



Anti -Bullying Policy

Nurturing today's young people, inspiring tomorrow's exemplary citizens

Date of Last Review	September 2025
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Approved by	Governors & Trust Boards
Review Period	1 Year or as and when required
Version	V1
Date of Next Review	September 2026

<u>SECTION 1 – INTRODUCTION.....</u>	<u>3</u>
<u>SECTION 2 – AIMS AND OBJECTIVES</u>	<u>3</u>
<u>SECTION 3 – GUIDELINES</u>	<u>4</u>
<u>SECTION 4 – PROCEDURES FOR RESPONDING TO ALL ALLEGED OR WITNESSED BULLYING INCIDENTS</u>	<u>7</u>
<u>SECTION 5 – RECOMMENDED PROCEDURES FOR RESPONDING TO ALL ALLEGED OR WITNESSED BULLYING INCIDENTS</u>	<u>9</u>
<u>SECTION 6 – PREVENTING BULLYING.....</u>	<u>18</u>
<u>SECTION 7 – ADVICE ON THE INTERNET FOR PARENTS AND SCHOOL STAFF</u>	<u>18</u>
<u>SECTION 8 – ANTI BULLYING TRAINING CPD FOR SCHOOL STAFF</u>	<u>19</u>

SECTION 1 – INTRODUCTION

Guided by the teaching of the Qur'an and the teaching of Prophet Muhammed (PBUH), we promote a community of unity, care and peace where:

- Each boy's worth is recognised.
- Each boy's contribution is recognised.
- No one benefits at the expense of another.

We wish to encourage an environment where independence is celebrated, and individuals can flourish without fear.

Every student has the right to be safe and happy in School and be protected if he is feeling vulnerable.

The curriculum at AJI is used as a vehicle to support this policy. PSHE, Assemblies, Morning Prayers, Weekly Assemblies and subject input (e.g. Islamic Studies, RE) are important contributors to this.

The school also endeavours to work to UNICEF article 19 of 'having the right to be protected from being hurt and mistreated, in body or mind'.

The school is aware that bullying is linked to other areas such as radicalisation, mental health, child sexual exploitation, lower attainment, children missing, truancy and poorer attendance. As such we take bullying seriously. Race, religion, sex, disability and other social disadvantages linked to the Equality Act and the Protected Characteristics are taken seriously.

In having a bullying policy, we aim to meet parts of standard 12 and 16 and appendix A of the national minimum standards (see links below for access to the relevant government guidance):

- [Keeping children safe in education 2025](#)
- [Boarding schools: national minimum standards - GOV.UK \(www.gov.uk\)](#)

SECTION 2 – AIMS AND OBJECTIVES

Our main aim is to raise levels of consciousness and awareness so that:

- To raise awareness of bullying and create a school ethos which encourages children to disclose and discuss incidences of bullying behaviour.
- To bring about conditions in which bullying is less likely to happen in the future.
- To ensure bullying is prevented in so far as reasonably practical.
- To clarify the reporting processes.
- 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.
- To provide support for the perpetrator whilst developing strategies to enable perpetrators to be accountable for their behaviour.

SECTION 3 – GUIDELINES

DEFINITION OF BULLYING – The Government defines bullying as “behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally”

- a) Bullying is the wilful, conscious desire to hurt, threaten or frighten someone else.
- b) It may be verbal, physical or psychological.
- c) It is necessarily a repetitive action which causes distress not only at the time of each ‘attack’ but also by the threat of future ‘attacks’.
- d) It is characterised by the dominance of the powerful over the powerless in whatever context.
- e) It can be short-term or continue over a period of time.
- f) It can be overt or subtle.
- g) It can be perpetrated by an individual or a group.

Bullying can take many forms which include:

- emotional (being unfriendly, threatening looks/gestures, tormenting e.g., hiding belongings)

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

- physical (pushing, hitting, shoving or any form of physical violence)
- verbal (name calling, sarcasm, spreading rumours)
- sexual and sexist (unwanted physical contact or sexually abusive comments or those which are sexist)
- homophobic, biphobia or transphobic (behaviour or language which makes a person feel unwelcome or marginalised because of their sexual orientation or gender identity, whether actual or perceived, or because of their association with people who are, or perceived to be, gay, bisexual, or transgender e.g., children of same-sex couples)
- racism (negative behaviour or language towards an individual’s ethnicity, skin colour, country of birth, speaking a different language or different religious beliefs)
- cyber (all forms of abuse involving the internet, social websites, chat rooms, mobile phones, email, text messages, photographs etc)
- relational (excluding, isolating and ostracising someone usually through verbal or emotional bullying)
- interference with possessions (hiding, stealing and destroying belongings)

These definitions are important as there is a need to make a distinction between things that may cause a young person distress during their time in school, and bullying. A friendship that has broken down for example, and has led to insults being exchanged, though distressing, would not be considered to be bullying as it was neither deliberate nor repeated. There are occasions in school when a young person is quite unaware of the hurt that they have caused to a fellow pupil, as the target had kept their feelings to themselves.

Under the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff will report their concerns to children's social care.

Some forms of bullying are illegal and should be reported to the police. These include violence or assault, theft, repeated harassment or intimidation. For example, this may include name calling, threats and abusive phone calls, emails or text messages and hate crimes (for further guidance please refer to Bullying at school - GOV.UK. Where school staff feel that an offence may have been committed, they will seek assistance from the police.

The definitions outlined above must be sensitively and thoughtfully applied; a hasty classification helps neither the 'target' nor the 'perpetrator'.

AJI does not tolerate any form of bullying, whether it is physical, verbal, homophobic, transphobic, cyber or indirect.

Victims may be students who:

- Are new to the class or School.
- Are different in appearance, speech or background from other students.
- Suffer from low esteem (this may be a cause or an effect of bullying).
- Demonstrates 'entertaining' reactions when bullied e.g. tantrums, loss of control.
- Are more nervous or anxious.

All of these are only possibilities, not predictions of victimisation. The victim may be the student who is in the wrong place at the wrong time, and who reacts wrongly.

We must be alert to the behaviour of all students. It is important to be watchful and observe the social relationships between the students in the classroom during lessons as well as outside the classroom, especially during breaks and lunchtime.

Students who are bullied may show changes in behaviour. They may:

- Become shy, nervous and withdrawn.
- Feign illness and cling to adults.
- Be frequently absent.
- Have damaged clothes or property.
- Show changes in their work patterns.
- Lack concentration and do poor school work.
- Truant.
- Give improbable excuses for any of the above.

Bullying is a serious issue that can cause psychological damage even leading to suicidal tendency in some cases.

Speaking out – Victims often do not want to tell that they are being bullied because:

- Of the fear of reprisals.
- Of the shame and humiliation suffered.
- They don't want to publicise their unpopularity.
- They are too confused or upset.
- Seeking help might confirm the taunts of being a baby, stupid, etc.
- Of low self-esteem and therefore the belief 'It's my lot in life'.
- Of no confidence in adults' ability to help.
- Of the unwritten code about telling tales among peer groups.

Child-On-Child Abuse

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuses')
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence. sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse)
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos¹¹ (also known as sexting or youth produced sexual imagery)
- upskirting which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

Consequently, it is vital that at AJI, the ethos prevails whereby anyone who is being bullied or who has witnessed bullying taking place, needs to tell a member of staff and not to think that he is telling tales. Not telling protects the bully and gives the message that it can continue, perhaps bullying others too secretly and this silently nurtures

bullying.

It is therefore important that students who are being bullied, or others who know about it, feel that they will be listened to and believed, and that action taken will be swift but sensitive to their concern.

At AJI, ALL staff are trained annually in Child Protection Training raising awareness of signs of bullying – identifying likely situations where bullying may happen, reducing the risk of it taking place and giving the staff the knowledge of how to deal with it when it happens.

Procedures to follow: These procedures should be read in conjunction with AJI's Behaviour Policy. At each stage, in keeping with our Islamic ethos, the focus of the procedures is the welfare of all the boys involved. Both the victim and the bully are in need of support.

SECTION 4 – PROCEDURES FOR RESPONDING TO ALL ALLEGED OR WITNESSED BULLYING INCIDENTS

1. Recommended procedures for responding to all alleged or witnessed bullying incidents

Flowchart of the recommended procedure to follow after a report of an alleged bullying incident

2. Form 1: Initial investigation into allegation of bullying

This form requires a report number and this number will be recorded on each form used that is associated with this incident.

The form also requires:

- Details of person completing the form
- Details of person reporting the alleged incident
- How the referral was made
- Name and age of the child who was targeted and the child who engaged in negative behaviour
- The reported account of the incident
- Initial Information gathered
- Initial action taken
- Identified factors to determine bullying
- the focus of the bullying behaviour
- Initial support offered
- confirmation if the incident was a bullying incident or not

3. Form 1a: Initial investigation into allegation of bullying additional information sheet

Form 1a supports Form 1 should you require additional space to:

- record the reported account
- record additional details gathered

- record additional action taken to date

4. Form 1b: Supportive script for initial investigation into an alleged incident

Form 1b offers questions to ask all involved to investigate the allegation. Using this template will also ensure that all children are:

- Not being blamed or labelled
- Being treated equally

5. Form 2: Confirmed bullying report form

If it is confirmed on Form 1 that bullying was identified, then Form 2 will be completed. The form requires:

- The focus of the bullying
- Manifestation of the bullying
- Additional details of target(s) and the child(s) who bullied
- A more in-depth description of what happened
- All action taken so far from the investigation
- Recording of all school staff, support professionals, parents/carers who have been notified or are involved
- Dates of when follow up monitoring sessions are carried out to assess the health of the children's on-going relationships

6. Form 2a: Confirmed bullying report form additional information sheet

Form 2a supports Form 2 should you require additional space to:

- record the incident
- record additional action taken
- record more detail of the monitoring dates

7. Form 2b: Restorative questions in response to challenging behaviour & restorative questions when someone has been harmed

The restorative questions can be used to repair the harm that the incident caused by letting the children reflect on the impact their actions had on others. These questions can form the start of a mediation session

8. Form 3a: Support provided for targeted child

Form 3a is for recording the support offered to the target child and recording of their general well-being post incident. The form requires:

- the support that was offered and if it was accepted
- the impact monitoring post incident

- further action taken

9. Form 3b: Support provided for child who bullied

Form 3b is for recording the support offered to the child who was bullied and recording of their general well-being post incident. The form requires:

- what sanctions were administered
- the support that was offered and if it was accepted
- the impact monitoring post incident

SECTION 5 – RECOMMENDED PROCEDURES FOR RESPONDING TO ALL ALLEGED OR WITNESSED BULLYING INCIDENTS

Investigation

Incident is investigated by the appropriate member of staff who undertakes the role to establish the nature, roles and seriousness of the incidents and those involved.

Form 1 should be completed and a sequential report number recorded on it. This report number must be recorded on all forms used in relation to this incident. **Form 1b** should be used to investigate the incident which will also provide a log of the evidence identified.

An incident is reported or witnessed

An alleged or witnessed incident is reported to a member of staff or by a staff member who witnessed the incident

Staff should look for evidence that the behaviour:

has occurred before or by its nature has caused repeated experience or the fear of it

e.g. cyberbullying or serious incident

was deliberately intended to cause distress and/or harm

has created a sense of powerlessness on the part of the individual being targeted.

and consider

whether any aggravating factors such as equalities dimensions have been taken in to account and been addressed

Hurtful behaviour has occurred, but it was not identified as bullying

Further action staff should take:

Ensure **Form 1** has been completed fully

Identify any harm caused with **Form 2b**

Provide support if required to all involved and record on **Form 3a & 3b**

Inform parents/carers of the pupils involved

Decide if any sanction needs to be applied in line with the school discipline/behaviour policy

Engage and inform external agencies if necessary

Consider the appropriateness of informing the police

Evidence of bullying is found

Further action staff should take:

Complete **Form 2**

Identify any harm caused with **Form 2b**

Provide support to those involved and record on **Form 3a** for targeted child and **Form 3b** for the child who bullied

Inform parents/carers of those involved

Decide if any sanction needs to be applied in line with the school discipline/behaviour policy

Engage and inform external agencies if necessary and complete **Form 4** to inform the local authority

Consider the appropriateness of informing the police

Report number:

FORM 1

Initial investigation into allegation of bullying

Completed by:

Position:

Date:

Reported by:

Role:

Date:

Form of referral:

Verbal Report

Phone Call

Letter

Email

Child(s) name(s) alleged to be experiencing bullying behaviour	Age

Child(s) name(s) alleged to be engaging in bullying behaviour	Age

Reported account:

Details gathered to date: (use Form1b to interview all involved)

Action taken to date: (please tick relevant boxes)

Checked for earlier incidents involving same pupils

Individual discussions with pupils involved

Discussion of incident with peers/class

On-going support/monitoring from staff

Applied sanctions

Any additional action taken?

☐
☐
☐
☐
☐

Notified class teacher

Group discussion with pupils involved

Restorative intervention

Details of action agreed with pupils

Parent letter/meeting

(use Form 1a if required)

Factors to help determine if incident constitutes bullying

Incident was bullying if all 3 warnings below are confirmed

- ☐ Hurt has been deliberately/knowingly caused (physically or emotionally)
- ☐ It is a repeated incident or experience or the involvement of a group
- ☐ Involves an imbalance of power:
 - target feels s/he cannot defend her/himself, or
 - perpetrator/s exploiting their power (size, age, popularity, coolness, abusive language, labelling/name calling, etc.)

Incident was cyberbullying if messages of an intimidating, humiliating or threatening nature were sent or left on a social networking site

Incident was not bullying on this occasion because it was:

- ☐ the first hurtful incident between these children
- ☐ teasing/banter between friends without intention to cause hurt
- ☐ falling out between friends after a quarrel, disagreement or misunderstanding
- ☐ conflict that got out of hand activities that all parties have consented
- ☐ to and enjoyed (check for coercion)

Details of any support

Focus of Bullying Behaviour

Please tick all elements which apply in your understanding of the incident(s) and record specific language:

Other, please

	Definitely applies	Possibly applies
Age/ Maturity		
Appearance		
Size/weight		
Class/Socio-economic		
Family circumstance (e.g. caring role)		
Ethnicity/Race		
Religion/Belief		
Gender		
Transphobia/Gender identity		
Homophobia/sexuality		
Sexualized		
SEN and Disability		
Ability/application		

Was alleged bullying confirmed? (please see overleaf)	*Yes	No	Insufficient evidence
* If yes, please log details on Form 2 Confirmed bullying report form			

Counselling

None offered

☐

Peer support

☐

None – offered but refused

☐

Referral to external agencies

☐

Referral to CAHMS

Report number

Form

1a

Initial Investigation into allegation of Bullying additional information sheet

Supportive script for initial investigation into an alleged incident

1. Describe what happened?
2. Exactly where and when did the incident take place?
3. Were there any other young people around at the time, if so who?
4. Was there an adult around at the time, if so who?
5. Do you know the names of the people who were involved?
6. What were you doing before the incident took place?
7. Can you remember exactly what happened or what was said?
8. What happened next?
9. Has this happened before?
10. What would you like to happen now?

Child's name:

Completed by:

Date:

Additional action taken to date: (please see Form 1 with corresponding Report number)

Report number:
Confirmed Bullying Report Form

FORM 2

For each incident please complete one form and return to the designated teacher for collation and monitoring

1. Focus of bullying behaviour (Please tick all elements which apply in your understanding of the incident(s))

	Definitely applies	Possibly applies
Age/ Maturity		
Appearance		
Size/weight		
Class/Socio-economic		
Family circumstance (e.g. caring role)		
Ethnicity/Race		
Religion/Belief		
Gender		
Transphobia/Gender identity		
Homophobia/sexuality		
Sexualized		
SEN and Disability		
Ability/application		

2. Manifestations of bullying (indicate those that apply)

Perception of individual: feelings of being bullied/harassed	
Isolation/ignoring	
Teasing	
General expressions of prejudice/stereotype	
Racist literature, graffiti or insignia	
Verbal abuse or name calling (specify below)	
Targeted graffiti or hurtful note writing	
Threats including threatened physical assault	
Mobile phone/text message bullying/harassment	
Internet related bullying/harassment	
Camera phone bullying/harassment	
Actual physical assault	
Other:	

Member of staff completing this form:

3. Those involved – please also record where appropriate:

- a. adults as targets or perpetrator's (At) or (Ap)
- b. perpetrators from outside the school community (O)
- c. children who are in care (CIC) or who have Special Educational Needs (SEN)

Child(s) name(s) who are experiencing bullying behaviour	Age	Codes (see above)

Child(s) name(s) who are engaging in bullying behaviour	Age	Codes (see above)

4. Description of incident(s): Please give a precise account including dates, times, places and any witnesses. Attach any further information (e.g. pupils accounts, witness statements, notes of meetings)

5. Action taken: Please record all steps (including meetings, letters, investigations, sanctions)

6. Summary of those notified and/or involved

		Any details (e.g. dates)
Head Teacher		
Chair of Governors		
Class Teacher		
Head of Year		
'Target' parents/carers notified		
'Target' parents/carers invited to school		
'Offenders' parents/carers notified		
'Offenders' parents/carers invited to school		
CAF initiated		
Local Authority informed		
Police		
Others (specify)		

Date for monitoring progress of those involved. Follow up on the incidents and check that all parties are progressing well academically and socially.

Date 1

Date 2

Date 3

Complete Form 2a with details of monitoring progress if needed

Report number

Additional action taken: (please see Form 2 with corresponding Report number)

Confirmed Bullying Form additional information

FORM 2a

Monitoring Progress:

Date1:

Date2:

Date3:

Report number:

Form 2b

Restorative Questions in Response to Challenging Behaviour

Name: _____ Date: _____

- 1. Describe what happened?
- 2. What were you thinking at the time?
- 3. Since the incident, what have you been thinking about?
- 4. Who has been affected by what you have done?
- 5. In what way do you think they have been affected?
- 6. What do you think you need to do to make things right?
- 7. How are you going to implement the items above to make things right?

Staff name: _____ Date: _____

(Priority should be given to taking steps to ensure bullied children continue to attend)

Post-incident impact monitoring and further action

Support provided:	Separate on-site provision Regular contact with chosen member of staff Restorative process Empowerment education (Resilience training) Pastoral team support Formal counselling Parental meetings CAF CAHMS Other
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N.B If the bullying leads to persistent, long-lasting difficulties that cause the child or young person to have significantly greater difficulty in learning than the majority of those of the same age, then schools should consider whether the child will benefit from being assessed for SEN.

Has the relationship been repaired?:
Has achievement/ability to learn been affected?:*
Has there been a change in the pattern of attendance?:
Any change in social issues?:
Any change in mental or emotional state?:
How was the partnership with the parents/carers?:
Does the target feel safe at school?:
Does the target feel safe on journeys to and from school?:
Does the target feel safe while online?:

Member of staff completing this form:	
Name:	Date:

Support provided for child who bullied

Schools should engage in restorative practices before sanctions are considered against the child who showed bullying behaviour. Disciplinary measures must be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. 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 additional support themselves.

Action taken & support provided:	Separate on-site provision Regular contact with chosen member of staff Restorative process Corrective education Removal to a different teaching group/form Pastoral team support Formal counselling Parental meetings CAF CAHMS Sanctions Other
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Post-incident impact monitoring and further action

Has the relationship been repaired?:
Has achievement/ability to learn been affected?:*
Has there been a change in the pattern of attendance?:
Any change in social issues?:
Any change in mental or emotional state?:
How was the partnership with the parents/carers?:
As there been any signs of remorse?:
Any other relevant information?:

SECTION 6 – PREVENTING BULLYING

This policy is to be used as a key vehicle for communicating and celebrating the anti-bullying stance of the school with pupils, parents/carers, and the wider community. The school incorporates the Anti-Bullying Policy with the school curriculum, whole school assemblies, and all school staff training as well as taking on board other opportunities to raise awareness, such as Anti-Bullying Week and targeted group work. The policy is shared with all staff, pupils, parents/carers, and governors, at their respective points of contact with the school.

The school does not tolerate any form of bullying and discriminatory language e.g., the use of homophobic, biphobic or transphobic language. All incidents reported are taken seriously.

The school is responsible for promoting a culture of openness, trust, and support and for ensuring that all the young people in school are aware of both their rights and their responsibilities with respect to bullying. This will take place primarily through the following structures:

- induction programmes
- citizenship/PSHE/SMSC lessons
- the Student Council
- displays around school
- whole school assemblies
- pastoral programmes
- e-safety training to combat cyber-bullying
- multi-agency working including drawing on the expertise of anti-bullying organisations or specialised expertise in dealing with certain types of bullying
- ICT Acceptable Use Policy for pupils

One of the most effective ways of preventing bullying is through the curriculum, by creating effective learning environments in which:

- the contribution of all pupils is valued
- kindness and empathy are celebrated and developed
- all pupils can feel secure and are able to contribute appropriately
- stereotypical views and prejudiced language are challenged, and pupils learn to appreciate and view differences in others positively, whether arising from race, culture, gender, sexuality, ability, disability, or different family situations (e.g., children who are looked after or those with caring responsibilities)
- pupils learn to take responsibility for their actions and behaviours both in school and in the wider community and understand how their actions affect others
- all forms of bullying and harassment are challenged
- pupils are supported to develop their social and emotional skills

SECTION 7 – ADVICE ON THE INTERNET FOR PARENTS AND SCHOOL STAFF

Contact details for social networking sites: The Parents and Carers - UK Safer Internet Centre works with social networking sites to disseminate their safety and reporting tools.

Social Networking Site Useful links:

Ask.fm - [Ask.fm Safety Centre](#) - Reporting on Ask.fm: You do not need to be logged into the site (i.e., a user) to report. When you move your mouse over any post on someone else's profile, you will see an option to like the post and a drop-down arrow which allows you to report the post.

Facebook - [Read Facebook's rules](#) [Report to Facebook Safety Centre](#)

Instagram - [Read Instagram's rules](#) [Report to Instagram Safety Centre](#)

Kik Messenger - [Read Kik's rules](#) [Report to Kik Help Centre](#)

Snapchat - [Read Snapchat rules](#) [Report to Snapchat](#) [Read Snapchat's safety tips for parents](#)

Tumblr - [Read Tumblr's rules](#) [Report to Tumblr by email](#) If you email Tumblr take a screenshot as evidence and attach it to your email.

TikTok - [Read TikTok's rules](#) [Report to TikTok](#)

Twitter - [Read Twitter's rules](#) [Report to Twitter](#)

YouTube - [Read YouTube's rules](#) [Report to YouTube Safety Centre](#)

Discord - [What is Discord | A Guide for Parents and Educators](#) [How to Report a Problem to Discord](#)

Mobile phones

All UK mobile phone providers have malicious, or nuisance call, text or picture message centres set up and have procedures in place to deal with such instances. They will help you to change the number of the person being bullied if necessary. If you want to prosecute the perpetrator, contact the police. The mobile provider will work closely with the police and can usually trace calls for them. Some service providers such as Vodafone produce annual magazines for parents and carers (Digital Parenting), giving information and top tips for keeping your children safe online including cyberbullying.

Organisations that provide support to parents and carers and children

- The Anti-Bullying Alliance
- CEOP
- Childline
- Child net
- The Diana Award
- Internet Matters
- Kidscape
- Get connected
- NSPCC
- The Parent Zone
- Thinkuknow
- Young Minds
- UK Safer Internet Centre

SECTION 8 – ANTI BULLYING TRAINING CPD FOR SCHOOL STAFF

All Staff will have to attend Anti Bullying Training, this will help to recognise all different forms of Bullying as and when they occur. Training will be delivered Online using Tes educate portal and also Training from External agency. The Anti Bullying Alliance offers a suite of free online training for anyone that works with children and young people. The programme was particularly developed to reduce levels of bullying of disabled children and those with special educational needs (SEN) but applies to all children.