



Anti-Bullying Policy

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Version Control Table

Version	Date	Amended by	Rationale
2.1	09/09/2020	Kenan Drugzani	Revised draft following scheduled review
3.0	24/09/2020		Version approved by the Board of Directors
3.1	16/09/2022	Gloria Gold	Scheduled review – one change made on page 13 – DfE Advice December 2017 “Sexual violence and sexual harassment between children in schools and colleges” - does not exist anymore and has been replaced by KCSIE 2022
4.0	22/09/2022		
4.1	10/09/2024	Kenan Drugzani	New sections on outcomes and AI were added to pages 8 and 13 respectively. Also, minor changes were made to reflect changes in roles.
5.0	19/09/2024		The version approved by the Board
5.1	11/09/2026	Kenan Drugzani	Definition of bullying updated in line with the latest guidance. Sections on responsibilities and responding to bullying updated and strengthened.

Guidance on version Control:

The above is an example of how to complete the Version control table.

Versions are 0.1, 0.2 etc until such point as the document is approved. Then it becomes version 1.0.

Subsequent edited versions become 1.1, 1.2, or if it's a major update, 2.0. Do not worry about the numbers going up and up its about getting the policy right – it's all fine.

ANTI-BULLYING POLICY

Policy Coverage

THE POLICY APPLIES OR COVERS THE FOLLOWING GROUPS			
Type of Learner	Tick (✓)	Type of Stakeholder	Tick (✓)
Key Stage 3 (KS3) Carousel	✓	Teaching Staff	✓
Key Stage 4 (KS4) GCSE	✓	Education Support Staff	✓
Key Stage 5 (KS5) Level 2	✓	Administrative Support Staff	✓
Key Stage 5 (KS5) Level 3	✓	Directors	✓
Key Stage 5 (KS5) A Levels	✓	Employers	✓
Apprentices	✓	Visitors / Contractors	✓

Contents

1. Policy Aims.....	3
2. Links to Legislation and Guidance	3
3. Responsibilities	3
4. Key Personnel.....	4
5. Definition of Bullying.....	4
6. Forms of Bullying Covered by this Policy.....	5
7. College Ethos and Vision	5
8. Reporting Bullying	6
9. Responding to Bullying	7
10. Preventing Bullying	11
11. Involvement of Learners.....	13
12. Involvement and Liaison with Parents and Carers	13
13. Monitoring and Review: putting policy into practice	13
14. Generative artificial intelligence (AI)	14
15. Links with Other Policies	14
16. Useful Links and Supporting Organisations.....	14

1. Policy Aims

The aim of this Anti-Bullying Policy is to ensure that all learners feel safe, supported and cared for without the fear of being bullied by anyone. Furthermore, all staff are free from fear of bullying by learners.

DfE's 2017 guidance defines bullying as ***“behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally”***.

Learners will be able to benefit from all opportunities available to them in College only when all issues of bullying are addressed.

1.1 Policy Objectives

- This policy further outlines what the LDE UTC will do to prevent and tackle all forms of bullying.
- The LDE UTC is committed to developing an anti-bullying culture where the bullying of adults or young people is not tolerated in any form.

2. Links to Legislation and Guidance

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying as well as criminal and civil law. These may include but are not limited to:

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1988

This policy is based on DfE guidance [“Preventing and Tackling Bullying”](#) July 2017 and supporting documents. It also takes into account the DfE statutory guidance [“Keeping Children Safe in Education”](#) 2016. LDE UTC has also read Childnet's [“Cyberbullying: Understand, Prevent and Respond: Guidance for Schools”](#).

3. Responsibilities

It is the responsibility of:

- **The Headteacher** has overall responsibility for establishing an environment in which bullying is not tolerated, ensuring that this policy is implemented consistently and that appropriate preventative, disciplinary, pastoral and safeguarding arrangements are in place.
- **The Deputy Headteacher Pastoral/Designated Safeguarding Lead**, working with Heads of Year and relevant pastoral staff, is responsible for the operational

coordination of anti-bullying work, including appropriate recording, investigation, support, safeguarding referral and monitoring.

- **Curriculum Leads, Raising Standards Leads, Heads of Year and all staff** are responsible for challenging bullying and discriminatory behaviour, responding appropriately to reports and ensuring concerns are recorded and escalated in accordance with this policy.
- **The Board of Directors** will provide strategic oversight, including consideration of trends, effectiveness of prevention and response, and any evidence of disproportionate impact on particular groups.
- The Directors of the LDE UTC are to take a lead in monitoring and reviewing this policy.
- All staff, including: directors, 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 LDE UTC.
- Employers to support their Apprentices and work in partnership with LDE UTC.
- All Learners (including apprentices) to abide by this policy.

4. Key Personnel

- 1 **Senior leadership team members responsible for this policy are:**
 - **Kenan Drugzani**, Headteacher LDE UTC
- 2 **The Designated Safeguarding Lead (DSL) is:** **Gloria Gold**, Deputy Headteacher – Personal Development & Well-being
- 3 **Link Director with lead responsibility for this policy is:** The Pastoral Link Director to be confirmed.

5. Definition of Bullying

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

Bullying often involves an imbalance of power between the person or group carrying out the bullying and the person experiencing it. This imbalance may be physical, psychological or social, and may arise from factors such as popularity, group size, status, access to information or the use of technology.

Bullying may be:

- physical;
- verbal;
- emotional or relational;
- sexual;
- prejudice-based or discriminatory; or
- online.

Bullying can take place face-to-face, indirectly, through another person or group, or through digital technology.

Not all harmful behaviour is bullying. A serious one-off incident may not meet the definition of bullying because repetition is absent; however, it may still constitute serious misconduct, discrimination, harassment, sexual harassment, violence, child-on-child abuse or a safeguarding concern. Such behaviour will always be addressed under the appropriate College policy and safeguarding procedures.

6. Forms of Bullying Covered by this Policy

Bullying may be related to an actual or perceived characteristic of the person experiencing the behaviour, or their association with another person. This includes, but is not limited to:

- race, colour, nationality, ethnicity or national origin;
- religion, belief or perceived religion or belief;
- sex;
- sexual orientation;
- gender reassignment;
- disability or special educational needs;
- physical appearance;
- physical or mental health;
- pregnancy or maternity where relevant;
- family circumstances, including being looked after, previously looked after or having caring responsibilities;
- socioeconomic circumstances; and
- perceived difference of any other kind.

The College recognises that discriminatory behaviour can be serious even where it does not meet the definition of repeated bullying. Discriminatory incidents will therefore be challenged, recorded and responded to appropriately.

7. College Ethos and Vision

7.1 Our Ethos:

The London Design and Engineering UTC community recognises that bullying, 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, the College can help to create a safe, disciplined environment where learners are able to learn and fulfil their potential.

7.2 Our Vision:

London Design and Engineering UTC is a happy, harmonious learning community where staff and learners feel safe and secure. College life is characterised by a calm, purposeful

environment underpinned by relationships built upon mutual respect. Our expectation is that all learners and staff will behave in appropriate and socially acceptable ways.

Every member of staff has a key role to play in promoting and sustaining the highest standards of behaviour for learning. We aim to provide a safe learning environment where everyone feels able to enjoy, achieve and fulfil their potential free from bullying.

The well-being of every young person is of paramount importance; every learner has the right to a high-quality learning experience at the college, free from harm, neglect and abuse. All staff have a duty of care and a responsibility for safeguarding and promoting the well-being of learners

The College community share the definition of bullying as “*A persistent and deliberate attempt to hurt or humiliate someone*”. One-off incidents, whilst very serious and always dealt with, do not fall within the definition of bullying.

There is a consistent approach to how bullying incidents are dealt with. Parents are informed at the earliest opportunity. Learners are empowered to develop effective personal strategies rather than building dependency upon teachers and others to solve issues

7.3 Our Community:

- Monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports staff to promote positive relationships to help prevent bullying
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures our learners are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by this anti-bullying policy.
- Requires all members of the community to work with the College to uphold this anti-bullying policy.
- Reports back to parents/carers and employers regarding concerns on bullying, dealing promptly with complaints.
- Seeks to learn from good anti-bullying practice elsewhere.
- Utilises support from relevant organisations when appropriate.

8. Reporting Bullying

Learners can report bullying to any member of staff. This may include their tutor, teacher, Head of Year, member of the pastoral team, safeguarding team or another trusted adult.

Learners may report concerns about themselves or about another learner.

Reports can be made verbally or in writing through the College's established reporting systems.

Learners will not be penalised for making a genuine report, even where an investigation subsequently determines that bullying cannot be substantiated.

Retaliation, intimidation or victimisation following a report of bullying will be treated as a serious behaviour matter and may result in additional sanctions.

Anonymous information will be considered carefully, although anonymity may limit the College's ability to investigate fully.

9. Responding to Bullying

All reports of bullying will be taken seriously and responded to promptly.

When bullying is reported or suspected, the member of staff receiving the concern will first consider whether there is any immediate risk of harm and take appropriate steps to ensure the safety of those involved.

Staff will consider whether the reported behaviour:

- constitutes or may constitute child-on-child abuse;
- involves sexual violence or sexual harassment;
- involves threats, violence, coercion or exploitation;
- involves harmful or abusive online behaviour;
- may constitute a criminal offence;
- indicates that a child is suffering or likely to suffer harm; or
- otherwise requires safeguarding action.

Where any safeguarding concern exists, the Designated Safeguarding Lead or deputy will be informed without delay, and the matter will be managed in accordance with the Child Protection and Safeguarding Policy and *Keeping Children Safe in Education*.

A bullying investigation must not delay an urgent safeguarding referral.

The following steps may be taken when dealing with all incidents of bullying reported to the LDE UTC:

- The College takes a proactive stance to raise awareness about bullying. This is done through a range of strategies including staff training, assemblies, Learning for Life lessons, peer mentoring and high staff presence and visibility during lessons, changeover, break, lunchtime and after-college.
- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- Minor incidents or disagreements should be addressed by the class teacher; however, any suspicions of bullying must always be reported to the appropriate Head of Year (HoY) as soon as possible.

- The College will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- The investigator will gather sufficient information to establish the circumstances, which may include accounts from the learner reporting bullying, the learner alleged to have carried out the behaviour, witnesses and relevant staff.
- Investigations will be conducted sensitively and proportionately. Learners will not ordinarily be required to confront one another as part of an investigation.
- Where the allegation concerns sexual violence, sexual harassment or another safeguarding matter, the College will follow its safeguarding procedures and will avoid investigative action that might prejudice a police or children's social care investigation.
- For Apprentices, the Head of Apprenticeships responsible will undertake the interviews.
- The relevant statement-taking protocols as per the Behaviour Policy will be completed. Forms are attached as part of the Behaviour Policy.
- The Designated Safeguarding Lead will be informed of all bullying issues where there are safeguarding concerns.
- The College will inform other staff members and parents/carers, where appropriate.
- Sanctions (as identified within the LDE UTC's Behaviour Policy) and support for individuals will be implemented, in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as the Police (if a criminal offence has been committed) or other local services including Early Help or Children's Social Care (if a young person is felt to be at risk of significant harm).
- Where the bullying takes place off the college site or outside of normal college hours (including cyberbullying), the College will ensure that the concern is fully investigated. Appropriate action will be taken, including providing support and implementing sanctions in college in accordance with the LDE UTC's behaviour policy.
- A clear and precise account of the incident will be recorded by the College in accordance with existing procedures. This will include recording appropriate details regarding decisions and actions taken.

Serious or persistent cases of bullying will be referred to senior staff and could lead to suspension or ultimately permanent exclusion. Any exclusion decision rests solely with the Principal.

Outcomes

- The learner who has been bullied will be offered support if they feel they need it. This may depend on the nature and severity of the incident and may include counselling through our school counsellors or in more extreme cases, referral to external agencies such as CAMHS.
- Learners who have displayed bullying behaviour will be issued sanctions in line with the school behaviour policy. These sanctions range from detentions to fixed

suspension and even permanent exclusion where it is deemed bullying has been extreme and particularly damaging.

- Parents of those bullied and bullying will be notified of the outcomes of the investigation.
- **Restorative approaches**
 - Restorative work may be considered where it is safe, appropriate and likely to support resolution. Participation will not be automatic and will normally require the informed agreement of those involved.
 - Restorative approaches will not be used where they would place a learner at further risk, minimise the seriousness of abusive behaviour or require a learner who has experienced bullying or abuse to meet with the person responsible against their wishes.
 - Restorative work is not a substitute for an appropriate sanction or safeguarding response.

9.1 Cyberbullying

When responding to cyberbullying concerns, the LDE UTC 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 who has been bullied to keep any evidence (screenshots) of the bullying activity to assist in any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
 - looking at the use of the UTC's systems;
 - identifying and interviewing possible witnesses; and
 - contacting the service provider and the police, if necessary.
- Work with individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
 - Support reports 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 learners' electronic devices, such as mobile phones, in accordance with the law and also the UTC's searching and confiscation policy.
- Requesting the deletion of locally-held content and content posted online if they contravene the UTC's behavioural policies.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the UTC will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.

- Inform the police if a criminal offence has been committed.
- Provide information to staff and learners 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 think carefully about what private information they may have in the public domain.

9.2 Supporting Learners (including Apprentices)

Learners who have been bullied will be supported by:

- Reassuring the learner and providing continuous support.
- Offering an immediate opportunity to discuss their experience with their Head of Year, the Designated Safeguarding Lead or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include working and speaking with staff, offering formal counselling, engaging with parents/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 Specialist Children's Services, or support through Child and Adolescent Mental Health Services (CAMHS).

Learners who have perpetrated the bullying 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 the UTC's behaviour policy; this may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), and suspension 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 Early Help, Specialist Children's Services, or Child and Adolescent Mental Health Services (CAMHS) as appropriate

The College will not suggest that a learner is responsible for being bullied because of their appearance, characteristics, online activity, friendships or other behaviour. Support will focus on safety, wellbeing and restoring access to education.

9.3 Supporting Adults

The LDE UTC takes measures to prevent and tackle bullying among learners; however, it is equally important to recognise that bullying of staff and parents, whether by learners, apprentices, parents or other staff members, is unacceptable.

Adults (staff, apprentices and parents) who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the Principal.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Where the bullying takes place off the college site or outside of normal college hours (including online), the college will still investigate the concern and ensure that appropriate action is taken in accordance with the UTC's behaviour and discipline policy.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults (staff, apprentices, parents) who have perpetrated the bullying will be helped by:

- Discussing what happened with a senior member of staff and/or the Principal to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the UTC's official complaints procedures.
- If online, request that content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required.

10. Preventing Bullying

10.1 Environment

The whole College 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.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (child-on-child abuse).
 - Bullying may constitute a form of child-on-child abuse. The College recognises that child-on-child abuse can occur between children of any age or sex and can occur inside or outside the College and online. Staff will not dismiss abusive behaviour as "banter", "part of growing up" or simply having a difficult relationship.

- Openly discuss differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender, sexuality or appearance-related differences. Also, young people with different family situations, such as looked-after children or those with caring responsibilities.
- Challenge practice and language which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create “safe spaces” for vulnerable young people.
- Celebrate success and achievements to promote and build a positive college ethos

10.2 Policy and Support

The whole College community will:

- Provide a range of approaches for learners, staff and parents/carers to access support and report concerns.
- Regularly update and evaluate our practice to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Take appropriate, proportionate and reasonable action, in line with existing LDE UTC policies, for any bullying brought to the UTC’s attention, which involves or affects learners, even when they are not on college premises; for example, when using college transport or online, etc.
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident so that others see that bullying is unacceptable.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.

10.3 Education and Training

The LDE UTC community will:

- Train all staff, including: teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the UTC’s policy and procedures (including recording and reporting incidents).
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as through displays, assemblies, peer support, the learner council, etc.
- Provide systematic opportunities to develop learners’ social and emotional skills, including building their resilience and self-esteem.

11. Involvement of Learners

The LDE UTC will:

- Involve learners in policy writing and decision-making, to ensure that they understand the UTC's approach and are clear about the part they have to play in preventing bullying.
- Regularly canvas young people's views on the extent and nature of bullying.
- Ensure that all learners know how to express worries and anxieties about bullying.
- Ensure that all learners are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve learners in anti-bullying campaigns and embed messages in the wider college curriculum.
- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to learners who have been bullied and to those who are bullying in order to address the problems they have.

Bystander responsibility:

- Learners will be taught that deliberately encouraging, filming, sharing, forwarding or participating in bullying may constitute bullying or another behaviour breach in its own right.
- Learners who witness bullying will be encouraged to seek help from a trusted adult rather than intervene in a way that may place themselves or others at risk.

12. Involvement and Liaison with Parents and Carers

The LDE UTC will:

- Take steps to involve parents and carers in developing policies and procedures, to ensure they are aware that the UTC does not tolerate any form of bullying.
- Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats.
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- Work with all parents/carers and the local community to address issues beyond the UTC gates that give rise to bullying.

13. Monitoring and Review: putting policy into practice

The LDE UTC will ensure that it regularly monitors and evaluates mechanisms to ensure that this policy is being consistently applied.

Any issues identified will be incorporated into the college's action planning.

The Principal will be informed of bullying concerns, as appropriate.

The named Link Director for bullying will report on a regular basis to the Board of Directors on incidents of bullying, including outcomes.

14. Generative artificial intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access.

Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT, Co-pilot and Google Bard.

The LDE UTC recognises that AI has many uses to help learners learn, but may also have the potential to be used to bully others. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

The LDE UTC will treat any use of AI to bully learners in line with this policy.

15. Links with Other Policies

This policy has links to the following LDE UTC policies and procedures:

- Behaviour for Learning Policy
- Complaints Policy
- Safeguarding (Child Protection) Policy
- Online Safety and Acceptable Use Policies (AUP)
- Curriculum Policies such as SMSC
- Mobile phone and social media Policies
- Searching, screening and confiscation Policy
- SEN Policy and practice

16. Useful Links and Supporting Organisations

- 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
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- 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
- The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practice-schools

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.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS): www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis

Race, religion and nationality

- 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.com/
- Show Racism the Red Card: www.srrc.org/educational

LGBT

- Barnardo's LGBT Hub: [www.barnardos.org.uk/what we do/our work/lgbtq.htm](http://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

Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW):
www.endviolenceagainstwomen.org.uk
- A Guide for Schools:
www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign-posters
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related

Note: Additional links can be found in 'Preventing and Tackling Bullying' (July 2017):
www.gov.uk/government/publications/preventing-and-tackling-bullying