



BEHAVIOUR POLICY

An Exceptional Education For All

Autumn 2020

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INTRODUCTION

William Tyndale Primary School is a place where children of every cultural and social background, gender, race, ability or disability or sexual orientation can thrive, be happy and be successful in their learning and feel part of the whole school community. We aim for all children to develop autonomy and independence in relation to both learning and behaviour. Our aims also emphasise the importance of developing shared responsibility for all aspects of school life and the importance of respect for one another. For this we need a calm, organised and supportive ethos in school, where children know how to behave appropriately and understand what will happen if things go wrong.

WHOLE SCHOOL RIGHTS

These rights replace the formerly used 'golden rules' applying to adults and children at school:

Our whole school rights 		
	We all have the right to be safe.	
	We all have the right to learn.	
	We all have the right to be listened to and respected.	
	We all have the right to share our thoughts and feelings, as long they do not hurt others.	

PUTTING THE RIGHTS INTO PRACTICE

We display the child friendly versions of *The United Nations Convention on the Rights of the Child* in each classroom and in other places throughout the school. In addition, we have the image above printed in classrooms to support all children to access them in every class. At the beginning of each school year, The Rights are discussed and agreements are made with children as to how these will be respected, in classrooms, in and around the school, in the playground and on school visits. Class Charters are created detailing rights which are pertinent to individual classes. If behaviour does not respect these rights, the child is reminded of the agreements made. We ask the entire community to support us in promoting these rights.

RESPONSIBILITIES OF STAFF

We will help achieve and maintain respectful behaviour by:

- building up effective and respectful relationships which will contribute to high standards of behaviour;
- involving children in appropriate decision making e.g. through pupil voice;
- supporting children's understanding of their own emotions and supporting development of self-regulation;
- making sure children understand our expectations;
- encouraging pride in the school and in the working environment;
- modelling respectful behaviour in the way staff interact with children and with each other;
- praising respectful behaviour, providing children with a model/example;
- using appropriate language at all times, even when disappointed with a child's behaviour e.g. asking children to do something preceded by the word, 'please'; and using 'thank you' when they do; certain words or phrases such as 'idiot', 'stupid' and 'shut up' will not be used;
- helping children to resolve disputes with one-another in a non-aggressive way;
- establishing authority firmly and calmly;
- drawing attention to respectful behaviour and praising it;
- working closely with parents;
- collecting the class and beginning lessons on time; and
- applying this behaviour policy consistently.

RAISING SELF-ESTEEM AND DEVELOPING UNDERSTANDING OF AND RESPECT FOR OTHERS

These are some examples of the strategies we use:

- commitment to Social, Moral, Spiritual and Cultural Education;
- ensuring that the curriculum and resources reflect and value the diversity in our community, helping children to understand about prejudice and equality;
- timetabling regular class times to solve problems together, learning to see things from others' points of view;
- strong commitment to debating curriculum;
- encouraging responsibility through promoting roles for children to support the smooth running of the school, in class and in the playground e.g. Peer Mentors, Lunchtime Monitors, Playground Leaders, Eco-Team, Reading Ambassadors, Dyslexia Ambassadors, Rights Respecting Schools Ambassadors; and
- regular Pupil Voice meetings with representatives from classes across the school to reflect children's views and give them responsibility for making appropriate decisions.

ADDITIONAL SUPPORT

ADDITIONAL SUPPORT FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND), LOOKED AFTER CHILDREN (LAC) AND TRAUMA AFFECTED CHILDREN.

We have high expectations from all children but we also recognise that there are some children who experience considerable difficulty with their ability to regulate their emotions and consequently, their behaviour. These children may benefit from staff making reasonable adjustments to the behaviour policy including the use of individual behaviour plans and other support. We aim to nurture these children, working in partnership with parents and the school staff. Staff will make reasonable adjustments to the behaviour policy when the child's behaviour directly links to their special educational or emotional needs. Staff have been trained in, and are committed to supporting children who may be dealing with underlying trauma.

ADDITIONAL PASTORAL SUPPORT FOR INDIVIDUAL CHILDREN

Children for whom the usual behaviour steps are not sufficient, or who are at risk of exclusion, may be supported by an individual behaviour plan with targets to help them improve. Their behaviour will be closely monitored. They and their parents will receive regular feedback about progress in the form of regular meetings and/or home school books.

Additional resources available to support such children include the following:

- additional attention from a classroom assistant to keep them on track in class;
- additional teaching time, when appropriate;
- monitoring and support from the Senior Leadership Team;
- advice to staff, pupils and parents; and
- advice to parents on sources of support outside school (counselling etc.).

REWARDING RESPECTFUL BEHAVIOUR

- Verbal praise and encouragement;
- Whole class reward charts on display in each classroom;
- Golden certificates to praise good behaviour and good effort and to celebrate this with the whole school in assembly;
- Offer of a choice of activities;
- Visits to other classes and members of staff for praise;
- Praise postcards sent home;
- Good news notes which children can take home and share with their parents;
- Use of stickers and stamps; and
- Reward systems whereby children can earn individual, team or whole class rewards determined by the teacher.

BEHAVIOUR THAT IS UNACCEPTABLE IN SCHOOL

The following kinds of intentional behaviour are unacceptable in school:

- Racism, sexism, homophobia and disability or religious prejudice; **Incidents will be recorded and reported to the appropriate authority, and parents will be informed.**
- Swearing and name calling;
- Physical aggression;
- Persistent refusal to work or to follow staff instructions;
- Persistent refusal to follow class or school rules;
- Disruptive and disrespectful behaviour and negative responses when staff remind children of what is expected; and
- Bullying (see our anti-bullying policy)

STEPS FOR ADDRESSING BEHAVIOUR THAT NEEDS TO CHANGE IN CLASS

Nursery and Reception

1. Look or name called or other gentle reminders
2. Redirection (change of activity)
3. Warning given
4. Time out/break 2 minutes
5. Time out/break 5 minutes
6. Time out 5/break minutes in another classroom

With repeated misbehaviour individual parents are contacted to discuss the situation.

Visual Aid for Classroom Walls (Nursery and Reception)

What will happen if my <u>behaviour</u> needs to change? Nursery and Reception		
1 ↓		I will be told or shown that my <u>behaviour</u> needs to change.
2 ↓		Change what I am playing or where I am sitting.
3 ↓		I will receive a warning that I might need some 'time out' to reflect.
4 ↓		'Time out' to reflect.
5 ↓		Longer 'time out' to reflect.
6 ↓		'Time out' in another room to reflect.

Years One to Six

1. Look or name called or other gentle reminders
2. Warning given
3. Time out/break in class for 5 minutes.
4. Time out/break in another class for 10 minutes and attend 'reflection' session at lunchtime.
5. Any further misbehaviour will result in another time out/break in another class/room for a longer period, in consultation with a senior member of staff where possible.

Visual Aid for Classroom Walls (Years One to Six)

What will happen if my <u>behaviour</u> needs to change? Years One to Six		
1 ↓		I will be told or shown that my <u>behaviour</u> needs to change.
2 ↓		I will receive a warning that I might need some 'time out' to reflect.
3 ↓		I will have 'time out' to reflect.
4 ↓		I will have 'time out' in another class to reflect.
		I will attend a lunchtime 'reflection' session.

NOTES ON STEPS FOR ADDRESSING BEHAVIOUR THAT NEEDS TO CHANGE IN CLASS

- Children from Nursery to Year Five will have their warnings 'wiped' at the end of the morning session and at the end of the afternoon session. They may have their warning 'wiped' at the end of a learning session dependent on circumstances. Children in year six will usually have their warnings 'wiped' at the end of day only.
- If a child repeatedly shows disrespectful behaviour resulting in them attending 'reflection', a senior leader will support the situation. The senior leader may lead a 'recovery conversation' and draw up an action plan with the child.
- Children sent to another classroom for time out/break will be sent to a class that is appropriate to the child's age and circumstances.
- Behaviour displays in the classroom will be positive only. Warnings will be recorded separately and discretely (not on the classroom board).
- Supply teachers will be given information, on their arrival, about the school's behaviour management as per the procedures outlined above.
- We display the child friendly, visual versions of these procedures in classrooms to support all children to access them. The aim is for teaching to progress smoothly without disruption.
- The steps outlined above may only be fast-tracked for serious misbehaviour. Serious misbehaviour would be one of the following:
 - Physical aggression
 - Bullying
 - Swearing (dependent on their age and understanding)
 - Racism, sexism, homophobia and disability or religious prejudice; (dependent on their age and understanding)
 - Dangerous behaviour
- Children displaying behaviour which is not able to be managed in a classroom/playground environment may need the immediate attention (red card) of the Pastoral Leader / Senior Teacher / Assistant Head Teacher / Deputy Head Teacher / Head Teacher. Each class has a *red card*, which they can send with a pupil to alert the school office to contact the named people above.




DEALING WITH BEHAVIOUR WHICH NEEDS TO CHANGE OUTSIDE OF THE CLASSROOM

DURING BREAK AND LUNCH TIMES

- Staff might redirect a child who is showing that they are finding a break/lunch time difficult e.g. encouraging them to join in a game or asking a Playground Leader to provide support.
- An adult will tell or show a child that their behaviour needs to change.
- If behaviour does not change/improve the child will stand by/walk with a member of staff for five minutes.
- The adult will tell the child when five minutes is up.
- If unacceptable behaviour is repeated following time out, the Head Midday Meals Supervisor will be informed and the child may miss the rest of playtime.
- If behaviour is dangerous a senior member of staff will be called to deal with the situation.
- Any negative behaviour during/ after/ because of football will result in names noted to miss the next session of football.
- If a child has needed time out to reflect, the incident will be recorded by a midday supervisor and this will be passed on to the child's class teacher.
- A senior member of staff may be consulted depending on the severity of the incident.
- Children may need to work in a different room for the afternoon.
- Children may need to miss additional playtimes appropriate to the incident and the age of the child.
- Racism, sexism, homophobia and disability or religious prejudice; **Incidents will be recorded and reported to the governing body, and parents will be informed.**

Visual Aid for use at play and lunchtime

What will happen if my behaviour
needs to change **at lunchtime**?

1 ↓		I will be told or shown that my <u>behaviour</u> needs to change.
2 ↓		I will stand by an adult to reflect.
3 ↓		I will leave the playground to reflect.

DURING ASSEMBLY

If a child misbehaves during assembly, that child will be asked to come to sit at the front facing or at the side of the hall where they are closer to an adult. They may be asked to stay behind to speak with the member of staff during the break time which immediately follows.

AT KIDS' CLUB AND BREAKFAST CLUB

The procedures outlined above are appropriate for use in the out of school care provisions, particularly the break time and lunchtime procedures.

OFF SITE VISITS

During off-site visits staff will follow the procedures above. A child might need time out in another classroom or to attend 'Reflection' when they return to school. If behaviour has needed disproportionate attention from a member of staff, parents will be called and the child might be prevented from attending the next trip.

If a member of staff is reluctant to take any child on a school trip, due to repeatedly concerning behaviour in school, the Head Teacher or other member of the Senior Leadership Team (SLT) will be consulted and, with the parents' knowledge, the child may be prevented from attending the trip. The Head Teacher (or SLT) and parents will be consulted in advance and warnings given that the child might be prevented from attending the trip if the behaviour continues to cause concern. The health and safety of children and staff is crucial during any outing or event e.g. sports days, swimming. Anyone who poses a challenge to this might be prevented from attending until further notice.

YEAR SIX RESIDENTIAL TRIP

Parents and carers have a responsibility for upholding the school's expectations of behaviour. If for any reason a child is deemed unsuitable to attend the residential they will not be allowed to go. The terms and conditions of the residential provider will apply to payments already made.

BEYOND THE SCHOOL GATES

We may discipline pupils for unacceptable behaviour outside of the school premises 'to such an extent that is reasonable' for misbehaviour when:

- the pupil is taking part in a school-organised or school-related activity;
- travelling to or from school; or
- in some way identifiable as a pupil at the school.

Or unacceptable behaviour at any time, whether or not conditions above apply, that:

- could have repercussions for the orderly running of the school;
- poses a threat to another pupil or member of the public; or
- could adversely affect the reputation of the school.

In all cases of unacceptable behaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

CONFISCATED ITEMS

The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances.

School staff can search a pupil for any item if the pupil agrees.

If necessary we will exercise our power to search without consent for "prohibited items" including: knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence, cause personal injury, offence or damage to property; and any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Whenever possible, when searching, we will have another member of staff present.

Weapons and knives and extreme or child pornography will always be handed over to the police; otherwise we will keep a confiscated item until the parent is able to collect it at a mutually agreeable time

USE OF REASONABLE FORCE

Staff have the power to use reasonable force or make other physical contact. Force is used to control or restrain and is reasonable in the circumstances – meaning using no more force than is needed.

The situations in which reasonable force may be used include:

- removing disruptive pupils from classrooms or preventing them from leaving, be it for their safety or the safety of others;
- preventing a pupil from hurting another pupil or member of staff; or
- restraining a pupil at risk of harming themselves.

There are occasions when physical contact other than reasonable force with a pupil is proper and necessary e.g. holding a pupil's hand, comforting a distressed pupil, when a pupil is being praised, demonstrating the use of a musical instrument, demonstrating in PE or sports coaching and First Aid.

PUPIL EXCLUSIONS

Severe unacceptable behaviour can result in a fixed term exclusion as decided by the Head / Deputy Head Teacher or another senior member of staff with delegated responsibility.

In cases of repeated disrespectful or unacceptable behaviour parents or carers will be asked to meet the Head Teacher to discuss the situation. Children will be given a final warning that they could be excluded from school and will be supported by a pastoral support plan to help change the misbehaviour. If this is not successful, parents will be notified of the period of exclusion and the reason(s) for it.

Parents have a right to make representations to the governing board. Where practicable, all those with parental responsibility will be invited to be involved in the exclusion process. Children will be encouraged to participate in the exclusion process.

Upon return to school after exclusion, the child and parent or carer will be offered an appointment to meet with the Head Teacher, before returning to class. Children must show everyone that they are improving and will use the support provided to help. Children can be excluded again if misbehaviour is repeated.

In extreme cases of unacceptable behaviour children could be excluded from school without prior warning. The behaviour of a child outside of school can be considered grounds for exclusion.

Fixed term exclusions will show on a child's school record and will be passed on to future schools.

Whether or not a school recognises a pupil as having SEND, all parents have the right to request the presence of a SEND expert at a review meeting. The SEND expert's role is to advise the review panel, orally or in writing or both, impartially, of the relevance of SEND in the context and circumstances of the review. For example, they may advise whether the school acted reasonably in relation to its legal duties when excluding the pupil.

When establishing the facts in relation to an exclusion decision, the Head Teacher must apply the civil standard of proof; i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the Head Teacher should accept that something happened if it is more likely that it happened than that it did not happen.

The document in this link contains more information about the school's legal responsibilities in the event of a pupil exclusion.

<https://www.gov.uk/government/publications/school-exclusion>

ALLEGATIONS MADE AGAINST MEMBERS OF STAFF

Any allegations of inappropriate conduct made by a child or a family member against a member of staff will be treated very seriously. As such, any allegation will be thoroughly investigated by the school and governing body and if necessary by external agencies. A member of staff will not automatically be suspended if they have been accused of misconduct, pending an investigation. A quick resolution of the allegation is a priority and all unnecessary delays will be avoided.

If, after a thorough investigation, the allegation is found to be unsubstantiated and without evidence to prove it, the child and the family will be required to apologise in person and / or in writing to the member of staff. False allegations are viewed seriously as they can be very damaging to all members of the school community and in particular to the staff member. Malicious allegations will be removed from personnel records and references.

ACTION IN RESPECT OF UNFOUNDED OR MALICIOUS ALLEGATIONS

If an allegation is determined to be unfounded or malicious, the LADO should refer the matter to local authority children's social care to determine whether the child concerned is in need of services, or may have been abused by someone else. In the event that an allegation is shown to have been deliberately invented or malicious, the Head Teacher should consider whether any disciplinary action is appropriate against the pupil who made it, or the police should be asked to consider whether any action might be appropriate against the person responsible, including if he or she was not a pupil.

The parents or carers will also be required to sign a contract stating that the allegation was properly investigated and that they accept the outcome of the investigation.

WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

To help establish good behaviour in school we need to work in partnership with parents and carers. When we contact parents about their child/ren's behaviour, we are seeking to solve a problem together not to blame or give parents a "telling off". We know that shared trust between home and school can make a significant difference to a child's behaviour. We are also happy to help and advise parents about difficulties with behaviour they may be experiencing at home.

We work with parents and carers in the following ways:

- We believe that parental involvement in school is essential and we will endeavour to encourage this;
- All members of staff are available by appointment should an issue require an in depth discussion;
- Parents and carers of all new children at our school have access to this policy; and
- Teachers will contact parents if there are issues that need to be discussed.

We expect that parents and carers will:

- Share concerns and suggestions with us in line with the school's procedures. Don't always wait for us to contact you;
- Make sure their child/ren understand that they agree with the views about acceptable and unacceptable behaviour at school;
- Talk to the school about any problems between children. Please do not become involved in disputes with other parents or approach their children;
- Join us in modelling good behaviour for all children on the premises; and
- Refrain from extreme chastisement of their own children, including raising their voice or hitting. If this behaviour is observed school staff may refer the matter to social services.

Violence, threatening behaviour and abuse against school staff or other members of the school community will not be tolerated. All members of the school community have a right to expect that their school is a safe place in which to work and learn. There is no place for violence, threatening behaviour or abuse in schools. If a parent/carer behaves in an unacceptable way towards a member of the school community, the Head Teacher or appropriate senior member of staff will seek to resolve the situation through discussion and mediation. If necessary, the school's complaints procedures should be followed. Where all procedures have been exhausted, and aggression or intimidation continue, or where there is an extreme act of violence, a parent or carer may be banned by the Head Teacher from the school premises for a period of time, subject to review.

Unacceptable behaviour towards staff or members of the school community will not be tolerated and may lead to a fixed term ban from the school premises.

This policy was last revised and ratified by the Senior Leadership Team: **September 2020**

APPENDIX

ANTI BULLYING POLICY

William Tyndale's Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils are encouraged to tell, knowing that incidents will be dealt with promptly and effectively. We are a *TELLING SCHOOL*. This means that *anyone* who knows that bullying is happening is expected to tell a member of staff.

William Tyndale's Definition of Bullying

'Bullying is when you deliberately keep making someone unhappy.

You know you are bullying when you are choosing to hurt or upset someone with unkind words or actions again and again.'

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Online All areas of internet, such as email & internet chat room misuse
Mobile threats by text messaging & calls
Misuse of associated technology, i.e. camera & video facilities

Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should understand what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils, parents and carers should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

SIGNS AND SYMPTOMS

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these signs and they should investigate if a child:

- is frightened of walking to or from school;
- begs to be driven to school;
- changes their usual routine;
- is unwilling to go to school (school phobic);
- begins to truant;
- becomes withdrawn anxious, or lacking in confidence;
- starts stammering;
- attempts or threatens suicide or runs away;
- cries themselves to sleep at night or has nightmares;
- feels ill in the morning;
- begins to do poorly in school work;
- comes home with clothes torn or books damaged;
- has possessions which are damaged or "go missing";
- asks for money or starts stealing money (to pay bully);
- has dinner or other monies continually "lost";
- has unexplained cuts or bruises;
- comes home starving (money / lunch has been stolen);
- becomes aggressive, disruptive or unreasonable;
- is bullying other children or siblings;
- stops eating;
- is frightened to say what's wrong;
- gives improbable excuses for any of the above;
- is afraid to use the internet or mobile phone; or
- is nervous and jumpy when a phone or online message is received

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

Parents can help by:

- Watching out for these signs. These may not always be obvious - come and talk with us if you are not sure and have concerns.
- Telling your child's teacher, the Head Teacher, Deputy or an Assistant Head Teacher if you have concerns;
- Working with the school to establish the facts and supporting the child; and
- Keep letting us know if incidents arise, until the situation has been resolved

Some children who bully are themselves victims of bullying. As well as dealing with children who demonstrate bullying behaviour, we acknowledge that we need to work with children who are victims of this behaviour, particularly if they have been bullied over a period of time and in different contexts or situations, to help raise their self-esteem and help regain their confidence. Sometimes we also need to teach children strategies to avoid others' unkind or bullying behaviours towards them.

PROEDURES

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached. This policy applies also to bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school.
- A clear account of the incident will be recorded and given to the class teacher.
- The class/senior/deputy/head teacher will interview all concerned and will record the incident.
- Class teachers and other relevant members of staff will be kept informed.
- Parents will be kept informed.
- Sanctions will be used as appropriate and in consultation with all parties concerned (see below).

If a child feels bullied they should:

- report all bullying incidents to staff as soon as possible;
- tell staff about all the things that led up to the bullying;
- ask a friend to help talk if they like; and
- tell us again if the bullying is repeated.

Other people they can tell:

- a parent or another adult at home; or
- an older brother or sister.

Pupils who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a member of staff of their choice;
- reassuring the pupil;
- offering continuous support; and
- restoring self-esteem and confidence.

Pupils who have bullied will be helped by:

- discussing what happened;
- discovering why the pupil became involved;
- establishing the wrong doing and need to change; and
- informing parents or carers to help change the attitude of the pupil.

OUTCOMES

- Procedures outlined in the school's behaviour policy
- Official warnings to stop
- Exclusion from certain areas of school premises
- Parents will be informed and may be asked to come in to discuss
- Fixed-term exclusion
- Permanent exclusion
- Attempts will be made to help a child who bullies to change their behaviour
- A child who bullies may be asked to apologise with sincerity
- If possible, the pupils will be reconciled
- After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Within the curriculum, the school will raise the awareness of the nature of bullying through its inclusion in PSHE, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

PREVENTION

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

- supporting children's understanding of The Children's Rights;
- writing stories or poems or drawing pictures about bullying;
- reading stories about bullying or having them read to a class or assembly;
- making up role-plays;
- having discussions about bullying and why it matters;
- discussion time in class; and
- Pastoral Leader support/intervention.

If a pupil reports bullying off the school premises, a range of steps may be taken:

- talking to the local police about problems on local streets (if necessary seek a police presence at trouble spots)
- talking to the transport company about bullying on buses and trains
- talking to the head of another school whose pupils are bullying off the premises
- mapping safe routes to school, and telling pupils about them
- talking to pupils about how to avoid or handle bullying outside the school premises

HELP ORGANISATIONS:

NSPCC

<https://www.nspcc.org.uk/>

Childline

<https://www.childline.org.uk/>

Child Exploitation and Online Protection (CEOP)

<https://www.ceop.police.uk/safety-centre/>

Advisory Centre for Education (ACE)

<http://www.ace-ed.org.uk/>

Children's Legal Centre

<https://www.childrenslegalcentre.com/>

Kidscape

<https://www.kidscape.org.uk/>