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1. POLICY INTENT

This policy applies to all individuals connected with MindSenseAbility working within East Street Farm, The Hub or in community settings.

For the purpose of this policy, the term 'student' applies to all young people with whom we work.

At MSA, we are committed to creating a safe, respectful and inclusive environment where every student feels a sense of belonging and is free from all forms of bullying. Our Anti-Bullying Policy is designed to prevent, identify and respond effectively to bullying behaviours including those that are verbal, physical, emotional, cyber or related to protected characteristics.

We recognise that many of our students may have experienced trauma, disrupted education or difficulties with peer relationships. Therefore, our approach is proactive, relational and therapeutic. We promote empathy, direct teaching of prosocial behaviour, restorative practices and consistent adult support to reduce conflict and rebuild trust. The emotional wellbeing, dignity and safety of each learner are central to our practice.

2. LEGISLATION AND GUIDANCE

This policy is underpinned by the following legislation and statutory guidance:

- Education and Inspections Act 2006
- Equality Act 2010
- Children and Families Act 2014
- Keeping Children Safe in Education (KCSIE, 2026)
- Preventing and Tackling Bullying (DfE, 2017) + later web version
- SEND Code of Practice (2015)
- Independent School Standards (2014)
- ISI Education Quality Inspection Framework (2023)
- KCSIE 2026 requires schools to have clear arrangements for filtering and monitoring, including staff training on their roles and responsibilities in using these systems to help prevent bullying and online harm
- KCSIE 2026 also expands the definition of online risk (Content, Contact, Conduct, Commerce) to include misinformation, disinformation and conspiracy theories

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- Mobile phones in schools (DfE)

3. RELATED POLICIES

- Safeguarding and Child Protection Policy
- Behaviour and Regulation Policy
- Online Safety Policy
- Equality and Diversity Policy
- Complaints Policy
- Acceptable Use Policy (Staff)
- Relationships and Sex Education Policy
- Whistleblowing Policy

4. WHO THIS POLICY APPLIES TO

This policy applies to all staff, parents, students and the East Street Farm Governance Committee.
It refers to instances of bullying that students may experience from other students, young people or adults including staff members.

Bullying between staff members is managed under the Staff Code of Conduct, Staff Grievance Policy and Whistleblowing Policy.

5. VISION AND VALUES

The Anti-Bullying Policy is underpinned by MSA's three core values:

Nurturing Belonging – We work actively to build a community where every student feels seen, heard and valued. Differences are respected and each student has a role in shaping a kind and inclusive culture

Inspiring Change – We respond to bullying behaviours with restorative approaches that seek understanding, promote accountability and support all students to change harmful patterns in a supported way

Supporting Growth – We believe that all students deserve the opportunity to grow socially and emotionally in a safe environment. We teach the skills needed to build healthy relationships and resolve conflicts constructively

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6. DEFINITIONS

Bullying: Deliberate and repeated behaviour intended to cause physical, emotional, or psychological harm, involving an actual or perceived imbalance of power (physical, social, or psychological).

Conflict: A disagreement or argument where there is not necessarily a power imbalance. Conflict can usually be resolved through communication, mediation, or restorative approaches.

Child-on-child abuse (including harassment and violence) (previously known as peer-on-peer abuse): Any form of physical, sexual, emotional, or online abuse between children and young people. This includes bullying, sexual harassment or violence, initiation rituals and exploitation.

Cyberbullying: Bullying that takes place online or through digital technology.
MSA has a duty (*KCSIE 2026*) to ensure staff understand the filtering and monitoring systems and how these help prevent or detect online harm. Cyberbullying includes harmful online activity both in and out of MSA. Schools must respond to incidents occurring outside school hours where these impact student wellbeing or safety (*KCSIE 2026*).

Prejudice-based bullying: Bullying motivated by prejudice against an individual or group based on protected characteristics (e.g. race, religion, disability, gender, or sexuality).

Victim/Target: The child or young person experiencing bullying. Some students, particularly those with autism or communication differences, may not recognise certain behaviours as bullying or may struggle to report them directly. Staff provide accessible routes such as visual supports, worry boxes, or trusted adult check-ins.

Perpetrator (or child displaying bullying behaviour): The student, group, or adult carrying out the bullying behaviour.
At MSA, we avoid labelling individuals solely as “bullies,” recognising that behaviour can change and may be influenced by wider unmet needs or environmental factors. Unacceptable language will be addressed therapeutically.

Bystander: Anyone who witnesses bullying either in person or online. Bystanders can play a key role in stopping, reporting or perpetuating bullying.

Protected characteristics: As defined in the Equality Act 2010 – age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

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CPOMS: Child Protection Online Monitoring System

7. POLICY DETAILS

7.1. Bullying

Bullying is deliberate and repeated behaviour by an individual or group that causes physical, emotional or psychological harm to another person. It involves an imbalance of power whether real or perceived and can have a significant impact on a student's sense of safety, wellbeing and ability to engage in learning.

MSA recognises that students with special educational needs are a vulnerable group in society. They may encounter bullying in the community and at home as well as in school / at MSA. Staff must be aware of this potential given the cumulative effect of negative experiences.

7.2. Who Bullies?

Bullying can be carried out by individuals or groups. It may involve peers or adults in positions of authority. Often the behaviour stems from unmet needs, low self-esteem or difficulties in managing relationships. At MSA, we recognise that not all unkind behaviour is deliberate bullying but it can still cause harm.

At MSA, we recognise that some behaviours may not be intended as bullying but still have a negative impact on others, particularly in a setting where many students have social communication difficulties, trauma histories, or neurodiverse needs.

In line with advice from the National Autistic Society, MSA acknowledges that autistic students may interpret social interactions differently. Behaviours not intended as bullying may nevertheless cause distress and our staff are trained to recognise and respond sensitively. MSA is committed to ensuring incidents of bullying are managed therapeutically to support all involved.

7.3. Who is at Risk of Being Bullied?

All students are at risk of bullying but some are more vulnerable. Factors may include:

- Gender
- Disability
- Communication difficulties
- Ethnic origin
- Race

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- The onset of adolescence
- Peer group dynamics
- Sexuality
- Gender questioning
- Cognitive or developmental delay

Students in the LGBTQ+ community will be supported by a trusted adult. Supportive sessions and safe spaces are available to allow open discussion.

7.4. Forms of Bullying

Bullying may take the following forms:

- **Physical**: Hitting, kicking, pushing, threats of harm
- **Verbal**: Name-calling, insults, threats, persistent teasing
- **Relational/Social**: Exclusion, spreading rumours, humiliation
- **Sexual**: Sexualised name-calling, crude comments, inappropriate touching, propositioning, upskirting. Upskirting typically involves taking a picture under another person's clothing without their consent / knowledge; this is illegal and should be reported.
- **Prejudicial**: Bullying based on race, religion, culture, disability, sexuality, gender or appearance
- **Cyberbullying**: Use of technology such as phones, email, social media or gaming to threaten, harass or embarrass others.

  Types of Cyberbullying
  Cyberbullying involves the use of digital technology to intimidate, threaten, humiliate or exclude others. It can take many forms, including:

  - Text, picture or video messaging
  - Email harassment
  - Instant messaging or group chat abuse
  - Social media bullying
  - Online grooming or sextortion
  - Sexting (including making or sharing nudes or semi-nudes)
  - Gaming-related abuse or exclusion
  - Identity theft or impersonation
  - Sharing viruses or malicious content

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MSA recognises that digital technology is an integral part of students' lives and that online behaviour can have a significant impact on wellbeing and safety. Staff support students to develop safe digital habits, recognise harm and report concerns quickly.

Mobile Phones
Students may experience bullying through text, image or video messages, or through phone calls. This includes sending or sharing humiliating or abusive content or recording and distributing videos of incidents. It may also include anonymous or Bluetooth messages, or sharing harmful content with others who join in the bullying.
At East Street Farm school, we implement the DfE Guidance on Mobile phones in school, effective from 1 September 2026. Exceptions are risk-assessed and agreed by the DSL.

Email
Abusive or threatening emails are a form of cyberbullying. These may include sharing harmful messages, images or videos, or sending malicious attachments or computer viruses designed to cause distress or damage.

Instant Messaging and Group Chats
Cyberbullying can occur on instant messaging services, group chats or online forums. This may include sending unkind or intimidating messages, excluding someone from a chat, or using another person's account without permission to cause harm or embarrassment.

Social Networking Sites
Social media can be used to bully or target others. Examples include setting up fake profiles or pages to mock someone, spreading false information, sharing private content without consent or encouraging others to post hurtful comments.

Online Grooming
Online grooming occurs when someone uses the internet or digital technology to build a relationship with a student in order to exploit, manipulate or abuse them.

<u>This may include sexual, emotional or financial exploitation.</u>

Those who groom online often use deception and trust-building before introducing harmful or coercive behaviour. They may:

- Pretend to be of a similar age or use false identities
- Offer compliments, gifts or gaming rewards to gain trust
- Encourage students to share personal details, images or videos

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- Introduce sexual language or requests for explicit content
- Use threats, shame or blackmail (*sextortion*) to maintain control
- Exploit financial vulnerability, for example by offering money, gaming credits or cryptocurrency in exchange for images, or coercing students to share financial details or make payments

Online grooming can happen on any digital platform, including social media, gaming, messaging apps or livestreaming services. It can affect any person regardless of age, gender or background.

At MSA we help students understand what safe and respectful online relationships look like and how to recognise manipulative or coercive behaviour. All concerns about online grooming are reported immediately to the Designated Safeguarding Lead (DSL) and recorded on CPOMS.

Financially motivated sexual extortion (sextortion): MSA recognises the rise in financially motivated sexual extortion targeting students. Staff respond in line with CEOP/NCA alerts, ensuring immediate safeguarding, evidence preservation and support without blame.

Sexting (including making or sharing nudes or semi-nudes).
Sexting is when someone shares or is pressured to share sexual messages or nude or semi-nude images or videos of themselves or others.
These images may be used to threaten, humiliate or control someone. Sharing or possessing such images of a person under 18 is illegal, even if they are self-generated or AI generated/digitally modified. Staff respond in line with KCSIE 2026 and MSA's safeguarding procedures.

Interactive Gaming
Online gaming can expose students to risks such as bullying, abuse or exploitation. Some players may use in-game chat to threaten or intimidate others, spread false rumours or exclude individuals. Others may hack accounts, steal virtual items or pressure students into making purchases or sharing personal information. Staff teach safe gaming practice and ensure students know how to report concerns.

Abuse of Personal Information
Cyberbullying can involve the misuse of personal data or images. This includes posting someone else's photos or details without consent, creating fake accounts, or sending messages pretending to be another person. Such behaviour can cause serious distress and reputational harm.

Sending Viruses or Malicious Software

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Sending computer viruses, malware or other harmful software to damage devices or delete personal information is a serious form of online abuse and may constitute a criminal offence.

KCSIE 2026 requires schools to address cyberbullying both in and out of school, including harmful content shared outside school hours where it impacts students' wellbeing or safety. KCSIE 2026 requires schools to educate students about digital literacy and how to identify false or harmful online content. This is delivered through our PSHE and online safety teaching.

For young people attending The Hub, a 'safe online' culture is woven through all aspects of the timetable where appropriate.

- **Prejudice-Based Abuse:** Prejudice-based abuse or hate incidents are acts perceived by the victim or anyone else to be motivated by hostility or prejudice related to a person's real or perceived:
    - Disability
    - Race or ethnicity
    - Religion or belief
    - Gender
    - Gender identity
    - Sexual orientation

  This may include:
    - Threatened or actual physical assault
    - Derogatory name-calling or insults (e.g. racist jokes or homophobic language)
    - Hate graffiti on furniture, walls or online platforms
    - Provocative behaviour such as wearing extremist symbols
    - Misogynistic comments, language or behaviour, including sexist or degrading comments, harassment, intimidation, or hostility towards girls or women
    - Distribution of offensive literature or online content
    - Verbal abuse or incitement of hatred
    - Bullying or exclusion based on protected characteristics
    - Prejudiced comments in discussions or lessons
    - Teasing or refusal to cooperate due to a protected characteristic
    - Attempts to recruit others to extremist or hate-based organisations

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All prejudice-based incidents are recorded and monitored through CPOMS. MSA responds promptly to address harm, support affected students and challenge discriminatory behaviour.

Specific strategies for Prejudice based bullying

MSA will respond by:

- clearly identifying prejudice-based incidents and hate crimes and monitor the frequency and nature of them within the service
- taking preventative action to reduce the likelihood of such incidents occurring
- recognising the wider implications of such incidents for MSA and local community
- providing regular reports of these incidents to the Governance Committee and Proprietors/Directors
- ensure that staff are familiar with formal procedures for recording and dealing with prejudice-based incidents
- dealing with instigators of prejudice-based abuse effectively
- supporting victims of prejudice-based incidents and hate crimes
- ensuring that staff are familiar with a range of restorative practices, social and communication approaches to address bullying, re build relationships and prevent recurrence

7.5. The Effects of Bullying

Bullying can have a profound and lasting impact on students' wellbeing, relationships and engagement in learning. Students often describe bullying as a major cause of distress and as a trigger for negative behaviour, such as retaliation or withdrawal. These experiences can contribute to school avoidance, exclusions and in some cases, changes in placement.

The effects of bullying can be both immediate and long term. Students who experience bullying may feel unsafe, isolated or powerless. This can significantly affect confidence, concentration and emotional regulation. The harm caused may extend beyond school life, influencing self-image, trust in others and future relationships.

Bullying can result in:

- Anxiety, low mood or depression
- Reduced self-esteem and self-worth

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- Withdrawal from friends or social activities
- Decline in academic focus and engagement
- Avoidance of school or specific settings
- Increased risk of self-harm or suicidal thoughts in severe cases
- Retaliatory or defensive behaviour patterns
- Long-term emotional or psychological trauma

At MSA we recognise that bullying impacts both those targeted and those who engage in bullying behaviour. Early intervention, consistent emotional support and restorative approaches are essential to reduce harm, rebuild confidence and promote resilience.

7.6. Where Bullying Happens

Bullying of students takes place in a number of areas:

- At school – this is more often out of sight of staff and usually takes the form of being shouted at, physical and verbal threats or physical intimidation and attacks
- On transport – in cars and minibuses the pecking order of "who sits in the front seat" syndrome can be indicative of subtle bullying
- During activities in the community – students and young people can sometimes refuse to participate in activities for fear of being bullied in the same ways as described above
- At home – students can also be bullied by family members (siblings etc), their friends, or possibly siblings' friends
- Online: Online bullying is a very significant issue, especially for young people who struggle to navigate the digital and social world. With less supervision and the anonymity of the internet, bullying often occurs between peers or even by strangers, making it harder to identify, stop and prevent.

7.7. Staff Responsibilities

MSA is clear that it will not tolerate students being bullied in any way. We see bullying as an infringement of a person's human rights. We see our staff as being the main resource we have in ensuring our students are not bullied. We expect staff to do the following:

- Challenge any student who are witnessed bullying another person. This is to be done in a non-aggressive and non-confrontational way

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- Report incidents of bullying to the Designated Safeguarding Lead through the electronic safeguarding platform
- Ensure all incidents of bullying are logged on CPOMS under the bullying category to enable monitoring and reporting. The DSL will review incidents of bullying to analyse incident patterns; a summary will then be presented to the Senior Management Team and Governance Committee.
- Consider if the incident should also be recorded on the serious incident log
- Ensure there are structured opportunities for students to talk about being bullied
- Work with students in a way that enables/empowers them to complain about being bullied by ensuring they know about the complaints procedure and who they contact to complain (see Safeguarding Poster – Appendix 1)
- Educate the students about bullying, how to recognise and report bullying and how to be safe online
- Work with students who are bullies to enable/encourage them to alter their behaviour
- Take time to be with students who have been the victims of bullying and instigators.
- Work with students to enable them to report any serious incidents to the police
- In cases of serious and persistent bullying, key staff, in consultation with all parties, will develop a therapeutic plan of action
- Ensure awareness of filtering and monitoring arrangements (KCSIE 2026) and how to act on alerts that may indicate bullying behaviour online.
- Provide differentiated support, including use of visual supports, drawing on National Autistic Society guidance
- Staff induction and ongoing training will include online safety and cyberbullying, with specific reference to the school's filtering and monitoring arrangements (KCSIE 2026)

7.8. **Prevention** methods include:

We will use a variety of methods for helping students to prevent bullying. As and when appropriate, these may include:

- PSHE curriculum time
- Embedding a set of values and expectations
- Anti-bullying week
- Specific curriculum input on internet safety and staying safe online

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7.9. **Therapeutic Approaches to Bullying**

MSA responds to bullying through a variety of educational and therapeutic approaches. Staff use these approaches to create safety, reduce shame and support reflection for both the student who has been bullied and the student who has shown harmful behaviour. Where needed, students can access individual therapeutic sessions. This ensures responses are trauma-informed, relationship-based and focused on repair and positive change.

7.10. **Addressing Bullying through PSHE**

At East Street Farm, personal, social, health and economic (PSHE) education is used proactively to prevent bullying and to teach positive relationship skills. Lessons are adapted to meet the needs of our students with autism, EBSA and associated mental health needs so that content is accessible and meaningful. We use a range of approaches to explore kindness, respect and empathy. Students are taught how to recognise bullying, how to keep themselves safe online and in the community and how to seek help if they are worried. PSHE also reinforces our values by giving students practical strategies to manage conflict, build friendships and contribute to a supportive and inclusive culture. PSHE also develops digital literacy, teaching students how to stay safe online and how to question misinformation and harmful content in line with KCSIE 2026.

Student Voice in PSHE
Students are encouraged to contribute their ideas and experiences to help shape how bullying is addressed in PSHE. This may include taking part in class discussions, contributing to displays, helping to write group agreements or sharing feedback through surveys and school council meetings.

For young people attending The Hub, a PSHE culture is woven through all aspects of the timetable where appropriate.

7.11. **Recording and Reporting Bullying Incidents**

MSA records all incidents of bullying or alleged bullying in a clear and consistent way to ensure transparency and effective monitoring.

Low-level unkindness or isolated incidents – for example, occasional name-calling, disagreements, or conflict between individuals that is quickly resolved—are recorded on the Behaviour Incident Log. These entries are reviewed by all staff within safeguarding refreshers and the Senior Management Team to identify any emerging patterns or areas where additional support may be required.

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Confirmed, repeated, or more serious incidents of bullying, or any behaviour that causes harm, distress, or involves discrimination, intimidation, or online abuse, must be recorded on **CPOMS** under the specific *Bullying* or *Peer-on-Peer Abuse* category. Staff should log the concern on the same day wherever possible and include relevant details such as the date, time, location, those involved, witness accounts, the nature of the behaviour and any immediate actions taken. Evidence such as screenshots or written statements should be attached to the record.

The Designated Safeguarding Lead (DSL) reviews all CPOMS entries to ensure that suitable actions, interventions and support have been provided for everyone affected. Where behaviour responses are implemented, these are cross-referenced within the Behaviour Incident Log to maintain consistency and oversight.

Where bullying meets the threshold for a safeguarding concern, the incident will also be flagged under the safeguarding category on CPOMS and managed in accordance with the Safeguarding and Child Protection Policy.

All CPOMS records relating to bullying are retained in line with statutory safeguarding guidance and the Data Protection Policy. Records are normally held until the individual reaches the age of 25, unless there is a clear safeguarding reason to retain them for longer.

Any staff member who is seen to be bullying students will be managed in line with relevant policies and procedures.

7.12. **Problems linked with Talking About Bullying**

Students may be reluctant to disclose bullying because they fear:

- They will not be believed
- Nothing will be done
- They will appear weak
- There are no witnesses or witnesses are afraid to speak up
- They are not able to recognise some behaviours as bullying

Some students may not have the communication methods to disclose bullying directly. They may show their distress through behaviour, changes in routine, withdrawal or heightened anxiety rather than words. Staff are trained to recognise these signs and to provide alternative ways of reporting.

7.13. **Guidance for Students**

At MSA, we encourage all students to speak up if they experience or witness bullying. You will be listened to, taken seriously and supported.

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You can report bullying in any of the following ways:

- Talk to a trusted adult – this could be your teacher, key worker/case manager, the DSL, or any member of staff you feel comfortable with. All of our staff are specially trained to help you and keep you safe.
- Ask to speak privately – if you're not sure how to start the conversation, just say, "I need to talk about something important" or use any visual or preferred communication approach
- Tell a friend and ask them to come with you – it's okay to bring someone with you if that helps you feel more confident
- Use the feedback box or 'talk' slips – if you find it easier to write things down, use one of the worry/reporting slips and place it in the worry box
- Email the DSLs on talk@mindsenseability.co.uk

We will never ignore bullying. You will not get into trouble for reporting it and we will work with you to help sort out what has happened and stop it continuing.

Bullying reports will always be taken seriously.

Useful online links can be found in Appendix 2

7.14. **Guidance for Staff**

When a student reports bullying, staff should:

- Find a quiet place to listen
- Reassure the student that bullying is not acceptable
- Log the incident formally
- Ensure the student's immediate safety
- Inform the DSL

Staff should challenge unacceptable language, taunts, and verbal abuse — even when such behaviour is referred to as "banter" — as it can be harmful to young people. This can be done through:

- **Dismissive response**: "I am not going to listen to language like that."
- **Questioning response**: "What makes you think that? What do you mean by that?"
- **Confronting response**: "Language like that is not acceptable, many people would find that offensive"

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- **Personal response**: "I am not happy with what you said, I find that offensive."
- **Organisational response**: Guided by MSA's values

7.15. **What happens next**

When bullying is reported at MSA, the following steps and timeframes apply:

A. **Initial Response – Same Day**

- A member of staff will acknowledge the concern and offer support to the student, ensuring they are safe
- The report will be passed to the Designated Safeguarding Lead (DSL) that day
- Parent(s) / carer(s) to be notified of the incident; this communication will include a summary of timescales for the incident to be investigated. Age and capacity of individuals involved will be considered

B. **Recording – Within 24 Hours**

- The incident will be logged on our electronic safeguarding platform (CPOMS)
- Key facts, student voice and immediate actions will be documented

C. **Investigation – Within 3 Working Days**

- The DSL or a delegated staff member will investigate the concern, speaking to all parties involved
- Any safeguarding risks will be assessed and appropriate support offered

D. **Outcome & Support Plan – Within 5 Working Days**

- A decision on whether bullying has taken place will be shared with the student(s) and their parent(s)/carer(s)
- MSA will explain what action is being taken, including any support, restorative meetings or other actions
- The outcome will be recorded on CPOMS

E. **Follow-Up – Within 10 Working Days**

- A check-in will take place to ensure the issue has been resolved and that the student or young person feels safe
- A longer-term support or monitoring plan may be put in place if needed

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In serious or complex cases, timescales may extend slightly, but families will be kept informed throughout.

7.16. **The role of the Senior Management Team**

The Head of Education and Proprietors/Directors at MSA are responsible for ensuring that:

- Staff are aware of all the issues that surround bullying and the impact it has
- Staff are trained to listen to students and young people, resolve conflict and keep a record of issues on the electronic safeguarding platform
- Resolutions will be explored and therapeutically managed
- MSA have an open and honest culture that allows each issue such as bullying to be discussed and therapeutically resolved
- Identify themes of bullying and plan whole school or individualised responses as appropriate
- Trends are analysed by the Senior Management Team
- The Senior Management Team will ensure ongoing Continued Professional Development in trauma informed strategies for preventing and responding to bullying, drawing on best practice and research

7.17. **Monitoring and Oversight**

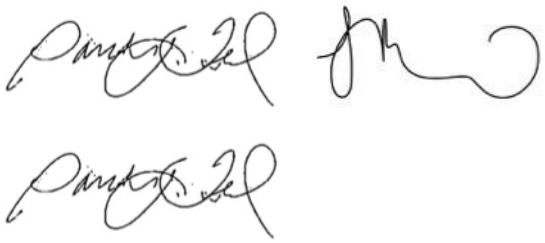
The Head of Education, Senior Management Team and Safeguarding staff review bullying and behaviour records on a half termly basis to identify trends, repeat issues or individuals who may benefit from further support. A summary of incidents, responses and learning points is shared with the Proprietors/Directors and Governance Committee to inform oversight, planning and staff training. This approach ensures that all concerns are taken seriously, recorded appropriately and addressed in line with MSA's values.

8. POLICY REVIEW AND UPDATES

- This policy will be reviewed annually, or sooner if:
  - statutory or regulatory requirements are updated or
  - the needs of students change
  - a significant incident occurs
- The Head of Education and Proprietors/Directors are responsible for overseeing the review process, evaluating outcomes and implementing any necessary updates

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The Hub: Beck Farm Studios, St. Leonards Road, Sowley, Lymington, Hampshire, SO41 5SR
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Registered in England & Wales Number: 10145591

- Any revisions to this policy will be communicated to staff, parents/carers, the Governance Committee and other relevant stakeholders

Proprietors Signature: Head of Education Signature:	
Date:	20/10/2025
Review Date:	01/09/2027

Date reviewed	Reviewed by	Changes made	Approved by	Next review date
01/09/2026	Ali Gould	Amendments in line with KCSiE updates 2026	Sandy Teal / Fiona Macdiarmid	01/09/2027

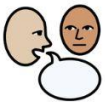
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APPENDIX 1





Do you feel worried, upset or unhappy?



Do you want to talk to someone?



You can talk to someone from the safeguarding team


DR FIONA MACDIARMID


SANDY TEAL


DR BECCY ALBERRY


CAROLYN ELLIOTT


DR SARAH HORSLEY


BECCI (WIGS) WIGLEY


CLARE WILLIS

Come and talk to us


At East Street Farm: talk to the team or leave a note in our feedback box


Online:
www.mindsenseability.co.uk
(complete our online form)


By phone: 01590 626541


By email:
talk@mindsenseability.co.uk
(or scan the QR code)

East Street Farm is open during school term times
Monday-Friday / 9.00am - 5.00pm



If you want to talk to someone at a time we are not open, the following places can help

Shout: https://giveusashout.org/
Text SHOUT to 85258 – open 24/7

Childline: https://www.childline.org.uk/get-support/contacting-childline/
Call 0800 1111 – open 24/7
Counsellor chat: https://www.childline.org.uk/get-support/1-2-1-counsellor-chat/

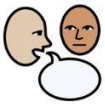
Samaritans: http://samaritans.org/
Call 116 123 – open 24/7, confidential and free
Email: jo@samaritans.org
Letter: Freepost, Samaritans Letters

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APPENDIX 2

USEFUL LINKS

- Childline – https://www.childline.org.uk/info-advice/bullying-abuse-safety/
- NSPCC – https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/bullying-and-cyberbullying/
- Kidscape – www.kidscape.org.uk
- Bullying UK – https://www.bullying.co.uk/
- Young Minds – https://youngminds.org.uk/find-help/feelings-and-symptoms/bullying/
- Upskirting Guidance – https://www.gov.uk/government/news/upskirting-know-your-rights
- **Anti-Bullying Alliance (ABA)** – National coalition of organisations and individuals working to stop bullying: https://anti-bullyingalliance.org.uk
- **Department for Education – Preventing and tackling bullying** (statutory guidance): https://www.gov.uk/government/publications/preventing-and-tackling-bullying
- **The Diana Award Anti-Bullying Programme** – Peer-led training and resources: https://diana-award.org.uk/anti-bullying/
- **Stonewall** – Resources on tackling homophobic, biphobic and transphobic bullying: https://www.stonewall.org.uk/schools-colleges
- **Childnet** – Practical advice on online bullying and e-safety: https://www.childnet.com/
- **Internet Matters** – Guides for parents and schools on cyberbullying and online safety: https://www.internetmatters.org/
- **Young Stonewall** – Student-friendly advice for LGBTQ+ young people: https://www.youngstonewall.org.uk/

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