



Department  
for Education

## Respectful School Communities Self-Review and Signposting Tool



This tool has been designed to support schools to develop a whole-school approach which promotes respect and discipline, in order to combat bullying, harassment and abuse of any kind. It is intended for use by the senior leadership team within schools.

A child's experience at school should be a happy one. Schools should be safe, calm places where teachers can teach uninterrupted and pupils can thrive. However, we know that some pupils still suffer from bullying, which can have serious and lasting effects on their education and mental health. Sadly, bullying can happen to anyone, but some pupils are more likely to be targeted because of some young people's attitudes towards those who are different from themselves.

This isn't the way it should be. That is why it is important to create a culture of acceptance and respect across the whole school, where pupils can enjoy the knowledge-rich education they deserve in a safe and supportive environment that allows them to discover who they are.

## Background

This tool will support schools to develop a whole-school approach which promotes respect and discipline. This can combat bullying, harassment and prejudice of any kind.

While different types of schools have different duties for policies mentioned in this document, many of the interventions and support will help any school wishing to create a more respectful school community.

It builds on the recommendations in Tom Bennett's independent review on behaviour in schools, [Creating a culture: how school leaders can optimise behaviour](#). It gives practical advice and good practice examples of how schools can develop and implement their approach. It also links to case studies and further support.

This tool follows a commitment made by the Department for Education in response to the Women and Equalities Select Committee inquiry into sexual harassment and sexual violence in schools. We committed to help schools build on existing duties to create a wider preventative approach to promoting inclusive and tolerant school communities.

## Using the tool

The tool is designed for school senior leadership teams.

**The use of this tool is not mandatory.** It is designed to support schools seeking to improve their current practice. It will help schools to identify the various elements that make up a whole school approach, consider gaps in practice, and get further support.

The signposting element of the tool will support schools to:

- easily access details of the requirements and powers that can support a preventative approach to tackling bullying, harassment and prejudice
- identify any gaps in their current practice
- access relevant government guidance as well as practical support from external partners

The self-review element of the tool will allow schools to record evidence of their practice in each area. This will help them see the gaps in current practice or areas for improvement.



It outlines how elements of various legislative requirements can be used to promote respect and discipline

It signposts to a variety of external resources which may be useful for schools

It signposts to a number of nationally available resources and programmes

It gives an overview of legislative requirements for the majority of schools, acknowledging that some academy funding agreements may set out different requirements

It gives illustrative examples and links to case study documents that show activities which have been found to be effective across different settings



It does not state that a whole schools approach will meet all elements of all the referenced legislation

It does not endorse or set out a requirement for schools to use any of the referenced external resources

It does not provide an exhaustive list of all resources and programmes available to schools, and it does not include localised initiatives

It does not seek to outline an exhaustive list of requirements for each type of academy funding agreement – if academy schools are unsure about a specific requirement they should check their own funding agreement

It does not mandate these should be used, or give an exhaustive list of every intervention – schools may have their own valid practices which they should continue to use if they are effective

## A whole school approach

### What makes a good whole school approach for creating a respectful school community?

**Design the culture** – The leadership team should design a vision for the culture of the school which sets out the standards, values and behaviours they expect. They should communicate it to the whole school community. Schools should proactively **engage staff, pupils, parents and the wider community** in school activities which promote the agreed standards.

**Build the culture into policies and practice** – The leadership team should ensure the culture is reflected in all policies and practices, so that all staff and students know how to achieve it and what is expected of them.

**Model the culture** – All staff and pupils should consistently model the agreed standards, values and behaviours during all elements of school life. This includes everything from break times to school trips, within lessons and between lessons.

**Maintain the culture constantly and consistently** – Leaders should maintain the culture throughout the year, with regular updates to staff training and effective use of consequences to maintain standards.

**Review the culture** – School staff should review the culture regularly to ensure it still meets the needs of the school community. They should make any required adjustments if needed.

**Embed** – Ensure the culture is reinforced when teaching curriculum subjects and through other teaching opportunities.

**Design the culture** – The leadership team should design a vision for the culture of the school which sets out the standards, values and behaviours they expect. They should communicate it to the whole school community. Schools should proactively **engage staff, pupils, parents and the wider community** in school activities which promote the agreed standards.

### Underpinning requirements

Existing requirements which support a respectful school community

**Ethos and values** - All schools should publish a statement of the school's ethos and values.

**Community cohesion** - Every state-funded school has a duty to promote community cohesion.

While this is no longer specifically inspected by Ofsted, the duty is within the 2006 Education and Inspections Act and remains legally in force.

### How you could do it

Key principles of effective practice

#### Effective schools have been shown to have:

- committed, highly visible school leaders, with ambitious goals, supported by a strong leadership team
- a clear understanding of what the school culture is, how things are done, and the values that are held
- a highly visible and embedded school ethos which underpins everything the school does
- high levels of staff and parental commitment to the school vision and strategies
- high levels of pupil commitment to the school vision and policies, often achieved by high levels of engagement in designing the vision
- worked with children to ensure the language is child-friendly and accessible
- actively promoted community cohesion and parental engagement
- adopted a shared community approach to behaviour and anti-bullying so bullying is seen as a community-wide issue
- considered their local circumstances when ensuring all pupils from different backgrounds feel welcome, and are able to play a full and active role in the school in line with the requirements of the Equality Act 2010
- considered how they can encourage pupils from different communities, faiths and backgrounds to work together, learn about each other's customs, beliefs and ideas and respect each other's views
- key policies written in languages and style that is accessible to all pupils, parents and carers
- taken decisive action to ensure the school's staff and board reflect the community they serve

Create  
a culture

**Design the culture** – The leadership team should design a vision for the culture of the school which sets out the standards, values and behaviours they expect. They should communicate it to the whole school community. Schools should proactively **engage staff, pupils, parents and the wider community** in school activities which promote the agreed standards.

**Example from a junior school in Middlesex**

The school's class charter, which is displayed as a colourful poster in every classroom, was developed by children and teachers and based on discussions in school about the UN Convention on the Rights of the Child. The school links the convention directly to its own values of respect, honesty, responsibility, friendship, resilience, kindness and inclusiveness.

**Policy example**

To address sexual harassment and sexual violence concerns, schools could make clear in their values and behaviours that:

- sexual harassment and sexual violence is not acceptable, will never be tolerated and is not an inevitable part of growing up
- sexual harassment or sexual violence will never be tolerated or dismissed as 'banter', 'part of growing up', 'just a laugh' or 'boys being boys'
- behaviours (potentially criminal), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts will always be challenged.

**Example from a secondary school in Durham**

The school encourages local community members and groups to send letters about pupils' positive behaviour and respectful actions within the community. The school works with parents, carers and the local community to address issues beyond the school gates that give rise to bullying.

**Example from a secondary school in Birmingham**

As part of this school's work for the Rights Respecting Schools award, they set up a parental steering group. They hosted a coffee morning where coffee from around the world was sampled and served to the parents by a working group of students. This encouraged discussion around the diversity in the community and allowed them to celebrate their differences while coming together on common ground. This helped the school to ensure that the parents' voice was heard in school and enhanced the learning environment for their children.

**Where to go for support****Self-review**

Space to reflect on your current practice in this area

**Build the culture into policies and practice** – The leadership team should ensure the culture is reflected in all policies and practices, so that all staff and students know how to achieve it and what is expected of them.

### Underpinning requirements

Existing requirements which support a respectful school community

Development, implementation and maintenance of policies to meet the following legal requirements.

#### Behaviour

All schools are required by law to have a behaviour policy which outlines measures to encourage good behaviour and prevent all forms of bullying among pupils. The policy should set out the behaviour expected of pupils, the sanctions for misbehaviour, and rewards for good behaviour. This should be communicated to all pupils, school staff and parents.

#### Anti-bullying

As detailed above, all schools are required by law to have measures to prevent all forms of bullying among pupils. They have the freedom to develop their own anti-bullying strategies appropriate to their environment but are held to account by Ofsted.

#### Safeguarding

Schools have a legislative duty to ensure arrangements are made to safeguard and promote the welfare of their pupils.

The arrangements must have regard to the DfE's statutory guidance, Keeping Children Safe in Education (KCSIE). This sets out, among other things, the role of school staff in safeguarding, the role of the designated safeguarding lead, the management of the safeguarding, and safer recruitment.

#### SEN - code of practice

The leaders of early years settings, schools and colleges should establish and maintain a culture of high expectations. The expectation should be that those working with children and young people with SEN or disabilities should include them in all opportunities available to other children and young people so they can achieve well.

#### SEN - information report

Schools are required to publish and keep under review an SEN information report, drawing on input from parents. It must include information about support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN, and measures to prevent bullying.

#### The Equality Act and PSED

The **Equality Act** makes it unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of protected characteristics. These include sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity. The Equality Act does not apply to the curriculum and its content.

Under the **Public Sector Equality Duty**, schools that are public bodies have a general duty to have regard to the need to eliminate unlawful discrimination, harassment and victimisation and to advance equality of opportunity between different groups and foster good relations between different groups.

### How you could do it

Key principles of effective practice

#### Effective schools have been shown to have:

- behaviour and anti-bullying policies that clearly define what bullying is
- clear expectations of pupils' behaviour which are closely connected to their values
- policies that enforce the message that actions have consequences, communicating how both sanctions (for example centralised detention) and rewards (such as sincere recognition of a pupil's achievements) will be used consistently
- an individualised, graduated approach for when the behaviour might be a result of educational, mental health, other needs or vulnerabilities
- policies and practices which are regularly reviewed and updated
- an inclusive environment which promotes diversity and strives for equality, with pupils being encouraged to celebrate people's differences
- equalities policies which value diversity, tackling discrimination, promoting equality and fostering good relationships between people, and ensure that the school will tackle issues of disadvantage and underachievement of different groups

**Build the culture into policies and practice** – The leadership team should ensure the culture is reflected in all policies and practices, so that all staff and students know how to achieve it and what is expected of them.

**Example from an all-through school in London**

This school invests in setting clear expectations of staff, pupils and parents. They create a collaborative, mutually supportive environment focused on ensuring that every child reaches their potential.

Every pupil joining the school has a home visit from a senior member of staff where they discuss the child and family's vision for their child. They talk about what parents can expect in terms of support from the school, as well as what the school's expectations are of them.

They hold a summer school for incoming secondary pupils where they explicitly teach their values, routines and structures so that pupils joining know what to expect before the school year starts.

They train staff to be 'warm-strict', to set high expectations while building strong relationships with all pupils.

**Where to go for support**

**Self-review**

Space to reflect on your current practice in this area

Model the culture

**Model the culture** – All staff and pupils should consistently model the agreed standards, values and behaviours during all elements of school life. This includes everything from break times to school trips, within lessons and between lessons.

**Underpinning requirements**

Existing requirements which support a respectful school community

There is an expectation that once the standards are set and reflected in all policy and practice, schools will embed and maintain them throughout the whole school. Schools should also review the culture regularly, to ensure it remains fit for purpose.

**How you could do it**

Key principles of effective practice with illustrative examples

**Effective schools have been shown to have:**

- highly consistent working practices throughout the school
- high expectations of all students and staff, and a belief that all students matter equally
- an environment which challenges ‘banter’ and offensive language, instilling a collective understanding of the power of words which can cause harm to others if used in the wrong way
- staff leading by example
- a variety of ways for pupils to report incidents or concerns, taking into account that some pupils might find it difficult to talk to staff
- young people, such as those acting as peer supporters or leaders, empowered to act as role models

**Example from an initiative run in schools**

The Diana Award run the Anti-Bullying Ambassador programme. After receiving training, students become Anti-Bullying Ambassadors in schools. They help educate their peers on bullying, lead on anti-bullying campaigns, promote a culture which celebrates and tolerates difference and helps keep their peers safe both online and offline.

**Example from a secondary school in Devon**

The promotion of ‘THINK’:

T – is it true?

H – is it helpful?

I – is it inspiring?

N – is it necessary?

K – is it kind?

via a poster displayed in every tutor group, to encourage pupils to think about what they say before they say it.

**Self-review**

Space to reflect on your current practice in this area

**Where to go for support**

**Maintain the culture constantly and consistently** – Leaders should maintain the culture throughout the year, with regular updates to staff training and effective use of consequences to maintain standards.

### Underpinning requirements

Existing requirements which support a respectful school community

There is an expectation that once the standards are set and reflected in all policy and practice, schools will embed and maintain them throughout the whole school. Schools should also review the culture regularly, to ensure it remains fit for purpose.

### How you could do it

Key principles of effective practice with illustrative examples

#### Effective schools have been shown to have:

- high levels of support between leadership and staff, for example through staff training
- embedded their behaviour policy in practice by training staff in behaviour management at the time of their induction or even before – this means all staff begin with a minimum understanding of how to run a classroom, the strategies available to them, and an understanding of the whole school approach
- carried out an annual audit of staff training to support a consistent approach to managing behaviour and to identify where further staff training is needed
- strong processes for capturing and using data to manage behaviour
- consistent use of consequences across the whole school

### Example from qualitative review of behaviour management

In this infant school, based on formal training staff had received on restorative practice, they had set out a script which staff used after an incident of poor or unacceptable behaviour. Responding to challenging behaviour, the individual is asked the following questions:

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think needs to happen next?

### Example from qualitative review of behaviour management

This secondary school uses the data recorded on pupils' behaviour when they have to bring parents into school to discuss the child. If a student gets to a certain point within the school's sanction system, their parents are required to attend a meeting with the school. The data will be used to underpin those conversations. This can help take the discussion away from personal opinion and instead acts as evidence of a long-term or worsening issue.

### Where to go for support

### Self-review

Space to reflect on your current practice in this area

Review  
the culture

**Review the culture** – School staff should review the culture regularly to ensure it still meets the needs of the school community. They should make any required adjustments if needed.

### Underpinning requirements

Existing requirements which support a respectful school community

There is an expectation that once the standards are set and reflected in all policy and practice, schools will embed and maintain them throughout the whole school. Schools should also review the culture regularly, to ensure it remains fit for purpose.

### How you could do it

Key principles of effective practice with illustrative examples

#### Effective schools have been shown to have:

- used data to inform policies and their objectives. For example, a school's equality policy could use data on community, pupil and parent demographics to help promote inclusion
- surveyed pupils, parents and carers on an annual basis to determine how safe children feel and how well they feel the school are managing the prevention and response to bullying and abuse
- taken into consideration the physical environment of the school and where 'pinch points' in the day or grounds occur (this could include lunch times, certain locations within the school or when travelling to and from school)

#### Example from a secondary school in Leeds

The school shares bullying data with governors every term. Scrutiny from governors then shapes the school's anti-bullying policy and strategies.

#### Example from a primary school in Sussex

This school has analysed its physical organisation and logistics to see where issues are most likely to occur. They are putting structures in place to minimise the opportunities, such as clearly defining playground areas for different activities and having play leaders and peer mentors on the playground. These are specially trained pupils who provide support for other pupils and staff to help instigate games and play.

### Where to go for support

### Self-review

Space to reflect on your current practice in this area

**Embed the culture** – Ensure the culture is reinforced when teaching curriculum subjects and through other teaching opportunities.

## Underpinning requirements

Existing requirements which support a respectful school community

Every state-funded school must offer a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society. It should prepare pupils for the opportunities, responsibilities and experiences of later life.

Maintained schools in England are legally required to follow the statutory national curriculum.

### Sex and Relationships Education

Sex and Relationships Education (SRE) is currently compulsory in maintained secondary schools. Schools are free to teach **Personal, Social, Health and Economic education (PSHE)**.

We are making changes in this area.

We are making **Relationships Education** (primary), **Relationships and Sex Education (RSE)** (secondary) and **Health Education** (all state funded schools) compulsory in all schools. Schools will be encouraged to start teaching these subjects from September 2019 and required to do so from September 2020.

We know that many schools will choose to teach the compulsory content within a wider programme of PSHE or similar.

#### Policy example

Through these subjects, and as part of a whole school approach, schools can teach pupils the characteristics of effective relationships, how to treat each other with respect and the impact of stereotypes and prejudice. Pupils will be taught, in an age-appropriate way, what constitutes sexual harassment and sexual violence and why these are always unacceptable.

### Citizenship

Citizenship is part of the national curriculum at Key Stages 3 and 4, and is therefore a compulsory subject in maintained secondary schools. The programmes of study direct teaching towards the core knowledge of citizenship, helping to prepare pupils to play a full and active part in society.

#### Policy example

Pupils are taught about the diverse national, regional, religious and ethnic identities in the UK and the need for mutual respect and understanding. They are taught about the different ways in which a citizen can contribute to the improving his or her community, with the opportunity to participate actively in community volunteering, as well as other forms of responsible activity.

### Fundamental British values

The promotion of Fundamental British values is a requirement in all independent schools, including academies, as part of the SMSC standard. These values include democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. The SMSC standard also requires proprietors to ensure that principles are promoted which:

- further tolerance and harmony between different cultural traditions by helping pupils gain appreciation of and respect for their own and other cultures
- encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Equality Act

The requirement on maintained schools to promote fundamental British values is enforced through Ofsted inspection and there is non-statutory guidance. Maintained schools have obligations under section 78 of the Education Act (2002) to promote SMSC.

#### Example from an all-through school in Birmingham

The school promotes democracy and the rule of law through school councils and a partnership with their police liaison officer. Respect and tolerance is promoted through curriculum subjects and enrichment days. Assemblies, Religious Education, and tutor time reinforce messages of tolerance and respect for others.

### The arts

The arts are an essential element of the national curriculum for maintained schools to ensure a broad and balanced education.

Music and art and design remain statutory subjects within the national curriculum for maintained schools for Key Stages 1 to 3.

Drama is referenced throughout the programmes of study for English.

In maintained schools, dance is compulsory within the PE curriculum for 5 to 14 year olds.

#### Example from a secondary school in Derby

Art, music and drama expose and celebrate pupils' heritage and address a range of art forms from diverse cultures and countries. They also study artists and performers who address concepts regarding ethnic diversity.

**Embed the culture** – Ensure the culture is reinforced when teaching curriculum subjects and through other teaching opportunities.

### Physical education

Physical education is a compulsory subject at Key Stages 1 to 4 in the new national curriculum which came into force from September 2014.

It has more focus on competitive sport in PE lessons. Swimming and water safety remain compulsory at primary levels. Academies and free schools are not required to follow the national curriculum but must provide a broad and balanced curriculum.

#### Example of an initiative run in schools

The Play Unified scheme uses the power of sport to promote inclusive and tolerant school communities built on understanding, acceptance and friendship among young people.

### Computing

Computing is compulsory for maintained schools. In 2014 a new national curriculum for computing was introduced for Key Stages 1 to 4. This can be used as a benchmark by academies and free schools.

#### Policy example

The computing programmes of study cover responsible, respectful and secure use of technology. They ensure pupils are taught age-appropriate ways of reporting any concerns they may have about what they see or encounter online.

#### How you could do it

Key principles of effective practice with illustrative examples

#### Effective schools have been shown to have:

- embedded equality, diversity and tolerance within teaching and resources
- outlined in their equality policy how equality, diversity and tolerance is taught and promoted in each subject area

#### Where to go for support

#### Self-review

Space to reflect on your current practice in this area

# Sources of support

## Ethos and values

### Government documents

Name	Description	Link
What maintained schools must publish online	The information that schools maintained by their local authorities must publish on their websites, including values and ethos.	<a href="https://www.gov.uk/guidance/what-maintained-schools-must-publish-online">https://www.gov.uk/guidance/what-maintained-schools-must-publish-online</a>
What academies, free schools and colleges should publish online	What information academies (including 16 to 19 colleges and any educational institution that has academy arrangements) should publish on their websites, including values and ethos.	<a href="https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online">https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online</a>

### Other resources

Organisation	Description	Link
UNICEF	Rights Respecting Schools Award (RRSA): UNICEF works with schools in the UK to create safe and inspiring places to learn, where children are respected, their talents are nurtured and they are able to thrive. The Rights Respecting Schools Award embeds these values in daily school life and gives children the best chance to lead happy, healthy lives and to be responsible active citizens.	<a href="https://www.unicef.org.uk/rights-respecting-schools">https://www.unicef.org.uk/rights-respecting-schools</a>

## Behaviour

Government documents		
Name	Description	Link
Behaviour and discipline in schools – statutory guidance for governing bodies	Guidance for school governing bodies on their role in creating their school's behaviour policy.	<a href="https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools-guidance-for-governing-bodies">https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools-guidance-for-governing-bodies</a>
Behaviour and discipline in schools	Guidance for school leaders and staff on developing a school behaviour policy, and a checklist of actions to take to encourage good behaviour. This page also shows Charlie Taylor's checklists on the basics of classroom management. Teachers can use it to develop between five and ten essential actions to encourage good behaviour in pupils.	<a href="https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools">https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools</a>
Use of reasonable force in schools	Guidance about the use of physical restraint in schools for governing bodies, head teachers and school staff.	<a href="https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools">https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools</a>
Searching, screening and confiscation at school	Guidance explaining the powers schools have to screen and search pupils, and to confiscate items they find.	<a href="https://www.gov.uk/government/publications/searching-screening-and-confiscation">https://www.gov.uk/government/publications/searching-screening-and-confiscation</a>
Mental health and behaviour in schools	Non-statutory, departmental advice to help schools support pupils whose mental health problems manifest themselves in behaviour.	<a href="https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2">https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2</a>
Other resources		
Organisation	Description	Link
Tom Bennett (independent review on behaviour in schools)	'Creating a Culture: How school leaders can optimise behaviour' includes strategies to manage behaviour and a series of case studies which cover all types of schools.	<a href="https://www.gov.uk/government/publications/behaviour-in-schools">https://www.gov.uk/government/publications/behaviour-in-schools</a>
ASK Research	Report which includes 20 case studies of schools that have succeeded in improving behaviour. The case studies highlight common approaches implemented across these schools which have helped to develop a culture which optimises learning, good behaviour and social skills for its pupils. The report includes schools rated 'outstanding' by Ofsted in the period 2014 to 2015.	<a href="https://www.gov.uk/government/publications/school-behaviour-management-case-studies-report">https://www.gov.uk/government/publications/school-behaviour-management-case-studies-report</a>
ITT Behaviour Review Panel	To understand what constitutes good, core teacher training, school leaders could look at the findings of this review panel, which include a skeleton set of training standards.	<a href="https://www.gov.uk/government/publications/initial-teacher-training-government-response-to-carter-review">https://www.gov.uk/government/publications/initial-teacher-training-government-response-to-carter-review</a>
Young Minds	Addressing Adversity is about prioritising adversity and trauma-informed care for children and young people in England.	<a href="https://youngminds.org.uk/media/2142/ym-addressing-adversity-book-web.pdf">https://youngminds.org.uk/media/2142/ym-addressing-adversity-book-web.pdf</a>

## Anti-bullying

Government documents		
Name	Description	Link
Preventing and tackling bullying	Guidance for schools on preventing and responding to bullying.	<a href="https://www.gov.uk/government/publications/preventing-and-tackling-bullying">https://www.gov.uk/government/publications/preventing-and-tackling-bullying</a>
Approaches to preventing and tackling bullying	Research into anti-bullying practices used by schools to prevent and tackle bullying, including case studies.	<a href="https://www.gov.uk/government/publications/approaches-to-preventing-and-tackling-bullying">https://www.gov.uk/government/publications/approaches-to-preventing-and-tackling-bullying</a>
Other resources		
Organisation	Description	Link
Anti-Bullying Alliance	<p>A coalition of organisations and individuals united against bullying. They run programmes focused on specific aspects of bullying behaviour which are available for schools to access, along with a library of online resources for schools.</p> <p>Their support for schools includes free CPD-certified online training for professionals (developed using funding from the Department for Education) as part of their All Together programme. Funding from the DfE will run until March 2020.</p>	<a href="https://www.anti-bullyingalliance.org.uk/">https://www.anti-bullyingalliance.org.uk/</a>
Diana Award	<p>The Diana Award's Anti-Bullying Campaign involves projects aimed at reducing bullying in schools, including the Anti-Bullying Ambassadors programme which trains young people to lead on anti-bullying campaigns in their schools.</p> <p>DfE are providing funding toward the anti-bullying ambassador training, to keep it free for schools until March 2020.</p>	<a href="https://diana-award.org.uk/anti-bullying/">https://diana-award.org.uk/anti-bullying/</a>
Internet Matters	<p>Internet Matters were set up to help keep children safe in the digital world. Their website includes an online safety resource hub with information for use in the classroom and to help parents make positive changes to children's digital lives.</p> <p>DfE are providing funding towards the Make a Noise programme to keep it free for schools until January 2019.</p>	<a href="https://www.internetmatters.org/issues/cyberbullying/">https://www.internetmatters.org/issues/cyberbullying/</a>
The Anne Frank Trust UK	<p>The Anne Frank Trust use education to create a society safe from prejudice and discrimination. They partner with schools, local authorities, the criminal justice sector and others to deliver educational programmes which empower young people with the knowledge, skills and confidence to challenge prejudice and discrimination.</p> <p>DfE are providing funding towards the Free to Be training to keep it free for schools until March 2020.</p>	<a href="https://annefrank.org.uk/education/">https://annefrank.org.uk/education/</a>

## Anti-bullying

Other resources		
Organisation	Description	Link
Childnet	The cyber-bullying guidance provides advice for schools on understanding, preventing and responding to cyberbullying. There is an online safety toolkit which helps schools deliver sessions through PSHE about cyberbullying, peer pressure and sexting.	<a href="http://www.childnet.com/our-projects/cyberbullying-guidance-and-practical-toolkit">http://www.childnet.com/our-projects/cyberbullying-guidance-and-practical-toolkit</a>
Youth Sport Trust – Play Unified	Play Unified uses the power of sport to promote inclusive and tolerant school communities built on understanding, acceptance and friendship among young people.	<a href="http://www.playunified.org/">http://www.playunified.org/</a>
Kidscape	Kidscape provide children, families, carers and professionals with advice, training and practical tools to prevent bullying and protect young lives.	<a href="https://www.kidscape.org.uk/">https://www.kidscape.org.uk/</a>
Royal Foundation – Stop Speak Support Campaign	A cyberbullying campaign which includes packs for schools to use to introduce the campaign to their pupils. The packs encourage young people to think twice about how they respond to cyberbullying.	<a href="https://www.stopspeaksupport.com/schools">https://www.stopspeaksupport.com/schools</a>
SkillForce	SkillForce is a national education charity looking into how character and resilience is taught and delivered in schools.	<a href="https://www.skillforce.org/about/">https://www.skillforce.org/about/</a>
National Education Union	Details of training and CPD courses which contribute to creating inclusive, respectful and safe school environments.	<a href="https://neu.org.uk/learning">https://neu.org.uk/learning</a>
Equality and Human Rights Commission	Practical guidance on creating an anti-bullying culture. It includes information about ways for pupils and staff to report bullying incidents, recording and reviewing data, and communicating anti-bullying messages.	<a href="https://www.equalityhumanrights.com/en/publication-download/using-data-inform-and-evaluate-anti-bullying-strategies">https://www.equalityhumanrights.com/en/publication-download/using-data-inform-and-evaluate-anti-bullying-strategies</a>
	The Equality and Human Rights Commission and the Anti-Bullying Alliance have developed tips for schools on how to reduce discriminatory bullying.	<a href="https://www.equalityhumanrights.com/en/advice-and-guidance/how-can-we-stop-prejudice-based-bullying-schools">https://www.equalityhumanrights.com/en/advice-and-guidance/how-can-we-stop-prejudice-based-bullying-schools</a>

## Safeguarding

Government documents		
Name	Description	Link
Keeping children safe in education	Statutory guidance for schools and colleges on safeguarding children and safer recruitment.	<a href="https://www.gov.uk/government/publications/keeping-children-safe-in-education--2">https://www.gov.uk/government/publications/keeping-children-safe-in-education--2</a>
Working together to safeguard children	Statutory guidance on inter-agency working to safeguard and promote the welfare of children.	<a href="https://www.gov.uk/government/publications/working-together-to-safeguard-children--2">https://www.gov.uk/government/publications/working-together-to-safeguard-children--2</a>
Child abuse concerns: guidance for practitioners	Guidance to help practitioners identify the signs of child abuse and neglect, and understand what action to take.	<a href="https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2">https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2</a>
Sexual violence and sexual harassment between children in schools and colleges	Advice for schools and colleges on how to prevent and respond to reports of sexual violence and harassment between children.	<a href="https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges">https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges</a>
Information sharing advice for safeguarding practitioners	Guidance on information sharing for people who provide safeguarding services to children, young people, parents and carers.	<a href="https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice">https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice</a>
UK Council for Internet Safety	The UK Council for Internet Safety expands the scope of the UK Council for Child Internet Safety to achieve a safer online experience for all users, particularly groups who suffer disproportionate harms. The website has useful resources for schools and parents to help keep children safe online.	<a href="https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis">https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis</a>
Other resources		
Organisation	Description	Link
Childnet	Project DeShame tackles peer-based online sexual harassment among 13 to 17 year olds by empowering local communities (including schools and police) to work together to increase reporting among young people.	<a href="https://www.childnet.com/our-projects/project-deshame">https://www.childnet.com/our-projects/project-deshame</a>
NSPCC	Pants (The Underwear Rule) campaign resources for schools and teachers.	<a href="https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/underwear-rule-schools-teaching-resources/">https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/underwear-rule-schools-teaching-resources/</a>
Internet Matters	Information, advice and useful resources that can be shared with parents with children that may have participated in sexting.	<a href="https://www.internetmatters.org/issues/sexting/">https://www.internetmatters.org/issues/sexting/</a>

## Special educational needs and disabilities

Government documents		
Name	Description	Link
SEND code of practice	Guidance on the special educational needs and disability system for children and young people aged 0 to 25.	<a href="https://www.gov.uk/government/publications/send-code-of-practice-0-to-25">https://www.gov.uk/government/publications/send-code-of-practice-0-to-25</a>
SEN support: research evidence on effective approaches and examples of current practice in good and outstanding schools and colleges	Provides leaders, teachers and practitioners with access to information about evidence-based practice that can be effective for SEN support.	<a href="http://www.sendgateway.org.uk/resources/sen-support-research-evidence-on-effective-approaches-and-examples-of-current-practice-in-good-and-outstanding-schools-and-colleges.html">http://www.sendgateway.org.uk/resources/sen-support-research-evidence-on-effective-approaches-and-examples-of-current-practice-in-good-and-outstanding-schools-and-colleges.html</a>
Other resources		
Organisation	Description	Link
NASEN – SEND Gateway	An online portal offering education professionals free access to high quality information, resources and training for meeting the needs of children with special educational needs and disabilities.	<a href="http://www.sendgateway.org.uk/">http://www.sendgateway.org.uk/</a>
Childnet	The Childnet STAR Toolkit is a new online safety resource that offers practical advice and teaching activities to help secondary schools explore internet safety with young people with autism spectrum disorders.	<a href="http://www.childnet.com/resources/star-toolkit/respect">http://www.childnet.com/resources/star-toolkit/respect</a>

## Equality Act and the Public Sector Equality Duty

Government documents		
Name	Description	Link
Equality Act 2010: advice for schools	Guidance to help schools understand how the Equality Act affects them and how to fulfil their duties under the act.	<a href="https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools">https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools</a>
Other resources		
Organisation	Description	Link
Equality and Human Rights Commission	A guide to help school leaders meet the equality duty. It describes some of the benefits that the equality duty can bring. The focus is on the practical implementation of the equality duty in schools.	<a href="https://www.equalityhumanrights.com/en/publication-download/public-sector-equality-duty-guidance-schools-england">https://www.equalityhumanrights.com/en/publication-download/public-sector-equality-duty-guidance-schools-england</a>
	Guidance dealing with the school's provisions of the Equality Act 2010 and explaining what you must do to meet the requirements of equality law.	<a href="https://www.equalityhumanrights.com/en/publication-download/what-equality-law-means-you-education-provider-schools">https://www.equalityhumanrights.com/en/publication-download/what-equality-law-means-you-education-provider-schools</a>
Inclusion Quality Mark	Inclusion Quality Mark provides schools with a nationally recognised framework to guide their inclusion journey.	<a href="https://iqmaward.com/">https://iqmaward.com/</a>
LBGTQ+		
Barnardo's	Its LBGTQ hub offers guidance to young people, parents and teachers on how to support LBGT pupils and tackle LBGT prejudice-based bullying.	<a href="http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm">http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm</a>
EACH (Educational Action Challenging Homophobia)	Provides a national free action line for targets of homophobic or transphobic bullying, as well as training for schools on sexual orientation, gender identity matters and cyberhomophobia.	<a href="https://www.eachaction.org.uk/">https://www.eachaction.org.uk/</a>
LGBT consortium	Resources to support schools prevent HBT bullying from happening in the first place, effectively respond to HBT bullying when it does occur, and create an inclusive school environment for LBGT pupils and families.	<a href="https://www.pshe-association.org.uk/lgbt-consortium">https://www.pshe-association.org.uk/lgbt-consortium</a>
Metro Charity	An equality and diversity charity, providing health, community and youth services. Metro works with anyone experiencing issues related to gender, sexuality, diversity or identity.	<a href="https://www.metrocentreonline.org/">https://www.metrocentreonline.org/</a>
The Proud Trust	Helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, training and events, campaigns, research and resources.	<a href="https://www.theproudtrust.org/">https://www.theproudtrust.org/</a>
Schools Out	Offers practical advice, resources (including lesson plans) and training to schools on LBGT equality in education.	<a href="http://www.schools-out.org.uk/">http://www.schools-out.org.uk/</a>
Stonewall	An LBGT equality organisation with considerable expertise in LBGT bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.	<a href="http://www.stonewall.org.uk/">http://www.stonewall.org.uk/</a>

LBGTQ+		
LGBT History Month	LGBT History Month is celebrated in February in the UK. Each year, The Proud Trust teams up with Schools OUT UK and LGBT History Month to write a simple education and resource pack.	<a href="https://lgbthistorymonth.org.uk/">https://lgbthistorymonth.org.uk/</a> <a href="https://www.theproudtrust.org/training-and-education/education-resources/lgbt-history-month/">https://www.theproudtrust.org/training-and-education/education-resources/lgbt-history-month/</a>
Diversity Role Models	Diversity Role Models actively seeks to prevent homophobic, biphobic and transphobic bullying in UK schools. They educate young people about difference, challenging stereotypes and addressing the misuse of language.	<a href="https://www.diversityrolemodels.org/">https://www.diversityrolemodels.org/</a>
Just Like Us	A national network of university student volunteers who can visit secondary schools to share their stories, bust stereotypes and explain why LGBT+ equality is everyone's issue.	<a href="http://www.justlikeus.org/">http://www.justlikeus.org/</a>
Race, religion and nationality		
Show Racism the Red Card	Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.	<a href="http://www.srtrc.org/educational">http://www.srtrc.org/educational</a>
Kick It Out	Uses the appeal of football to educate young people about racism and provide education packs for schools.	<a href="http://www.kickitout.org/">http://www.kickitout.org/</a>
Tell MAMA	Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of anti-Muslim abuse, MAMA can also refer victims for support through partner agencies.	<a href="http://tellmamauk.org/">http://tellmamauk.org/</a>
Stand Up!	Stand Up! was established in 2016 to provide anti-discrimination education to young people in mainstream schools, with a focus on antisemitism and anti-Muslim hate. Supported by the Ministry of Housing, Communities and Local Government, Stand Up! combines Streetwise and Maccabi GB's experience in delivering personal development sessions to thousands of young people in school settings with CST and Tell MAMA's respective expertise in monitoring, recording and combating antisemitism and anti-Muslim hate.	<a href="https://www.standupeducation.org/">https://www.standupeducation.org/</a>
Gender		
UK Feminista	The UK Feminista resource hub contains templates, policy guidance and classroom activities to support schools to tackle sexism. Resources include how to take a whole school approach to tackling sexism and sexual harassment, tips for secondary school teachers, tips for primary school teachers, and a policy integration guide.	<a href="https://ukfeminista.org.uk/resources-hub">https://ukfeminista.org.uk/resources-hub</a>
Against Violence and Abuse	The prevention platform has been created to support education practitioners across the UK deliver a programme to stop violence against women and girls. It contains accredited e-learning, template policies and resources.	<a href="http://www.preventionplatform.co.uk/">http://www.preventionplatform.co.uk/</a>

*For special educational needs and disabilities resources see the separate table above*

## PE and sport

Government documents		
Name	Description	Link
National curriculum in England: PE programmes of study	The statutory programmes of study and attainment targets for physical education at Key Stages 1 to 4.	<a href="https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study">https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study</a>
Other resources		
Organisation	Description	Link
Youth Sport Trust – Play Unified	Play Unified uses the power of sport to promote inclusive and tolerant school communities built on understanding, acceptance and friendship among young people.	<a href="http://www.playunified.org/">http://www.playunified.org/</a>
Youth Sport Trust – My Personal Best	My Personal Best aims to develop life skills, leadership and employability skills in young people such as empathy, teamwork and resilience. This award-winning support package (DfE Character Awards 2016 – regional winner) is designed to inspire secondary PE teachers to confidently teach life skills.	<a href="https://www.youthsporttrust.org/mypersonalbest">https://www.youthsporttrust.org/mypersonalbest</a>
Youth Sport Trust – Girls Active	Girls Active supports schools to understand what motivates girls to take part in physical activity. It enables teachers to work with girls to make the necessary changes to their physical education and sport provision. It is developed by the Youth Sport Trust, delivered in partnership with <a href="#">This Girl Can</a> and <a href="#">Women in Sport</a> , and funded by <a href="#">Sport England</a> .	<a href="https://www.youthsporttrust.org/girls-active">https://www.youthsporttrust.org/girls-active</a>
Youth Sport Trust – Top Sportsability	TOP Sportsability is a free online resource for schools and offers practical advice to teachers, learning support staff and other sports practitioners. It consists of video clips and downloadable content showing ideas and strategies around to include young disabled people in physical activity.	<a href="https://www.youthsporttrust.org/top-sportsability">https://www.youthsporttrust.org/top-sportsability</a>
School Games – Inclusive Health Check	A self-review tool available to School Games registered schools, school games organisers, and local organising committees on an annual basis. It helps users improve best practice, access key resources, and develop an action plan.	<a href="https://www.yourschoolgames.com/how-it-works/inclusive-sport/">https://www.yourschoolgames.com/how-it-works/inclusive-sport/</a>

## Relationships Education, RSE, Health Education and PSHE

Government documents		
Name	Description	Link
Government guidance is currently being updated, we will include a link once available		
Public Health England	Website with videos made by young people and resources tested with teachers about online and offline relationships and bullying, alcohol, smoking, stress, and body image.	<a href="https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview?WT.mc_id=RiseAboveforSchools_PSHEA_EdComs_Resource_listing_Sep17">https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview?WT.mc_id=RiseAboveforSchools_PSHEA_EdComs_Resource_listing_Sep17</a>
	The Child and Maternal Health Intelligence Network brings together publically available data, information, reports, tools and resources on child and maternal health in to one easily accessible hub.	<a href="https://fingertips.phe.org.uk/profile/child-health-profiles">https://fingertips.phe.org.uk/profile/child-health-profiles</a>
Other resources		
Organisation	Description	Link
PSHE Association	The national body for personal, social, health and economic education, providing expert advice, training and high-quality resources to PSHE practitioners.	<a href="https://www.pshe-association.org.uk/">https://www.pshe-association.org.uk/</a>
	Abuse in relationships: Disrespect NoBody.	<a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/disrespect-nobody-teaching-resources-preventing">https://www.pshe-association.org.uk/curriculum-and-resources/resources/disrespect-nobody-teaching-resources-preventing</a>
	Consent lesson plans.	<a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-teaching-about-consent-pshe-education-key">https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-teaching-about-consent-pshe-education-key</a>
	Mental health and emotional wellbeing lesson plans.	<a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-preparing-teach-about-mental-health-and">https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-preparing-teach-about-mental-health-and</a>
	The PSHE association have also quality assured a number of resources developed as part of the GEO anti-HBT bullying grant scheme.	<a href="https://www.pshe-association.org.uk/content/government-equalities-office-anti-homophobic">https://www.pshe-association.org.uk/content/government-equalities-office-anti-homophobic</a>
NSPCC	Resources about making sense of relationships.	<a href="https://learning.nspcc.org.uk/research-resources/schools/making-sense-relationships/">https://learning.nspcc.org.uk/research-resources/schools/making-sense-relationships/</a>
Youth Sport Trust – Get Exam Fit	A package of support to help pupils build confidence, manage their physical and emotional wellbeing and achieve their potential in school exams.	<a href="https://www.youthsporttrust.org/search?search=get+exam+fit">https://www.youthsporttrust.org/search?search=get+exam+fit</a>
Catholic Education Service	Example of model curriculum for primary and secondary.	<a href="http://catholiceducation.org.uk/schools/relationship-sex-education">http://catholiceducation.org.uk/schools/relationship-sex-education</a>
Sexwise	Sexual health and relationships resources.	<a href="https://sexwise.fpa.org.uk/">https://sexwise.fpa.org.uk/</a>
Mentor-ADEPIS	Research and briefing papers with ideas for lessons about drug and alcohol education.	<a href="http://mentor-adepis.org/planning-effective-education/">http://mentor-adepis.org/planning-effective-education/</a>

## Fundamental British values

Government documents		
Name	Description	Link
Promoting fundamental British values through SMSC	Departmental advice on promoting the important British values as part of pupils' spiritual, moral, social and cultural (SMSC) development.	<a href="https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc">https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc</a>
Protecting children from radicalisation: the Prevent duty	Guidance for schools and childcare providers on preventing children and young people from being drawn into terrorism.	<a href="https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty">https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty</a>
Other resources		
Organisation	Description	Link
Educate Against Hate	This website gives teachers, parent and school leaders practical advice and information on protecting children from extremism and radicalisation.	<a href="http://www.educateagainsthate.com">http://www.educateagainsthate.com</a>
Internet Matters	Information on radicalisation that explains the issue and provides links to several organisations that can provide further help and support.	<a href="https://www.internetmatters.org/issues/radicalisation/">https://www.internetmatters.org/issues/radicalisation/</a>
Equality and Human Rights Commission -Equal Rights, Equal Respect	Free online teacher training and education resources to help teach Key Stage 3 pupils about equality and human rights.	<a href="https://www.equalityhumanrights.com/en/secondary-education-resources">https://www.equalityhumanrights.com/en/secondary-education-resources</a>
	Guidance on delivering the Prevent duty in a proportionate and fair way.	<a href="https://www.equalityhumanrights.com/sites/default/files/delivering-the-prevent-duty.pdf">https://www.equalityhumanrights.com/sites/default/files/delivering-the-prevent-duty.pdf</a>

## Computing

### Government documents

Name	Description	Link
National curriculum in England: computing programmes of study	Statutory guidance on computing programmes of study.	<a href="https://www.gov.uk/government/publications/national-curriculum-in-england-computing-programmes-of-study/national-curriculum-in-england-computing-programmes-of-study">https://www.gov.uk/government/publications/national-curriculum-in-england-computing-programmes-of-study/national-curriculum-in-england-computing-programmes-of-study</a>

### Other resources

Organisation	Description	Link
NSPCC	Online safety resources for schools.	<a href="https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/teaching-resources/">https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/teaching-resources/</a>
Internet Matters	Dedicated section for school professionals about internet safety. It includes resources to share with parents and a searchable database of helpful resources to support training, classroom activities and policy.	<a href="https://www.internetmatters.org/schools-esafety/">https://www.internetmatters.org/schools-esafety/</a>
Children's Commissioner for England	Report about social media.	<a href="https://www.childrenscommissioner.gov.uk/wp-content/uploads/2018/01/Childrens-Commissioner-for-England-Life-in-Likes-3.pdf">https://www.childrenscommissioner.gov.uk/wp-content/uploads/2018/01/Childrens-Commissioner-for-England-Life-in-Likes-3.pdf</a>

## The arts

Government documents		
Name	Description	Link
National curriculum in England: music programmes of study	The statutory programmes of study and attainment targets for music at Key Stages 1 to 3.	<a href="https://www.gov.uk/government/publications/national-curriculum-in-england-music-programmes-of-study/national-curriculum-in-england-music-programmes-of-study">https://www.gov.uk/government/publications/national-curriculum-in-england-music-programmes-of-study/national-curriculum-in-england-music-programmes-of-study</a>
National curriculum in England: art and design programme of study	The statutory programmes of study and attainment targets for art and design at Key Stages 1 to 3.	<a href="https://www.gov.uk/government/publications/national-curriculum-in-england-art-and-design-programmes-of-study">https://www.gov.uk/government/publications/national-curriculum-in-england-art-and-design-programmes-of-study</a>
Other resources		
Organisation	Description	Link
Artsmark	Artsmark is a framework for planning, delivering and evaluating arts, culture and creativity across the curriculum.	<a href="https://www.artsmark.org.uk/">https://www.artsmark.org.uk/</a>
Arts Council	Funded by DfE, music education hubs are groups of organisations working together to create joined-up music education provision.	<a href="https://www.artscouncil.org.uk/music-education/music-education-hubs">https://www.artscouncil.org.uk/music-education/music-education-hubs</a>

## Citizenship

Government documents		
Name	Description	Link
Citizenship programmes of study: Key Stages 1 and 2	Guidance about teaching citizenship in England.	<a href="https://www.gov.uk/government/publications/citizenship-programmes-of-study-for-key-stages-1-and-2">https://www.gov.uk/government/publications/citizenship-programmes-of-study-for-key-stages-1-and-2</a>
Citizenship programmes of study: Key Stages 3 and 4	Guidance about teaching citizenship in England.	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239060/SECONDARY_national_curriculum_-_Citizenship.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239060/SECONDARY_national_curriculum_-_Citizenship.pdf</a>
National Citizen Service: guidance for schools and colleges	NCS is for 16 and 17 year olds in England. It helps build skills for work and life, while participants take on new challenges and meet new friends.	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/657812/National_Citizen_Service-Guidance_for_Schools_and_Colleges_.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/657812/National_Citizen_Service-Guidance_for_Schools_and_Colleges_.pdf</a> <a href="https://www.gov.uk/government/get-involved/take-part/national-citizen-service">https://www.gov.uk/government/get-involved/take-part/national-citizen-service</a>
Other resources		
Organisation	Description	Link
Association for Citizenship Teaching	The professional subject association for citizenship education.	<a href="https://www.teachingcitizenship.org.uk/home">https://www.teachingcitizenship.org.uk/home</a>

## Case studies

Area	Name	Description	Link
Behaviour and culture	ASK Research	Report which includes 20 case studies of schools that have succeeded in improving behaviour. The case studies highlight common approaches implemented across these schools which have helped to develop a culture which optimises learning, good behaviour and social skills for its pupils. The report includes schools rated 'outstanding' by Ofsted in the period 2014 to 2015.	<a href="https://www.gov.uk/government/publications/school-behaviour-management-case-studies-report">https://www.gov.uk/government/publications/school-behaviour-management-case-studies-report</a>
Anti-bullying	Approaches to preventing and tackling bullying	Research into anti-bullying practices used by schools to prevent and tackle bullying, including case studies.	<a href="https://www.gov.uk/government/publications/approaches-to-preventing-and-tackling-bullying">https://www.gov.uk/government/publications/approaches-to-preventing-and-tackling-bullying</a>
	How schools can use data to prevent and tackle bullying	Real-life examples of how eight primary, secondary and special schools across Britain gather, analyse and use data to prevent and tackle prejudice-based bullying.	<a href="https://www.equalityhumanrights.com/en/advice-and-guidance/how-can-schools-use-data-prevent-and-tackle-bullying#case">https://www.equalityhumanrights.com/en/advice-and-guidance/how-can-schools-use-data-prevent-and-tackle-bullying#case</a>
Wellbeing	Mental health and wellbeing provision in schools	Review of published policies and information to look at the extent to which the content of schools' published policies and other information demonstrates relevant approaches to mental health and wellbeing in schools.	<a href="https://www.gov.uk/government/publications/mental-health-and-wellbeing-provision-in-schools">https://www.gov.uk/government/publications/mental-health-and-wellbeing-provision-in-schools</a>
Mental health	Supporting mental health in schools and colleges	Survey and case studies with schools on activities to support pupils' mental health and wellbeing.	<a href="https://www.gov.uk/government/publications/supporting-mental-health-in-schools-and-colleges">https://www.gov.uk/government/publications/supporting-mental-health-in-schools-and-colleges</a>
Sexual harassment and sexual violence	Sexual violence and sexual harassment between children in schools and colleges	Case studies showing how schools have effectively implemented preventative education and how schools have dealt with reports of sexual harassment or sexual abuse are included within this advice.	<a href="https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges">https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges</a>
SEND	SEN support: research evidence on effective approaches and examples of current practice in good and outstanding schools and colleges	Provides leaders, teachers and practitioners with access to information about evidence-based practice that can be effective for SEN support.	<a href="http://www.sendgateway.org.uk/resources.sen-support-research-evidence-on-effective-approaches-and-examples-of-current-practice-in-good-and-outstanding-schools-and-colleges.html">http://www.sendgateway.org.uk/resources.sen-support-research-evidence-on-effective-approaches-and-examples-of-current-practice-in-good-and-outstanding-schools-and-colleges.html</a>