

Foreland Fields School

Anti-Bullying Policy



Governing Body Approval and Categories

Date of Governing Body Committee Scrutiny	30 th September 2025
Date of Next Governing Body Committee Scrutiny	September 2026
Date Policy was Ratified	8 th October 2025
Category of the Policy	Safeguarding
Named Lead for Writing the Policy	Chair of Governors
Named Governor for Scrutiny	Governors Responsible for Safeguarding – Lucy Taylor and Amy Moat
Approval Body	Full Governing Body
Display on Main Web Site	Yes
NOTE: IF THIS POLICY HAS BEEN SCRUTINISED BY A DIFFERENT LEAD GOVERNOR OR BEEN RATIFIED BY A DIFFERENT GOVERNING TEAM PLEASE STATE WHICH TEAM	
Signed – Chair of Governors 	Date 8-10-25

United Nations Convention on the Rights of the Child

Foreland Fields School is a Rights Respecting School thereby this policy ensures that the following rights are acknowledged:



Article 6 (life, survival and development)

Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.

Article 13 (freedom of expression)

Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 19 (protection from violence, abuse and neglect)

Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

Article 37 (inhumane treatment and detention)

Children must not be tortured, sentenced to the death penalty or suffer other cruel or degrading treatment or punishment.

Foreland Fields School

Anti-Bullying Policy

Links with other school policies and practices

This Policy links with a number of other school policies, practices and action plans including:

- Positive Behaviour Policy
- Staff Behaviour Policy
- Behaviour and Discipline policy
- Complaints Procedure and Policy
- Child Protection Policy
- Confidentiality Policy
- Online Safety and Acceptable Use Policies
- Prevent Duty Policy
- UNICEF Rights Respecting Schools; Convention on the Rights of the Child

Links to legislation

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying as well as criminal law. These may include:

- DfE Statutory Guidance - Keeping Children Safe in Education 2025 (KCSIE)
- Working Together to Safeguard Children 2023 (WTSC)
- Ofsted: Education Inspection Framework' - July 2023
- Early Years Foundation Stage Statutory Framework for Group and School-Based Providers – July 2025
- The Education and Inspection Act 2006/2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986
- The Computer Misuse Act 1990
- Framework for the Assessment of Children in Need and their Families 2000
- Kent and Medway Safeguarding Children Procedures - <https://www.proceduresonline.com/kentandmedway/>
- The Education Act 2002
- DfE Preventing and Tackling Bullying - July 2017
- DfE Cyberbullying: Advice for Headteachers and School Staff (November 2014)

This policy outlines what we do at Foreland Fields School to prevent and tackle bullying.

Aim

For Foreland Fields School to have an anti-bullying culture whereby no bullying will be tolerated, including between adults, between children/young people or between adults and children/young people.

Objectives

- To support all staff and pupils in promoting positive relationships.
- To ensure that pupils and parents are aware that all bullying concerns will be dealt with sensitively and effectively.
- That pupils feel safe to learn and will be treated with dignity and respect.
- To report back to parents/carers regarding their concerns on bullying and to deal promptly with complaints.
- To liaise with parents, carers, relevant agencies and our Local Authority to take effective action in matters of bullying.
- To ensure all staff are able to identify bullying and are able to take appropriate action to tackle it.
- To support pupils in their understanding of what constitutes bullying, the effect it has and what action they would take if they encounter it.

We are a UNICEF Rights Respecting School and as such will ensure that all our pupils are protected from being hurt and mistreated in body or mind (Article 19).

The school will seek to promote positive attitudes towards disability and difference in the local community and wherever possible support any of our pupils and their families affected by bullying in this regard.

What is Bullying?

Bullying is defined as “Behaviour by an individual or a group, usually repeated over time, that intentionally hurts another individual either physically or emotionally”.

An alternative ‘easy to read’ definition of bullying is: ‘People do nasty or unkind things to you on purpose, more than once, which is difficult to stop’ (Anti-Bullying Alliance).

Bullying can involve verbal taunts, name-calling, physical injury, and damage to property, rumour spreading, shunning or ridicule. It can be manipulative, making the victim do something they should not, or deliberately engineering their discomfort or isolation. It can be done through mobile phones, websites and email (cyber bullying).

The same unacceptable behaviours expressed online is sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant

messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

Bullying is recognised by the school as being a form of child-on-child abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

Child-on-child abuse can include, but is not limited to, cyberbullying/online bullying, prejudice-based and discriminatory bullying

Some of our pupils may not recognise that they are being bullied or that their own behaviour may be seen by someone else as bullying. Members of staff at Foreland Fields School are encouraged to be aware that children with SEN and disabilities can be disproportionately impacted by safeguarding concerns such as bullying.

Many of our pupils, from time to time, display behaviour that can physically or verbally affect others. Unless this becomes part of a repeated and deliberate pattern, this behaviour is not necessarily considered as bullying and is dealt with according to the procedures laid down in the school's Behaviour Policy.

It is important to recognise that despite the learning difficulties and disabilities of the pupils at Foreland Fields School, bullying can happen and indeed has happened. Instances have included

- more able pupils becoming unreasonably dominant of others, or
- Pupils with Autistic Spectrum Disorder (ASD) "targeting" pupils who exhibit a behaviour that irritates them.

Whether there are mitigating factors (e.g. the pupil's ASD) or not, the pupils affected must be supported and action taken to remove or alleviate the effect of the "offending" behaviour.

In addition, some pupils at Foreland Fields School may exhibit behaviour that causes distress or discomfort; be intimidating; or causes actual harm to others. In most cases, this is behaviour that is internal to the individual and therefore not aimed at others. Examples may be

- pupils who make unusual noises including crying or even screaming;
- pupils who have unusual sensitivities to what others may consider everyday events, sights and sounds; or
- pupils who are unable to understand or contain their own anger or frustration.

If any pupil is consistently or regularly affected by such behaviour (albeit that there is not intent on the part of the perpetrator), the pupil can be said to be experiencing something that feels like bullying. This must be recognised and acknowledged by all and supported accordingly.

At Foreland Fields School, pupils may also:

- be adversely affected by negative attitudes to disability and perceptions of difference.
- find it more difficult to resist bullies.
- be more isolated, not have many friends.
- not understand that what is happening is bullying.
- have difficulties telling people about bullying.
- not have “learnt the lessons” of any previous negative encounters.
- have limited experience of acceptable “play” and social behaviour.

Forms and types of bullying covered by this policy

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

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexual bullying
- Bullying via technology, known as online or cyberbullying
- Prejudicial bullying (against people/pupils with protected characteristics)
- Bullying related to race, religion, faith and belief and for those without faith
- Bullying related to Special Educational Needs or Disability (SEND)
- Bullying related to sexual orientation (homophobic/biphobic bullying)
- Gender based bullying, including transphobic bullying
- Bullying against teenage parents (pregnancy and maternity under the Equality Act)

Who is at risk from being bullied?

Generally, children who are bullied have one or more of the following risk factors:

- Are perceived as different from their peers, such as being overweight or underweight, wearing glasses or different clothing, being new to a school, or being unable to afford what kids consider “cool”
- Are perceived as weak or unable to defend themselves
- Are depressed, anxious, or have low self esteem
- Are less popular than others and have few friends
- Do not get along well with others, seen as annoying or provoking, or antagonize others for attention

However, even if a child has these risk factors, it doesn’t mean that they will be bullied.

(Source stopbullying.gov.uk)

Who is likely to bully others?

There are two types of children who are more likely to bully others:

- Some are well-connected to their peers, have social power, are overly concerned about their popularity, and like to dominate or be in charge of others.
- Others are more isolated from their peers and may be depressed or anxious, have low self-esteem, be less involved in school, be easily pressured by peers, or not identify with the emotions or feelings of others.

Children who have these factors are also more likely to bully others;

- Are aggressive or easily frustrated
- Have less parental involvement or having issues at home
- Think badly of others
- Have difficulty following rules
- View violence in a positive way
- Have friends who bully others

Remember, those who bully others do not need to be stronger or bigger than those they bully. The power imbalance can come from a number of sources—popularity, strength, cognitive ability—and children who bully may have more than one of these characteristics.

(Source stopbullying.gov.uk)

Approaches

Preventative work must be ongoing and sustained, providing a consistent ethos and framework, while responsive work comes into effect in dealing with bullying behaviour.

Preventing

All pupils and staff must be aware of the school's rules which emphasise respect, tolerance and safe behaviour. The school will provide ongoing pastoral care to its staff, its pupils and their families.

Staff must model the behaviour and values they are trying to instil.

Teachers must provide well differentiated, accessible learning opportunities so that all pupils develop their self-esteem and confidence.

Every individual's voice must be recognised in the school. Every pupil must have their mode of communication recognised whether gesture, demeanour, signing, communication aid or speech and be encouraged to use it.

The whole school community will;

- create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.

- recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- recognises the potential for children with SEN and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required.
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenge practice and language which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Celebrate success and achievements to promote and build a positive school ethos.

Identifying

- Some of our pupils cannot recognise bullying behaviour nor identify the person who is using bullying behaviour. It is therefore important that all staff monitor and supervise all our pupils' behaviour closely in order to both prevent and when necessary, identify bullying on their behalf.
- A range of tools will be developed to support pupils in gaining an understanding of 'bullying', e.g. posters, films on DVD, drama, songs, assemblies, displays, development of the 'pupil voice', meetings of the school council, creation of safe spaces and cross curricular learning.
- All members of staff will be encouraged to appropriately explore possible indicators that bullying is/has taken place and not to assume that they are related to the child's disability.
- Staff will be mindful that children with SEND or certain medical conditions may be disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Foreland Fields School recognises risks can be compounded with children who are lesbian, gay, bisexual or gender questioning. The school will consider the broad range of needs, in partnership with the child's parents (other than in the rare circumstances where involving parents would constitute a significant risk of harm to the child), to manage the risk of bullying.
- Staff need to be alert to any changes in pupils' behaviour and make sure they understand the cause.
- Regular discussion must take place in staff teams to ensure all are able to identify bullying and are aware of any current issues.

Responding

- Bullying must not be tolerated and must always be followed by an immediate and suitable response. This response must be appropriate to the knowledge of the pupils' particular needs and the impact on their social and emotional development.

- Staff will help pupils take responsibility for their actions.
- Staff will support and encourage pupils to articulate their views, experiences and feelings.
- Staff will work with both the bully and the victim in order for the bully to understand the effect of their behaviour on the victim and for the victim to be provided with strategies to stand up to the bully.
- It is important that the victim is kept safe through careful monitoring and, if necessary, temporary or permanent separation of the bully and victim.
- Staff will keep parents/carers informed of any issues related to bullying and involvement of their child.

Education and Training

The school will:

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

Teaching Pupils and Students about Bullying

It is a particular concern that our pupils and students may be vulnerable to being bullied in social situations outside the school, including being made to take part in inappropriate or unwanted activities.

Throughout the school, pupils are encouraged to abide by the school rules which are emphasised in class teaching as well as other activities and assemblies. Positive interactions are promoted at all times as well as being encouraged through discrete teaching in PSHE. Therefore, as pupils progress through the school, there is an increasing emphasis in the PSHE curriculum on standing up for one-self and resisting peer-group pressure.

In the Early Years and Foundation Stage (EYFS), an emphasis is placed on developing awareness of the needs, views and feelings of others, playing alongside others and building relationships through gesture and talk.

Pupils at Foreland Fields School follow curriculum pathways which all promote respect and tolerance for others, personal responsibilities and awareness of bullying. bullying.

A focus on developing a healthy, safer life-style is evident across all pathways.

Involvement of Pupils

At Foreland Fields School we will:

- Regularly canvas pupils' views on the extent and nature of bullying.
- Ensure pupils know how to express worries and anxieties about bullying through providing appropriate means of communication, e.g. Makaton, BSL, symbols, PECS, advocated views, etc.
- Ensure all pupils are aware of the consequences which may be applied against those engaging in bullying.
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have; involving outside agencies where appropriate.
- Ensure all pupils are taught how to keep themselves safe online and know who to talk to if they are being bullied.

Liaison with Parents and Carers

At Foreland Fields School we will:

- Ensure that all parents/carers know whom to contact if they are worried about bullying.
- Ensure parents/carers are kept fully informed of any incident relating to bullying in school that may have involved their child.
- Ensure that all parents/carers understand which procedures are followed in response to their concern; incorporating strategies into a pupil's Behaviour Support Plan if appropriate.
- Ensure all parents know about our complaints procedure and how to use it effectively.
- Ensure all parents / carers know where to access independent advice about bullying.
- Ensure that parents/carers can identify behaviours which could indicate that their child is at risk of harm including online.

Online Bullying/Cyberbullying (Including online Hate)

- Technology can be a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face and in many cases, abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online.
- Foreland Fields School's education broadband connectivity is provided through Medway Grid for Learning – Netsweeper. It is a member of the [Internet Watch Foundation](#) (IWF). Netsweeper blocks school provided internet access to sites which could promote or include harmful and/or inappropriate behaviour or material including harmful bullying content.

- Abuse that occurs online or outside of the school will not be dismissed or downplayed and will be treated equally seriously and in line with relevant policies/procedures, for example the Positive Behaviour, Child Protection and Online Safety Policies.
- Foreland Fields School identifies that the breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk; Content, Contact, Conduct and Commerce. Conduct includes personal online behaviour that increases the likelihood of, or causes, harm including online bullying.
- It is now widely reported that people are now using AI (Artificial Intelligence) to bully others by creating photos, videos and audio recordings and then posting them online. Pupils/students at Foreland Fields School will, as appropriate, be taught about the dangers of AI and the impact that this kind of bullying can have on them and others.
- Foreland Fields School will respond to any misuse of AI in line with relevant policies, including but not limited to, Anti-Bullying, Positive Behaviour, Data Protection, Complaints and Child Protection.
- Foreland Fields School will ensure online safety is reflected as required in all relevant policies, as well having a dedicated Online Safety Policy. Online safety is considered as a running and interrelated theme when devising and implementing our policies and procedures and when planning our curriculum, staff training, the role and responsibilities of the DSL and parental engagement.
- It is essential that children are safeguarded from potentially harmful and inappropriate material or behaviours online. Foreland Fields School will adopt a whole school approach to online safety which will empower, protect, and educate our learners and staff in their use of technology, and establish mechanisms to identify, intervene in, and escalate any concerns where appropriate.
- Cyberbullying is the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.
- Cyberbullying, along with all other forms of bullying, will not be tolerated at Foreland Fields School.
- Where there are concerns about online bullying, they will be responded to in line with this and other appropriate policies.
- Online hate content, directed towards or posted by, specific members of the community will not be tolerated at Foreland Fields School and will be responded to in line with existing policies, including anti-bullying and behaviour.
- All members of the community will be advised to report online hate in accordance with relevant policies and procedures.
- The Police will be contacted if a criminal offence is suspected.
- If we are unclear on how to respond, or whether a criminal offence has been committed, the DSL will obtain advice through the Education Safeguarding Team and/or Kent Police.

Dealing with Incidents

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

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- A clear and precise account of the incident will be recorded on MyConcern – the schools safeguarding reporting system, which will be dealt with by a member of the Safeguarding Team.
- The Headteacher/ Deputy Headteachers will interview all concerned and will record the incident on the system.
- Teachers will be kept informed.
- When responding to cyber bullying concerns the school will take all available steps to identify the bully, including looking at the school systems, identifying and interviewing possible witnesses, and contacting the service provider and the police, if necessary. The police will need to be involved to enable the service provider to look into the data of another user.
- If content posted online is offensive or inappropriate, and the person or people responsible are known, then the school will ensure that they understand why the material is unacceptable or offensive and will request that they remove it.
- Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the school's behaviour and discipline policy.
- Parents/carers will be kept informed.
- Sanctions will be used as appropriate and in consultation with all parties concerned.
- If necessary and appropriate, the police or other local services will be consulted.
- Possible fixed-term school suspensions or permanent exclusion.

Supporting Pupils

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with their teacher or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Reassuring the pupil and providing continuous support.
- Restoring self-esteem and confidence.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Pupils who have bullied will be helped by:

- Discussing what happened and establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.

- Providing appropriate education and support.

Supporting Adults

Adults (staff and parents) who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the Designated Safeguarding Lead (DSL) and/or a senior member of staff/Headteacher.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the school's behaviour and discipline policy.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults (staff and parents) who have bullied will be helped by:

- Discussing what happened with a senior member of staff and establishing the concern.
- Clarifying the school's official procedures for complaints or concerns.
- If online, requesting content be removed and reporting account/content to service provider.
- Instigating disciplinary, civil or legal action.

Recording and Reporting incidences of Bullying

In cases when bullying is identified, staff must record it on MyConcern, the school's safeguarding recording system, including all details, as well as individual incidents being recorded on IRIS Adapt, the school's cloud based recording system.

Any bullying incidents should be brought to the attention of the Headteacher who will log them on the bullying/racial incident spreadsheet.

Responsibilities

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy.
- Governors, the Headteacher, Senior Managers, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly.
- The Headteacher and Deputy Headteacher (with responsibility for Behaviour) to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably.
- All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the school

- Pupils to abide by the policy.

Monitoring and Review: Putting Policy into Practice

The named Governor with lead responsibility for this policy is: Safeguarding Lead Governors – Lucy Taylor and Amy Moat.

The named member of staff with lead responsibility for this policy is The Designated Safeguarding Lead/Online Safety Lead and Headteacher - Adrian Mount.

The Headteacher will report on a regular basis to the governing body on incidents of bullying and outcomes.

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

Vulnerability to Radicalisation or Extreme View Points from the Internet

Prevent

Prevent is 1 of the 4 elements of CONTEST, the government's counter-terrorism strategy. It aims to stop people becoming terrorists or supporting terrorism.

The Prevent strategy:

- responds to the ideological challenge faced from terrorism and aspects of extremism, and the threat faced from those who promote these views.
- provides practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support.
- works with a wide range of sectors (including education, criminal justice, faith, charities, online and health) where there are risks of radicalisation that need to be dealt with.

The School recognises its duty to protect pupils from any form of extreme ideology, which may lead to the harm of self or others. This is particularly important because of the electronic information available through the internet and the obvious vulnerabilities of many of our pupils and students. The school will therefore educate pupils on the concepts of radicalisation and extreme ideology and ensure staff know what action to take if they are concerned about an individual who might be vulnerable to radicalisation.

Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk

- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practice-schools
- Lucy Faithfull Foundation 'Shore Space': <https://shorespace.org.uk/>

Cyberbullying

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

Race, Religion and Nationality

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

LGBT

- Barnardo's LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudsttrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: [www.cafamily.org.uk/media/750755/cyberbullying_and_send - module final.pdf](http://www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf)
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Racism and Hate

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: www.srtrc.org/educational
- Kent Prevent Education Officers: www.kelsi.org.uk/child-protection-and-safeguarding/The-Prevent-Duty-In-Education