



# Social Respect (Anti-Bullying) Policy & Strategy

Whole school	Yes	WEBSITE
Statutory?	Yes	
Reviewed	September 2020	
Next review	September 2022	

## **STATEMENT**

King's Ely aims to promote the value of respecting others and their differences by maintaining a culture in which all in the school community can be themselves and develop confidence, self-esteem and tolerance. The school sets out to enable all pupils to recognise their own talents and to help them realise their potential; similarly the school seeks to meet the educational and pastoral needs of all pupils by ensuring a secure setting in which they will feel valued and respected. To achieve this end, the overarching goals of this policy and strategy are:

- i. To help staff and pupils to deal with bullying when it occurs.
- ii. To assist the School in taking all reasonable steps to prevent bullying occurring in the first place.

This Social Respect (Anti-Bullying) Policy & Strategy has regard to the latest Department for Education (DfE) guidance on the prevention and tackling of bullying.

- i. *Preventing & Tackling Bullying (July 2017)*
- ii. *Behaviour and Discipline in Schools (January 2016, last updated 2 September 2020)*
- iii. *Keeping Children Safe in Education (March 2015, last updated 1 September 2020).*

This policy and strategy is available on the School's website for all staff, pupils, parents, prospective pupils and prospective parents to access and the Principal of King's Ely refers pupils and parents to the existence of such policies on an annual basis in her letter at the beginning of each academic year. The policy is also available in hard copy upon request.

This document should be read in conjunction with the following other school policies:

- Behaviour Policy;
- Child Protection Statement;
- Data Protection Policy;
- Disability Policy – Accessibility Plan;
- Digital Use Policy (including the Bring Your Own Device Procedure; and Acceptable Use Procedure);
- Equal Opportunities & Diversity Policy;
- Safeguarding (including Child Protection) Policy.

### **1. SPECIFIC AIMS**

- a) King's Ely aims to provide an inclusive environment in which each pupil is personally involved, where individuality is celebrated and individuals can flourish without fear in a safe and caring environment that is free from disruption, violence, discrimination and any form of harassment.
- b) We aim to establish an ethos of respect and mutual tolerance. King's Ely is a diverse community, with pupils from a variety of cultural, social, religious and ethnic backgrounds, who have different learning styles and abilities. Each and every pupil has the right to be safe and happy in school and to be protected if he or she is feeling vulnerable.

***King's Ely does not tolerate bullying, harassment, victimisation, radicalisation or discrimination of any kind; respect for others is expected at all times.***

This policy and strategy apply to all day and boarding pupils, including those in the Early Years Foundation Stage, and it supports the school's aims by providing guidance and preventative measures, as well as setting out procedures and sanctions. This policy applies to pupils whilst on or off the school premises and whether or not in the care or lawful control or charge of a member of School staff<sup>1</sup> (see 'King's Ely Behaviour Policy').

## **OBJECTIVES:**

- All staff, pupils and parents should have an understanding of what bullying is;
- All staff should know what the school policy and strategy are, and the procedures to follow if bullying is reported;
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises;
- All pupils will be aware of the serious consequences of bullying others and that this behaviour will not be tolerated.

## **2. DEFINITION OF BULLYING**

Bullying may be defined as '*Behaviour by an individual or group, repeated over time, which intentionally hurts another individual or group, either physically or emotionally. Bullying can take many forms, for instance, cyber-bullying via messaging apps, social media or gaming, which can include use of images and video. It is often motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sexual orientation, gender, homophobia, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities*'<sup>2</sup>.

Bullying is the intentional or thoughtless hurting, harming or humiliating of another person by physical (including sexual), verbal (including through the use of cyber-technology (social media, smartphones, text messages, photographs or emails) and emotional means. It might be driven by actual differences between pupils, or perceived differences. It includes

- Using demeaning, racial, religious, cultural, sexual, sexist and homophobic names or language, or that related to special educational needs and disability, which may cause upset to others;

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<sup>1</sup> "If it would be reasonable for the School to regulate pupil's behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre. 'Preventing and Tackling Bullying (July 2017): Advice for headteachers, staff and governing bodies' DfE Guidance

<sup>2</sup> 'Preventing and Tackling Bullying (July 2017): Advice for headteachers, staff and governing bodies' DfE Guidance

- Making intentionally hurtful, upsetting or distressing comments about another individual's or group's racial, ethnic, cultural or linguistic background, religious beliefs, sexual orientation, gender identity or because a child is adopted or has caring responsibilities;
- Making intentionally hurtful, upsetting or distressing comments about one or more individuals with a special educational need or disability or learning difficulty;
- Picking on an individual or group;
- Pushing, punching, hitting, kicking or any physical violence;
- Teasing, mocking, taunting or making offensive comments (including via social media);
- Spreading rumours;
- Deliberately ignoring or avoiding and/or encouraging others to do the same; exclusion;
- Repeatedly putting an individual/or group down;
- Threatening behaviour;
- Unacceptable body language;
- Taking and/or damaging property;
- Offensive graffiti;
- Placing a victim in a position where they cannot defend themselves.

Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can often be more damaging than physical bullying.

Bullying can happen to all children and young people and it can affect their social, mental and emotional health. The School will provide all pupils who are bullied with the level of support that is reasonably practicable and appropriate to the individual circumstances.

The School recognises that bullying can be peer on peer abuse and can manifest itself in many ways. This can include, but is not limited to, bullying (including cyber-bullying), physical abuse (such as hitting, kicking, shaking, biting, hair-pulling or otherwise causing physical harm, sexual bullying, being coerced to send sexual images, sexual assault, initiation/hazing type violence and rituals, sexting and teenage relationship abuse.

### **2.i. Different roles within bullying**

- ***The ring-leader***; the person who through their social power can direct bullying activity;
- ***Associates***; who actively join in the bullying (sometimes because they are afraid not to);
- ***Reinforcers***; who give positive feedback to the bully, perhaps by smiling or laughing;
- ***Outsiders/bystanders***; who stay back or stay silent and thereby appear to condone or collude with the bullying behaviour;
- ***Defenders***; who try and intervene to stop the bullying or comfort pupils who experience bullying.

Some bullying behaviour by pupils is linked to deeper issues. Understanding the emotional health and well-being of these pupils is key to selecting the right strategies and to engaging the right external support where this is needed.

## **2.ii. Peer on Peer abuse**

Bullying of any type will be considered to be peer on peer abuse unless proven otherwise. The damage inflicted by bullying (including cyber-bullying) can frequently be underestimated. In cases of sexist, sexual and transphobic bullying, schools must always consider whether safeguarding processes need to be followed. This is because of the seriousness of violence (including sexual violence) that these forms of bullying characterise through inappropriate sexual behaviour. It is important for schools to consider whether to apply safeguarding procedures both to young people being bullied and to perpetrators. Young people being bullied may need to be protected from the young person engaging in bullying behaviour and if a young person is engaging in these behaviours this may be an indication that they are acting out the prejudices they see, to fit in. It could also be an indication that the young person could be experiencing abuse and therefore require some form of safeguarding intervention.

All forms of peer on peer abuse are unacceptable and will be taken seriously. The School will create a whole school protective ethos in which peer on peer abuse, including sexual violence and sexual harassment will not be tolerated.

Serious bullying, where there is reasonable cause to believe that a child is suffering or is likely to suffer significant harm, will be considered a safeguarding concern and must be referred to a Designated Safeguarding Officer (please refer to the school's *Safeguarding (including Child Protection) Policy*).

## **2.iii. Specific Types of bullying**

### ***Bullying related to race, religion or culture***

Includes racist or faith-based bullying. Political and social issues can also be a factor in bullying and harassment, including the coercion of pupils into radicalisation.

### ***Bullying related to special educational needs (SEN) and disabilities***

Pupils with SEN and disabilities can be more at risk of bullying than their peers. They do not always have the levels of social confidence and competence to protect themselves against bullying.

### ***Bullying related to appearance or health conditions***

Perceived physical limitations, such as size and weight, and other body image issues can result in bullying, and obvious signs of affluence (or lack of it) can also be exploited by bullies.

### ***Bullying related to sexual orientation***

Any hostile or offensive action against lesbians, gay males, bisexual or transgender people, or those perceived to be lesbian, gay, bisexual or transgender. Homophobic bullying is perhaps the form of bullying least likely to be self-reported, since disclosure carries risks not associated with other forms of bullying (for example, the pupil may not want to report bullying if it means 'coming out' to teachers

and parents before they are ready to). This type of bullying may also affect pupils whose parents or other family members are (or are perceived to be) lesbian, gay, bisexual or transgender.

***Sexist or sexual bullying and harassment***

Sexist and sexual bullying affects both genders. Sexual bullying may be characterised by name calling, comments and overt 'looks' about appearance, attractiveness and emerging puberty. In addition, uninvited touching, innuendos and propositions, pornographic imagery or graffiti may be used. Pupils identified as transgender or experiencing gender dysphoria (feeling that they belong to another gender or do not confirm with the gender role prescribed to them) can also be targeted.

***Cyberbullying***

Cyberbullying can take many forms using a variety of apps and social media platforms to intimidate, exclude, harass or humiliate with words or pictures. There is little escape for the victim as there is 24/7 contact, content can be shared widely and may be permanently on the web. The impact of such bullying can be severe due to the massive potential audience and the permanence of images. Please refer to the 'Safeguarding (including Child Protection) Policy' and also the 'Digital Use Policy' for further information and guidance with regard to the prevention of cyberbullying at King's Ely.

Under the Education Act 2011 if an electronic device is confiscated and which it is believed may contain inappropriate or illegal material, staff may examine and erase any data or files on the device if they think there is good reason to do so. At King's Ely any incident involving youth produced sexual imagery should be referred to the DSL as soon as possible to be dealt with in accordance with the King's Ely Safeguarding Policy. Staff should not view youth produced sexual images unless there is good and clear reason to do so. Wherever possible responses to incidents should be based on what the DSL has been told about the content of the images. The decision to view the images should be based on the professional judgement of the DSL and should always comply with the child protection policy and procedures of the school. If inappropriate material is found on the device, it is up to the DSL to decide whether they should delete that material, retain it as evidence (of a criminal offence or a breach of school discipline) or whether that material is of such serious nature that it requires the involvement of the police (see 'King's Ely Safeguarding (including Child Protection) Policy' and 'Behaviour Policy').

### **3. SOCIAL RESPECT (ANTI-BULLYING) STRATEGY**

#### **RESPONDING TO BULLYING**

- Bullying hurts and it inevitably results in pain and distress. No one deserves to be a victim of bullying. Everyone has the right to be treated with respect. Pupils who are bullying need to understand and acknowledge the negative impact of their actions.
- Whilst bullying can take many forms, all bullying must be viewed as very serious, not least because bullying has the potential to cause psychological damage and even suicide.

- Bullying is not, in itself, a specific criminal offence. However, there are criminal laws which apply to harassment and threatening behaviour including electronic communication which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.
- Thresholds for referring bullying issues to external agencies exist at King's Ely under the auspices of the school's Child Protection procedures. Any bullying incident or pattern of bullying which involves illegal acts or abusive actions, behaviours or intentions will be recorded in the serious bullying incident files maintained by the Principal. Issues are referred to external agencies by him in consultation with the appropriate Head of Section or Vice Principal Pastoral in KES, who are all Designated Safeguarding Officers. In addition to those processes, any peer on peer abuse cases will be referred as part of the Child Protection procedures at the school. Bullying or Child Protection and Safeguarding concerns which are connected to the radicalisation of students or which fall under the school's Prevent duty, will be referred by the Prevent Lead, Designated Safeguarding Lead, or Principal, to Sara Rogers (Prevent contact for Cambridgeshire County Council).

**Bullying is something which cannot and will not be tolerated within the School community and the School is firmly committed to preventing all forms of bullying.**

#### **4. RESPONSIBILITIES**

##### **The Principal**

The law requires that the Principal must determine the more detailed measures on behaviour and discipline that form the school's policies regarding behaviour. Such policies must include measures to be taken with a view to "*encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils*"<sup>3</sup>. The Principal must also, as far as is reasonable, regulate the behaviour of pupils when they are off the school site<sup>4</sup> (this is particularly pertinent with regard to regulating cyber-bullying).

The Principal will:

- Ensure appropriate training is available in order to raise among staff their awareness of bullying, including their legal responsibilities, the signs of potential bullying, the procedures to be followed in the event of actual or potential bullying incidents, and strategies to be put in place in order to prevent bullying taking place;
- Ensure that staff, with guidance from the Community Welfare Adviser, are aware of the sources of support available, particularly with regard to understanding the needs of and support required for pupils with protected characteristics;
- Ensure that the procedures are brought to the attention of all staff, parents and pupils;
- Report annually to the governing body.

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<sup>3</sup> Section 89(1)(b), Education and Inspections Act 2006

<sup>4</sup> Section 89(5), Education and Inspections Act 2006

**The Heads of Section will:**

- Be responsible for the day-to-day management of the policy and strategy to prevent bullying in their sections of the school and deal with incidents of bullying should they occur;
- Ensure that there are positive strategies and procedures in place to help both the bullied and bullies;
- Keep the Principal informed of all significant incidents;
- Ensure staff are trained and disseminate relevant anti-bullying information to parents;
- Ensure that records of bullying incidents are kept and passed to the Principal for the central record, in order that patterns may be identified (and the causes of any such patterns addressed);
- Ascertain pupil voice in the development of this policy and strategy;
- Determine how best to involve parents in the solution of individual problems.

**HsMs will:**

- Be responsible for creating a culture that rejects bullying in all forms.
- Know the school's procedure and deal with any incidents that are reported.

**Tutors will:**

- Be responsible for liaising with HsMs over all incidents involving pupils in their group and dealing with them appropriately,

**All Staff will:**

- Know the policy and procedures and deal with incidents according to the policy;
- Be alert to those children who may be vulnerable and at risk from bullying;
- Be observant and ask pupils what is happening to them;
- Be proactive in getting information about issues between pupils which might provide conflict and develop strategies to prevent bullying occurring in the first place;
- Take action to reduce the risk of bullying at times and in places where it is most likely;
- Never let any incidences of bullying pass by unreported, whether on-site or off-site, in real time or online.

**The pupils' perspective**

*What to do if you are bullied (at school, outside school or online) or see other pupils being bullied*

- i. **You must tell someone in order to get help;** a pupil, prefect, tutor, a member of staff and/or your parent/guardian would be prepared to help. To ignore it allows bullying to grow. To become angry or upset in the presence of a bully will encourage him/her to persist;
- ii. Pupils who have friends who are being bullied may notice changes in behaviour, such as:



- Becoming increasingly shy and nervous;
  - More frequent or pretended illness / absence;
  - Suddenly wanting to spend more time with adults;
  - Changes in work and/or play patterns;
  - Lack of concentration or wishing to stay away from school.
- iii. **If you tell a member of staff, that member of staff will follow up the concern.** He/she may bring other staff into the process, after consulting you. **Staff will listen carefully** and record what has happened. You will not be put under any pressure to make any immediate decisions and you will not be made to feel that your complaint is silly or time wasting;
- iv. Staff will help you to decide on actions you can take to prevent bullying. Revenge is neither appropriate nor effective. In nearly all cases (age appropriate), the victim will be involved in a discussion about action to be taken and consulted to ensure they are confident and reassured in how the bullying will be addressed.
- v. **Staff will see the bully and take appropriate action.** Every effort will be made to ensure that the situation improves. Staff will keep checking to see if the situation has improved.

*What happens to the bully?*

- i. The bully will be made fully aware of the impact of their action on the victim. If the bully can demonstrate that they understand the distress they have caused, this is an important step in addressing the behaviour.
- ii. The bully will be dealt with in a calm and reasonable manner. The aim is to make the bully see that these actions are unacceptable.
- ii. Depending on the nature of the bullying, it is likely that a first incident will be dealt with through a conversation and a clear warning about the consequence of repeat behaviour. In most cases, parents will be informed.

*At this stage:*

- A signed statement or contract may be placed in the pupil's record for a set period of time;
- The bully may be asked to apologise to the victim(s);
- The bully could be required to pay for any damage caused.

*If bullying persists or there is a very serious incident:*

- Parents (or guardians) may be asked to attend an interview with the Head or senior member of staff from the relevant section of the school;

- Punitive action will be taken. This may include suspension or parents may be asked to remove the bully from the school;
- Any instances of bullying are recorded on iSAMS and on a central register. In KEJ records are kept on spreadsheets in Firefly and then added to the register maintained by the Principal.

## **The Parents' Perspective**

Through the pastoral system, pupils will be encouraged to report any bullying suffered or witnessed. In the home and in teaching situations we must all watch for early signs of distress in pupils. Parents must inform the school if they think or know there is a problem for their own child or for another child. A problem seldom cures itself;

It is not always easy to identify that your child is being bullied but there are some indicators to look out for:

- Changes to usual routine;
- Unwillingness to go to school;
- Reluctance to travel on public transport/school bus;
- Pleads to be driven to school;
- Becomes withdrawn, anxious or lacking in confidence;
- Becomes aggressive, disruptive and/or unreasonable;
- Are themselves bullying siblings and/or other children;
- Stops eating;
- Claims to feel ill on school mornings;
- Has nightmares and/or cries themselves to sleep and/or bedwetting;
- Personal possessions and/or clothes are damaged or missing;
- Requests for unusual amounts of money or stealing money;
- Attempts to self-harm and/or running away from home;
- Is afraid to use internet and/or mobile phone;
- Nervous when a message is received;
- Will not discuss behaviour/frightened.

The above types of behaviour could indicate other problems, but bullying should be considered and investigated.

- Incidents reported by parents or pupils will be followed up immediately. Pupils will be reassured that something will be done. The bully will be spoken to and the facts of the incident established. Staff will listen sympathetically. The victim/s will be assured that they have acted correctly in reporting the incident and that the complaint is important and will be taken seriously;

- If a pupil reports bullying, the parents of the victim may be informed. If parents have reported the problem, they will be kept informed;
- The victims of bullying will be helped to cope and respond to any repeat of such behaviour. The victim will be seen at regular intervals by an appropriate member of staff to ensure the situation has improved and appropriate support, based on the individual circumstances and level of need, will be made. Where the impact of bullying is more severe the school will consider a longer term assessment of need;
- The bully will be dealt with in a calm and reasonable manner. The aim is to make the bully see the unacceptable nature of his/her actions by raising awareness, to deter him/her from repeating that behaviour and to signal to others that such behaviour is unacceptable. He/she will be provided with clear feedback on the extent of the distress caused. The bully often does not realise this and providing feedback often alleviates the problem. It is not likely that a bully will be punished in the first instance. Education and raising awareness are considered to be more effective and consistent. If bullying is dealt with too severely in the first instance it will almost certainly mean that the pupils/victims will be less inclined to report it;
- Sanctions for bullying are intended to hold pupils who bully to account for their actions and to ensure that they face up to the harm they have caused and learn from it. Through a restorative justice approach, pupils are provided with the opportunity to agree the actions to be taken to repair the harm they have caused. In the event of serious or persistent bullying the School reserves the right to temporarily or permanently exclude any pupil who has been involved in such bullying (see the 'Behaviour Policy' for full details regarding the school's rewards and sanctions);
- Any action is dependent on the type of bullying and any previous history. The bully's behaviour will be monitored over a subsequent period by those staff having contact with him/her.

## **5. PREVENTATIVE MEASURES**

Bullying can only be stopped through a combination of prevention and response. At King's Ely we take measures and develop appropriate strategies to prevent bullying and to deal effectively with bullying should it arise, in order that pupils feel safe and do not identify bullying as a problem in the School.

- i. The school works hard at establishing attitudes to deter bullying through pastoral time, assemblies and subject opportunities. The PSHE programme provides a co-ordinated and vigorous approach to the topic of bullying in order to produce the desired attitudes. Students know what constitutes bullying in the eyes of the School and the School's attitude to it will be put across clearly and frequently;

- ii. The curriculum can enhance this policy in two ways:
  - a) by dealing with the topic of unacceptable behaviour in a way which explores why it happens and suggesting alternative ways of behaving and of dealing with difficulties;
  - b) by teaching methods which encourage co-operative work in a variety of groupings, so that pupils extend their relationships beyond just a small group of friends.
- iii. All our students are encouraged to tell a member of staff at once if they know that bullying is taking place;
- iv. Staff are trained in how to respond to bullying and are alert to possible signs of bullying; and to understand the needs of pupils, including those with special educational need and/or disabilities. Training will be provided to staff about recognising and responding to peer on peer abuse, including raising awareness of the gendered nature of peer abuse, with girls more likely to be victims and boys perpetrators. Senior Pupils (Ambassadors/Prefects/Heads of School) are also made aware of the importance of offering support and assistance to younger and to vulnerable pupils;
- v. All reported incidents are recorded and investigated at once. We always monitor reported incidents;
- vi. Our Community Welfare Adviser and team of trained School Counsellors are an important part of our pastoral support service, providing specialist skills of assessment and counselling;
- vii. The School Chaplain will give support and guidance to students and will provide confidential advice and seek to encourage the development of tolerance, understanding and respect for others;
- viii. The School works with the wider community, such as the Police and children's services, as and when appropriate, for example when dealing with bullying outside of the School or that is particularly serious or persistent, and where a criminal offence may have been committed;
- ix. In boarding houses, Staff are always on duty at times when pupils are not in class. There are strong teams of tutors supporting the HsMs and the Matrons. We encourage close contact between the HsMs and parents/guardians and would always make contact if we were worried about a student's well-being. Details of where pupils can seek help, such as confidential helplines and websites connecting to external specialists, are displayed in all houses and pupils have access to telephones enabling them to call for support in private;
- x. No initiation rituals, 'hazing' type violence and rituals intended to cause pain, anxiety or humiliation to pupils are allowed, with all pupils and staff being made aware of the fact that such rituals are strictly forbidden;

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- xi. 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;
- xii. We offer guidance on the safe use of social networking sites and we expect all students to adhere to the policy for Digital Use and the Acceptable Use Procedure. Certain sites are blocked by our filtering system and our IT Department can monitor pupils' use on the school network and the school may impose sanctions for the misuse, or attempted misuse of the internet;
- xiii. We place restrictions upon the use of smartphones and other electronic devices during the school day and the school does not allow such devices to be used to take photographs in school without prior permission. The use of cameras on electronic devices is not allowed in washing and changing areas or bedrooms. In the EYFS, the use of smartphones and other electronic devices (particularly those with the capacity to be used as a camera) are strictly regulated. To this end, staff are only permitted to use personal electronic devices in the staff room and must not use their personal telephones or other devices to take photographs of the children. In the Nursery, phones and other electronic devices such as tablets or smart watches, capable of taking photos and/or emailing, must be stored in staff lockers in the entrance lobby or in bags in the cupboard in the staff room. Parents, work experience students and visitors are also requested not to use their mobile telephones whilst on the premises.
- xiv. All children, throughout all sections, are encouraged to behave towards each other with kindness and consideration. They have to learn to look after their own possessions and to respect other's possessions. We expect them to be honest, helpful and polite; to respect everyone and to learn to value differences and diversity.
- xv. We welcome feedback on the effectiveness of our preventative measures.

*Parents should refer to our complaints procedure ('Parental Concerns and Complaints Policy' published on our website) if they feel that their concerns about bullying are not being addressed satisfactorily.*

*Parents of EYFS children should be aware that they have the right to refer a complaint directly to Ofsted if they are unhappy about the way it is being handled and Pupils should refer to our Pupil Complaints Protocol if they feel that their concerns about bullying are not being addressed satisfactorily*

## **ADDITIONAL SOURCES OF GUIDANCE AND INFORMATION**

### **Barnardos:**

[www.barnardos.org.uk/what\\_we\\_do/our\\_work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)

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

### **BullyingUK**

Tel: 0808 800 2222

Email or Live Chat via the website [www.bullying.co.uk](http://www.bullying.co.uk)

Advice line for pupils, parents and schools.

**Childline:** 0800 1111

### **ChildNet International:**

[www.childnet.com](http://www.childnet.com)

Specialist resources for young people to raise awareness of online safety, how to protect themselves and cyberbullying guidance.

### **Children's Legal Centre**

Tel: 0808 802 0008

Publications and free advice line on legal issues.

### **Digizen:**

[www.digizen.org](http://www.digizen.org)

Provides online safety information for educators, parents, carers and young people.

### **Disrespect No Body:**

[www.disrespectnobody.co.uk](http://www.disrespectnobody.co.uk)

A Home Office led campaign which helps young people understand what a healthy relationship is providing advice and guidance to victims.

### **EACH (Educational Action Challenging Homophobia):**

Actionline 0808 1000 143

[www.eachaction.org.uk](http://www.eachaction.org.uk)

Provides a national Freephone Actionline for targets of homophobic or transphobic bullying.

### **Information, Advice and Support Service Network:**

Cambridgeshire SENDIASS 01223 699214

[pps@cambridgeshire.gov.uk](mailto:pps@cambridgeshire.gov.uk)

[www.cambridgeshire.gov.uk/sendias](http://www.cambridgeshire.gov.uk/sendias)

Every Local area has an information, advice and support service, providing information, advice and support to disabled children and young people, and those with SEN, and their parents.

**Kick It Out:**

Tel: 0800 169 9414

[www.kickitout.org](http://www.kickitout.org)

Provides reporting line for acts of discrimination by phone or online. Uses the appeal of football to educate young people about racism and provide education packs for schools.

**Kidscape**

Anti-Bullying Helpline: 08451 205 204

[info@kidscape.org.uk](mailto:info@kidscape.org.uk)

Has a wide range of publications for young people, parents and teachers.

**Mencap:**

Mencap Direct 0808 808 1111

[www.mencap.org.uk/advice-and-support/children-and-young-people](http://www.mencap.org.uk/advice-and-support/children-and-young-people)

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

**Metro Charity:**

[www.metrocharity.org.uk/about-us/contact-us](http://www.metrocharity.org.uk/about-us/contact-us)

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

**NSPCC:** 0808 800 5000

**Ofsted:** there is the possibility of reporting concerns or allegations to Ofsted. Anyone wishing to do this should contact the Ofsted helpline on 0300 1231231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk). Ofsted have produced a leaflet that gives information about how to raise concerns about schools; how to raise concerns with Ofsted; what Ofsted can and will do when they receive complaints; and Ofsted's enforcement and other powers. The leaflet, '*Complaints to Ofsted about schools: guidance for parents*' can be found at [Ofsted Guidance - Complaints about schools](#).

**Samaritans:** 08457 90 90 90

**Stonewall:**

Tel: 08000 50 20 20

[www.stonewall.org.uk](http://www.stonewall.org.uk)

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

**Tell MAMA:**

Tel: 0800 450 1226

<https://tellmamauk.org>

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

**The Anti-Bullying Alliance (ABA):**

[aba@ncb.org.uk](mailto:aba@ncb.org.uk)

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

Advice for schools and young people on support available and good practice across the whole range of bullying issues, including cyberbullying and children and young people with SEN and disabilities:

**Think U Know:**

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

Child Exploitation and Online Protection (CEOP) information for children and young people, parents, carers and teachers.