



South Gloucestershire and Stroud Academy Trust (SGSAT)

Anti-bullying policy and procedures

If you would like this document in an alternate format

Please contact the SGS-GS Human Resources Department

Policy and Procedure Prepared by:	Yvonne Jones
Job Title/Role:	Executive Headteacher SGSAT
Policy and Procedure Ref. No.: Q/P	Version Date: April 2016 Review Date: April 2019 (Subject to any legislative changes) Upload to SGS-AT website? Yes
Approved by:	SGSAT Board of Trustees
Date:	18 th May 2016

Mandatory Initial Equality and Diversity Impact Screening

Main aim and purpose of the policy:	To set out how SGSAT seeks to ensure that students can learn in a supportive environment without fear of bullying				
Is this policy (or its constituent parts) relevant to a general equality duty? (please tick)	This policy development will assist in the elimination of unlawful discrimination and/or harassment of identified groups?	Implementation of this policy will promote equal opportunities for identified groups?	Implementation of this policy will promote positive attitudes and participation between groups?	Implementation of this policy will promote good relations between groups?	
Age	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Disability	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Gender Reassignment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Race or Ethnicity	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Religion or Belief	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Marriage	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pregnancy/ Maternity	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Sex	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Sexual Orientation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Carers/ Care givers	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Persons in care	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Specify any groups for which there is evidence or reason to believe that some groups or individuals could be affected differently:					
None					
How much evidence is there:	None	A little	Some	A lot	
Is there any concern that the policy may operate in a discriminatory way?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	None	A little	Some	A lot	
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Assessed relevance to equality (tick one row only)	High	Med	Low	None	Brief reason for this assessment
Age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Disability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Gender Reassignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Race or Ethnicity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Religion or Belief	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Marriage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Pregnancy/ Maternity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Sex	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Sexual Orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Carers/ Care givers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
What is the next step? (tick one only)	What priority level is this policy?			Has the Policy been sent for Full EQIA, or do you believe the policy should have a Full EQIA?	
	High <input type="checkbox"/>	Medium <input checked="" type="checkbox"/>	Low <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
I am satisfied that an initial screening has been carried out on this policy/procedure and a full Impact Assessment is not required					
Completed by: Yvonne Jones		Position: Executive Headteacher		Date: April 2016	

SGS Academy Trust anti-bullying policy

1. Purpose

- 1.1. The Independent School Standard Regulations 2010 provide that the proprietor of an academy school is required to ensure that an effective anti-bullying strategy is drawn up and implemented.
- 1.2. Academies are also required to comply with the Equality Duty. Part 6 of the Act applies to Academies and other independent schools. Under The Children Act 1989 a bullying incident should be addressed as a child protection concern where there is 'reasonable cause to suspect that a child is suffering, or likely to suffer , significant harm'.
- 1.3. The SGSAT is committed to providing a safe and happy learning environment in which students can learn and study in a relaxed and secure atmosphere.
- 1.4. This is integral to achieving the wider objectives of school improvement: raising attainment, improving school attendance; promoting equality and diversity; and ensuring the well-being of all members of the school community.
- 1.5. If a student feels safe at school, they are in a much better position to be healthy, stay safe, enjoy and achieve, make a positive contribution, and achieve economic well-being.
- 1.6. By its nature, bullying is contrary to these values and is unacceptable. If bullying does occur, all students should be able to tell a member of staff and know that incidents will be dealt with promptly and effectively.
- 1.7. SGSAT strives for its schools to be 'TELLING Schools'. This means that *anyone* who knows that bullying is taking place is expected to tell a member of staff.
- 1.8. 'Schools' within the SGSAT are defined as academies, Free schools, Studio schools and UTCs.

2. Definition of bullying

- 2.1. *'Bullying is considered to be behaviour that is repetitive, wilful or persistent, intentionally harmful, carried out by an individual or a group. As a result there is an imbalance of power leaving the victim feeling defenceless.'* (Anti-Bullying Alliance)
- 2.2. *'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.'* (Preventing and Tackling Bullying, Advice for Head Teachers, Staff and Governing Bodies, DfE, 2014, p. 6)
- 2.3. There are many variations on the precise definition of bullying, but the various literatures agree on its key features. A succinct definition of bullying was outlined in a paper for the Office of the Children's Commissioner (2006):

Four key characteristics of bullying:

- Repetitive and persistent
- Intentionally harmful
- Involving an imbalance of power
- Causing feelings of distress, fear, loneliness or lack of confidence

The five essential components of bullying:

- Intention to harm: bullying is deliberate, with the intention to cause harm. For example, friends who tease each other in a 'good-natured' way does not constitute bullying, but a person teasing another with the intention to deliberately upset them does constitute bullying.
- Harmful outcome: one or more persons are hurt physically or emotionally
- Direct or indirect acts: bullying can involve direct aggression, such as hitting someone, as well as indirect acts, such as spreading rumours.
- Repetition: bullying involves repeated acts of aggression. An isolated aggressive act, like a fight, is not bullying.
- Unequal power: bullying involves the abuse of power by one or several persons who are (or perceived as) more powerful, often due to their age, physical strength, or psychological resilience.

3. Relationship to other policies

3.1. The anti-bullying policy should be read in conjunction with other relevant policies:

- Behaviour Policy
- Exclusion Policy
- IT Acceptable Use Policy
- SEND Policy
- Safeguarding Policy

4. Aims of the anti-bullying policy

4.1. We will create an environment where students can grow and flourish without fear; all students have the right to be safe in and out of school and to be protected when they are feeling vulnerable.

4.2. We aim:

4.2.1. to ensure students learn in a supportive, caring and safe environment, without fear of being bullied;

4.2.2. to demonstrate that the schools in the trust take bullying seriously and that it will not be tolerated;

4.2.3. to take measures to prevent all forms of bullying in the schools and during off-site activities;

- 4.2.4. to support everyone in actions to identify and protect those who might be bullied;
 - 4.2.5. to clarify for all students and staff that bullying is wholly and always unacceptable;
 - 4.2.6. to demonstrate to all that the safety and happiness of students is paramount;
 - 4.2.7. to promote an environment where students feel they can trust and tell adults if they are being bullied or know about any bullying of others;
 - 4.2.8. to promote positive attitudes in students and eliminate discrimination;
 - 4.2.9. to ensure all staff are aware of their duty of care over those in their charge and the need to be alert to signs of bullying;
 - 4.2.10. to ensure that all staff are aware of procedures through regular training.
- 4.3. In addition, this policy sets out a range of proactive strategies, reactive strategies and intervention systems which are in place to:
- 4.3.1. prevent, de-escalate and/or stop any continuation of harmful behaviour;
 - 4.3.2. react to bullying incidents in a reasonable, proportionate and consistent way;
 - 4.3.3. safeguard the student who has experienced bullying and to trigger sources of support for them;
 - 4.3.4. apply appropriate consequences to the student/s causing the bullying and ensure they learn from the experience, in some cases through multi-agency support, and using Restorative Approaches and techniques where applicable.

5. Roles and responsibilities

- 5.1. We consider that everyone within our school community has a part to play in ensuring that our schools are 'telling schools'.
- 5.2. In order to tackle the issue of bullying we recognise that we need a range of strategies to deal with it.
- 5.3. Students:
 - 5.3.1. To tackle bullying we need to establish an ethos of being a 'telling school'. All of our students have an important role in ensuring that our policy is effective by reporting bullying incidents to members of staff.

- 5.3.2. Students should support the policy by not being bystanders when they see and hear incidents of bullying within the school environment.
- 5.3.3. All students must consider the wishes and feelings of other members of the school community in regard to their own behaviour with specific awareness of how bullying behaviour may adversely affect the emotional well-being of others.
- 5.3.4. Senior Students have, and will continue to play, an active part in the schools anti-bullying work.
- 5.4. Staff:
 - 5.4.1. Staff have a crucial part to play in ensuring that students in the SGSAT feel safe to learn.
 - 5.4.2. Staff will play an active role by addressing any incidents of bullying which are reported to them, following the agreed process for investigating incidents as laid out in the 'reporting' section.
 - 5.4.3. Incidents will be recorded and plans for supporting students and monitoring behaviour implemented, working in partnership with parents and carers at all times.
 - 5.4.4. All staff have a responsibility to ensure that this policy and the procedures within it are fully implemented.
 - 5.4.5. Regular staff training and induction will mean that staff have opportunities to reflect on the issues surrounding bullying and have an understanding of how the anti-bullying policy is reflected in practice.
 - 5.4.6. Bullying of all forms will be regularly discussed during assemblies and incorporated into the curriculum throughout each school year.
- 5.5. Parents/carers:
 - 5.5.1. Parents/carers have a responsibility to report any incident of bullying behaviour to a member of the school staff and allow the person investigating the incident the time to ensure a full and accurate investigation which ensures student safety remains uncompromised.
 - 5.5.2. The role of parents/carers in supporting their child to develop the range of social and emotional skills which minimise the chances of their child bullying, cannot be underestimated and will significantly support the school in seeking to reduce incidents of bullying or preventing incidents of bullying.

6. Proactive strategies

- 6.1. The culture and ethos of our schools must support students and staff in dealing with bullying. A positive culture which encourages students to

“tell” whether they are the target of bullying or the bystanders will help us to achieve our overall objective of reducing incidents of bullying within school and for students to feel safe to be in school and learn. The following proactive strategies are designed to prevent bullying happening.

6.2. Whole school strategies:

- 6.2.1. Cyber-bullying prevention work is written into Schemes of Learning in PHSE lessons.
- 6.2.2. Advice and guidance is made available to students on the dangers of sharing personal and inappropriate pictures through social media and mobile phones (sexting)
- 6.2.3. Sharing of information with students and parents on how to prevent and respond to cyber-bullying.
- 6.2.4. Developing an organisational culture of confident IT users which supports innovation, e-safety and digital literacy skills, and will help to combat misuse and high-risk activities.
- 6.2.5. Continuing professional development for all staff.
- 6.2.6. Systems that support parents and carers involvement such as parent focus groups and an “open door” policy
- 6.2.7. Adult modelling of positive relationships
- 6.2.8. A restorative culture and ethos that supports the development of social and emotional skills
- 6.2.9. Use of events which can prompt further understanding of bullying, such as theatre groups, exhibitions, student voice events and current news stories.
- 6.2.10. The early identification of students vulnerable on transition
- 6.2.11. The close monitoring of vulnerable groups in school such as Young Carers and students with SEND.
- 6.2.12. Daily duty across the school provided by teams of staff which monitor student behaviour and interaction.

7. Methods and types of bullying

- 7.1. Bullying can include: name-calling; taunting; mocking; making offensive comments; kicking; hitting; pushing; taking belongings; inappropriate text messaging and emailing; sending offensive or degrading images by phone or via the internet; producing offensive graffiti; gossiping; excluding people from groups; spreading hurtful and untruthful rumours.
- 7.2. Although sometimes occurring between two individuals in isolation, it quite often takes place in the presence of others.

7.3. Sustained bullying can be (not an exhaustive list):

- 7.3.1. Physical – e.g. hitting, kicking, pushing, punching, or any use of violence, unwanted physical contact, taking or breaking someone's things.
- 7.3.2. Verbal – e.g. name calling, racist / sexist remarks, sarcasm, spreading rumours, teasing, threatening to cause harm.
- 7.3.3. Emotional – being unfriendly, excluding, tormenting.
- 7.3.4. Sexual – sexually abusive comments, unwanted physical contact, looks and comments about appearance, attractiveness, emerging puberty.
- 7.3.5. Homophobic – focusing on issues of sexuality.
- 7.3.6. Racist and religious bullying – racial taunts, damage to property including graffiti, gestures, wearing offensive or provocative badges or other insignia, bringing racist leaflets, comics or magazines into college.
- 7.3.7. Cyber – all areas of the internet, such as email and internet chat room misuse. Mobile threats by text messaging and calls. Misuse of associated technology, i.e. camera, video and computer facilities.
- 7.3.8. Hate Crime – is any offence committed against someone because of their disability, gender-identity, race, religion or belief, or sexual orientation. Hate crimes can include: threatening behaviour, assault, robbery, damage to property, inciting others to commit hate crimes, harassment. Hate crimes should be reported to the police.

8. Indicators of bullying/harassment:

8.1. Indications that students may be suffering from bullying or harassment may include:

- Low self-esteem.
- Not wanting to come to school by either walking or on public transport.
- Poor attendance or runs away.
- Becoming withdrawn and anxious, interrupted sleep, nightmares.
- Feeling ill in the mornings.
- Personal possessions being damaged, money stolen.
- Unexplained cuts and bruises.
- Falling achievement in class work.
- Attempts or threatens suicide.
- Is nervous and jumpy when a cyber message is received.

- Is afraid to use internet or mobile phone.
- Problems with eating or sleeping.

9. Cyber-bullying

- 9.1. All forms of bullying (including cyber-bullying) should be handled as a community issue for the whole school.
- 9.2. It is important that schools take measures to prevent and tackle bullying among students. But it is equally important that schools make it clear that bullying of staff, whether by students, parents or colleagues, is unacceptable as is laid down in the DfE document Cyber-bullying: Advice for headteachers and school staff, November 2014. (See the SGSAT Anti-bullying and harassment (staff) policy and procedure.)
- 9.3. Cyber-bullying differs in several significant ways from other kinds of bullying: the invasion of home and personal space; the difficulty in controlling electronically circulated messages; the size of the audience; perceived anonymity and the profile of the person doing the bullying.
- 9.4. New technologies have meant that students are likely at some point to be a target of cyber-bullying. The user of mobile phones, instant messenger, chatrooms and message boards, email, webcams and social network sites can result in:
 - Threats and intimidation
 - Harassment or “cyber-stalking”
 - Vilification/defamation
 - Exclusion or peer rejection
 - Unauthorised publication of private images or information
 - Manipulation
- 9.5. It is important to recognise that cyber-bullying can constitute a criminal offence in the UK, if it is considered to be a form of harassment.
- 9.6. The rapid development of, and widespread access to, technology has provided a medium for “virtual” bullying, which can occur in or outside school.
- 9.7. The wider search powers included in the Education Act 2011 have given schools stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.
- 9.8. ‘Sexting’ and the sharing of inappropriate pictures:
 - 9.8.1. There has been a significant increase at a national and local level regarding ‘sexting’. Sexting is the sharing of very personal images to another person and is a growing means of communication and relationship building by young people.

- 9.8.2. However, the sharing of such images can often lead to bullying when images are shared without consent and verbal and other cyber-bullying behaviours follow.
- 9.8.3. The emotional damage that young people who find themselves in this situation suffer is a cause for concern for parents and the school and as such we will investigate any matter brought to our attention.
- 9.8.4. The sharing of these kinds of images is illegal and we will always work in partnership with Community Police Teams.
- 9.8.5. Whilst bullying itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour or communications - could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the public Order Act 1986.
- 9.8.6. If a member of staff feels that an offence may have been committed we may choose to seek advice and assistance from the Police.
- 9.9. Specific sanctions for cyber-bullying may include:
 - 9.9.1. Confiscation of the mobile phone in line with the conditions laid down in the DFE Searching, screening and confiscation, Advice for headteachers, school staff and governing bodies February 2014
 - 9.9.2. A disciplinary sanction will be applied if a student fails to respond to a request from a member of staff to reveal a message or show them the content on their phone (for the purpose of establishing if bullying has occurred).
 - 9.9.3. Withdrawal of the use of the school's IT facilities for a specified period of time.
 - 9.9.4. Other sanctions such as a detention, isolation and exclusion will also be applied when considered appropriate.
 - 9.9.5. The schools in the trust use a staged approach to deal with bullying, however, decisions on the sanction to be applied will always reflect the seriousness of the incident
 - 9.9.6. Guidance issued to schools in October 2014 by the Department for Education makes it clear that where incidents of any type of bullying, including cyber-bullying, take place outside of the school premises and are reported to us, it is important that we investigate and take appropriate action.
 - 9.9.7. The schools will investigate all complaints made by parents or students and will, where necessary, impose sanctions.

10. Reporting and recording incidents of bullying

10.1. Confidential reporting systems for students:

- 10.1.1. We are aware that many students worry about telling an adult as they fear that the issue will get worse. They can report bullying to us confidentially, however, if we feel that the student is at risk then we cannot keep the information confidential. Our aim is to ensure that students have confidence that their concerns will be treated promptly and seriously, and that action will be taken.
- 10.1.2. If a student reports a potential bullying incident to a member of staff, or if staff witness a potential bullying incident in school or in the playground; they must inform a member of staff who will then ensure the incident is fully investigated and take action where appropriate.

10.2. Parents/carers wishing to report bullying:

- 10.2.1. Parent/Carers are encouraged to talk to any member of staff if they have concerns regarding their child.
- 10.2.2. All reported incidents will be fully investigated within a reasonable period of time.
- 10.2.3. It is important to understand that good practice in investigating incidents recognises that time needs to be set aside to ensure that students involved do not have time to collaborate their stories.
- 10.2.4. Any investigation needs to be done in a manner which ensures the target of the bullying feels safe about the process and the outcomes which may result from it.
- 10.2.5. Ultimately we wish to ensure that parents/carers have confidence that staff will act promptly, take the concern seriously and take appropriate action.

11. Sanctions

- 11.1. We have a responsibility to ensure that sanctions are applied fairly, proportionately, consistently and reasonably, taking into account any SEN or disabilities that students may have, and taking into consideration the needs of vulnerable students.
- 11.2. Bullying by children with disabilities or SEN is no more acceptable than bullying by other students and it should be made clear that their actions are wrong and appropriate sanctions imposed. However, for a sanction to be reasonable and lawful, we must take account of the nature of the student's disability or SEN, and the extent to which the student understands and is in control of what he/she is doing.
- 11.3. Schools should apply disciplinary measures to pupils who bully in order to show clearly that their behaviour is wrong.

- 11.4. Disciplinary penalties have three main purposes:
- 11.4.1. To impress on the perpetrator that what he/she has done is unacceptable.
 - 11.4.2. To deter him/her from repeating that behaviour.
 - 11.4.3. To signal to other students that the behaviour is unacceptable and deter them from doing it.
- 11.5. The consequences for bullying should reflect the seriousness of the incident.
- 11.6. We wish to ensure that our sanctions address bullying behaviours in a way which does not lead to escalation but resolution, and which give the best chance that bullying behaviour will not be repeated. Therefore we have a range of sanctions and strategies that we may apply having investigated an incident.
- 11.7. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves. Where we have significant concerns about a student's behaviour choices, we will seek to work in partnership with external support agencies to ensure that a student's holistic needs are fully considered.

Appendix 1 - Useful numbers/websites and references (Source: DfE, 2014)

Please note that internal servers may block access to some of these sites. Schools wishing to access these materials may need to adjust their settings

The Anti-Bullying Alliance (ABA):

- Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.
- The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector which can be accessed here: <http://www.anti-bullyingalliance.org.uk/advice/support-from-the-sector/>.

The Diana Award:

- Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying.
- It will achieve this by identifying, training and supporting school anti-bullying ambassadors.

The BIG Award:

- The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.

Restorative Justice Council:

- Includes best practice guidance for practitioners 2011.

Cyber-bullying

ChildNet International:

- Specialist resources for young people to raise awareness of online safety and how to protect themselves

Think U Know:

- resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

Digizen:

- provides online safety information for educators, parents, carers and young people.

Advice on Child Internet Safety 1.0:

- The UK Council for Child Internet Safety (UKCCIS) has produced universal guidelines for providers on keeping children safe online.

LGBT

EACH (Educational Action Challenging Homophobia):

- provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyber-homophobia.

Schools Out:

- Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

Stonewall:

- An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

SEND

Mencap:

- Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

Changing Faces:

- Provide online resources and training to schools on bullying because of physical difference.

Cyber-bullying and children and young people with SEN and disabilities:

- Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

Anti-bullying Alliance SEND programme of resources:

- Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.

Racism

Show Racism the Red Card:

- Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.

Kick it Out:

- Uses the appeal of football to educate young people about racism and provide education packs for schools.

Anne Frank Trust:

- Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.