

LYCÉE FRANÇAIS CHARLES DE GAULLE DE LONDRES

ANTIBULLYING POLICY

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This policy is publicly available on the School website and is available in hard copy on request.

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This is the anti-bullying policy of the Lycée Français Charles de Gaulle de Londres (the “School”). It applies to all pupils of the School, on the School’s four sites.

1. Rationale

Bullying is an unacceptable form of behaviour which can result in considerable distress to the victim. Bullying can take place in or out of school. It is not to be tolerated and will be acted upon.

The School regards bullying as serious anti-social behaviour and will always take firm action against it. Pupils, staff and parents/carers are encouraged to report any incidents of bullying and know that they will be dealt with promptly and efficiently. This policy, which should be read in conjunction with the School’s Safeguarding policy and the School Rules, is written with regard to the following:

- *The Children Act 1989*
- *The Education and Inspections Act 2006*
- *The Education (Independent School Standards) Regulations 2014*
- *The Equality Act 2010*
- *The Education Act 2011*
- The most recent version of *Keeping Children Safe in Education*

2. Purposes of the policy

- to define what bullying is;
- to allow all members of the school community, teaching and non-teaching staff, pupils, parents/carers and members of the *Conseil d'établissement* to understand what bullying is;
- to detail what the School's response is to bullying behaviour;
- to minimise the chances of bullying occurring.

3. Aims of the Policy

- to encourage good behaviour and to reinforce appropriate behaviour during lessons and around the school site;
- to prevent all forms of bullying among pupils;
- to promote the School’s values of respect, equality for all, support and safety amongst members of the school community regardless of ability, age, culture, faith, gender, race, disability, sexual orientation or any other reason;
- to promote and maintain positive relations between all members of the school community;
- to increase pupils' awareness of the effect of bullying on others both physically and emotionally;
- to create an environment where pupils feel safe, can achieve their potential and become good citizens;
- to create curriculum opportunities through which bullying can be addressed, such as:

- during *Education Morale et Civique* (EMC), Personal Social Health Education (PSHE), recognition of national themed days e.g. National Anti-Bullying Week, World Mental Health Day and National Safer internet day and where possible throughout the general curriculum.
- presentations from outside agencies and theatre groups where appropriate including anti-bullying workshops.
- for staff to be aware to understand the Anti-Bullying policy and be competent and confident in implementing it to support all pupils at the School;
- for pupils to feel confident about what to do if they or someone they know are experiencing bullying;
- for parents/carers to feel confident about who they should contact should they believe their child is being bullied and the signs to look for at home.

4. Definition/Nature of Bullying

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

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

Bullying often involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves.

The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

The different types of bullying

Below are some of the ways that bullying could happen:

- **Verbal** - Verbal bullying includes hurtful words, offensive language, swearing and discriminatory language;
- **Indirect** - Indirect bullying includes isolating someone, rumours, sharing someone's secret, damaging/taking someone's property, physical intimidation;
- **Physical** - Physical bullying includes hurting someone intentionally, kicking, punching, pinching, spitting, slapping;
- **Cyber** - Cyberbullying/online bullying where technology such as the internet (including social media and gaming) and mobile phones are used to convey threats, grooming, sexting, rumours. It can include the use of images and video and AI imagery. See appendix B.

5. Incidents of bullying can include

- name calling
- reference to physical appearance
- sexual violence or harassment
- child on child abuse
- reference to home circumstances
- prejudicial comments related to race, religion, faith, ethnicity, nationality, culture
- malicious gossip and spreading rumours
- damaging or stealing property
- forcing someone into acts he/she does not wish to do
- violence and assault
- pinching/kicking
- jostling
- teasing/taunting/mockery that is passed off as banter/horseplay
- intimidation
- forcing someone to give money
- ignoring or refusing to speak to someone or persuading others to do so
- damaging someone's school work or equipment
- homo-Bi-Trans bullying
- gang activity where an identified group systematically target/control/assault others

This list is not exhaustive.

6. Vulnerable groups

Some pupils are more likely to be the target of bullying because of the attitudes and behaviours some young people have towards those who are different from themselves.

For example, those with special educational needs or disabilities, those who are adopted, those who are suffering from a health problem or those with caring responsibilities may be more likely to experience bullying because of difference. Children in care that are frequently on the move may also be susceptible because they are always the newcomer.

These young people are often the same young people who might need greater support to deal with the impact of bullying, for example those who are going through a personal or family crisis. In addition children with special educational needs or disabilities can often lack the social or communication skills to report such incidents so it is important that staff are alert to the potential bullying this group faces and that their mechanisms for reporting are accessible to all.

Specific groups and characteristics that may make children and young people more susceptible to bullying:

- Age
- Race
- Religion
- Disability and SEND
- Mental Health Needs
- Medical Needs
- Sexuality and Gender Assignment
- Children on Child Protection Plans and Child in Need Plans
- Looked After Children
- New children to school

7. Early signs of distress

It is the School's responsibility to make sure every pupil and all staff feel comfortable and safe in school. Anyone can fall victim to bullying in their life; therefore, it is important to remember that it is not the individuals' fault that they are being bullied. Some pupils may not tell anyone that they are a victim of bullying. Possible early signs of a child being bullied:

- withdrawn
- deterioration of work
- spurious illness
- isolation
- desire to remain with adults
- erratic attendance
- general unhappiness/anxiety/fear
- late arrival to school
- disturbing behaviour and other signs noticed at home rather than school.
- stops eating
- gives improbable excuses for any of the above

8. Approach to dealing with bullying and strategies used

Pupils will learn best in a safe and calm environment that is free from disruption and in which education is the primary focus.

Positive behaviour is promoted at every opportunity and modelled by staff; older pupils are encouraged to do likewise. This culture should extend beyond the classroom to the corridors, the dining hall, the playground, and beyond the school gates including travel to and from school. This pupil friendly policy (see appendix A) gives pupils clear guidance on the definition of bullying, types of bullying and what to do if they or someone they know are experiencing bullying

8.1 Prevention

The School adopts a proactive approach towards bullying in order to minimise the likelihood of it occurring in the first place by:

- Involving pupils. All pupils understand that there are pupil behaviour expectations at the School, as described in the School Rules and the pupil behaviour and discipline policies (for the primary schools and secondary school respectively), and understand the School's approach to instances of bullying. Pupils are clear about the part they can play to prevent bullying, including when they find themselves as bystanders; pupils understand that disciplinary sanctions may be imposed, and that the consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable;
- Involving parents/carers to ensure that they are clear that the School does not tolerate bullying and are aware of the procedures to follow if they believe that their child or a child at the School is being bullied. Parents/Carers are told that any complaint about bullying will be taken seriously and are asked to reinforce the value of good behaviour at home;
- Organising events at the School to raise awareness, communicating within the School and to the wider School community, in particular but not exclusively as part of an anti-bullying week organised on a yearly basis at the School, liaising with external community services;
- Openly discussing differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality or appearance related difference. This will be done as part of the EMC/PSHE programme and is supported by year group seminars;
- Providing effective staff training. Anti-bullying policies are most effective when all school staff understand the principles and purpose of the school's policy, its legal responsibilities regarding bullying, how to resolve problems, and where to seek support; In addition to whole staff training, playground supervisors are trained to identify where bullying may be passed as horseplay/banter to ensure that this behaviour is not normalised. All staff are trained to understand:
 - The principles and purpose of this Anti-Bullying Policy;
 - When an incident should be treated as a safeguarding incident in line with our Safeguarding Policy;
 - How to resolve problems and where to seek support;
 - Reporting and recording procedures and requirements;
 - Their legal responsibilities.
- Working with the wider community. When necessary, the School collaborates with outside agencies (eg. children's services, the Police) where bullying is particularly serious or persistent and/or where a criminal offence may have been committed;
- Making it easy for pupils to report bullying. Pupils are assured that they will be listened to and incidents acted on. Pupils should feel that they can report bullying which may have occurred outside school including cyber-bullying;

- Creating an inclusive environment. The School aims to create a safe environment where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination.

8.2 Pupils can report instances of bullying as follows:

- to a *Professeur Principal* (Form Tutor)
- to a Class teacher/*Directeur/Directrice* (Primary School)
- to a subject teacher
- to a Designated Safeguarding Member (see posters and the School's safeguarding and child protection policy)
- to a lunchtime supervisor
- to the school medical staff
- to any of the Senior Leadership/any other Safeguarding Team members
- to a trusted adult
- to a parent/carers

All reports of bullying behaviour will be investigated. Careful thought will be given to:

- the safety of all parties involved
- the needs of those directly involved
- preventing the situation from escalating
- an appropriate sanction being applied

Parents/Carers will be contacted in all instances of bullying and kept informed about the concern and action taken, as appropriate and in line with Safeguarding policies and the School Rules (*Règlement Intérieur*).

8.3 Parents/Carers can report instances of bullying as follows:

- to the relevant CPE (Head of Year)
- to any of the Senior Leadership Team (*Directeur/Directrice* for the School's primary schools, *provisseurs adjoints* or *provisseure* for the School's secondary school)
- to the Designated Safeguarding Lead

The School will work closely with families to address issues brought to its attention.

Anyone can make a complaint to the police about bullying but it is usually a good idea for parents and carers to speak to the School first.

If you are reporting cyberbullying, keep a record of the date and time of the calls, emails or texts - do not delete any messages you have received or witnessed.

A clear and precise account of bullying incidents will be recorded by the School in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

9. When an incident is reported

When an incident is reported, the member of staff will assess the situation and discuss with a member of the Safeguarding Team, based on the seriousness of the incident (including whether violence is involved).

When it has identified that the method of shared concern should be used, the School will implement this method.

9.1 method of shared concern (*méthode de la préoccupation partagée*)

The School has implemented the method of shared concern (*méthode de la préoccupation partagée*), a non-blaming approach to resolving bully/victim problems.

The School has created an anti-bullying resource team for the implementation of this method, comprising primary and secondary school staff (members of the Safeguarding team, as listed in the School's Safeguarding & Child Protection policy, and teachers). In this policy, references to "a team member" means a member of the anti-bullying resource team.

When an incident is reported, and the School has determined that the method of shared concern should be used, the School will follow the following steps:

- Step 1
 - a. As soon as the bullying has been brought to the attention of the School (and it has been determined that the method of shared concern is the right approach for the situation), the targeted person is met by a team member. The team member who meets the targeted person lets the targeted person talk freely about his or her discomfort. The team member offers support and comfort. The team member asks the targeted person who the pupil(s) involved in the bullying is(are).
 - b. The incident is discussed with the parents/carers of the targeted pupil involved, either at a meeting or by telephone.
- Step 2
 - a. Team members meet individually with all those involved in the bullying. Suspected bullies are not blamed. They are told that the team member is concerned about the targeted person's situation and are asked what they themselves have observed. As soon as the suspected bully has acknowledged that the targeted person's situation is not good, the team member asks what he or she is prepared to do to improve the situation. The interviews are brief (no more than two or three minutes). They are repeated until the various bullies have proposed constructive solutions to the problem they have created. It is also useful to meet pupils who are merely witnesses.
 - b. Parents will be informed that their child helped the School to understand an issue that the School has been made aware of.
- Step 3

During this phase, the team members meet the bully(ies) again and ensure that their suggestions have been acted upon. The targeted person is also seen several times. He/she is asked if he/she has noticed any improvements in his/her situation.

If after this process the situation has not improved or has not sufficiently improved, the School may decide, based on the circumstances:

- To convene additional meetings; or
- To hold a formal meeting with the bully, where the bully will be informed that his/her behaviour will not be tolerated; and/or
- To initiate disciplinary measures (in accordance with the School's pupil behaviour and discipline policies).

9.2 Bullying incidents where the method of shared concern is not appropriate

The School may determine that the method of shared concern is not appropriate, in particular if the incident is of great concern or seriousness, including (without limitation) where the bullying incident involves violent or illegal acts.

If the incident is of great concern or seriousness,

- The School may be required to call the police;
- Disciplinary proceedings will be initiated in accordance with the School's pupil behaviour and discipline policies, and sanctions will also be as per these policies (which may include fixed term exclusion or even permanent).

10. Advice to Parents/Carers

Parents and Carers have an important part to play in our anti-bullying policy. Watch out for signs that your child is being bullied, or is bullying others. Families are often the first to detect that a problem exists. Do not dismiss it. Contact the School immediately if you are worried.

The School asks you to:

- look out for unusual behaviour in your child — for example they may suddenly not wish to attend school, feel ill regularly, not complete work to their usual standard, become withdrawn or particularly quiet, or ask for money;
- inform the School immediately, if you feel that your child may be a victim of bullying behaviour. Your complaint will be taken seriously and appropriate action will follow;
- reinforce the school's policy concerning bullying and make sure your child is not afraid to ask for help;
- talk to your child calmly about the incident; do not ignore it. Encourage them to record specific events in the form of a diary;
- give comfort but try not to see all the other children as villains and your child as victim;

- try to persuade your child to tell their CPE (Head of Year)/a member of staff that he/she would feel comfortable talking to, but if you think that this is not possible, report the matter yourself, preferably with your child's knowledge;
- do not encourage your child to retaliate;
- experience tells the School that it is not always helpful to intervene yourself with the bully, or their parents/carers, unless you are present when the incident happens. Inform the School rather than take matters in to your own hands;
- If the bullying takes place outside school, it may be advisable to contact other agencies, in addition to the School, such as the police in the case of physical assault, or the relevant telephone company or server, in the case of "cyber" bullying.
- Encourage your child to speak to a trusted adult in school when it happens; leaving things for a long time can cause long term effects on pupils mental health and makes situations harder to deal with the longer it has been left.
- If your child is the bully rather than the victim, try to find out why he/she behaved in this way and work with the School in helping to correct the behaviour. It may be that the complaint is about your child being the bully. In this circumstance, please work with the School to resolve the issue. Your child may be under pressure themselves and will need support as the initial challenge and warning to stop.
- If you have any concerns and want to speak to someone directly, please contact the School's Designated Safeguarding Lead, Ms Colette Shulver, at the following address: dsl@lyceefrançais.org.uk

11. Advice to staff

- All staff have a vital role to play as they are at the forefront of behaviour management and supporting all pupils' sense of well-being. Staff have the closest knowledge of those in their care, and should build up a relationship involving mutual support, trust and respect.
- If a pupil comes to you with any potential bullying incidents, ensure you write down any information given and pass on
 - in the secondary school, to the relevant CPE (Head of Year)
 - in a primary school, to the person in charge of *Vie Scolaire* (or *Directeur* for Ecole André Malraux)straight away.
- If a pupil asks to speak to you and you are unable to speak with them immediately, please arrange an appropriate time to discuss with the pupil. If the pupil does not attend the rearranged time, please find the pupil to chase the matter. If a pupil is struggling, they may not have the confidence to come and find you again, it is your responsibility to ensure you make time.

Safeguarding children and young people

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm a bullying incident will be addressed as a child protection concern under the Children Act

1989. Where this is the case, the school staff will discuss with a member of the School's Safeguarding Team who will take appropriate action in accordance with the School's Safeguarding Policy.

12. Dealing with historic allegations of bullying

Any historic allegation of bullying by a former pupil which was not reported or known about at the time it took place will be taken seriously.

As far as possible it will be investigated to ensure that, if there were shortcomings from the school, current systems of monitoring behaviour do not allow for bullying to go undetected and that all pupils feel sufficiently safe and informed to raise any concern that they may have at the time.

13. Responsibilities and Monitoring

The School will work to ensure that interventions with both the victim and the bully will help to reduce the chance of any further occurrences and re-establish a safe environment.

It is the responsibility of:

- The *Proviseure* to communicate this policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably.
- All staff to support, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the School.
- Pupils to abide by the policy.

14. Evaluation

The effectiveness of this policy will be evaluated in the following way:

- Ensuring that the policy has been effectively communicated to pupils, teachers and parents.
- Records are monitored on an ongoing basis. Any incident of bullying is recorded on CPOMS, which provides a centralised record. This in turn allows for an analysis of incidents, allowing any patterns to be detected. This analysis informs any strategic interventions that may need to happen with a particular group. The level of occurrences of bullying allows the School to make a judgement about the effectiveness of this policy.
- Policy subject to annual review which will take into account the above factors.

15. Links to other policies

This policy should be read in conjunction with the School's Safeguarding and Child Protection Policy, Behaviour and Discipline Policies, Use of Social Media Policy, ICT and Internet Acceptable Use Policy, PSHE Policies, Equal Opportunities and Disability Policy, Health and Safety Policy and Accessibility Plan and SEND and EAL Statement.

APPENDICES

A. Procedures for Pupils

If you feel as though you are being bullied:

- *You should tell an adult you feel safe with.* Silence is the bully's greatest weapon. Report it to a person listed in article 8.2 of this policy.
- Tell yourself that you do not deserve to be bullied and that it is wrong.
- Engage with online safety procedures and processes.
- Be proud of who you are. It is good to be individual.

If you see bullying:

- Take action! Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel unhappy and on the side of the bully. Be an upstander.
- *You should tell an adult you feel safe with.* Silence is the bully's greatest weapon. Report it to a person listed in article 8.2 of this policy. The School will deal with the situation and you will not get into trouble.
- Do not be, or pretend to be, friends with the bully.

When you are talking to an adult about bullying, you will be asked about:

- What has happened?
- How often it has happened?
- Who was involved?
- Who saw what was happening?
- Where it happened?
- What you have already done about it?

If you find it difficult to talk to anyone at the school or home:

Telephone: Child Line Freephone 0800 1111

or

speak online using the 1-2-1 chats

or

Email: Send a message through the Childline website

B. Online Safety

Cyber-bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

Online abuse is any type of abuse that happens on the internet, facilitated through technology like computers, tablets, mobile phones and other internet-enabled devices.

It can happen anywhere online that allows digital communication, such as:

- social networks
- text messages and messaging apps
- email and private messaging
- online chats
- comments on live streaming sites
- voice chat in games.

Children and young people can be revictimised (experience further abuse) when abusive content is recorded, uploaded or shared by others online. This can happen if the original abuse happened online or offline.

Children and young people may experience several types of abuse online:

- bullying/cyberbullying
- emotional abuse (this includes emotional blackmail, for example pressuring children and young people to comply with sexual requests via technology)
- sexting (pressure or coercion to create sexual images)
- sexual abuse
- sexual exploitation.

Children and young people can also be groomed online: perpetrators may use online platforms to build a trusting relationship with the child in order to abuse them. This abuse may happen online or the perpetrator may arrange to meet the child in person with the intention of abusing them.

Pupils may be asked by their teachers to use technological devices in the classroom. This will always be strictly monitored by the teacher and will be done in line with the School's online filtering and monitoring policy, ICT and Internet Acceptable Use policy and IT and Digital Charter.

C. Mobile phones during school hours

Only *Lycéens* are permitted to use their mobile phones during the school day in designated areas. If a *Lycéen* is caught using their mobile phone in any other location, or if a younger pupil is caught using their mobile phone at any time, the phone will be confiscated and kept in a secure place.

Parents/Carers will be informed that the phone has been taken and will be invited to come into school at an agreed time to recover the phone. Confiscated phones will not be returned directly to the child from whom it was confiscated.

This policy is in place to ensure no online bullying is happening in school.

D. Child on Child abuse

Child on Child abuse, whilst a form of bullying, is considered by the School to be a safeguarding concern. Therefore, the School's approach to Child on Child abuse should be read in conjunction with the School's Safeguarding Policy.

All staff should be aware that children of any age can abuse other children (often referred to as child-on-child abuse). And that it can happen both inside and outside of the School and online.

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 peers;
- 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) for more information: Department for Education (DfE) (2017) Preventing bullying;
- Sexual violence, sexual harassment and harmful sexual behaviour.

All staff understand that even if there are no reports in the School, it does not mean it is not happening; it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse, they should speak to the School's Designated Safeguarding Lead or a Deputy Designated Safeguarding Lead. Abuse that occurs online or outside of the School should not be downplayed and should be treated equally seriously.

Such behaviour is never accepted and should be considered as both a safeguarding issue and potentially a disciplinary one. The School will adopt a zero-tolerance approach to abuse. Downplaying certain behaviours can lead to a culture of unacceptable behaviours, an unsafe environment for children and its worst to a culture that normalises abuse.

All staff should challenge inappropriate behaviour between pupils and anyone who suffers, witnesses or hears of abuse of any form between pupils is asked to report it in accordance with this policy and / or the School's behaviour and anti-bullying policies, so that appropriate action can be taken.

Appropriate action will involve supporting all members of the School community who may be involved as a priority. This may require investigation by the School or other agencies. Until investigations have been undertaken and findings made, the School will work on the basis that the allegations may or may not be true and undertake careful risk assessment of the welfare of those involved to determine how best to manage the situation. This should be undertaken whether or not the incident is alleged to have occurred at school, or when the pupil involved was under the School's care, as an issue which may impact pupil welfare. Disciplinary action will follow separately, if appropriate.

E. Further sources of information

The following organisations provide support for schools and parents/carers dealing with specific bullying issues including the social, mental or emotional effects caused by 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.

The ABA has also put together an interactive antibullying information tool for parents and carers [here](#).

[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.

[Kidscape](#): Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents/carers about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

[The BIG Award](#): The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.

[Restorative Justice Council](#): Includes best practice guidance for practitioners 2025

Cyber-bullying and online safety

[ChildNet International](#): Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifically includes [PSHE toolkits for schools](#) and [cyberbullying](#)

[guidance for schools](#) .

[Internet Matters](#): provides help to keep children safe in the digital world.

[Think U Know](#): resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers. This includes a link to the CEOP safety centre where children and young people can report their worries about online sexual abuse or the way someone has been communicating with them online.

[The UK Council for Internet Safety \(UKCIS\)](#) has produced a range of resources for schools, colleges and parents/carers about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of 'sexting.'

LGBT+

[Barnardos](#): through its LGBT+ Hub, offers guidance to young people, parents/carers and teachers on how to support LGBT+ pupils and tackle LGBT+ prejudice-based bullying.

[EACH](#): (Educational Action Challenging Homophobia): provides a national [freephone helpline](#) for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia.

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

[Proud Trust](#): helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training and events, campaigns, undertaking research and creating resources.

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

SEND

[Mencap](#): Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

[Changing Faces](#): Provide online resources and training to schools on bullying because of physical difference.

[Online Bullying and SEN/disability](#) : resources for school staff, young people and parents/carers on issues related to SEND and bullying

[Information, Advice and Support Service Network](#): Every Local authority 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/carers.

Mental health

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

[PSHE Association](#)– [guidance and lesson plans](#) on improving the teaching of mental health issues.

Race, religion and nationality

[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.

[Educate Against Hate](#): provides teachers, parents/carers and school leaders practical advice and information on protecting children from extremism and radicalisation.

[Show Racism the Red Card](#): Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.

[Kick It Out](#): Uses the appeal of football to educate young people about racism and provide education packs for schools.

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

Sexual harassment and sexual bullying

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

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

[Anti-bullying Alliance](#): advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual and sexist bullying.