# LEICESTER GRAMMAR JUNIOR SCHOOL

# POLICY AND PROCEDURES ON ANTI-BULLYING

*This is one of the policies concerned with safeguarding and pastoral care. It should be read with regard to the policies on equal opportunities, safeguarding, pastoral care, social media, IT and Online Safety (including acceptable use), SEND, and pupil behaviour. It should also be read in line with the Prevent Duty and the PSHE curriculum.*
*These policies can be found on our school website using this link.*

*It is a whole school policy and as such refers to the EYFS.*

*This policy has been written with regard to the Equality Act 2010 and the DfE guidance: "Preventing and Tackling Bullying" (Updated July 2017) and supporting documents. It also considers Keeping Children Safe in Education and Sexual violence and sexual harassment between children in schools and college.*

*This school has achieved a Silver Anti-Bullying Alliance Award*

## 1. INTRODUCTION

Civilised behaviour and consideration for others are the central principles of the school's behaviour policy. Common sense will usually enable every pupil to bring credit to him/herself and to the school. Pupils learn best in a safe and calm environment that is free from disruption in which education is the primary focus.

There will be specific announcements from time to time about behaviour in Assembly and guidance will be given in class to ensure that everyone is aware of school expectations. Antisocial behaviour takes various forms; one of these being "bullying".

Any form of bullying is totally unacceptable and is not tolerated at Leicester Grammar Junior School. We foster a school ethos which makes every effort to prevent it occurring. Those subject to bullying behaviour should be given the help and support they need. Those bullying behaviour must be reprimanded, but it should be recognised that they are also in need of help. All members of the school community are expected to treat each other with courtesy, care and consideration. All members of the school community should report bullying behaviour and be upstanders.

As a school we support and promote the British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs. This is in line with the Prevent Duty (2015).

This policy is available to parents via the school website.

## 2. REPSONSIBILITIES

It is the responsibility of:

The headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team (Mrs Rachel Strong, Deputy Head Pastoral) has been identified to take overall responsibility. `

Trustees to take a lead role in monitoring and reviewing this policy.

All staff, including trustees, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.

Parents/carers to support their children and work in partnership with the school.

Pupils to abide by the policy.

The staff with lead responsibility for bullying are Rachel Strong (Deputy Head Pastoral), David Fulton (Deputy Head Academic) and Helen Pugh-Hall (SENCo).

## 3. WHAT IS BULLYING?

Bullying is defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, sex or sexual orientation or a disability or special educational needs

Bullying behaviour, including any behaviour motivated by prejudice or discrimination, will be addressed promptly and effectively in accordance with the principles and requirements of the Equality Act 2010.

The Anti Bullying Alliance defines bullying as:

> *'the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online'.*

It takes many forms and can be:

- **Physical** (e.g. hitting, kicking, tripping, blocking someone's path, damaging belongings etc)
- **Verbal** (e.g. name calling, threatening, insulting, nasty teasing etc)

- **Psychological** (e.g. spreading rumours, social exclusion, gas lighting, intimidating etc)
- **Cyberbullying** (carried out on electronic devices such as pcs, laptops, smartphones, tablets, gaming consoles, smartwatches, via apps, AI, gaming and/or social media)

**Brief definitions: types of prejudice-related bullying**

**Bullying based on disability (disablist)** – is where the motivation for bullying behaviour is based on the target's real or perceived disability, SEN, gifted or talented or a substantial, long term health conditions or association with someone with a disability, SEN, gifted or talented or a substantial, long term health condition.

**Bullying based on gender reassignment (transphobic)** – is when the motivation for bullying behaviour relates to the target being trans/gender questioning or perceived to be trans/gender questioning. A person could also be targeted because they have a trans family member.

**Bullying based on race or ethnicity (racist)** - is where the motivation for bullying behaviour is based on the target's actual or perceived skin colour, culture, language, ethnicity or national origin. A person could also be targeted because of their association with someone with the protected characteristic of race.

**Bullying based on pregnancy or maternity** – is where the motivation for bullying behaviour is based on the grounds of actual or perceived pregnancy or maternity. A person could also be targeted based on their association with someone with the protected characteristic of pregnancy or maternity.

**Bullying based on religion or belief** – is where the motivation for bullying behaviour relates to the target's beliefs, faith, or identity. It may also be because of a perception or assumption about religion, belief or lack of belief (which may or may not be accurate), or because of their association with an individual or group of a particular religion or belief.

**Bullying based on sexual orientation (homophobic or biphobic)** – is where the motivation for bullying behaviour is based on the target's sexual orientation, or perceived orientation, or that of their family/friends and/or homophobic/biphobic abuse and language used. Bisexual people may experience homophobic bullying, but they are also likely to experience biphobic bullying.

**Bullying based on sex (sexist)** – is where the motivation for bullying behaviour is based on sexist language, attitudes and behaviours that when expressed demean, intimidate or harm another person because of their actual or perceived sex. A person could also be targeted because of their association with someone with the protected characteristic of sex.

**Definitions for other forms of bullying:**

**Bullying based on appearance** – is where the motivation for bullying behaviour relates to the target's physical appearance.

**Bullying based on health conditions** – is where the motivation for bullying behaviour relates to a health condition.

**Bullying based on weight -** is where the motivation for bullying behaviour related to a target's weight or size. It can also stem from negative stereotypes and biases about weight.

**Bullying based on care experience** – is where the motivation for bullying behaviour is based on the target being care experienced.

**Bullying based on home circumstance** – is where the motivation for bullying behaviour is based on the target's living arrangements (e.g. being a young carer), refugee status, geographic locality (i.e. where they live), having a family member serving in the armed forces, their class background, having a family member in prison, whether they are from a low income family or in receipt of free school meals.

Bullying behaviour is:

- designed to lower self-esteem of an individual
- attention seeking
- a quest for superiority
- social exclusion of an individual
- intimidation of a person or persons

Often at the mildest level the person(s) responsible see their behaviour as harmless and are unaware of the hurt and damage being caused. At the most serious level there is malice intended. In most cases at primary level, bullying is not an appropriate term to apply to rough and-tumble behaviour in the playground.

Leicester Grammar Junior School community recognises that all forms of bullying behaviour, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying our school can help to create a safe environment, where pupils are able to learn and fulfil their potential.

Although Leicester Grammar Junior School has adopted a definition of 'bullying' which references that the behaviour may be 'repeated over time', this does not afford the school grounds not to take action in response to a single incident and to make an appropriate record. This will assist the school to spot patterns and to ensure the single incident does not become the first of a series. Bullying is not occasional disagreements or arguments between friends; one off incidents of unkindness; accidental actions that cause upset; isolated acts of rudeness or poor behaviour; friendship fallouts when there is no deliberate or ongoing intent to cause harm. Such actions should still be recorded, but not as bullying.

### 3.1 Child on Child Abuse

At Leicester Grammar Junior School bullying is recognised as a form of child-on-child abuse.

Child-on-child abuse is any kind of physical, sexual, emotional or financial abuse or coercive control exercised between children. It includes (but is not limited to) bullying, cyberbullying, sexual violence, harassment and the sharing of nude/semi-nude images and/or videos. The School has a zero tolerance approach to abuse, it will never be passed off as 'banter', because this can lead to a culture of unacceptable behaviours and an unsafe environment for children. Incidents of child on child abuse will be taken seriously and will be dealt with according to the School Safeguarding Policy and in line with *Keeping Children safe in Education.*

### 3.2 Vulnerable students (including those with protected characteristics) and Special Educational Needs (SEND)

The school considers the special educational needs and vulnerabilities of our pupils when considering anti-bullying measures. Some students are particularly vulnerable and may be severely affected by bullying, such as those with special educational needs and/or disabilities or those with protected characteristics (disability, age, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, pregnancy and maternity). Others may be particularly vulnerable because they are going through a personal or family crisis or suffering from health or fitness problems. Students in care that are frequently on the move may be vulnerable because they are always the newcomer. Those with caring responsibilities may be vulnerable because they are socially isolated. These vulnerable young people may also be at risk of turning to social media for consolation or to get their own back by cyber bullying. Therefore, counselling and education on online safety may be helpful.

## 4. RESPONDING TO BULLYING CONCERNS

Awareness of anti-bullying is developed through staff training and through discussion at staff meetings.

It is the role of all staff to prevent over-exuberance and to intervene, where appropriate, by making the children aware of what is acceptable behaviour. All signs of bullying behaviour must be stopped as soon as possible along with a firm reminder that such acts are not acceptable. Incidents must be recorded, and an appropriate follow up procedure must be implemented.

Pupils are encouraged to 'speak out' about bullying. They are taught to understand the importance of taking steps to protect themselves and others from harmful behaviour, including how to be an upstander rather than a bystander. Please refer to the PSHE Curriculum Policy for specific details. Pupils are encouraged to speak with any member of staff if they have concerns, while 'Worry Monster' and 'Voice Boxes' provide an opportunity for an anonymous referral.

Frequently the target of bullying behaviours will fear for reprisals if the matter is to be dealt with officially and will need reassurance and support from staff on that point. Whatever the degree of seriousness, the operating principle in handling the situation is to bring matters into the open so that all parties concerned (pupils, staff and parents) are quite clear about what has happened and how the school regards it

Following an incident of bullying or alleged bullying staff must monitor future relationships and record any concerns in the allocated section of CPOMS.

The school ethos encourages a culture where each individual has responsibility for the care and well-being of others.

Staff must be aware that teasing and banter may encourage pupils to go further and overstep the boundary. Teasing and banter are, therefore, not acceptable.

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern where there is "reasonable cause to suspect that the child is suffering or is likely to suffer significant harm". Where this is the case, the school staff should deal with it in line the safeguarding procedures outlined in the Safeguarding Policy.

### 4.1 Signs of Bullying

A pupil who is subject to bullying behaviour may keep the matter secret. However, the following changes in behaviour may indicate that the pupil is under stress:

- Unexplainable injuries (this issue must be dealt with very carefully by staff who should always seek the advice of the Headteacher or Deputy Head Pastoral or another DSL. It may be necessary to consider abuse outside school as a possible cause. Staff should consider their obligations under the Children Act).
- 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. Children may come home from school hungry because they did not eat lunch.
- Difficulty sleeping or frequent nightmares
- Declining grades, loss of interest in schoolwork, or not wanting to go to school
- Sudden loss of friends or avoidance of social situations
- Feelings of helplessness or decreased self esteem
- Self-destructive behaviours such as running away from home, harming themselves, or talking about suicide

On their own these signs may be caused by another reason, trivial or serious, but staff should be aware that bullying might be one of the causes. A quiet enquiry to check that there is no problem might encourage a pupil to speak of his/her problems.

### 4.2 Procedure for Dealing with Bullying

An atmosphere of trust should exist between pupils and staff to enable pupils to voice their fears, either for themselves, or others.

When a pupil claims that bullying has occurred, the claim must always be taken seriously and never ridiculed or ignored. It should be made clear to the pupil that the allegation is a serious one. Pupils can communicate by leaving a message in a voice box, or worry monster, by approaching their class teacher or a member of the pastoral team based in the Hive at lunchtimes. Parents can request a face-to-face meeting with their child's class teacher or the Deputy Head Pastoral. Alternatively, parents are invited to send an email (school email addresses can be found on MSP).

Appropriate action should be swift and sensitive.

- Where possible immediate action should be taken to relieve the situation, e.g., listening to the pupil, moving his/her seat in the classroom, minimising the contact between conflicting pupils.

- A full written record should always be kept on CPOMS of the allegation, actions and outcomes.

- The DSL (Rachel Strong, Deputy Head Pastoral and anti-bullying lead) should be informed of any mention or allegation of bullying and will record the incident on the bullying log. The bullying log will list the names of all pupils involved, a brief outline of the incident, actions and outcome. The purpose of the log is to identify patterns and

themes to target areas of need and to report to the board of trustees and the safeguarding and wellbeing committee. The complete record will be stored on CPOMS

- The Headteacher should be informed of any incidents of bullying.

Bullying incidents should be dealt with on an individual basis. The following procedure is designed to serve as a guide.

- The nature of the incident as observed/reported to/by the member of the school community must be relayed to the class teacher and be recorded in writing on CPOMS by the adult who first became aware. It is best practice to write notes immediately after speaking to a child and then scan these to CPOMS.

- All pupils should be given a chance to explain what happened. Pupil voice must be heard. This should be done by the member of staff who first became aware or the class teacher (whichever is most appropriate). It is possible to ask older pupils to write their statement. Pupil voice will be gathered individually, but additional group discussions may also take place as appropriate.

- Once facts have been gathered, the Headteacher and DSL (Rachel Strong, Deputy Head Pastoral and anti-bullying lead) must be informed.

- All staff will be alerted via CPOMS, via email or at a staff meeting to enable pupil supervision to be heightened and to request additional in-put.

- There will be a discussion by school staff to understand whether the incident meets the definition of bullying behaviour. The outcomes of the discussion will be communicated to those parties who made the allegation (parents, child, staff member).

- If it is considered to be bullying behaviour, the parents of both parties will be informed and will be invited to meet with the Headteacher or DSL (and other staff if appropriate) to discuss the matter fully. When the discussion concludes that the behaviour does not meet the definition of bullying, the parents of the pupil allegedly engaging in bullying behaviour will be informed at the discretion of the headteacher and DSL. This decision will be on a case-by-case basis and rationale will be recorded on the bullying log. *(The regularity of occurrence and the precise nature of the matter must be clearly in evidence and emotive terminology is to be avoided.)*

- The incident will be recorded together with the sanctions taken. These sanctions range from loss of House Points, loss of play-time privileges, removal of House captaincy or similar status through to exclusion for a period deemed appropriate to the seriousness of the incident. The consequences of bullying reflect the seriousness of the incident so that other pupils recognise that bullying is unacceptable.

- The situation will be reviewed as necessary to ensure that the bullying has ceased.

- Both the pupil who is subject to bullying behaviour and the pupil who has engaged in bullying behaviour will be offered ongoing support by the pastoral team (further details in section 4.5). It is best practice for a different adult to work with each individual to build a trusting relationship, but the adults should communicate regularly.

- If necessary, other agencies may be consulted or involved, for example the police if a criminal offence has been committed, or Family Help if a child is felt to be at risk of significant harm.

- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated and responded to in line with this policy, our Online Safety Policy and the school behaviour policy. If required, the DSL will collaborate with DSLs at other settings.

### 4.3 Bullying outside the School Premises

Teachers have the power to discipline pupils for misbehaving outside the school premises "to such an extent as is reasonable" (Department for Education, Behaviour in Schools: Advice for Headteachers and School Staff (February 2024), Behaviour outside of school premises). This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, or in the town or village centre. Where bullying outside the school is reported to school staff, it should be investigated and acted on. We recognise that the effects of bullying often extend beyond the location in which it takes place and that early intervention is essential to safeguard pupils, promote equality, maintain a positive school culture, and prevent harm from escalating.

### 4.4 Cyberbullying

Individuals will often have access to technologies that have both positive and negative potential. In developing the online safety policies, consideration has been given to the acceptable use of technology within the school setting and beyond. This approach, the roles and responsibilities, guidance on the use of technology in the classroom and beyond are outlined in the LGST Online Safety Policy and in the Safeguarding Policy.

Cyberbullying is bullying that takes place over digital devices like mobile phones, computers, tablets and smartwatches. Cyberbullying can occur through SMS, Text, and apps, or online in social media forums, or gaming where people can view, participate in, or share content, including content generated by AI. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behaviour.

The most common places where cyberbullying occurs are:

- Social Media, such as Instagram, Snapchat, TikTok, and WhatsApp
- SMS (Short Message Service) also known as Text Message sent through devices
- Instant Message (via devices, email provider services, apps, and social media messaging features)
- Gaming chats
- Email

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.

- Provide appropriate support for the person who has been cyberbullied, and work with the person who has carried out the bullying to ensure that it does not happen again.

- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.

- Take all available steps to identify the person responsible. This may include: looking at use of the school systems; identifying and interviewing possible witnesses; contacting the service provider and the police.

- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include: reporting to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.

- Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and the school searching and confiscation policy. (We will access the DfE 'Searching, screening and confiscation at school' and Childnet cyberbullying guidance to ensure that the school's powers are used proportionately and lawfully).

- Requesting the deletion of locally held content and content posted online if they contravene school behavioural policies.

- Where an individual can be identified, the school will ensure that appropriate sanctions are implemented to change the attitude and behaviour of the bully, as well as ensuring access to any additional help or support they may need. School will inform the police if a criminal offence has been committed.

- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include: advising those targeted not to retaliate or reply, providing advice on blocking or removing people from contact lists, helping those involved to consider and manage any private information they may have in the public domain.

### 4.5 Support for Pupils

Pupils who have been subject to bullying behaviour will be supported by:

- Reassuring the pupil and providing immediate pastoral support
- Offering an immediate opportunity to discuss the experience with their teacher, the DSL, or a member of staff of their choice.
- Offering The Hive as a safe space at lunchtimes.
- Discussing how to respond to any further concerns.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support. This may include working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through

Early Help or Integrated Children Services or support through the Children and Young People's Mental Health Service (CYPMHS).

Pupils who have engaged in bullying behaviours will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school behaviour/discipline policy. This may include: official warnings, detentions/internal exclusions, removal of privileges (including online access when encountering cyberbullying concerns), in extreme or repeated cases, fixed-term or permanent exclusions.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Integrated Children Services or Early Help or support through the Children and Young People's Mental Health Service (CYPMHS).

## 5. PREVENTING BULLYING

The whole school community will create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all and will recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (child-on-child abuse).

The whole school community will challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.

The whole school community will celebrate success and achievements to promote and build a positive school ethos.

The school has a number of Y6 prefects with responsibility for supporting happy playtimes for all pupils across the school. Their role includes training to develop an understanding of how to recognise and respond to bullying behaviour.

The Hive is open at lunchtime to offer pastoral support to all pupils in Years 3 to 6. It is staffed by members of the pastoral team. Indoor lunchtime options (reading for Years 5 and 6 and board games for Year 3 and 4) are also available to support pupils.

### 5.1 Curriculum

Positive relationships are taught across the school from age 3 to 11 in weekly Jigsaw PSHE lessons, enabling pupils to understand the school's approach and to be clear about the part they play to prevent bullying, including teaching steps about how pupils can become an upstander rather than a bystander. This includes open discussion about differences between people which could motivate bullying, such as religion, ethnicity, gender and other protected characteristics. The teacher may adapt the structured programme to address issues pertinent to their class.

Positive behaviour is also reinforced through form times, circle times, story times, assemblies, literature, drama and theatrical performances, the computing curriculum and during Antibullying Week, Online Safety Week and other national events

**5.2 Behaviour of Adults**

It should be recognised that the behaviour of staff towards pupils or colleagues may be seen as bullying.

This may be where staff are over-zealous in carrying out their duties but the consequences are very distressing for a pupil or colleague. Staff should aim to treat pupils, parents and colleagues with courtesy at all times, acting in a manner which reflects real care of others.

There will be occasions when staff have to make pupils clearly aware of the unsatisfactory nature of their behaviour, and apply sanctions where appropriate, but in all cases they should aim to avoid lowering the self-esteem of the pupil in doing so. It is unacceptable for a member of staff to act aggressively towards a pupil.

All allegations of bullying by staff should be reported to the Headteacher who will investigate and take appropriate action. Minor concerns, also referred to as low-level concerns in *Keeping Children Safe in Education* about staff behaviour should also be reported to the Headteacher. If the low-level concern mentions bullying a brief note will also be kept on the bullying log. More detail about low-level concerns is available in the Low-Level Concerns Policy (Annex within Safeguarding Policy) .

It should be recognised that staff can be subject to bullying behaviour by pupils, parents and colleagues. Such behaviours should be reported to the headteacher as a matter of urgency.

5.4 **Education and Training**

Teaching staff and support staff have access to training to identify all forms of bullying, including cyberbullying, allowing them to take appropriate action, to follow the school's policy and procedures, including recording and reporting incidents. These themes are covered in safeguarding training, induction training, at staff meetings through safeguarding briefings and pastoral updates.

**USEFUL LINKS AND SUPPORTING ORGANISATIONS**

The following links may provide additional support to children, staff or families.

Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
Childline: **www.childline.org.uk**
Family Lives: **www.familylives.org.uk**
Kidscape: www.kidscape.org.uk
MindEd: **www.minded.org.uk**
NSPCC: **www.nspcc.org.uk**
PSHE Association: www.pshe-association**.org.uk**
Restorative Justice Council: **www.restorativejustice.org.uk**
The Diana Award: **www.diana-award.org.uk**
Victim Support: **www.victimsupport.org.uk**
Young Minds: **www.youngminds.org.uk**
Young Carers: **www.youngcarers.net**

Leicestershire Advice and Support https://www.beyondbullying.com/

**Cyberbullying**

Childnet: **www.childnet.com**
Internet Watch Foundation: **www.iwf.org.uk**
Report Harmful Content: https://reportharmfulcontent.com/ UK Safer Internet Centre: www.saferinter**net.org.uk** The UK Council for Internet Safety (UKCIS): www.gov.uk/government/organisations/**ukcouncil**http://www.gov.uk/government/organisations/ukcouncil-for-internet-safety**for-internet-safety** DfE 'Cyberbullying: advice for headteachers and school staff': www.gov.uk/government/publications/preventing-and-tackling-bullying DfE 'Advice for parents and carers on cyberbullying': www.gov.uk/government/publications/p**reventing-and-tackling-bullyin**g

**SEND**

Changing Faces: **www.changingfaces.org.uk**
Mencap: **www.mencap.org.uk**
Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.anti-bullyingalliance.org.uk/tools-information/all-abouthttp://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/atrisk-groups/sen-disabilitybullying**/atrisk**http://www.anti-bullyingalliance.org.uk/tools-information/all-abouthttp://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/atrisk-groups/sen-disabilitybullying/atrisk-groups/sen-disability**groups/sen-disability**

**Protected Characteristics**

Anne Frank Trust: **www.annefrank.org.uk**
Kick it Out: **www.kickitout.org**
Report it: **www.report-it.org.uk**
Stop Hate: www.stophateuk.org
Tell Mama: **www.tellmamauk.org**
Educate against Hate: www.educateagainsthate.c**om**
Show Racism the Red Card: **www.srtrc.org/educational**
Barnardo's LGBTQ Hub: www.barnardos.org.uk/**what_we_do/our_work/lgbtq.htm**
Metro Charity: **www.metrocentreonline.org**
EACH: www.eachaction.org.uk
Proud Trust: **www.theproudtrust.org**
Schools Out: **www.schools-out.org.uk**
Stonewall: **www.stonewall.org.uk**
Ending Violence Against Women and Girls (EVAW): www.endviolenceagainstw**omen.org.uk**
Disrespect No Body: www.gov.uk/government/publications/disr**espect**http://www.gov.uk/government/publications/disrespect-nobody-campaignposters**nobody**http://www.gov.uk/government/publications/disrespect-nobodyhttp://www.gov.uk/government/publications/disrespect-nobody-campaignposterscampaignposters**campaignposters**