



Policy:	Anti-Bullying
Owner:	Rachael Marsden
Approving Board:	Academy Committee
Date of review:	December 2021
Date of next review:	December 2024
Publish Status:	Recommended
Version:	2



WARBOYS PRIMARY ACADEMY
ANTI-BULLYING POLICY



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Additional Documents and Academy policies:

- Behaviour policy.
- PSHCE policy.
- Complaints policy.
- SEND policy.
- Equality policy.
- Online safety and acceptable use policy.
- Safeguarding policy.
- Keeping children safe in education.
- DfE Preventing and tackling bullying.



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1. School values and beliefs.

- 1.1. Our school pledge: *“In a world where you can be anything – be kind: to yourself and to others.”*
- 1.2. Our ethos is based on a set of shared values which guide the behaviours of all members of the school community.

SHARED VALUES

WARMTH - We build relationships rooted in kindness and honesty. We are kind, caring and compassionate, believing that all people have the right to be treated with respect.

PRIDE - We take pride in all we do. We set high standards in every aspect of our work, environment, and personal conduct. We expect the best of ourselves and each other.

ASPIRATION - We want to be the best version of ourselves. We aim high, seek new opportunities, and strive to improve. We set ourselves challenging goals and have the will to succeed.

- 1.3. At Warboys Primary Academy, our vision is to create learning environments where all pupils, parents/carers and staff feel welcomed, valued, and safe from bullying behaviours. Where our ethos actively promotes respect and tolerance of difference and diversity. We aim to ensure that any kind of harassment is not tolerated, and that pupils, parents/carers and staff understand what is meant by bullying and how to report incidents.
- 1.4. In this context there is a zero-tolerance approach to any form of bullying be it physical, verbal, emotional or using technology: in line with our Behaviour policy. Keeping pupils safe and helping them to manage their emotions and relationships, is essential in maintaining a positive learning environment for all.
- 1.5. Our policy is proactive as well as reactive and is dependent upon effective communication between staff, pupils, and parents/carers.
- 1.6. We will deal with incidents of bullying both inside the school and where bullying outside of the school is reported to staff; this includes bullying off the school premises and incidents occurring through social media.

2. Definition of bullying and Types of bullying.

- 2.1. *Child Protection: Pastoral Care in Schools (DE 1999)* defines bullying as: ‘Deliberate hurtful behaviour, repeated over a period of time, where it is difficult for the victim to defend him/herself’.
Bullying breaches the pupil’s fundamental human right to be safe. (*Article 19 UN Convention on the Rights of the Child*). ‘Children have the right to be protected from all forms of violence (physical and mental). They must be kept safe from harm and they must be given proper care by those looking after them.’



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In consultation with all stakeholders at Warboys Primary Academy we have further identified bullying as, 'repeated, negative behaviour that can make someone feel unsafe, upset and alone. This can be physical, emotional or verbal and can take place in person or online.'

2.2. Different types of Bullying behaviour:

- **Physical:** hitting, punching, slapping, kicking, pinching, biting, spitting, scratching, tripping, pushing, pulling hair/clothes, breaking someone's personal possessions.
- **Extortion:** taking property or demanding property.
- **Verbal:** name calling, gossiping, teasing, putdowns, sarcasm, insults, threats, inappropriate comments.
- **Non-Verbal:** hand signs, passing notes around, text messages, pictures.
- **Sexual:** unwanted physical contact and/or sexual comments.
- **Emotional:** threatening or intimidating someone.
- **Social:** ignoring, excluding, ostracising or alienating someone.
- **Psychological:** undermining, criticising, spreading rumours.
- **Prejudice-related:** connected to belonging, identity and equality in wider society – race, gender, disability, sexual identity and home-life/background.
- **Cyber:** through social networking.

2.3. Occasional conflicts and disagreements between equals and single incidents are not identified as bullying. It is an important part of pupils' development to learn how to deal with friendship breakdowns, the occasional name calling or banter. Through our PSHE curriculum at Warboys Primary Academy, we support pupils to deal with these situations and develop social skills to repair relationships.

2.4. We will establish with pupils, parents and staff the difference between bullying, unkindness and banter through our PSHCE curriculum, the Behaviour policy and communication with all stakeholders.

2.5. We also acknowledge that low-level unkindness and banter can lead to bullying and will therefore address this through our daily interactions and our PSHCE curriculum.

2.6. The school recognises that bullying is a complex type of behaviour occurring between individuals and groups. Different roles within bullying situations can include:

- **The ring-leader:** the person who through their position of power directs others to bullying activities.
- **Assistants:** who actively join in bullying at the direction of another (often because they are afraid of the ringleader).
- **Reinforcers:** those who give positive feedback to the bully/associates.
- **Bystanders:** those who stand back and do nothing and thereby appear to condone the behaviour.
- **Defenders/Upstanders:** those who try to defend the victim and actively intervene to stop the bullying.



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2.7. **Where does bullying occur?** In consultation with the pupils at Warboys Primary Academy, we established that - although bullying may occur almost anywhere, some situations are more common, such as:

- in corridors, classrooms, cloakrooms, toilets: usually when no adults are around.
- in the playground, particularly in isolated areas.
- outside of school – i.e., social media, playing areas around the village.

3. Why people may bully.

3.1. The school recognises that pupils may bully for a variety of reasons. Recognising why supports the school in identifying pupils who may be at risk of engaging with this type of behaviour. This enables the school to intervene at an early stage to prevent bullying from occurring and to respond promptly to incidents as they arise. Understanding the emotional health and well-being of pupils who bully is key to selecting the right responsive strategies and to engaging with external support, where necessary.

3.2. Possible reasons why some pupils may engage in bullying behaviour are:

- Struggling to cope with a difficult personal circumstance, e.g. bereavement.
- Control mechanism – like the feeling of power.
- Temperament – aggressive, jealous, insecure.
- Victims of bullying themselves, and/or abuse.
- Find it difficult to make friends – socially awkward.
- Unable to resist negative peer pressure.
- Under pressure to succeed at all costs.
- Unable to express their emotions in a controlled manner.
- Feel isolated, alone and unsafe.
- Learnt behaviour – home life.

4. Recognising signs and symptoms of bullying.

A pupil may indicate by signs or behaviour that they are being bullied. Everyone should be aware of these possible signs:

- Unwillingness to attend school/low attendance score.
- Underachievement.
- Loss of concentration/enthusiasm/interest in school/changed behaviour.
- Repeated, non-specific reasons for illness – headache/stomach-ache.
- Unexplained changes in mood especially after holidays/weekends.
- Physical signs of anxiety – stammering/nightmares/sleep difficulty/loss of appetite / nausea/ withdrawal.
- Physical bruising/torn clothes.
- Loss of self-esteem/confidence/mood swings.
- Books torn or destroyed/missing possessions.
- Reluctance to say what is wrong.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.



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5. Roles and responsibilities.

- 5.1. Bullying will not be tolerated and pupils, staff, parents/carers and governors have a responsibility to ensure that bullying incidents are dealt with quickly and effectively. Our anti-bullying strategies rely on being proactive and on clear communication.

There is an expectation that all members of our school community will uphold the school values, and demonstrate a positive and supportive manner toward one another. If bullying occurs, then it is a problem for the whole school community and should be dealt with in an open and constructive way.

5.2. The role of the pupils:

- Pupils have the right to feel safe; to be respected and to learn.
- Pupils have the right to complain. Bullying should be reported to staff and parents/carers.
- To ask for help.
- To learn and develop their own self-regulation techniques and emotional literacy.
- To be an upstander – identifying bullying when it occurs.
- To be kind to everyone, including themselves.
- Sign the charter (**Appendix 2**) every academic year to show support for a 'Bully-Free school'.

5.3. The role of staff:

- Use the PSHCE curriculum to build self-esteem; self-regulation and emotional literacy for our pupils.
- Use the PSHCE curriculum to support pupils' understanding of bullying, banter and unkindness.
- Be a positive role model for all pupils through demonstrating the school values.
- Promote a zero tolerance approach to bullying.
- Actively promote kindness and positive relationships amongst pupils.
- Be vigilant in looking out for signs of bullying – victim and perpetrator.
- Ensure clear communication between staff when monitoring a particular situation.

Recording and Reporting procedures:

- Speak to the individuals involved, as outlined on pages 9-10, and adhering to the school's Behaviour policy.
- Report incidents of bullying using the appropriate form (**Appendix 1**). Share this information with your Team Leader/SLT, and in more serious circumstances to the Principal.
- Report incidents of bullying to the parent/carers of both the victim and the perpetrator.
- Feedback to the victim and perpetrator actions taken and any additional support that may be offered.



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5.4. The role of parent/carers:

We ask our parents to support their children and the school by:

- understanding what bullying is and the schools approach to managing this.
- watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying (**Appendix 4**).
- advising their children to report any bullying to a member of staff and explain the implications of allowing the bullying to continue unchecked, for themselves and for other pupils.
- advising their children not to retaliate violently to any form of bullying.
- being sympathetic and supportive towards their children and reassuring them that appropriate action will be taken.
- keeping a written record of any reported instances of bullying.
- inform the school promptly of any suspected bullying, even if their children are not involved.
- co-operating with the school, if their children are accused of bullying, trying to ascertain the truth, and point out the implications of bullying, both for the children who are bullied and for the bullies themselves.

Parents are encouraged to reassure their child that we will deal with all forms of bullying sensitively but firmly. If a child tells us, or we discover that they are being bullied, or they are bullying others, we will deal with the matter appropriately. All such disclosures will be acknowledged quickly and dealt with firmly but sensitively.

5.5. The role of the Academy Committee:

- To monitor the number of bullying incidents within the school.
- To monitor the effectiveness of the school's 'Behaviour policy' and 'Anti-Bullying policy' in line with 'Keeping children safe in education'.

6. Strategies for the prevention and reduction of bullying.

6.1. Whole school initiatives and proactive teaching strategies can be used throughout the school to develop a positive learning environment, with the aim of reducing the opportunities for bullying to occur.

These may include:

- Participating annually in Anti-Bullying week: actively promoting the theme for the week.
- Appointing and co-ordinating WAM Champs (Well-being and Mental Health Champions) across the school, who will serve as Anti-Bullying Ambassadors.
- Awareness raising through regular assemblies – focusing on anti-bullying; emotional literacy; self-regulation; diversity and our school values.
- Prominently displaying anti-bullying posters around the school.
- The school's 'Behaviour policy' and school values to actively promote the ethos and culture that we strive to achieve.
- Cambridgeshire County PSHCE Scheme of work – to support development of children's skills around emotional literacy; self-regulation and understanding relationships.



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- Playground squad established at lunchtimes, alongside a 'Playground Buddy Bench' to develop social skills at break times, and support children feeling isolated or lonely.
- Invite relevant speakers/visitors to the school to support pupil's understanding and development around social and emotional well-being.
- Celebrate and promote diversity throughout the school community, through curriculum coverage in all subjects; visits and visitors to the school; displays around the school; assemblies and themed weeks with a core focus.
- Regular training for staff on behaviour – cause and consequence; strategies to support and school procedures.
- A commitment to consult with, and to inform pupils and parents fully, about the policy and procedures in place to combat bullying.
- Undertaking regular questionnaires and surveys to monitor the extent of bullying in the school and the effectiveness of the anti-bullying policy.

7. Responding to incidents.

- 7.1. The school follows a clear pastoral support system, which enables challenging behaviour and relationship problems to be identified, recorded and addressed. This process is part of the school's behaviour policy and supports the detection and intervention of bullying at an early stage.
- 7.2. When a child reports being bullied, the school will acknowledge the concerns and the incident will be taken seriously. Incidents of bullying reported by witnesses will be treated in the same manner. The member of staff involved will seek a quiet place to talk to the pupils involved, away from the classroom. The incident will be logged using the necessary form (**Appendix 1**) and any further incidents will be added to this form. This record will also monitor the impact of strategies used.
- 7.3. When an incident of bullying is reported the school will endeavour to make a written record within 24 hours. Recording incidents helps to build a picture of behaviour patterns across the school; enabling the school to monitor and evaluate the effectiveness of strategies.
- 7.4. When a written record of the incident has been completed this will be uploaded onto the academy's online safeguarding reporting system Mt Concern. This will be completed by the member of staff who has dealt with the incident. My Concern is a password protected confidential data system and incidents are recorded under the following categories:
 - Bullying – Emotional
 - Bullying – online
 - Bullying – Prejudice related
 - Bullying – Physical
 - Bullying - victim
- 7.5. The school will submit data relating to racist bullying incidents to the local authority on a termly basis via the PRfE (Predjudiced Reorting for Education) website. This information allows local authorities to montior the occurance of incidents and identify underlying trends in racist bullying, so that appropriate and relevant training can be provided to schools.



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8. Deciding upon a response.

8.1. All reports of bullying will be responded to and the behaviour of the perpetrator will be challenged. The school believes that the person bullying should be held to account for their behaviour. This means:

- Accepting responsibility for their actions and the harm caused to the person being bullied and others (e.g. family, friends, staff).
- Recognising the need to repair the damage.
- Agreeing to a range of actions – in conjunction with the others involved – which will be monitored over an agreed period of time.

8.2. In all cases of bullying the school will initially consider the use of a restorative approach, in accordance with our behaviour policy. Through a process of mediation, this approach supports the person who is doing the bullying, to understand their actions and the consequences. The bully is supported to take responsibility for their actions and to make amends.

The school believes that bullying is unacceptable but that many children, who display anti-social behaviour and lack empathy for others, can be helped to understand the consequences of their actions.

8.3. Where the school's restorative approach has failed to prevent further incidents of bullying then additional sanctions will be imposed, in accordance with the school's behaviour policy and SEND policy. These sanctions will be applied fairly and proportionately.

Disciplinary sanctions are intended to:

- Impress on the perpetrator that their behaviour is unacceptable.
- Deter them from repeating that behaviour, or other types of bullying.
- Signal to others that bullying is unacceptable and not tolerated.

9. Monitoring and Evaluating the effectiveness of the Anti-Bullying policy.

9.1. The policy will be reviewed in consultation with all stakeholders.

9.2. The Academy Committee will monitor levels of bullying within the school.

9.3. Learning walks will be routinely conducted, including discussions with pupils regarding the school's values, ethos and behaviour across the school.

9.4. The school council will participate in regular discussions about school improvements.



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APPENDIX 1: Bullying incident report form.

Alleged Bullying incident	
Name of pupil D.O.B. Class	
Date and time of incident	
Location of incident	
Alleged perpetrator – Name Class	
Nature of incident; include any details of injury, or damage to property, etc. <i>Continue on separate sheet if necessary.</i>	
Highlight any that apply	Racist Sexual/Sexist Homophobic SEN/Disability Home-life/Background.
Any witnesses – Name(s) and account of events. <i>Continue on separate sheet if necessary.</i>	
Member of staff to whom incident reported.	
Informed – <ul style="list-style-type: none"> • Class Teacher • SLT • Parent/Carers of subject • Parent/Carers of perpetrator. 	Date and time informed:
Details of actions taken	



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APPENDIX 2: Anti-Bullying Charter (to be signed by all children at the start of each academic year).



Anti-Bullying Charter

I will uphold the school values and demonstrate respect for all to ensure our school is a 'Bully-Free' zone.

	R	Responsibility	I am responsible for my own behaviour and emotions. I have a responsibility to report any bullying incidents.
	E	Empathy	I will show care towards another person's circumstances and experiences.
	S	Support	I am a kind person that helps and supports others.
	P	Pride	I take pride in my work, my beliefs, my actions, and my behaviour.
	E	Encouragement	I aim to be the best version of myself and to help others to achieve this too.
	C	Community	I am a champion of the school values.
	T	Tolerance	I know that we are all different but everyone has the right to be treated with kindness and respect.

'In a world where you can be anything – be kind: to yourself and each other.'

Signed: Date:

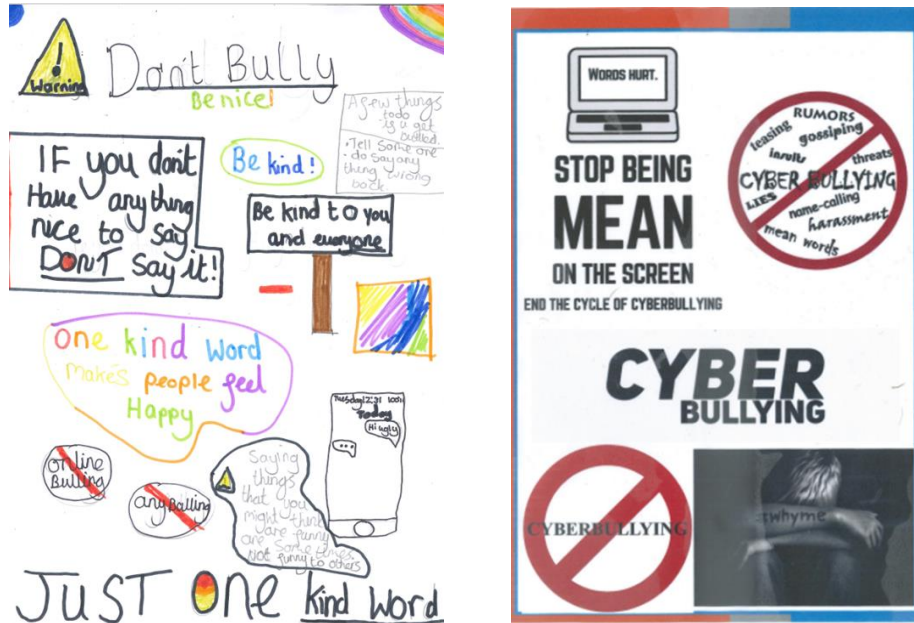


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APPENDIX 3: Guidance for children – Poster.



Are you being bullied?



Don't suffer in silence. Tell someone you trust.

What is bullying? 'Repeated, negative behaviour that can make someone feel unsafe, upset and alone. This can be physical, emotional or verbal and can take place in person or online.'

What to do if you are being bullied.

- Remember you have the right to feel safe at school and that you are not alone.
- Walk away from the bully and find a group of people to stay with.
- Tell someone (parent/adult at school) what is happening. Do not keep it to yourself – it is ok to share.

Have you witnessed bullying happening and don't know what to do?

- A bystander is someone who stands and watches whilst someone else is being bullied. They might even join, even though they are not really a bully.
- Listen to friends who are being bullied and encourage them to talk to an adult.
- Be an upstander not a bystander – tell an adult what you have witnessed or been told by a friend. Do not try to solve the problem yourself – ask for help from an adult.

How to deal with your emotions if you are being bullied.

- Talk to a friend or a trusted adult.
- Find a quiet area to relax in.
- Try doing something creative, such as art, music or reading.
- Squeeze something soft like a teddy, or use a fidget toy.
- Practise meditation or another self-regulation strategy such as blowing bubbles.

'In a world where you can be anything – be kind: to yourself and to others'.



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APPENDIX 4: Guidance for parents/carers – Information flier taken from ‘The Diana Award’

<http://www.diana-award.org.uk/>

A PARENT'S GUIDE TO ANTI-BULLYING

ANTI-BULLYING

FROM THE DIANA AWARD

Finding out your child is experiencing bullying behaviour can be upsetting. In this guide, we will explore bullying behaviour and definitions, as well as some of the most common signs to look out for if you know or suspect that your child is experiencing bullying behaviour.

TYPES OF BULLYING BEHAVIOUR

We use the acronym V.I.P. to describe the 3 types of bullying behaviour

VERBAL

The repeated, negative use of speech or verbal gestures, to intentionally hurt others. Examples include hurtful words, offensive language, swearing and discriminatory language.

INDIRECT

The repeated, negative use of actions which are neither verbal nor physical to intentionally hurt others. Examples include isolating someone, rumours, sharing secrets, damaging/taking someone's property and intimidation.

PHYSICAL

The repeated, negative use of body contact to intentionally hurt others. Examples include kicking, punching, pinching, slapping and tripping someone over.

BULLYING FACTS IN THE UK

- The national centre for social research found that 47% of young people reported that they had experienced bullying behaviour by the age of 14. (Brown, Clery & Ferguson, 2011)
- The number of children and young people who have experienced cyber-bullying behaviour has increased by 88% in five years, according to the NSPCC Report. (2015/16)
- 16,493 young people aged 11-15 are absent from school due to bullying behaviour. (Clery, 2011).

Signs and symptoms to look out for if you believe your child is experiencing bullying behaviour:

- Isolation from social groups or gatherings
- Changes in personality (quieter or acting out for attention)
- Fall in school grades
- Defensive body language
- Stopped doing activities they enjoy
- Regularly truant from school
- Does not want to go to school
- Being upset before or after school
- Being secretive and hiding their phone or other devices

CYBERBULLYING TIPS

Tips to give your child on how to deal with cyber-bullying behaviour:

- Tell someone you trust what has happened
- Report the post/video or photos on the app/online platform
- Block the person posting the content
- Save the evidence by screenshotting
- Don't reply or answer back, however tempting it may be
- If you are ever in immediate danger, ring 999

HOW TO HELP YOUR CHILD IF THEY ARE EXPERIENCING BULLYING BEHAVIOUR

It can be hard as a parent/guardian to find out your child is experiencing bullying behaviour. If your child tells you that this is happening, listen to them carefully, praise them for confiding in you and remain calm.

STEP 1: Speaking to your child

- Unhelpful responses include: 'just ignore it', 'man up', 'stop telling tales' or 'it is just a normal part of growing up'. Instead, try helpful responses like 'Thank you for telling me', 'We will get through this together' or 'I will support you through this'.
- Focus on acknowledging how they feel rather than dismissing it. Young people have the right to feel safe and happy at school and bullying behaviour should never be a barrier to learning. Try to remain calm and positive.

STEP 2: Get all the facts

- Use active listening, approach conversations with no expectations/hidden agenda and don't ask leading questions. Instead, encourage your child to tell you what has been happening in their own words. Avoid blaming language such as 'I told you not to wear that to school'; remember that experiencing bullying behaviour is never the young person's fault.

STEP 3: Work with others who can help you

- Work with the school: There are a lot of school staff who can support your child to take positive next steps. This sometimes includes the school's pastoral lead or SENCO (Special Education Needs Coordinator). All schools are legally required to have an Anti-Bullying Policy and a procedure to follow when bullying incidents takes place. Check the school website or ask to see a copy of these documents so you can work with the school to resolve this together.
- Other parents: You may be tempted to speak to other parents or even post something on social media. This can be detrimental, as it could exacerbate the situation.

FURTHER LINKS/SUPPORT

For FAQs and further support, take a look at our support centre here: www.anti-bullyingpro.com/support-centre

Keep up with the latest technology and social media here: www.net-aware.org.uk

For a more detailed look at bullying behaviour and the psychology behind this behaviour, visit the Anti-Bullying Alliance's website and complete the e-learning modules www.anti-bullyingalliance.org.uk/tools-information

References

Brown, Clery & Ferguson (2011). Estimating the prevalence of young people absent from school due to bullying. National centre for social research. Found here: <http://nscsr.ac.uk/media/22457/estimating-prevalence-young-people.pdf>

NSPCC (2015/16) What children are telling us about bullying. Childline bullying report 2015/16. Found here: <https://learning.nspcc.org.uk/media/1204/what-children-are-telling-us-about-bullying-childline-bullying-report-2015-16.pdf>

Clery (2011). Estimating the prevalence of young people absent from school due to bullying. Nat Cen Social Research that works for society. Found here: <http://nscsr.ac.uk/our-research/research/estimating-the-prevalence-of-young-people-absent-from-school-due-to-bullying/>



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APPENDIX 5: Helplines, websites for support for children and parents/carers.

USEFUL CONTACTS

The following is a list of support for parents and pupils.

- **Childline** (www.childline.org.uk/Bullying) 0800 1111 (helpline for children).
- **NSPCC** (www.nspcc.org.uk) Tel: 0808 800 5000
- **Kidsmart** (www.kidsmart.org.uk/) is a website, dealing with Internet safety programmes.
- **BBC** www.bbc.co.uk/schools/parents/bullying/
- **Anti-bullying Network** (www.antibullying.net/) advice for teachers, parents and young people.
- **Kidscape** (www.kidscape.org.uk/) provides advice for teachers, parents and young people. 08451 205 204 (helpline for adults only)
Helpline for Parents: 0171 730 3300 [10.00 am - 4.00 pm Monday-Friday] They provide free leaflets and booklets for parents, children and teenagers about bullying.
- **National Child Protection Helpline** Freephone: 0800 800 500 A 24-hour helpline for anyone concerned about a child at risk of abuse [including bullying]. Children may use this facility themselves.
- **National bullying helpline: 0845 22 55 787** (Open 9am to 5pm Monday to Friday).
www.nationalbullyinghelpline.co.uk/
- The Diana Award: [Bullying Support and Advice \(antibullyingpro.com\)](http://BullyingSupportandAdvice(antibullyingpro.com))



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APPENDIX 9: Useful websites/resources for staff.

- **The Diana Award:** [Anti-Bullying Ambassador Programme \(antibullyingpro.com\)](http://antibullyingpro.com)
[Anti-Bullying - From The Diana Award - The Diana Award \(diana-award.org.uk\)](http://diana-award.org.uk)
- **The NSPCC:** <https://learning.nspcc.org.uk>
- **Anti-Bullying Alliance:** <https://anti-bullyingalliance.org.uk>
- **BBC Teach:** <https://www.bbc.co.uk/teach/anti-bullying-week-primary-and-secondary>
- **Childnet:** <https://www.childnet.com> (Cyber-bullying resources).
- <https://www.barnardos.org.uk/>
- <https://www.youngminds.org.uk/>
- **Anna Freud National Centre for children and families:**
<https://www.mentallyhealthyschools.org.uk/>
- <https://www.place2be.org.uk/>

- **Ollie and his superpowers.**
- **PSHCE curriculum.**
- **Sensory circuits.**
- **Team building activities.**
- **Wildabout sessions in the nature area.**