



Rugby School

## Anti-Bullying Policy

---

September 2021

**Responsibility for updating this policy: Deputy Head Pastoral**

**Below are the Guidelines and Policy on Bullying for Students and Staff:**

This policy is informed by 'Preventing and Tackling Bullying: Advice for headteachers, staff and governing bodies DfE 2017' and Keeping Children Safe in Education 2021.

This policy should be read in association with the School's Safeguarding and Child Protection Policy.

**Underpinning principles:**

Our PSHEe/Floreat programme is based on the (Warwickshire Safeguarding) WS Protective Behaviours programme.

We believe that 'Everybody has the right to feel safe all of the time'. This means both physically and emotionally safe.

**Bullying Behaviour**

Young people are sometimes reluctant to disclose bullying either because of threats or because they believe that disclosure will make the problem worse so it is especially important that adults are alert to the signs and symptoms that a student may be being bullied. These may include if a student:

- is frightened of walking around school
- doesn't want to go into the school or take part in sport or other activities
- changes their usual routine
- begins to miss lessons or activities
- becomes withdrawn, anxious or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries herself/himself to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- returns to the House or home with clothes torn or books/equipment damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has unexplained cuts or bruises

- becomes aggressive, disruptive or unreasonable
- is bullying other students or siblings
- stops eating
- is frightened to say what's wrong or gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone and is nervous and jumpy when a cyber-message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated. Students with a Special Educational Need, Looked After Children and Previously Looked After Children are amongst the groups of students who are especially vulnerable to bullying.

**Guidance notes for those who feel that they are experiencing bullying behaviour.**

Sometimes victims of bullying behaviour do not want to tell anyone because of:

- fear of what the person responsible for the bullying behaviour (or others) might do
- fear of what could happen if the person responsible for the bullying behaviour is punished
- a desire not to tell tales
- a belief that one must accept bullying behaviour
- a belief that bullying behaviour is in some way deserved

However, if you are experiencing bullying behaviour, or know someone else who is, you must speak out because:

- sharing what you know with others will help to ensure that the situation can be properly managed
- bullying behaviour thrives on secrecy; once it is brought out into the open it is less likely to continue – do not give the bully power by not telling.
- telling someone else will help victims to start to come to terms with their own feelings
- it may save others becoming victims of the same bullying behaviour

**Any actions, behaviour or remarks that hurt or cause offence are unacceptable.**

**Bullying behaviour is too important not to report.**

**If you are experiencing bullying behaviour, know someone that is experiencing bullying behaviour or see bullying behaviour - tell someone.**

### What will happen?

- All possible support will be given to the victim to help them deal with their feelings and to develop strategies for combating their vulnerability.
- The person responsible for the bullying behaviour may be asked to talk to their Hm so that the seriousness of the situation can be explained to them and so that he/she can discuss their behaviour and find ways to change it.
- It is possible that the person responsible for the bullying behaviour has not appreciated the distress caused and will be immediately and genuinely repentant.
- The person responsible for the bullying behaviour must be helped to appreciate that repetition of the bullying behaviour may lead to either sanctions being applied or the disciplinary procedures activated.
- Should a person responsible for bullying behaviour ever prove unable to change their behaviour then their place at the School would need reviewing.
- Careful monitoring will take place to prevent any recurrence of bullying and everyone is responsible for supporting the victim and for helping the person responsible for bullying behaviour change their behaviour.

**For a student the relevant person to contact is their Housemaster/Housemistress (Hm), the DHm or their Matron or Tutor. Or they can speak directly to the Designated Safeguarding Lead (DSL). The Chaplain, Assistant Chaplains, School Counsellors, San Nurses, GPs, Independent Listener, Deputy and Assistant Heads, and the Head are others who can help. Rugby School also has an anonymous reporting tool “Whisper It” which students can use to report bullying, or any other issue which may be causing worry or anxiety.**

## Anti-Bullying Policy

### 1 Policy statement

- 1.1 **Scope:** This policy applies to all students at the School irrespective of their age and whether or not a student is in the care of the School when or if bullying behaviour occurs. While this policy focuses mainly on the bullying of students by other students, it is recognised that other forms of bullying may occur and these are also addressed below.
- 1.2 **Publication:** This policy is provided to all parents, staff and students on the School website. In addition, the policy is available on the student and staff areas of Firefly. This policy can be made available in large print or other accessible format if required.
- 1.3 **Policy aims:** Through the operation of this policy we aim:
- to maintain and drive a positive and supportive culture among all students throughout the School
  - to deter bullying behaviour, detect it when it occurs, and deal with it on a case-by-case basis by counselling and/or disciplinary sanctions and, if necessary, by expulsion
  - to comply with the School's duties under the Equality Act 2010
- 1.4 Bullying behaviour is always unacceptable and will not be tolerated at the School because:
- it is harmful to the person who is bullied, and to those who engage in bullying behaviour, and those who support them, and can in some cases lead to lasting psychological damage
  - it interferes with the person's right to enjoy his/her learning, working and leisure time free from intimidation or oppression or abuse
  - it is contrary to all our aims and values, our internal culture and the reputation of the School
- 1.5 This policy will also apply to bullying behaviour outside of the School of which the School becomes aware.

### 2 Bullying behaviour

- 2.1 **Definition:**  
Bullying is unwanted, aggressive behavior that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Students who are bullied and who bully others may have serious, lasting problems. Bullying behaviors happen more than once or have the potential to happen more than once.
- 2.2 The School does not accept bullying in any form. Bullying may be a Child Protection issue. If there is a risk that a student has suffered or is at risk of suffering significant harm, the School's

safeguarding and child protection procedures will be followed as outlined in the Safeguarding and Child Protection Policy.

### 2.3 Types of bullying

- **Physical:** Pushing, kicking, hitting, punching or any use of violence
- **Emotional:** Being unfriendly, excluding, tormenting ie hiding books, threatening gestures
- **Racist:** Racial or religious taunts, graffiti, gestures
- **Verbal:** Name calling, sarcasm, spreading rumours, teasing
- **Sexual:** unwanted physical contact or sexually abusive comments focussing on the issue of sexuality
- **Ostracising:** Making someone feel left out and different by deliberately setting out to exclude them
- related to a person's home or economic circumstances; or
- related to a person's gender, disability, special educational needs, learning difficulty, health or appearance

2.4 **Cyber bullying:** “Cyber bullying” is any form of intimidation, abuse or unpleasant behaviour which targets any member of the Rugby School community (students, teachers and support staff) that uses information and communication technologies – for example, e-mail, digital and mobile device cameras, text messages, social networking sites, web documents and online blogs. “Cyber bullying” is not restricted to School-based activities and may occur in or out of school and at all times of the day. **Any form of bullying, intimidation or unpleasantness directed at anyone in the Rugby School community that is publicised on such sites or through any form of electronic communication will not be tolerated and will be treated as a serious breach of the School Guidelines.** Likewise, any posting on such sites that brings the reputation of Rugby School into disrepute will be treated as a serious offence. An incident of cyber bullying will be dealt with in accordance with the procedures in this policy. See the School's separate Online Safety Policy for further information about cyberbullying and online safety.

### The Different Forms of Cyber-Bullying

(drawn from Childnet International ‘Cyberbullying: Understand, Prevent and Respond’ Guidance for Schools)

- Threats and intimidation
- Threats can be sent by mobile phone, email, within online games, via comments on websites, social networking sites or message boards.
- Threats can include violence, including sexual violence, or threats to disclose information about someone that may harm them, or that they are not ready to share – for example,

the threat to make someone's sexual orientation or gender identity known (to 'out' someone) when they may not feel ready for this.

- Harassment or stalking
- Repeatedly sending unwanted text or instant messages, or making phone calls (including silent calls).
- Using public forums, such as social networking sites or message boards, to repeatedly harass, or to post derogatory or defamatory statements.
- Tracking someone's activity and collecting information about them, for example by searching databases and social network services; by pretending to be other people and 'friending' the person; or by using spyware.
- Doxing: the practice of posting personal information about someone online without their permission.
- Vilification/defamation of someone.
- Posting upsetting or defamatory remarks about an individual online, or name-calling, general insults, and prejudice-based bullying, for example sexist, homophobic and racist messages.
- 'Slut-shaming': attacking girls and women on the grounds of perceived or fabricated transgressions of socially acceptable sexual behaviours i.e. reposting of texts or images, or the fabrication of information.
- Ostracising/peer rejection/exclusion
- Online exclusion may be harder to detect than people being marginalised in a physical space, such as a classroom.
- On some services, it is possible for members to set up a closed group, which can protect members from unwanted contact, but can also be used to exclude others. Functions that can be used to block abusive behaviour can also be used to exclude others online.
- Identity theft/unauthorised access and impersonation
- 'Hacking' is generally used to mean accessing someone else's account, by finding out or guessing their username and password information for example. Unauthorised access to computer material is illegal. Often hacking is followed by information or document being changed or shared. Sometimes people pretend to be someone else online. On occasions, the impersonator may behave in a way calculated to get the person that they are impersonating into trouble. This should be borne in mind when investigating cases of cyberbullying.

### What makes Cyberbullying different?

- The use of technology in cyberbullying means that there are some significant differences between this and bullying that takes place in physical spaces. Online communications leave a digital trail so it is often easier to establish what has happened because the evidence is online. A single incident – one upsetting post or message – may escalate into cyberbullying involving a number of people over time.
- People do not have to be physically stronger, older, or more popular than the person they are bullying online. Cyberbullying is not confined to a physical location and it can take place at any time. It is very difficult for victims to create a safe, private space. Online content can be hard to remove, and can be re-circulated and reposted. The potential numbers of people who can see content posted online is very large. Single incidents of online abuse can quickly escalate into cyberbullying, for example, by reposting, sharing and commentary. The person being bullied does not always know the identity of the person or people bullying them. They will not know who has seen the abusive content and that can create a lot of anxiety.
- Initial incidents escalate because of sharing and reposting. By endorsing or reposting someone else's abusive post people are actively participating in bullying, although they often don't recognise this.
- The following groups of students are particularly vulnerable to cyberbullying: ☐ girls ☐ students with special education needs and disabilities ☐ students who identify as gay, lesbian, bisexual or transgender. Students may also be targeted because of their race, ethnicity or national origin, or religion.

### Searching Electronic Devices

- The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the Head, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.
- If a member of staff has reasonable ground to suspect that an electronic device contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police.
- If a staff member finds material that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline.

### 2.5 The effects of bullying:

All forms of bullying cause psychological, emotional and physical stress. Each individual's response to being bullied is unique, however some signs that may point to a bullying problem are:

- depression and anxiety
- increased feelings of sadness, helplessness, decreased self-esteem and loneliness
- loss of interest in activities they used to enjoy
- unexplainable injuries
- lost or destroyed clothing, books, electronics, or jewellery
- frequent headaches or stomach aches, feeling sick or faking illness
- changes in eating habits, like suddenly skipping meals or binge eating. difficulty sleeping or frequent nightmares
- declining grades, loss of interest in schoolwork, or not wanting to be at school
- sudden loss of friends or avoidance of social situations
- self-destructive behaviours such as self-harm or talking about suicide

2.6 **Intention:** Not all unpleasant behaviour may be deliberate or intended to hurt. Some individuals may see their hurtful conduct as "teasing" or "a game" or "for the good of" the other person. These forms of behaviour are equally unacceptable but may not be malicious and can often be corrected quickly with advice and without disciplinary sanctions. A bully who does not respond appropriately to advice or sanctions would ultimately have to leave the School.

2.7 **Responsibility:** It is everyone's responsibility to ensure, whatever the circumstances, that no-one becomes a victim of bullying. A person may be vulnerable to bullying because of their age, physical appearance, nationality, colour, gender, sexual orientation, religion, culture or disability, or because they are new in the School, appears to be uncertain or has no friends. They may also become a target because of an irrational decision by a bully.

2.8 **Legal aspects:** A person who makes a physical or sexual assault on another, or who steals or causes damage to the property of another, commits a criminal offence and also a civil wrong known as a "tort" for which there can be legal consequences outside the School. Bullying behaviour may also be regarded as threatening behaviour or harassment which can be either a criminal offence or a civil wrong. Misuse of electronic communications could also be a criminal offence, for example it is an offence to send an electronic communication (such as a text message or email) to another person with the intent to cause distress or anxiety.

#### **Bullying by staff**

Incidents, where it has been deemed that a member of staff has been bullying a child, will be taken very seriously. The Head, with the support of the Governing Body, will deal with this; formal action will be taken where necessary.

In the event of the Head, the Executive Head Master or the Executive Deputy Head, being involved in such incidents, reports will be given immediately to the Chair of Governors who will also take formal action where necessary.

### 3 Anti-bullying culture

3.1 Rugby School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and students to share this commitment. Tolerance, understanding and care for the welfare of others should be a characteristic of the School community. Our expectation of all members of the School community is that:

- everyone will uphold the School Guidelines
- a student or member of staff who witnesses or hears of an incident of bullying will report it - there is a community responsibility to prevent anyone being hurt, threatened, upset or frightened. School should be a safe and secure environment with a supportive climate
- a complaint of bullying will always be taken seriously
- no one will tolerate unkind actions or remarks or stand by when someone else is being bullied

3.2 **Equal opportunities:** In School and in every year group:

- discriminatory words and behaviour are treated as unacceptable
- respect for others, within and outside the School is encouraged through the curriculum and tutorials, with particular regard to the protected characteristics under the Equality Act 2010

3.3 **Staff:** Through their training and experience, members of staff are expected to promote an anti-bullying culture by:

- celebrating achievement
- anticipating problems and providing support
- disciplining fairly, consistently and reasonably, taking into account any special educational needs or disabilities of the student and the needs of vulnerable students
- making opportunities to listen to students
- acting as advocates of students.

3.4 **Students:** Through our pastoral care systems, students are informed and taught that bullying will not be tolerated in the School. They are encouraged:

- to celebrate the effort and achievements of others
- to hold and promote positive attitudes
- to feel able to share problems with staff
- to turn to someone they trust, if they have a problem
- not to feel guilty about airing complaints
- to treat meals as pleasant social occasions

### 4 Anti-bullying systems

4.1 **Approach:** Our systems for detecting and dealing with bullying are designed to operate:

- vertically, through all year groups.

- horizontally, within year groups and in the classroom and other activities.
- our anti-bullying systems are implemented and driven in the way described below.

4.2 **Vigilance:** Members of staff and senior students are vigilant at all times but particularly:

- in Houses, particularly in bed-sits and dormitories
- before lessons eg outside classrooms and in corridors
- as students are moving between lessons
- in Stodge
- at social occasions eg on Saturday nights

4.3 **Meetings:** Bullying is discussed in meetings between:

- members of the Senior Management Team (SMT)
- the Pastoral team (Deputy Head Pastoral, School Counsellor and Assistant to the Deputy Head Pastoral)
- Hms
- The counselling and medical teams
- Hms and their tutor teams
- At Matrons meetings
- SMT and Levée
- Hms and Senior students
- tutors and students in their tutor group
- all School staff, Hms and Matrons

The result of these meetings is to feedback information about friendship patterns, particular incidents, any student who seems to be isolated, any growing "power base" and any known conflict between a member of staff and a student, or between students so that strategies can be developed to prevent bullying incidents.

4.4 **Education and training:** Bullying behaviour issues are discussed regularly in RSHEe sessions, group tutorials, safeguarding training and in-House INSED at all levels, to:

4.4.1 educate students about bullying, including cyberbullying and this policy

4.4.2 educate students and informing parents about online safety

4.4.3 ensure staff have the necessary professional skills, especially awareness of the risk and indications of child abuse and bullying and how to deal with cases

4.5 **Why incidents might not be reported:**

4.5.1 **Victim:** There are many reasons why a student who has suffered bullying may be reluctant to report it. They may become demoralised and may say, for example:

- it is telling tales.
- they won't believe me because the person I am complaining about is popular and I am not, and I will become even more unpopular
- the things they are saying and doing are too embarrassing to discuss with an adult

- it is all my fault anyway for being overweight/too studious etc
- there are too many of them; there is nothing the staff can do
- it will get back to my parents and they will think less of me
- I will just try and toughen up and grow a thicker skin
- I will lie low and not audition for a part in the School play etc

4.5.2 **Witnesses:** There are also reasons why a student who has witnessed or learned of bullying behaviour may not want to make a report. They may say:

- it is "grassing"/"snitching" and I will become unpopular
- it is not my concern anyway
- I don't like the victim and I would find it embarrassing to be associated with them.

4.6 **Culture:** Any of these responses is contrary to our culture at the School. When we drive and implement this policy we encourage every student to understand that:

- every complaint of bullying will be taken seriously
- members of staff will deal with a complaint correctly and effectively in accordance with their experience and the training they have received
- there is a solution to nearly every problem of bullying
- a student who complains will receive support and advice and in many cases the problem can be dealt with on a no-names basis
- the primary aim will be for the bullying to cease, not the punishment of the bully unless this is necessary

4.7 **Record keeping and monitoring:** School staff maintain records of the welfare and development of individual students. In addition, every complaint or report of bullying must be recorded. The Deputy Head Pastoral monitors these records in order to enable patterns to be identified, both in relation to individual students and across the School as a whole and to evaluate the effectiveness of the School's approach.

4.8 **Risk assessment:** The School ensures that all staff actively promote and safeguard the health, safety and welfare of students. The School has appropriate systems in place to identify, assess and control risks to student welfare posed by bullying issues and that sufficient staff are competent to assess risks to student welfare. The Deputy Head Pastoral has overall responsibility for ensuring that, when significant risks to student welfare are identified, those risks are assessed and the findings implemented and recorded. They are also responsible for ensuring that adequate monitoring and review of these assessments and the control measures put in place, occurs. The format of these risk assessments may vary and may be included as part of the School's overall response to a bullying issue.

## 5 Procedures

5.1 **Guidelines:** The following procedures are a guideline except where expressed in the terms "should" or "must". The best guide is the experience and training of the staff.

## 5.2 Reporting bullying complaints

5.2.1 **Students:** The School does not accept bullying in any form – students are asked to be vigilant and to discuss any concerns with someone. A student who is being bullied, or who is worried about another student being bullied, should complain without delay and can do so in several ways. They can:

- tell their parents, their Hm, DhM or tutor, their Matron, a member of SMT, the Designated Safeguarding Lead (DSL), the Chaplain or Assistant Chaplain, or any member of staff or a responsible older student;
- contact the School Counselling team or Independent Person for advice
- contact a School doctor or one of the San nurses
- contact Childline (0800 1111)
- Use the “Whisper It” reporting tool (link on ‘Lander’)

5.2.2 **Parents:** Parents who are concerned that their child is being bullied should inform their child's Hm without delay.

**Staff:** This policy focuses mainly on the bullying of students by students although it is recognised that a staff member could be a victim and on occasion may be perceived to be guilty of bullying.

5.3 **Initial complaint:** A member of staff who learns of alleged bullying behaviour should:

- firstly, respond quickly and sensitively by offering advice, support and reassurance to the alleged victim, then
- report the allegation to the Hm of the victim and the alleged bully as soon as possible.

5.4 **Assessment:** The victim's Hm will normally see the victim and (unless the case is very serious) any witnesses without delay and form an initial view of the allegation. The assessment will consider:

- the nature of the incident(s) - physical? verbal? exclusionary? Etc
- is it a "one-off" incident involving an individual or a group?
- is it part of a pattern of behaviour by an individual or a group?
- has physical injury been caused? Who should be informed? Deputy Head? Parents? The School's Designated Safeguarding Lead (DSL)? Social Services or the Education Safeguarding Manager? The police?
- can the alleged bully be seen on a no-names basis?

- what is the likely outcome if the complaint proves to be correct?

At this stage, the possible outcomes for an incident which is not too serious include:

- there has been a misunderstanding which can be explained sympathetically to the alleged victim with advice to the alleged bully
- the complaint is justified in whole or in part, and further action will be needed (see Range of Action, below).

5.5 **Serious incident:** If a Hm believes that serious bullying behaviour:

- has occurred involving a student in their House
- has recurred after warnings have been given to the "bully" they must inform the Head and Deputy Head Pastoral(the School's DSL).
- The Deputy Head Pastoral will then arrange for the Assistant Head Houses to interview the alleged victim, bully and any witnesses separately, in order to establish the facts of the case.
- The investigation, hearing and outcomes would be clearly documented and a summary of findings would be sent to the Deputy Head Pastoral relevant Hm and the School Counsellor.
- The DSL may inform the MASH Education Lead

The Deputy Head Pastoral may then arrange to interview the alleged victim and bully separately:

- to confirm the facts of the case, if considered necessary
- to decide on the action to be taken in accordance with the Range of Action set out below.
- Students may be accompanied at interviews by an adult, which will normally be the Hm or tutor. The adults would be present as observers and the interview and investigation process would be outlined to them prior to the student interview taking place.
- A summary of findings will be sent to the Head

The respective Hms will notify the parents of the victim and bully giving them details of the case and the action being taken.

5.6 **Range of Action:** When a complaint of bullying behaviour is upheld the range of responses will include one or more of the following:

- advice and support for the victim and, where appropriate, establishing a course of action to help the victim, including support from external services where appropriate
- advice and support to the bully in trying to change their behaviour. This may include clear instructions and a warning or final warning, and involvement of the School Counsellor

- consideration of the motivation behind the bullying behaviour and whether external services should be used to tackle any underlying issues of the bully which contributed to the bullying behaviour. If these considerations lead to any concerns that the bully may be at risk of harm, the School's child protection procedures will be followed
- a supervised meeting between the bully and the victim to discuss their differences and the ways in which they may be able to avoid future conflict
- a disciplinary sanction against the bully, in accordance with the School's behaviour and discipline policy such as gating or rustication. In a very serious case or a case of persistent bullying, a student may, after a fair hearing, be required to leave the School permanently in accordance with the School's expulsion, removal and review policy
- action to break up a "power base"
- confiscation of mobile electronic devices, increased monitoring procedures or limiting access to the School's internet and email facilities if cyberbullying (see the School's Student Online Safety Policy)
- moving either the bully or victim to another House after consultation with the student, their parents and the relevant staff
- involving social services or the police
- notifying the parents of one or both students about the case and the action which has been taken, bearing in mind the right to privacy
- A formal meeting with one or both sets of parents and senior members of staff may be deemed necessary or desirable to inform and agree a course of action
- such other action as may appear to the Head to be appropriate
- noting the outcome in the relevant student files in the House and in School House
- A medical referral may be made if the School deems it to be necessary or if the parents request it

5.7 **Monitoring:** The position should be monitored for as long as necessary thereafter. Action may include:

- sharing information with some or all colleagues and with students in the House so that they may be alert to the need to monitor certain students closely
- on-going counselling and support
- vigilance
- mentioning the incident at meetings of staff

- reviewing vulnerable individuals and areas of the School
- liaison between Hm, the outcome being recorded in the student files
- Monitoring and examination, where possible, of all electronic communication between the bully and the victim, including the use of social networking sites

5.8 **Formal complaint:** If the victim's parents are not satisfied with the action taken, they should be advised to make a formal complaint, according to the School's complaints procedure. The School also has a Boarders' Complaints Policy setting out the options open to boarders to raise concerns.

## 6 Review

6.1 The Deputy Head (Pastoral) will review and make revisions to this policy on an annual basis, or more regularly as required, taking into account the results of the monitoring as set out at sections 4.7 and 5.7 above, as well as any changes in legislation and/or statutory guidance and other relevant information gathered (such as through student questionnaires).

6.2 The Governors will consider the revisions made as part of its collective responsibility to carry out an annual review of safeguarding.

### Useful websites:

[www.bullying.co.uk](http://www.bullying.co.uk)  
[www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)  
[www.childline.org.uk](http://www.childline.org.uk)  
[www.kidscape.org.uk](http://www.kidscape.org.uk)  
[www.each.education](http://www.each.education)  
[www.youngminds.org.uk](http://www.youngminds.org.uk)  
[www.youngstonewall.org.uk](http://www.youngstonewall.org.uk)  
[www.nspcc.org.uk](http://www.nspcc.org.uk)  
[www.stoptextbully.com](http://www.stoptextbully.com)  
[www.beyondbullying.com](http://www.beyondbullying.com)  
[www.childnet-int.org](http://www.childnet-int.org)  
[www.cyberbullying.org](http://www.cyberbullying.org)  
[www.chatdanger.com](http://www.chatdanger.com)  
[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

Authorised: Risk, Compliance and Safeguarding Committee:	
Date:	22 September 2021