by the behaviour and attitudes of our staff who set a good example.
In line with the recommendations set out in KCSIE September 2025, the school treats all matters of 'banter' or 'hazing' with the utmost seriousness.
The school employs the services of a trained School Counsellor who forms an important part of our pastoral support service. They provide specialist skills of assessment and counselling. The counsellor is available in school on Thursdays and Fridays to give confidential advice and counselling support to students. There are 'Drop-In Sessions' for all students who may seek support, and these are held at lunch and break times. More formal organised sessions are offered to students on the basis of a referral following wider discussions with other members of staff.

Emotional Literacy Support Assistants are also available for 1-1 sessions as well as group sessions. Years 7, 8 and 9 also have group sessions that run throughout the year on a carousel basis to help them develop emotional and social skills. This proactive approach is intended to allow students to develop positive relationships and prevent bullying behaviour taking place.

Similarly pastoral, along with other staff have been trained in the 2 day MHFA Mental Health First Aid course, designed to further enhance our ability to identify and support students in need.

We encourage close contact between all school staff and parents/carers and will always make contact if we are worried about a student's wellbeing.

All students and their parents are made aware of the contents of the school's Anti-Bullying Policy and are aware that they can download copies from the school's website. Hard copies are available from the Headmaster's PA. All students know how to report any anxieties to a member of staff.

There are various posters and sources of information on where students can seek help located around the school. These include details of confidential helplines and websites connecting to external specialists, such as Childline, Kidscape, NSPCC, Samaritans etc.

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 parents and guardians on the effectiveness of our preventative measures.

We also consider carefully the motivating factors which may have affected the bullying behaviour and whether it indicates any concerns for the safety of the perpetrator. Where this is the case, the child engaging in the bullying behaviour may need support themselves. This is often done through restorative approaches and reflection.

We make sure that the consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable.

We involve parents to ensure that they are clear that the school does not tolerate bullying and that they are aware of the procedures to follow if they believe that their child is being bullied. We make sure that our parents feel confident that we will take any complaint about bullying seriously and resolve the issue in a way which protects the child.

We regularly evaluate our approach and ensure that our policy and practice is up to date.

We teach children that using any prejudice-based language is unacceptable.

We work with the wider community such as the police and children's services where bullying is particularly serious or persistent and where a criminal offence may have been committed.

We draw on the expertise of specialist organisations with a proven track record in dealing with bullying to ensure our practices are effective and keep children safe.

We listen to our students' voice at all times and act accordingly. The designated email ab-man alerts the designated safeguarding lead in a safe and secure environment if students have a concern they wish to discuss with the school about stopping bullying. Every child has a basic human right to feel safe and protected from harm.

Action by members of staff in dealing with observed or reported bullying

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

- 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.
- If the situation is sufficiently serious, they will complete a Cause for Concern Form and follow the School's Safeguarding and Child Protection reporting processes.
- For low-level incidents, he/she will inform an appropriate member of the pastoral team (usually the Form Tutor or Head of House / Year)
- The victim will be interviewed on their own and asked to write an account of events. This will be done by the Form Tutor or Head of House / Year / Deputy Head Pastoral
- The alleged perpetrator, together with all others who were involved, will also be interviewed by the Form Tutor or Head of House / Year /Deputy Head Pastoral individually and asked to write an account of events.
- Staff must realise the need for suitable support for both victims and perpetrators during the investigation process.
- All incidents will be recorded on CPOMS and the Bullying Log as appropriate
- Even low-level incidents of potential, emerging bullying should be reported and will be recorded

In cases of bullying behaviour being observed by staff but not known by the victim, staff should liaise with the Deputy Head Pastoral to establish how and whether the intended victim should be notified.

The victim will be offered support to develop a strategy to help themselves and to build resilience.

The perpetrator will be offered guidance on modifying their behaviour, together with any appropriate disciplinary sanctions as set out in the school's Behaviour Policy. It will be made clear why their behaviour was inappropriate and caused distress.

Sanctions may include after school detention, Deputy Head Detention, Headmaster's Saturday Detention, exclusion from school visits and withdrawal of privileges or suspension. In particularly serious and/or persistent cases, the bully should expect permanent exclusion.

The Deputy Head Pastoral will inform other members of staff as appropriate as soon as possible. Parents of students involved will also be informed of the situation and investigation at the appropriate time.

In cases of serious or persistent bullying, the parents/guardians of all parties should be informed and invited into school to discuss the matter. Their support should be sought.

A restorative meeting involving all the parties, with close staff supervision, could be helpful in developing a strategy for all concerned to close the episode. A way forward, including disciplinary sanctions and counselling, should be agreed. A monitoring and review strategy will be put in place. In very serious cases, and only after the Headmaster has been involved, it may be necessary to make a report to the Police or to the relevant Children's Social Care Authority, in line with guidance in KCSIE 2025 However, it is the policy of Halliford School to attempt to resolve such issues internally under the school's own disciplinary procedures, unless the matter is of such gravity that a criminal

prosecution is likely. The school may suspend or exclude a student, either temporarily or permanently, in cases of severe and persistent bullying and in the event that the support put in place for the bully does not result in the modification of behaviour to an acceptable level.

Monitoring & Evaluation

The Senior Management Team receive regular reports on the views of our students, and in particular, the incidences of bullying in school including which types are prevalent so that we can continuously improve our practices.

A termly account of all bullying incidents recorded and are then reviewed at the Governor's Safeguarding Meeting as a standard agenda item. At these meetings, any patterns or trends are identified and strategies are then discussed and adopted. We pay particular attention to regularly evaluating and updating our approach towards technology. An anonymous safeguarding student survey is also carried out and reported at the Governor's Safeguarding Meeting. These questionnaires are used to ensure that bullying is not occurring and that should incidents occur that it is being dealt with swiftly and appropriately in line with the sanctions outlined in the Anti-Bullying Policy and Behaviour Policy. We welcome feedback from parents and guardians on the effectiveness of our preventative measures.

This policy is reviewed annually and whenever legislative advice is issued by the Department for Education and/or the Independent Schools Inspectorate.

Appendix 1 – Prejudiced Based Bullying

Bullying behaviour may be a result of prejudice that relates to perceived or actual differences. This can lead to prejudice and discriminatory language or behaviour, including racism, sexism, homophobia, biphobia or transphobia.

Prejudice-based bullying is any type of direct physical or verbal bullying, indirect bullying or cyber-bullying based on protected characteristics such as:

Age

Disability

Gender reassignment

Pregnancy and maternity

Race

Religion or belief

Sex

Sexual orientation

Prejudice-based bullying includes the above protected characteristics, but prejudice can and does extend beyond these and can lead to bullying for a variety of reasons. Further support/advice on prejudice-based bullying can be found at:

https://www.respectme.org.uk/professionals-prejudice-based-bullying/

Appendix 2 - Specialist Organisations to support those experiencing bullying

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. www.anti-bullyingalliance.org.uk

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. www.antibullyingpro.com

The BIG Award

The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively www.bullyinginterventiongroup.org

Restorative Justice Council

Includes best practice guidance for practitioners. https://restorativejustice.org.uk

ChildNet International

Specialist resources for young people to raise awareness of online safety and how to protect themselves. www.childnet.com

Think U Know

Resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers. www.thinkuknow.co.uk

Schools Out

Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education. www.schools-out.org.uk

Mencap

Represents people with learning disabilities, with specific advice and information for people who work with children and young people. www.mencap.org.uk

Changing Faces

Provide online resources and training to schools on bullying because of physical difference. www.changingfaces.org.uk

Show Racism the Red Card

Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism. www.theredcard.org

Kick it Out

Uses the appeal of football to educate young people about racism and provide education packs for schools. www.kickitout.org

Anne Frank Trust

Runs a school's project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity. www.annefrank.org.uk