



Guru Nanak Sikh Academy

GNSA Primary Phase Behaviour Policy

Any reference in this policy to **parents** means;

- All natural, parents whether they are married or not
- Any person who has parental responsibility for a child or young person
- Any person who has care of a child or young person i.e. lives with and looks after the child

MAT means Multi Academy Trust

AIM

To develop a whole school behaviour policy, supported and followed by the whole school community, parents, staff, pupils and governors, which is based on a sense of shared values.

- To reflect on the 'SHARE' values (service to others, humility, achievement, respect and equality) by creating a caring atmosphere in which teaching and learning can take place in a safe, caring and harmonious environment.
- To teach values and attributes, as well as knowledge and skills, in order to promote responsible behaviour, encourage self-discipline and to encourage children to respect themselves, others and property.
- To encourage positive behaviour, by providing a range of rewards for pupils of all ages and abilities.
- To make clear to pupils the distinction between minor and more serious misbehaviour and the range of consequences that will follow.

GENERAL MANAGEMENT

1. All pupils have the right to work in a calm, safe, supportive and purposeful atmosphere.
2. All pupils have the right to come to school without the fear of being bullied – see separate Anti-Bullying Policy (Appendix 1).
3. Our 'Playground Rules' are common throughout the school and are agreed and set by the school parliament (Appendix 2).
4. Each teacher will negotiate a more personal set of rules with their own class at the beginning of the school year and review these on a regular basis with their class.
5. The School Parliament and Wellbeing Ambassadors help give pupils a sense of involvement and citizenship.
6. Incidents of inappropriate behaviour will be recorded on Class Charts and any serious inappropriate behaviour in the online incident log.
7. We expect all pupils to follow the School Rules. Though it is acknowledged that for some pupils with Special Educational Needs this may be more difficult at certain times and reasonable adjustments will be made.
8. Risk Assessment Management Plans will be used to deal with more extreme cases of disruptive behaviour.

THE ROLE OF SCHOOL STAFF

All adults employed by Guru Nanak Sikh Multi-Academy Trust have an important responsibility to model high standards of behaviour, both in their interaction with the pupils and with each other. As adults we should aim to:

- Create a positive climate by modelling positive behaviour
- Emphasise the importance of being valued as an individual within the group. Promote, through example, honesty and courtesy.
- Encourage relationships based on kindness, respect and understanding of the needs of others.

- Ensure fair treatment for all regardless of age, gender, race, ability and disability. Show appreciation of the efforts and contribution of all.
- Encourage pupils to take responsibility for their own actions and behaviour.
- Be consistent in our discipline of pupils in line with our school policy and procedures.

THE ROLE OF CLASS TEACHERS

The class teachers in our school strive to ensure that all pupils work to the best of their ability, and also have high expectations of the pupils in terms of behaviour. In order to encourage good behaviour, class teachers adopt the principles above and are also responsible for:

- Treating all pupils in their class fairly, with respect and understanding.
- Provide a caring and effective learning environment.
- Setting an example and being a good role model.
- Raising pupils' self-esteem and developing their full potential.
- Setting clear expectations for good behaviour.
- Ensuring that the school rules are consistently enforced in their class, and that rewards and sanctions are used clearly and consistently and followed through.
- Liaising with the Assistant Principal, Raising Standards Leader and Year Team Leaders to discuss the needs of pupils that are causing behavioural or welfare concerns.
- Reporting to parents about the progress of each pupil in their class, in line with the whole school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of pupils.
- Creating and providing opportunities for pupils to take responsibility both within the classroom and through general school duties.
- Providing a challenging, interesting and relevant curriculum.
- Generating class rules together at the start of the school year

THE ROLE OF PUPILS

Pupils must do their best to contribute to a positive learning environment, and allow others to do the same. It is extremely important that all pupils at Guru Nanak Sikh Academy:

- Follow the classroom and whole school rules to the best of their ability.
- Are fully aware of the school procedures with regards to rewards and sanctions.
- Follow the instructions of all school staff, and co-operate with other pupils as well as adults
- Take care of the property and the environment in and out of school.
- Are actively involved in reviewing the effectiveness of procedures and strategies adopted within the school to promote good behaviour.
- Generate class rules together at the start of the year

THE ROLE OF GOVERNORS

An annual report is delivered to the Board of Directors by the member of the Senior Leadership Team responsible for behaviour. The Directors aim to:

- Support and monitor the Behaviour Policy and review it as appropriate.
- Monitor any expenditure associated with the implementation of procedures.
- Identify any gaps in provision and consider how these can best be met.
- Review the effectiveness of this policy.

THE ROLE OF THE EXECUTIVE PRINCIPAL

The Executive Principal has the overall responsibility for behaviour within the school and is further responsible for:

- Implementing the school behaviour policy consistently throughout the school, and reporting to directors, when requested, on the effectiveness of the policy.
- Ensuring the health, safety and welfare of all pupils in the school. Supporting staff by setting the standards of behaviour.
- Supporting staff in the implementation and maintenance of this policy.
- Making decisions on giving fixed-term suspensions to individual pupils for serious acts of misbehaviour, and exclusions for repeated or very serious acts of anti-social behaviour. The Executive Principal will then have the duty to inform the Strategic Board.

SCHOOL RULES

Our School Rules are shared with all pupils and agreed in discussion with all pupils. They are reviewed during the year by the School Parliament at the start of the academic year.

- We will always be kind, friendly and helpful
- We look after our school and wear our uniform with pride
- We will respect our school environment and the people around us
- We will always be polite and use good manners
- We will always try our best
- We will listen when other people are talking

We believe that rules should be consistent throughout the school and should be shared with all our pupils. It is the class teacher's responsibility to set expectations and inform pupils of the school rules and it is the pupils' responsibility to show their full commitment to following them. Pupils will use the rules below to work towards earning stars on their classroom star charts.

All pupils are prohibited from bringing the following in to school;

- Any knife or weapon
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fire works
- Pornographic images

- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any items banned by the school rules

Reference DfE Ensuring Good Behaviour in Schools 2012

PROMOTING GOOD BEHAVIOUR

One of the key aims of this policy is to encourage pupils to practice good behaviour by operating a system of praise and reward.

Informal Rewards

- Giving praise in the classroom and the playground that is clear and specific to the action/ behaviour seen e.g. “good listening”, “good talking”, “good explanation” etc.
- Sharing work with other teachers, the senior leaders and the Executive Principal.
- Sending a pupil to other adults for praise and stickers/
- Telling parents or carers how well behaved and hardworking their children are.
- Issuing pupils with SHARE points through class charts.
- Praising a pupil's work through positive comments.

Formal Rewards

VIP of the week	Rewarded to an individual pupil for excellent effort during that week, e.g. following the class rules in/out of the classroom, positive attitude towards learning etc.
Writer of the Week	Rewarded to an individual pupil for excellent effort in writing during that week. E.g. achieving writing targets, improving handwriting, etc.
Half Termly VIPERS award	Half Termly award for excellent reading.
Half Termly Teacher Award	Rewarded to role model pupils for displaying consistent outstanding academic effort and behaviour.
Half Termly Maths Award	Outstanding Maths work
Half Termly Science Award	Outstanding Science work
SHARE Points	See rewards ladder (Appendix 3)
Attendance Award	Certificate awarded for 100% attendance during the academic year.

ZONES OF REGULATION

The Zones is a systematic, cognitive behaviour approach used to teach self-regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete zones.

All classes at Guru Nanak Sikh Academy Primary Phase use the zones to teach pupils to become more aware of, and independent in controlling their emotions and impulses, managing their sensory needs, and improving their ability to problem solve conflicts.

The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, devastation, or terror when in the Red Zone.

The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions, however one has more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

The **Green Zone** is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

The **Blue Zone** is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.

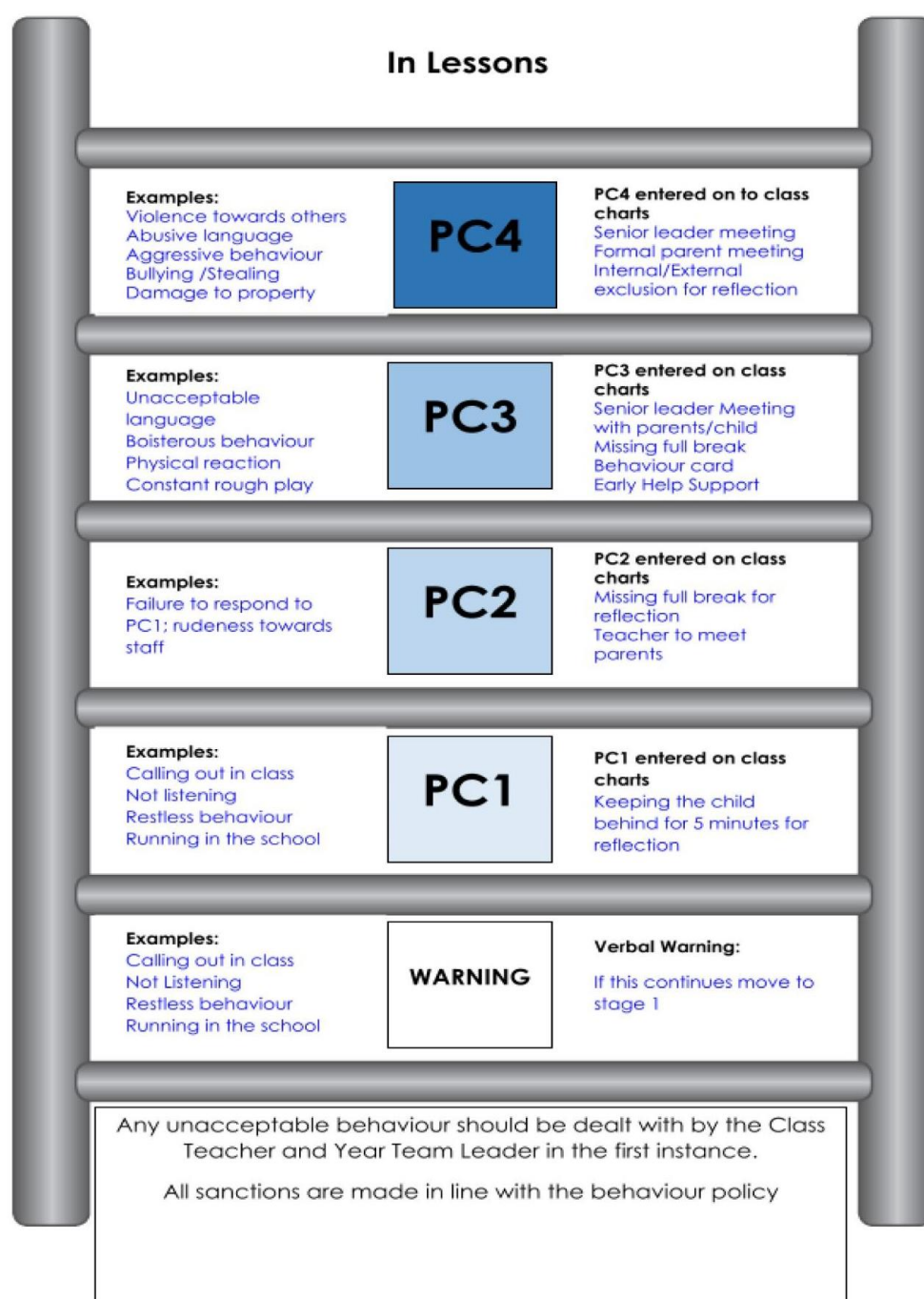
What Zone Are You In?			
Blue	Green	Yellow	Red
			
Sick Sad Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Mean Yelling/Hitting Disgusted Out of Control

MONITORING AND REPORTING BEHAVIOUR PATTERNS

Every adult is able to report behaviour using our online ClassCharts system which parents can also access. This system is monitored by the senior leaders. The Assistant Principal produces a record of any behaviour patterns emerging to the senior leadership team where strategies are implemented and adapted to suit the children's needs.

Patterns, trends, actions and impact are reported to the Board of Directors. No individual pupils are identified.

GNSA Consequence Ladder



EXCLUSIONS

In our school it is rare that school support will not have a positive impact upon pupil behaviour development and regulation. However, the school does and will exclude pupils for persistent abusive or violent behaviour or repeated and escalating low level disruptive behaviour.

It is our ethos that we will make every provision for a child to achieve socially and emotionally but if, in spite of this, behaviours are risky, unsafe, violent and prevent the efficient education of others, fixed term or permanent exclusion may be applied.

Fixed term or permanent exclusions are at the discretion of the Executive Principal and in line with this Behaviour Policy. Each serious misdemeanour will be considered and exclusion will depend on the severity and frequency. Parents will be notified of the reason for the exclusion. Parents have the right to make representations to the Board of Directors about exclusion and the Board of Directors must review the decision. Where the Board of Directors upholds a permanent exclusion, parents have the right to appeal the decision to an Independent Appeal Panel. Where there is fixed term exclusion, before the pupil is readmitted to school, a meeting between the parents and the school will be arranged. The purpose of the meeting will be to discuss strategies and a way forward to ensure that the risk of a repetition of the offending behaviour patterns is not repeated.

We follow the DfE guidance on this and report any exclusions routinely to Hillingdon LA:

[Exclusion from maintained school, academies and pupil referral units in England](#)

Internal Exclusions

Internal Exclusion serves as a serious sanction directly below a fixed-term external exclusion but above minor sanctions such as reflection. Internal Exclusion is used to prevent pupils from engaging with the school community but without this impacting on their academic learning.

Internal exclusions are at the discretion of the Academy and do not qualify as legal or formal exclusions: the Department for Education's statutory guidance on exclusions legislation does not apply to internal exclusions, because they do not impact on a student's education by removing them from school premises.

Internal exclusions are imposed for serious and/or persistent breaches of the Pupil Code of Conduct. Patterns of behaviour will also be taken into account. Decisions to internally exclude a student will depend on the individual circumstances.

GNSA never puts internally excluded pupils into isolation; internally excluded pupils are supervised at all times. The purpose is to continue learning, prevent a recurrence of the offending behaviour and to ensure reintegration when the period of internal exclusion is over.

Parents will be informed of the duration of and reasons for an internal exclusion. They will be contacted by the relevant Progress Leader on the day that a decision to

internally exclude is made. Parents/carers will be invited into school for a meeting to discuss the internal exclusion.

OUTSIDE AGENCIES

Any concerns about any pupil should be discussed with the SENCO- A O'Leary. There are times when the advice of outside agencies will be required from the Educational Psychologist or Behaviour Support Team. This possibility will be discussed with all involved, including parents, class teacher and Executive Principal.

SPECIAL EDUCATIONAL NEEDS

The school will ensure all staff are aware of individual needs where behaviour and disability is likely to be an issue. Individual guidance will be circulated to every teacher about how they may most effectively manage the behaviour of individual pupils with these difficulties.

BULLYING

Guru Nanak Sikh Academy (Primary Phase) does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. All incidents are recorded and monitored over an extended period. Whilst it is very difficult to eradicate bullying, we do everything in our power to ensure that all pupils attend school free from fear. Reference Anti-Bullying Policy (Appendix 1).

WORKING WITH PARENTS

The school works collaboratively with parents, so pupils receive consistent messages about how to behave at home and at school. A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. We give high priority to clear communication with parents, in promoting and maintaining high standards of behaviour.

The school will communicate this policy and our behavioural expectations to parents through Parent Meetings and a copy of the policy will be available via the website through Parent Meetings and a copy of the policy will be available via the website. School rules are shared with parents through displays around the school and the school website. Parents will be kept informed about their child's behaviour through their 'Home-School Diaries', parent meetings and daily communication. Where behaviour is causing concern, parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

If the school has to use reasonable sanctions in response to a pupil's poor behaviour, parents should support the actions of the school. If parents have any concern about the

way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should make an appointment to speak with the Assistant Principal and at this point the problem is usually resolved.

MONITORING OF THIS POLICY

In light of this policy, the Senior Leadership Team will continually monitor the behaviour throughout the school. Agreed changes to this policy will then be incorporated as necessary.

A record is kept of all serious incidents and action is taken when necessary. The class teacher records classroom incidents and lunchtime supervisors provide details of any incidents that occur at break or lunchtimes.

The Executive Principal keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

The Executive Principal monitors the effectiveness of this policy on a regular basis. He also reports to the Board of Directors on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

REVIEW OF THIS POLICY

The Board of Directors reviews this policy every two years. The directors may, however, review the policy earlier than this, if the government introduces new regulations, or if the Board of Directors receives recommendations on how the policy might be improved.

COMPLAINTS

All complaints should be forwarded to the member of staff responsible for behaviour or the Principal.

Updated	Next Review	Reviewed by	GB/Committee Ratification
Jan. 2019	July 2021	AC/PD	
Oct. 2021	Oct. 2023	PD	

APPENDIX 1 – Primary Phase Anti-Bullying Policy



Rationale

Guru Nanak Sikh Academy and Nanaksar Primary School are committed to a policy of inclusion, equality and justice. We provide a warm, caring and safe place for all our pupils so that they can learn and thrive in a relaxed and secure environment. We believe that bullying of any kind is totally unacceptable and will not be tolerated in our school. We take all incidents of bullying seriously. No one deserves to be a victim of bullying. We believe that where bullying is challenged effectively, pupils will feel safe and happy. Everybody has the right to be treated with respect in line with our SHARE values and pupils who are bullying others need to learn different ways of behaving.

When bullying does occur, everyone should feel able to tell and know that incidents will be dealt with promptly and effectively in accordance with our school anti-bullying policy. Our bullying policy should be read in conjunction with our school's behaviour policy.

Aims

We aim to develop a school ethos in which bullying is regarded as unacceptable and where everyone has a responsibility to be proactive in ensuring that bullying is challenged and reported. We aim to:

- Provide a safe and secure environment in which all can learn and work without anxiety, humiliation, harassment, oppression or abuse
- Respond effectively to any bullying incidents that may occur
- Ensure all children, parents, staff, governors and others connected with the school are aware of our opposition to bullying and know that appropriate action will be taken if bullying occurs
- Ensure that everyone takes responsibility for the prevention and elimination of bullying in our school.

What is Bullying?

Bullying is "Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally" (DfE "Preventing and Tackling Bullying", March 2014).

As a school we are aware that bullying is a form of peer on peer abuse. For further information on peer on peer abuse, please see the MAT Child Protection and Safeguarding Policy which can be found on the website.

Types of bullying can include:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), ridicule, humiliation
- Verbal name-calling, sarcasm, spreading rumours, threats, teasing, making rude remarks, making fun of someone

- Physical pushing, kicking, hitting, pinching, throwing stones, biting, spitting, punching or any other forms of violence, taking or hiding someone's things
- Racist racial taunts, graffiti, gestures, making fun of culture and religion
- Sexual unwanted physical contact or sexually abusive or sexist comments
- Homophobic because of/or focusing on the issue of sexuality
- Online/cyber setting up 'hate websites', sending offensive text messages, emails and abusing the victims via their mobile phones
- Any unfavourable or negative comments, gestures or actions made to someone relating to their disability or special educational needs.

What is Bullying not?

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. It is bullying if it is done several times on purpose. Pupils sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of pupils' development to learn how to deal with friendship breakdowns, the odd name calling, etc. We all have to learn how to deal with these situations and develop social skills to repair relationships.

What is Cyber-Bullying?

Cyber-bullying, also known as on-line bullying, is when a person or group of people use the internet, email, online games or any other kind of digital technology to threaten, tease, upset or humiliate someone else. Cyber-bullying is particularly damaging as the abuse is inescapable.

Behaviour that is classed as cyber-bullying includes, but is not limited to:

- Sending abusive, nasty or threatening messages to someone via text message, email, instant messaging or chat rooms.
- Abusing personal information: sharing someone else's photos or personal information without that person's consent to deliberately cause harm or humiliation. This could include pretending to be someone else and writing fake comments or blogs.
- Blackmail, or pressurising someone to do something online they do not want to, such as sending a sexually explicit image.

Preventing Cyber-Bullying

Our school community has a clear awareness of the risks posed to pupils from cyber bullying and recognises the shared responsibility we have to ensure its prevention.

To prevent cyber bullying the school will:

- Regularly promote awareness of the risks of cyber bullying and safe practices when using technology through regular assemblies throughout the year;
- Ensure that the Computing Curriculum teaches children how to recognise cyber bullying and how to use ICT safely through a specific e-safety strand and as an integral part of any teaching and learning for ICT;

- Ensure that any related policies, including the “Acceptable Users Policy” make specific reference to anti-bullying procedures;
- Ensure that any mobile phones brought onto the premises by pupils are kept in the school office;
- Should any incidents or suspected incidents of cyber bullying occur, they will be dealt with following the procedures outlined in this policy and will be logged by the Assistant Principal.

Preventing prejudice-based bullying and discriminatory bullying

- Create a school culture that reflects safety and inclusivity
- Deliver age appropriate assemblies which focus on celebrating differences
- Offer a wealth of books and resources with clear focuses on celebrating differences
- Make national anti-bullying week a high profile event each year
- The PSHE programme is structured to give pupils an awareness of their social and moral responsibilities as they progress through the School. The programme enforces the message about community involvement and taking care of each other.
- The wider curriculum makes links to people across different communities and across the world.
- Promote regular events through Three Faiths Forum to unite pupils from different faiths, cultures and backgrounds.

Signs and Symptoms of bullying

A pupil may indicate, by different signs or behaviour, that he or she is being bullied. Adults should be aware of these signs and investigate further if a pupil:

- Is frightened of walking to or from school
- Begins truanting
- Becomes withdrawn, anxious or lacking in confidence
- Feels ill in the morning
- Begins to underperform in school work.
- Has possessions go ‘missing’
- Asks for money or starts stealing money (to pay the bully)
- Is frightened to say what’s wrong.

NB this is not a definitive list but suggests some of the signs and symptoms.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be taken seriously and investigated as soon as possible.

What can you do if you are being bullied?

We want everybody to feel confident to report bullying whenever and wherever it happens, and get the help they need to feel safe again. If someone is bullying you, it is important to remember that it is not your fault and there are people that can help you. Tell someone you trust, giving them as many facts as you can (Who? Where? What? Why?)

When? How?). All pupils know that if they are experiencing bullying they should tell their teacher in the first instance. Should a pupil not feel confident in doing this, they can speak to any member of staff that they feel comfortable with.

What can you do if you see someone else being bullied?

Ignoring bullying is unfair on the victim. Staying silent means that the bully has won and gives them more power. There are ways you can help without putting yourself in danger, for example tell a member of staff as soon as possible or ask someone you trust about what to do.

Strategies in school for the prevention and reduction of bullying

Whole school initiatives and proactive teaching strategies will be used throughout the school to develop a positive learning environment with the aim of reducing opportunities for bullying to occur. These include:

- Each class agreeing on their own set of class rules
- Making national anti-bullying week a high profile event each year
- Raising awareness through assemblies, work in Jigsaw lessons and circle time discussions
- Using drama and role-play activities to help children be more assertive and teach them strategies to help them deal with bullying situations
- Introducing playground improvements and initiatives, e.g. Playground Ambassadors, School Parliament Members, Friendship Bench, etc.
- Using praise and rewards to reinforce good behaviour, through focus on the school SHARE values
- Multi agency work, through collaboration with social services, police etc.

Procedures for reporting and dealing with bullying incidents

At our school, all staff will respond calmly and consistently to all allegations and incidents of bullying. They will be taken seriously and dealt with impartially and promptly. All those involved will have the opportunity to be heard. Staff will protect and support all those involved whilst allegations and incidents are investigated and resolved.

The following step by step procedures will be followed in all cases:

- Initially, staff will listen and speak to all pupils involved about the incident separately
- Appropriate action will be taken quickly to end the bullying behaviour
- Appropriate advice will be given to help the victim
- Staff will reinforce to the bully/ies that their behaviour is unacceptable and they will be given a warning. The bully/ies will be asked to genuinely apologise for what they have done.
- Work will be done with the bully/ies to help him/her/them understand and change his/her/their behaviour including investigating the underlying reasons as to why they are bullying.

- In serious cases e.g. when threatening behaviour is involved, parents will be informed and invited into the school to discuss the problem. This meeting will be with the class teacher and Assistant Principal or Raising Standards Leader.
- After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
- Should the bullying continue the Executive Principal may make a decision to exclude the pupil.
- The parents then have the right to appeal to the Governing Body and the LEA.
- Appropriate records will be kept of all incidents.

Race Equality/Inclusion Statement

The policies, system and practices at Guru Nanak Academy, set out to promote community cohesion and to provide a high quality educational experience for all children. We do not tolerate any form of racism, bullying or harassment. Staff aim to maximise the potential of all our pupils through:

- Setting suitable learning challenges
- Responding to children's diverse needs
- Overcoming potential barriers to learning

We recognise that it is the responsibility of the entire school community to seek to provide equality of opportunity for all our pupils, regardless of culture, language, religion, ethnicity, ability, disability, gender, sexuality or social circumstance.

Monitoring and evaluation of the policy

This policy will be monitored and the effectiveness will be evaluated in the light of the numbers of bullying incidents recorded, staff response to bullying behaviour and any concerns of pupils, staff and parents regarding bullying. All members of the SLT are responsible for responding to incidents of bullying and the Executive Principal has specific responsibility for ensuring that procedures in this policy are followed. The governing body reviews this policy every two years, in conjunction with the Behaviour Policy. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Updated	Next Review	Reviewed by	GB/Committee Ratification
October 2021	January		

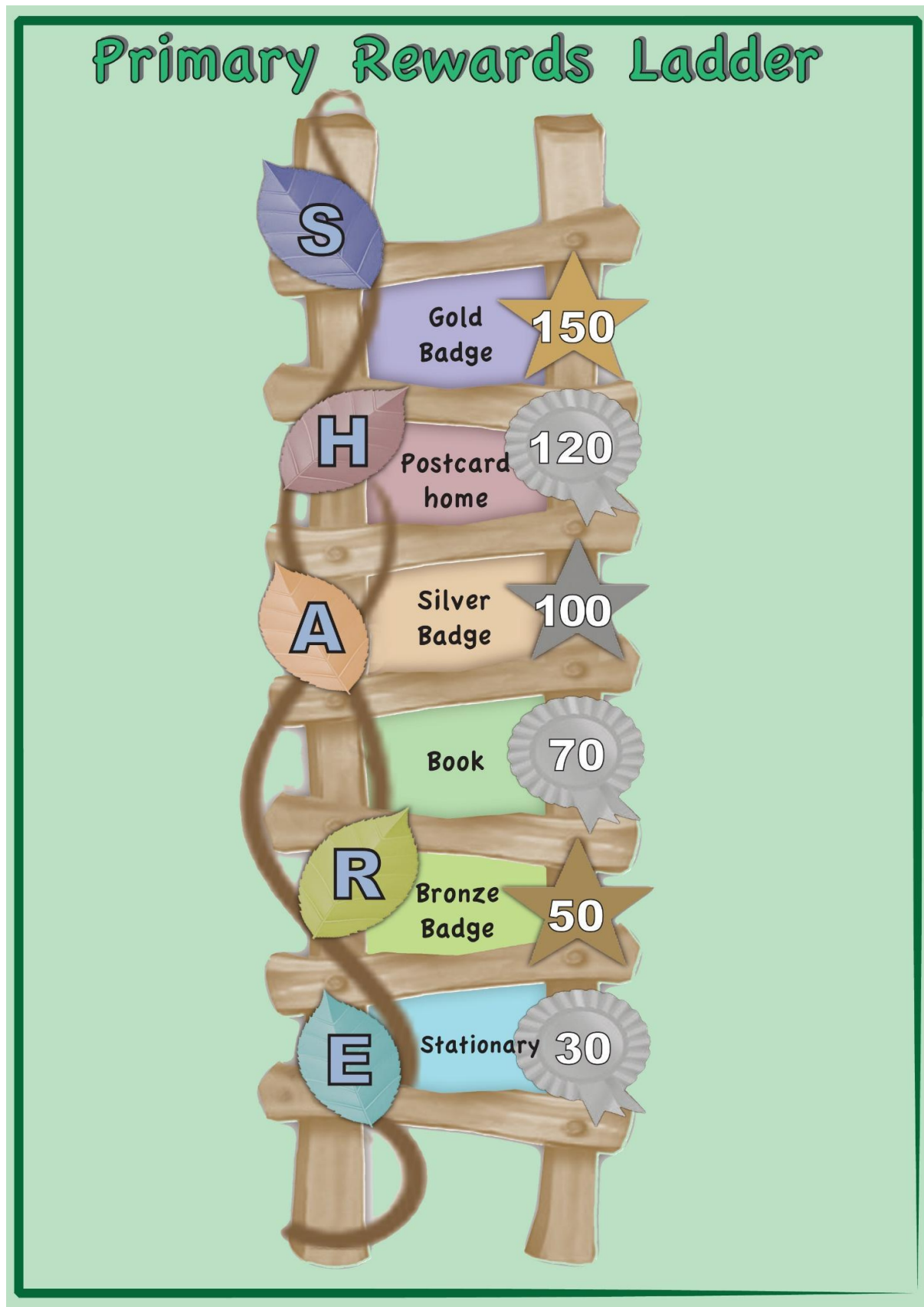
APPENDIX 2 – Our Playground Rules



Our Playground Rules

- ✓ We are gentle and do not play fighting games.
- ✓ We play together and look after one another.
- ✓ We take care of our equipment and use it properly.
- ✓ At the end of break, we line up quickly and quietly.
- ✓ We show kindness and respect to everyone.
- ✓ We say Sorry if we hurt or bump into anyone by accident.
- ✓ We keep our hands and feet to ourselves.

APPENDIX 3 – Primary Phase Rewards Ladder



Additional Information - Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Beat Bullying: www.beatbullying.org
- Childline: www.childline.org.uk
- DfE: “Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies”, and “Supporting children and young people who are bullied: advice for schools” March 2014:
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: “No health without mental health”:
<https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
- 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

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBT

- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- 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.srrc.org/educational