



FARLEIGH

4.05 PREVENTION OF BULLYING POLICY

This policy applies to:	Pupils / Staff / Visitors / Parents / All Prep / Pre-Prep / Kindergarten Day / Boarding
Person(s) responsible: Last updated: Review period: Next review:	Headmaster and Head of Prep February 2026 12 months January 2027
This policy should be read in conjunction with:	2.01 Child Protection and Safeguarding 4.02 Security and Supervision of Pupils (including EYFS) 4.04 Behaviour 4.06 Cyber Bullying and Social Media 5.04 Anti-Bullying and Harassment/Sexual Harassment As well as the DfE non-statutory advice 'Behaviour in Schools 2024'; 'Preventing and Tackling Bullying' (2017); and Keeping Children Safe in Education (KCSIE) 2025.
Important contact details:	Pastoral Leads: preppastoral@farleighschool.com Office: office@farleighschool.com

Table of Contents

DEFINITION OF BULLYING.....	2
Types of bullying/CHILD on CHILD abuse.....	3
Recognising the bully and the victim	4
SIGNS OF BULLYING.....	5
CHILD ON CHILD ABUSE.....	5
BULLYING - PREVENTATIVE MEASURES	6
PROCEDURES FOR DEALING WITH REPORTED BULLYING.....	8
EYFS CHILDREN	11
References.....	12

Aims

- To agree a definition of bullying that will provide a basis for a consistent approach
- To prevent bullying through the consistent application of a School policy to which all staff are committed
- To prevent, de-escalate and/or stop any continuation of harmful behaviour
- To react to bullying incidents in a reasonable, proportionate and consistent way
- To safeguard the pupil who has experienced bullying and to trigger sources of support for the pupil

Objectives

- To understand behaviour that is recognised by both teachers and pupils as bullying

- To promote behaviour that gives everyone at Farleigh School the right to feel safe at all times and to provide an environment which is happy and secure
- To ensure that everyone at Farleigh School is aware that bullying is a serious offence, which is unacceptable, and that it will not be tolerated by any member of the School community
- To provide teachers and pupils with strategies for dealing with all aspects of bullying and the prevention of bullying, whether they occur in their own class or at any other time

'... Man alone is called to share, by knowledge and love, in God's own life. It was for this end that he was created, and this is the fundamental reason for his dignity.'

Catechism of the Catholic Church 356

Children at Farleigh have a right to feel safe and secure, as this is essential if they are to be happy and fulfilled. The actions of a bully violate this right and they destroy good relationships and undermine our ethos as a Catholic School. Everyone has the right to learn and work in an environment free from harassment and discrimination, where they feel safe. Bullying makes pupils unhappy which makes it unlikely that they will concentrate on their schoolwork. They may also find reasons for not coming to school.

Bullying is not a normal part of life and it can ruin lives. Bullying can do both physical and emotional damage and is not acceptable at all. It has no place whatsoever at Farleigh and will be treated as very serious in all instances. There is a zero-tolerance policy towards child on child abuse, sexual violence and sexual harassment. Were there to be 'reasonable cause to suspect that a child is suffering or is likely to suffer, significant harm' a bullying incident should be addressed as a Child Protection concern (see *2.01 Child Protection and Safeguarding Policy*). Children are not to suffer in silence as secrecy only affirms the power of the bully. We have a strong and experienced pastoral team who are trained in handling any incidents as an immediate priority and are alert to possible signs of bullying.

Our Medical Surgery and all our boarding houses display advice on where pupils can seek help, including details of confidential helplines and websites connecting to external specialists, such as Childline and The Children's Commissioner, as well as our Independent Listener.

Unchallenged bullying, apart from being morally indefensible, may also provide undesirable role models for other children. 'Research evidence indicates that there are groups of pupils who are bullied disproportionately. These include disabled pupils and those who have special educational needs, and pupils who are, or are perceived to be homosexual.'⁴

It is crucial that children trust and have confidence that the School will act on a complaint of bullying and ensure that they are safe from further intimidation whilst investigations are carried out. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves.⁴ 'If a pupil feels safe at school, they are in a much better position to reach their potential – they can be healthy, stay safe, enjoy and achieve, make a positive contribution, and achieve economic well-being.'²

The School also wishes to promote an ethos where real reconciliation can be effective, as a result of genuine contrition and the possibility of forgiveness between the parties.

DEFINITION OF BULLYING

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

Put another way, bullying is the intentional and repeated hurting, harming or humiliating of another person. It may take many forms, including physical (including any threat of or use of violence of any kind), sexual, verbal (including cyber-bullying via email, social media, gaming, and SMS or other instant messages), and emotional (including by excluding, being sarcastic, name-calling, tormenting or spreading malicious rumours). It can involve manipulating a third party to repeatedly tease or torment someone, or actions that fall short of direct participation, where someone encourages others to bully, or joins in with laughing at a

victim. Bullying includes child on child abuse, sexual violence and sexual harassment. Bullying is often hidden and subtle. It can also be overt and intimidating, and often involves an imbalance of power between the perpetrator and the victim whether that be a physical, psychological or intellectual imbalance, or by the perpetrator having the capacity to socially isolate the victim.

Bullying is often motivated by prejudice against particular groups, and may involve actions or comments regarding a person's race, religion, gender, sexual orientation, special education needs or disabilities (SEND), or because of a child's familial circumstances, such as they are adopted, in care or that they have caring responsibilities. Bullying may be motivated by actual differences between children, or perceived differences. For example, bullying can still be homophobic if directed towards a child that is perceived to be gay, whether or not this is the case.

Bullying can happen anywhere and at any time and can involve anyone - pupils, other young people, staff and parents.

TYPES OF BULLYING/CHILD ON CHILD ABUSE

Pupils may be bullied for a variety of reasons – and for no reason. Repeated actions may include:

Physical bullying

- hitting
- kicking
- punching
- pushing
- scratching
- pinching
- tripping up
- biting
- taking
- damaging or hiding possessions

Some of these may occur during play and especially with younger children, but this is usually neither deliberate nor malicious. Nevertheless, the behaviour needs to be addressed and monitored and the pupils should be given an opportunity to reflect on this.

Verbal bullying

- such as name calling
- hurtful teasing
- personal insults relating to a child's size, shape, colour, skills, intelligence, special needs, family, religion, race, gender, sexual orientation or nationality

Indirect verbal bullying

- abuse such as spreading false or exaggerated rumours or passing malicious notes; cyber bullying may be included here; emotional/psychological manipulation of friendships or conversations
- online abuse including: disinformation, misinformation and conspiracy theories, AI-generated content risks, particularly AI-generated sexual imagery (deepfakes)

Emotional or psychological

- deliberately ignoring or rejecting another person, so excluding them from their social group

- threats
- demanding money or possessions
- taking property
- encouraging others to behave against their will

Passive bullying

- being a bystander and watching forms of bullying going on without taking action – pupils must always tell a teacher if they see something they think is bullying taking place.

Sexual violence

- unwanted sexual acts or activity (rape, assault by penetration, sexual assault)
- abusive sexual contact

Sexual harassment

- misogynistic online ideologies and their role in harmful sexual behaviour
- sexual jokes or provocation
- sexual comments, including sexualised nicknames, sexual remarks about appearance, and personal or anecdotal sexual stories
- deliberately brushing up against someone
- non-consensual display or sharing of sexual drawings or photos
- online sexual harassment
- sharing any unwanted explicit content, such as pornography
- Consensual and non-consensual self-generated intimate images and/or videos, including those created using AI
- sexualised online bullying or unwanted messages on social media
- sexual exploitation, coercion and threats via messaging or social media
- the consensual or non-consensual sharing of nudes or semi-nudes, as when this material depicts or is exchanged between under 18s it is illegal
- upskirting, a criminal offence involving taking a photo or video under someone's clothing without consent, and often sharing this online

Any one of these forms of bullying is considered totally unacceptable at Farleigh. All members of staff are expected to be vigilant in the classroom, playground and changing rooms, thus ensuring that instances of bullying are dealt with as soon as possible.

Recognising the bully and the victim

At Farleigh School, we always treat bullying very seriously. It conflicts sharply with the School's social and moral principles, and potentially with its policy on equal opportunities, and will not be tolerated. When incidents of bullying do occur, they are dealt with quickly and taken seriously. The School will never dismiss bullying as banter or horseplay, and all reported incidents of bullying will be dealt with by staff in accordance with this policy.

The School understands that bullying can be so serious that it may cause physical, emotional and psychological damage, such as eating disorders, self-harm and even suicide. Stopping violence and ensuring the immediate physical safety of pupils is the School's first priority, however, the School acknowledges that emotional bullying can be more damaging than physical bullying, and therefore staff will use their discretion when dealing with an incident of bullying within the parameters of this policy and the Behaviour Policy 4.04. Whilst bullying is not specifically a criminal offence, there are criminal laws which apply to sexual

harassment, sexual violence and assault, upskirting and to violent and threatening behaviour. No one deserves to be a victim of bullying: everybody has the right to be treated with respect. Pupils who are victims of bullying will be supported. Pupils who have engaged in bullying behaviour will be subject to appropriate disciplinary sanction and will also, where possible, be supported in learning different ways of behaving.

Bullying which occurs on School trips or outside of the School's premises will not be tolerated any more than bullying on School premises. Teachers will, where appropriate, discipline pupils for misbehaviour outside School premises and outside School hours.

SIGNS OF BULLYING

Changes in behaviour that may indicate that a pupil is being bullied include:

- Unwillingness to return to school;
- Displays of excessive anxiety, becoming withdrawn or unusually quiet;
- Failure to produce work, or producing unusually poor work, or work that appears to have been copied, interfered with or spoilt by others;
- Books, bags, money and other belongings suddenly go "missing", or are damaged;
- Change to established habits (e.g. giving up music lessons, change to accent or vocabulary);
- Diminished levels of self-confidence;
- Frequent visits to Matron with symptoms which may relate to stress or anxiety, such as stomach pains or headaches;
- Unexplained cuts and bruises;
- Frequent absence or missing of education, erratic attendance or late arrival to class;
- Choosing the company of adults rather than peers;
- Displaying repressed body language and poor eye contact;
- Difficulty in sleeping or experiencing nightmares; or
- Talking of suicide or running away from home or school.

Although there may be other causes of some of the above symptoms, a repetition or combination of these possible signs of bullying should be investigated by parents and teachers and reported/ recorded, as appropriate, in accordance with this policy.

CHILD ON CHILD ABUSE

Refer to *Keeping Children Safe in Education and Working together to Safeguard Children*

- If a child is in immediate danger or is at serious risk of harm from a peer, an immediate referral to children's social care and / or the police should be made.
- Follow advice in *What to do if you're worried a child is being abused* – see Safeguarding and Child Protection Policy and speak to the DSL.
- In cases of allegations of abuse or assault made against one of our pupils a thorough risk assessment of the situation should be carried out. The safety of all pupils and both the alleged victim and the perpetrator should be ensured and all parties should receive appropriate support.
- Decisions taken might include: whether the accused pupil should be removed from school for a period of time, or from classes / whether sleeping arrangements for boarders should be changed / whether contact with certain individuals should be prevented or supervised / whether counselling should be offered / arrangements made for listening to children.
- Thorough records of all meetings, related conversations and communications should be made and kept.

- If the DSL/Head of Prep deem the matter to be a serious incident of child on child abuse, or serious sexual harassment or sexual violence then a Serious Incident Reporting and Risk Assessment form will be used.

BULLYING - PREVENTATIVE MEASURES

Farleigh School's response to bullying does not start at the point in which a pupil has been bullied. We take the following preventative measures in order to create an environment that prevents bullying from becoming a problem at School in the first place:

Pupils

- The School promotes an ethos of good behaviour where pupils treat each other with respect at all times, inside and outside of School;
- All new pupils (including boarders and EYFS pupils) are briefed thoroughly on the School's expected standards of behaviour. They are told what to do if they encounter bullying. We guarantee that those who report bullying in good faith will not be punished and will be supported;
- We use appropriate assemblies to explain the School's policy on bullying. As a Catholic school, we align bullying prevention with Catholic teachings on respect, dignity, and reconciliation. Our religious education and pastoral care unites to reinforce the importance of treating everyone with kindness and respect.
- Our PSHE programme is structured to give pupils an awareness of their social and moral responsibilities as they progress through the School. The programme is structured to enforce messages about community involvement and taking care of each other. It focuses on the importance of equality and diversity and pupils are encouraged to avoid prejudicial and exclusionary language;
- The School promotes positive online behaviour through Computing lessons. Pupils are required to read and sign an acceptable usage policy. This is reinforced and explained within the lessons and a high level filtering and monitoring software is in place to flag up the use of threatening and unkind language.
- Other lessons highlight the issue of bullying and reinforce this message by developing social skills and by teaching moral and spiritual values that show bullying to be unacceptable;
- All of our pupils are encouraged to tell any member of staff at once if they are being bullied, or if they know or suspect that bullying is taking place;
- All boarders know how to report anxieties to their Houseparent or to another member of the boarding team;
- The School buildings and all of our boarding houses display advice on where pupils can seek help, including details of confidential help lines and websites where they can connect with external specialists, such as ChildLine, The Children's Commissioner and our Independent Person;
- The School does not tolerate peer-group "initiation ceremonies" or hazing rituals designed to cause pain, anxiety or humiliation to pupils, and all staff remain alert to such actions.

Staff

- Upon induction, all new members of staff are given training and guidance on the School's prevention of bullying policy and on how to react to, and record allegations of bullying at Farleigh School. The School will ensure that all staff understand the principles of the School's policy, the School's legal responsibilities, actions to be taken to resolve and prevent incidents of bullying from arising or escalating and also details of sources of further support;
- The School recognises that certain children may be more at risk of bullying than others, and may require additional support when dealing with an incident of bullying, for example children with SEND and LGBTQIA+ pupils. The School will ensure that staff receive appropriate training to be able to

understand the specific needs of our pupils, and to enable all staff to provide an inclusive environment for all pupils;

- All reported incidents are recorded and investigated at once. We always monitor reported incidents using the MyConcern safeguarding package. Records of any incidents are kept securely on MyConcern, which is administered by the DSL team and SMT, in order that patterns of behaviour can be identified and monitored;
- We have a strong and experienced pastoral team of Form Takers, Heads of Year, Pastoral Leads and House Parents who support the Head of Prep and DSL and are trained in handling any incidents as an immediate priority, and who are alert to possible signs of bullying;
- Our pastoral team gives support and guidance to other staff on handling and reporting incidents, and on the follow-up work with both victims and bullies. INSET sessions are held regularly, using outside experts where appropriate, including referrals to Early Help;
- Staff are always on duty at times when pupils are not in class and patrol the School site, particularly areas where bullying might occur. They are trained to be alert to inappropriate language or behaviour at all times;
- In boarding houses, there are strong teams of Assistant House Parents supporting the House Parents and the Matrons, who act *in loco parentis*. Staff are aware that boarding houses provide more opportunities for bullying, and are therefore always vigilant and alert to signs of issues with or between boarders. The informal house environment is important in reinforcing a pupil's standards and values, providing the opportunity for friendly, informal discussion of matters of concern to the individual pupil outside the formal classroom. A member of the boarding house staff is always on duty to supervise the pupils;
- The School has the right, and duty, to investigate incidents of bullying involving our pupils which take place outside School hours, on School visits and trips, or that otherwise occur outside of School. The School has the right to take disciplinary measures in respect of such incidents. Disciplinary measures will be taken in accordance with the School's Behaviour Policy (Policy 4.04) and will be applied in a fair, consistent and reasonable manner, taking into account the needs of SEND and vulnerable pupils; and
- Staff will always consider the motive behind bullying behaviour and whether it raises any concerns for the welfare of the perpetrator. If staff reasonably suspect that a pupil may be suffering, or is likely to suffer significant harm, they should follow the procedures set out in the School's Safeguarding and Child Protection Policy and discuss their concerns with the School's Designated Safeguarding Lead (DSL) without delay.

Parents

- Parents/Guardians have an important role in supporting the school in maintaining high standards of behaviour and home and school need to cooperate closely together.
- Evidence shows that families are told about bullying more often than teachers. Things are often picked up in the course of domestic conversations, often incidentally, sometimes specifically. Parents of other children who have specific information about an incident of bullying (or persistent bullying) are encouraged to bring it to the School's attention.
- Bullying is often covert or subterranean. As such it can be hard to detect and prove as it thrives on secrecy and intimidation. There will be occasions when despite their best endeavours, members of staff may not be aware of things happening in the pupil body. Sharing of information is essential if bullying is to be exposed and countered.
- This policy is readily available on the School's website/ in the Parent Handbook/ on request/ in hard copy for reading at the School office so that parents are clear on the School's approach to bullying and what to do if their child experiences bullying;
- Should a parent feel anxious about the happiness and wellbeing of their child they should:

- notify the Form Taker immediately and arrange an appointment to discuss the situation (or with any other member of staff). If it is felt to be appropriate, the Form Taker will notify the Head of Prep and Head of Year or the Headmaster
- Encourage their own child to talk to someone they trust in the School
- Reassure their own child that talking through the problem and working with the School will improve the situation
- If parents know or suspect that their child, or another pupil, is being bullied, they should contact the School without delay. All concerns will be taken seriously; and
- We welcome feedback from parents and guardians on the effectiveness of our preventative measures and all other aspects and implementation of this prevention of bullying policy.

PROCEDURES FOR DEALING WITH REPORTED BULLYING

The School ensures that all instances of, or concerns about bullying and cyber-bullying, both on and away from School premises are easy to report and that they are recorded properly. Records of instances of bullying and allegations of bullying will be kept on MyConcern, and also on pupil files. Records will also be kept on files relating to safeguarding where appropriate, in order to enable the School to identify patterns of behaviour and to evaluate the effectiveness of this prevention of bullying policy.

The School recognises that pupils are likely to report bullying to someone they trust: this could be any member of staff. All staff will be trained in handling an allegation, and will be aware that they must listen to the pupil, not ask leading questions and make a written record of the allegation to the best of their ability.

If an incident of bullying is reported, the following procedure will be adopted:

- The victim will be interviewed on his/her own and an account of the events will be recorded. It is important not to ask any leading questions or promise confidentiality.
- The alleged bully, together with all others who were involved, will be interviewed individually and an immediate account of events will be recorded
- Where the reported bullying behaviour may be criminal, or a member of staff considers that there may be a risk of harm to someone, the matter will be discussed with the Head or DSL, who will report the matter to the Police without delay if considered necessary;
- The incident, if deemed appropriate, will be recorded in the 'Serious Incidents' book which will help to evaluate the effectiveness of the school's approach and enable patterns to be identified. A record will also be added to MyConcern to help monitor further actions.
- The Head of Year will inform Form Takers, House Parents and the Head of Prep of both the bully/bullies and the victim(s) as soon as possible. In very serious incidents, the Headmaster should be informed.
- The victim will be interviewed at a later stage by a member of the pastoral team separately from the alleged bully. It will be made clear to him/her why revenge is inappropriate. He/she will be offered support to develop a strategy to help him or herself.
- The alleged bully will be interviewed at a later stage by a member of the pastoral team, separately from the victim, and it will be made clear why his/her behaviour was inappropriate and caused distress. He/she will be offered guidance on modifying his or her behaviour, together with any appropriate disciplinary sanctions as set out in the school's Behaviour Policy (A1); for example, detention, withdrawal of privileges or suspension. In particularly serious and/or persistent cases, the bully should expect permanent exclusion.
- The parents/guardians of all parties should be informed and may be invited into school to discuss the matter. Their support should be sought.
- A way forward, including disciplinary sanctions and counselling, should be agreed. This should recognise that suitable support is needed both for children who are being bullied and for pupils who bully others,

as well as dealing with appropriate disciplinary measures in accordance with the school's Behaviour Policy.

- A meeting involving all the parties, with close staff supervision, could be helpful in developing a strategy for all concerned to close the episode.
- A monitoring and review period of each incident will determine whether the level of bullying is a potential Safeguarding concern where the child is suffering or likely to suffer significant harm and would, therefore, necessitate a referral to the DSL, Children's Services or the Police.
- The school may exclude a pupil, either temporarily or permanently, in cases of severe and persistent bullying and in the event that the support put in place for the bully does not result in the modification of behaviour to an acceptable level.
- We reserve the right to investigate incidents that take place outside school hours, on school visits and trips and that occur in the vicinity of the school, involving our pupils.
- If the DSL and/or the Head of Prep deem the matter to be a serious incident of child on child abuse, or serious sexual harassment or sexual violence then a Serious Incident Reporting and Risk Assessment form will be used.

Child Involvement – the poster overleaf is on display in all form rooms and the Form Taker goes through it during the first half of the Autumn Term.

If you are being bullied, there are some things that you can do

- try to stay calm and look as confident as you can
- be firm and clear – look the bully in the eye and tell them to stop
- move away from the situation as quickly as possible
- tell a teacher/adult what has happened immediately
- tell your family
- if you are scared to tell a teacher, take a friend with you
- tell a prefect
- keep on speaking up until someone listens
- do not blame yourself for what has happened

When you are talking about bullying with a teacher, try and be clear about

- what has happened to you
- how often it has happened
- who was involved
- who saw what was happening
- where it happened
- what you have done about it already

Remember that bullying behaviour includes

- repeated name calling and teasing
- physical violence
- threats
- isolating you from a group or activity
- cyber bullying

Pupils must tell a member of staff what they know and see.

Some behaviour will be caused by 'falling out' or reacting to incidents. Learning to tolerate this is a normal part of emotional development and pupils need to learn to differentiate this from bullying.

Remember, you have a right to be safe, happy and healthy at Farleigh.

Farleigh's ethos works to prevent any form of bullying.



FARLEIGH

Prevention of Bullying

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

If you feel you are being bullied, here are some things that you can do:

- Try to stay calm and look as confident as you can.
- Be firm and clear – look the person in the eye and tell them to stop.
- Move away from the situation as quickly as possible.
- Tell a teacher/adult what has happened immediately.
- If you are scared to tell a teacher, take a friend with you or use the 'Want to Talk' button on [Symbaloo](#).
- Tell a prefect. Tell your family.
- Keep on speaking up until someone listens.
- Do not blame yourself for what has happened.

Remember that bullying behaviour includes:

- Repeated name calling and teasing.
- Isolating you from a group or activity.
- Physical violence.
- Threats.
- Cyberbullying.

Pupils must tell a member of staff what they know and see.

Some behaviour will be caused by 'falling out' or reacting to incidents. Learning to tolerate this is a normal part of emotional development and pupils need to learn to differentiate this from bullying.

Remember, you have a right to be safe, happy and healthy.

Farleigh's ethos works to prevent any form of bullying.

Serving Christ in all we do

EYFS CHILDREN

Even the youngest children are encouraged to behave towards each other with kindness and consideration. They have to learn to look after their own possessions and to respect each other's possessions. We expect them to be honest, helpful and polite and to work hard to and to listen to others. They should respect everyone and learn to value differences and diversity. The Head of the Pre-Prep is in day-to-day charge of the management of behaviour in the EYFS stage.

We explain to children why some forms of behaviour are unacceptable and hurtful to others. We rarely need to impose sanctions but sometimes we may remove a treat for hurtful behaviour. Parents are always informed when any sanction or reproof is needed and, in cases of repeated instances of hurtful or inappropriate behaviour, they will be invited into the school to discuss the situation with their child's teacher and the Head of Pre-Prep to agree a joint way of handling the difficulty.

COMPLAINTS PROCEDURE

Parents and pupils are encouraged to use our Complaints Procedure if they feel that their concerns about bullying (or anything else) are not being addressed properly. Parents of EYFS children should be aware that they have the right to refer a complaint directly to Ofsted if they are unhappy with the way in which their complaint has been handled.

MONITORING AND REVIEW

The School will record all incidents of reported bullying in accordance with this policy.

The Head or a designated member of SMT will review all incidents of reported bullying to help identify patterns of behaviour, so that the School can take appropriate steps to address bullying behaviours within the School. Records of bullying incidents will also be used to evaluate the effectiveness of the School's prevention of bullying procedures, and to highlight any necessary amendments.

REFERENCES

Children's Act 1989

Help Children Achieve more – previously Every Child Matters

Preventing and tackling bullying: Advice for School Leaders, Staff and Governing Bodies.

DFE guidance: <https://www.gov.uk/government/collections/statutory-guidance-schools>

Ofsted No Place for Bullying June 2012

ISI Statutory Regulations

Further sources of information

Department for Education resources

DFE Behaviour and Discipline in Schools Guidance (www.education.gov.uk/schools/pupils/support/behaviour/advice for headteacher and school staff on behaviour and discipline.

Preventing and tackling bullying

Make Them Go Away (a video resource about bullying involving young children with disabilities)

Let's Fight It Together (a video resource about Cyber-bullying)

Legislative links

Schools duty to promote good behaviour (Education and Inspections Act 2006 Section 89)

Power to tackle poor behaviour outside school (Education and Inspections Act 2006 Section 89(5))

The Equalities Act 2010

Education (Independent School Standards) (England) Regulations 2010

Specialist organisations

The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti Bullying Alliance brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

Beat bullying: A bullying prevention charity with an emphasis on working directly with children and young people. In addition to lessons plans and resources for parents, Beat bullying have developed the Cybermentors peer support programme for young people affected by cyber-bullying.

Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents 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.

Restorative Justice Council: Includes best practice guidance for practitioners 2011. http://www.restorativejustice.org.uk/what_is_restorative_justice/with_young_people/schools

Cyber Bullying

ChildNet International: specialist resources for young people to raise awareness of online safety and how to protect themselves.

LGBTQIA+

EACH: A training agency for employers and organisations seeking to tackle discrimination on the grounds of gender and sexual orientation.

Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBTQIA+ equality in education).

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 / Purple Oak Support: 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.