

Hummersknott Academy Trust



4 - Anti-Harassment and Bullying Policy (Students/Pupils)

Review Date: October 2022

Adopted/V1	V2	V3					
Oct 2012	Dec 2015	Dec 2019					

ANTI-HARASSMENT AND BULLYING POLICY

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Hummersknott Academy Trust incorporates Hummersknott Academy and Skerne Park Academy and unless otherwise stated this policy and procedure applies to all Academies equally.

PURPOSE

- To ensure that **all** students/pupils, parents and staff are aware of the definition of bullying and the distressing effect it has on the victims
- To ensure that all students/pupils, parents and staff are fully aware of the referral procedures for reporting bullying incidents and the strategies adopted for supporting those involved in these incidents
- To establish a climate in which students/pupils who are being bullied, or think another student is being bullied, can speak to an appropriately trained person in full knowledge that they will be listened to and receive a prompt, appropriate and sensitive response
- To create a school community where bullying is recognised as unacceptable and where all students/pupils can feel valued, secure and happy
- To promote positive attitudes in students/pupils
- To ensure that all staff are aware of their duty of care over those in their charge and the need to be alert to signs of harassment and bullying
- To ensure that all staff are aware of the policy and procedure through regular training

SCOPE

1. Guiding Principles for Preventing and Tackling Harassment and Bullying

The Education and Inspections Act 2006

Section 89 of the Education and Inspections Act 2006 provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. The Academy recognises that the Principal/Headteacher has specific statutory powers, under section 89(5) of the Education and Inspections Act 2006 to discipline students/pupils for poor behaviour outside the school premises.

More detailed advice on teachers' powers to discipline, including their power to discipline pupils for misbehaviour that occurs outside school, is included in 'Behaviour and discipline in schools – advice for headteachers and school staff' – see further sources of information below.

Hummersknott Academy Trust values the good relationships between all of the school community and expects that every allegation of harassment and bullying will be taken seriously. All staff, students/pupils and parents should be aware of the negative effects that harassment and bullying can have on individuals and the Academy Trust in general, and should work towards ensuring that students/pupils can work in an environment without fear.

Harassment and Bullying are unacceptable, will not be tolerated and the Trust will do what is reasonably practicable to eliminate any such incident. We take a strong stance against harassment and bullying of any type, since it indicates a lack of appreciation for the feelings of others and can cause deep distress, to the extent of victims refusing to attend school or even, in extreme cases, attempting or committing suicide.

2. What is Bullying and Harassment?

Definition of Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Preventing and tackling bullying - Advice for Headteachers, Staff and Governing Bodies (July 2017)

We are aware that bullying can happen anywhere, and we strongly believe that wherever students/pupils are, they have the right to be safe. Nobody has the right to make anyone unhappy.

Bullying has many forms – eg physical, verbal, emotional, sexual or electronic (cyber-bullying). A bully is someone who targets others and makes them unhappy or frightened over a period of time. They may do this by:

- Threatening behaviour (psychological, intimidation)
- Using physical violence
- Using unpleasant words – insulting comments, mocking verbal abuse
- Stealing property, taking or demanding money
- Deliberately upsetting people
- Sending unpleasant text messages/images
- Using the internet/social media/MSN/technology to spread unpleasant rumours (cyber bullying)

Single, one-off incidents are not usually bullying, but if they are repeated, they must be reported and will be dealt with by the school.

Bullying which occurs outside school premises

School staff members have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The Principal/Headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

While school staff members have the power to discipline pupils for bullying that occurs outside school, they can only impose the disciplinary sanction and implement that sanction on the school premises or when the pupil is under the lawful control of school staff, for instance on a school trip.

Sexual Bullying

Like other kinds of bullying, sexual bullying involves comments, gestures, actions, or attention that is intended to hurt, offend, or intimidate another person. Sexual bullying can include explicit sexual remarks, display of sexual material (including 'upskirting'), sexual gestures, unwanted physical attention, comments about sexual reputation or performance or inappropriate touching.

Sexual bullying or harassment may be verbal (like making rude comments to or about someone), but it doesn't have to be spoken. Bullies may use technology to harass someone sexually (like sending inappropriate text messages or videos). Sometimes harassment and bullying can even get physical. Sexual bullying doesn't just happen to girls. Boys can harass girls but girls also can harass boys, boys may harass other boys, and girls may harass other girls.

Sexual harassment and sexual bullying are very similar — they both involve unwelcome or unwanted sexual comments, attention, or physical contact.

Sexual harassment or bullying can include:

- Making sexual jokes, comments, or gestures to or about someone
- Spreading sexual rumours (in person, by text, or online)
- Showing someone inappropriate sexual videos or pictures
- Posting sexual comments, pictures, or videos on social networks like Facebook, or sending explicit text messages
- Making sexual comments or offers while pretending to be someone else online
- Touching, grabbing, or pinching someone in a deliberately sexual way

- Pulling at someone's clothing and brushing up against them in a purposefully sexual way

Forcing people into participating in sex related acts they don't consent to goes beyond sexual harassment or bullying.

This is a crime and should be reported to the police.

LGBTQ+ (Lesbian, Gay, Bisexual, Transgender, Questioning +)

We acknowledge that there are students/pupils who are sure of their gender identity or sexual orientation and others are not so sure. Reporting homophobic or transphobic bullying for all of these students/pupils is challenging, due to fear of being judged or labelled.

We also acknowledge that homophobic and transphobic bullying can extend to those students/pupils who have LGBTQ+ parents, carers and/or other family members.

Therefore, any report of homo/transphobic bullying will be:

- treated in strict confidence, with respect and sensitivity
- acted upon efficiently and in agreement with the needs and opinions of the student involved

Any student/s involved will be offered appropriate support from relevant LGBTQ+ Support agencies connected with school.

Cyber Bullying

“Cyber-bullying is an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend him or herself.”

Report to the Anti-Bullying Alliance by Goldsmiths College, University of London.

There are seven identified categories of cyber bullying:

Text messaging bullying

- Picture/video clip bullying via mobile phone (including ‘upskirting’)
- Phone call bullying via mobile phone
- Email bullying
- Chat room bullying
- Bullying via websites
- Bullying through instant messaging

Combating Cyber Bullying

- Protection from Harassment Act 1997
- Malicious Communications 1988
- Telecommunications Act 1984

Students/pupils have access to computers and student mobile phones are allowed in school, however:

- The Trust has a Network Acceptable Use Policy which must be followed
- Teachers teach safe internet use and strictly apply all Academy/Trust policies
- The Vice Principal (SSG)/Headteacher/staff from the safeguarding team/ community police officer may meet with parents – to ensure that they, as well as students/pupils understand how to use technology safely, and are fully aware of the risks and consequences of inappropriate mobile phone use
- Staff have a duty to make sure that they are familiar with their role in dealing with cyber bullying
- Victims must keep emails and text as evidence for tracing and possible police action
- Hummersknott Academy Trust believes that parental support and understanding in safe use of the net is an essential component in managing cyber bullying
- The use of the web is an essential part of modern life and the young are the pioneers. They use the web in a very different way

- Balance and perspective are essential as is a whole community approach to ensuring safe use of the internet. The responsibility for this is both the Trust's in educating their students/pupils for safe use on the net, and the parents' in understanding that they need to monitor and manage their children's use of the net
- Children should understand that they must tell an adult if they are being bullied in these ways, that they must not delete any bullying messages or texts, but they must never respond to these

Cyber bullying will be dealt with and logged as with any other incident of bullying and harassment.

Safeguarding Children and Young People

A bullying incident must be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, school staff must report their concerns as per the Safeguarding Policy and Procedure.

Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the student who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.

What is Harassment?

Harassment can be defined as any unsolicited and unwelcome, hostile or offensive act/conduct, expression or derogatory statement including incitement to commit such behaviour, which has the purpose or effect of causing distress to an individual or group of individuals and violating their dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual or group of individuals.

It can include persistent (or a serious single incident) of unwanted, unwelcome or unreciprocated physical, verbal and non-verbal conduct. The conduct can relate to a wide variety of personal characteristics, social or cultural background, race, ethnic origin or skin colour, sex or sexual orientation, religious or political convictions, disabilities, sensory impairments or learning difficulties, status as ex-offender, age or youth, real or suspected infection with HIV or other illness, association with any of the above, willingness to challenge harassments, leading to victimisation.

Examples of harassment could include:-

- Unwanted/upsetting physical contact ranging from touching to serious assault
- Unwanted/upsetting verbal and written contact such as jokes, offensive language, gossip and slander, sectarian songs, letters, offensive flirtations, suggestive remarks, innuendoes or lewd comments
- Unwanted/upsetting visual display of posters, suggestive pictures or objects, obscene
- Gestures, graffiti, flags or emblems, including inappropriate use of modern technology such as offensive E-mail messages, faxes, or inappropriate screen savers
- Isolation or non-co-operation at work, exclusion from social activities Unwanted/upsetting coercion
- Any other action or incident in which the student feels they have been subjected to harassment

Harassment is ultimately determined by the response of the recipient and not by the intention of the person who has caused offence. Individuals have different levels of sensitivity and investigations into whether conduct should reasonably be considered to have the effect of violating the recipient's dignity must take into account the recipient's perceptions.

Signs of Bullying

Students/pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Members of staff and all members of the community must be alert to the signs of bullying; legal responsibilities are known and community members must act promptly and firmly against it, in accordance with Trust policy.

3. The Role of Staff - Duties

The Principal/Headteacher

The Principal/Headteacher has a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent harassment and bullying amongst students/pupils.

The Principal/Headteacher will:

- ensure that all staff have an opportunity of discussing strategies and review them regularly
- determine the strategies and procedures
- discuss development of the strategies with the Senior Management
- ensure appropriate training is available
- ensure that the procedures are brought to the attention of all staff, volunteers, parents and students/pupils; and report to the governing body

The Vice Principal (SSG)/Deputy Headteacher will:

- be responsible for the day-to-day management of the policy and systems
- ensure that there are positive strategies and procedures in place to help both the victims and the perpetrators
- keep the Principal/Headteacher informed of incidents
- refer and liaise with inter agency working groups if necessary
- arrange relevant student training with the Principal/Headteacher, determine how best to involve parents in the solution of individual problems
- ensure proper record keeping

College Managers will:

- Be responsible for the day to day management of incidents of bullying and harassment
- Investigate and gather statements
- Support the victim(s) and manage the alleged perpetrator(s)
- Keep the Assistant Principal/Leadership informed of incidents and events
- Liaise with Assistant Principal/Leadership to decide actions/outcomes
- Inform parents of allegations/actions
- Ensure incidents are recorded and information gathered is filed
- Arrange relevant interventions as identified, including delivery of anti-bullying and harassment assemblies
- Inform staff of student related issues in weekly student focussed staff meetings

Subject Leaders will:

- be responsible for ensuring that the Trust's positive strategies are put into practice
- know the respective Academy's procedure and deal with any incidents that are reported

Form Mentors/Class Teachers will:

- be responsible for liaising with the College Managers/Vice Principal (SSG)/Deputy Headteacher over all incidents involving students/pupils in their forms/classes
- be involved in any agreed strategy to achieve a solution
- teach the anti-harassment and bullying programme in the PSHE and Citizenship courses

All Staff and Volunteers will:

- know and follow all relevant policies and procedures
- be observant and talk to students/pupils
- deal with incidents according to the policy
- never let any incidence of harassment or bullying pass by unreported, whether on-site or during an off-site activity
- take action to reduce the risk of harassment and bullying at all times and in places where is most likely
- discuss from time to time where extra staff might be needed

The Role of Staff - Responses

Dealing with incidents

- If harassment or bullying is suspected or reported, the incident will be investigated and dealt with appropriately by the teacher approached
- If a racial element to the incident is suspected the Principal/Headteacher/Vice Principal (SSG)/Deputy Headteacher must be informed immediately
- Details of the incident will be recorded on the Harassment and Bullying Log
- All the parties will be interviewed and a record made
- Staff teaching the harassed or bullied student and the form teacher will be informed
- The appropriate strategy and plan of action to combat the harassment or bullying will be decided upon.
- The implementation of the strategy will be overseen by the Principal/Headteacher/ Vice Principal (SSG) /Deputy Headteacher
- Parents will be kept informed by the relevant staff
- Any sanctions will be determined by the Vice Principal (SSG)/Deputy Headteacher

In any incident of harassment or bullying, staff are aware of the following principles:

- It is important that students/pupils who experience harassment or bullying can be heard
- It is important to note that people react differently to harassment or bullying and it is often very difficult to tell if someone is upset or hurt
- If students/pupils feel upset, they are encouraged to speak to their teacher or a responsible adult at an appropriate time
- It must be emphasised to the student that they must NEVER take the law into their own hands and must remember that physical aggression is not acceptable
- They must be reassured that the adult will try to sort out the problem as calmly as possible
- The most serious incidents are referred to the Vice Principal (SSG)/Headteacher/Deputy Headteacher
- Parents would be contacted/informed
- The incident would be noted down and put into the student's personal file
- Students/pupils will be told always to report incidents of harassment or bullying

Reporting and Recording

- All incidents must be reported and recorded in full on CPOMS
- Reports of harassment or bullying will be logged by the relevant staff member and ensure College Managers/Vice Principal (SSG)/Headteacher/Deputy Headteacher are informed.

4. The Role of Governors

Governors will:

- liaise with the Principal/Headteacher over all anti-harassment and bullying strategies, and be made aware of individual cases where appropriate
- discuss, review and endorse agreed strategies and will discuss the Principal/Headteacher's report on the working of this policy
- liaise with the Vice Principal (SSG)/Deputy Headteacher to arrange for a regular programme of staff development, which will include child protection and anti-harassment and bullying strategies. This will include training for support staff as well as teachers

5. The Curriculum: How We Prevent and Tackle Bullying through Our Curriculum

Anti-Harassment and Bullying Education in the Curriculum:

- The Trust will raise the awareness of the anti-social nature of harassment and bullying through a Citizenship programme, school assemblies, the school council, use of form/class time and in the curriculum as appropriate
- The Vice Principal (SSG)/Deputy Headteacher is responsible for initiating and developing an anti-harassment and bullying programme as part of the PSHE and Citizenship course

- Subject Leaders are responsible for introducing anti-harassment and bullying material in their programmes of study as appropriate
- Changing the attitudes and behaviour of bullies will play a major part in the strategies used by the Trust
- Children's Emotional Literacy is developed by teaching them a wide vocabulary of words for emotions. We believe that this makes them better able to express their feelings, helping them to resist attempts at harassment and bullying. We also consider that being able to understand and express emotions reduces conflict between students/pupils and makes them less inclined to misinterpret others' actions, which can be a factor in harassment and bullying

6. Supporting Students/pupils

All students/pupils are encouraged to feel it is right to tell someone if they are being bullied or if someone they know is being bullied. Incidents of bullying will be referred to trained staff and dealt with quickly and appropriately.

When a young person speaks out about bullying:

- They will be listened to
- Their concerns will be taken seriously
- The matter will be investigated
- Someone will be there to help and support the young person
- Support may include alternative break and lunchtime arrangements, alternative timetable, arranging for students/pupils to access external agencies/school counsellor, referral to Social Care Children's Access Point where there are safeguarding concerns, conflict resolution and restorative justice in cases where appropriate, referring to small groups with youth workers to help with resilience and raising self esteem

If you are the victim

- If you feel able to, confront the bully by verbally making him/her aware that you think that what he/she is doing is wrong
- Share your feelings with someone else
- If possible talk to a member of Staff, about the incident. If you would rather not go straight to a member of staff, talk to your Parents/Guardians, a friend, one of the Student Leaders, the School Counsellor or any other trusted adult. They may well be able to advise you on an appropriate course of action, or will be able to involve other people who can. There are also people outside the School who would be willing to help

Perpetrators of Harassment and Bullying

It is acknowledged that bullies may have complex reasons for their behaviour and may well need help and support in addressing it. It must also be recognised that the consequences of being allowed to 'get away with it' can be detrimental to them as well as to their victim. All students/pupils deserve the opportunity to be helped to understand what acceptable behaviour is. Students/pupils are educated through PSHE, Assemblies, and work in Form Time to raise awareness, with discussions of differences between people and the importance of avoiding prejudice.

There are criminal laws that apply to harassment, assault and threatening behaviour. If it is felt that an offence may have been committed we, the victim or their family may seek advice/assistance from the police.

All the students/pupils concerned must be fully involved in the discussions leading up to the solution and must not be left feeling isolated. An honest group discussion that involves both the victim and the perpetrator, with other students/pupils of their choice attendant and encouraged to participate, would help the students/pupils to resolve the matter themselves with support and vigilance from the staff. Parents will need to be kept fully informed.

7. Consequences

Bullying in any form will not be tolerated by Hummerskott Academy Trust and bullying related incidents will be dealt with seriously. Each incident will be investigated thoroughly and parents will be kept informed of the

outcome of such investigations. Each incident will be logged on CPOMS (or equivalent system) and all statements scanned in. Where students/pupils do not respond to preventative strategies to combat harassment and bullying, tougher action will be taken.

Sanctions applied will depend upon the individual incident but may include:

- Restorative interventions
- Writing a letter of apology
- Alteration to seating plans within teaching groups
- Lunchtime or after school detentions
- Removal from school transport
- Transfer of form group or teaching group
- Placed in Isolation
- Withholding participation in any school trip or sports events that are not an essential part of the curriculum
- Fixed term and permanent exclusion from school.
- Support for the perpetrator will be provided by the College Manager/Deputy Head Teacher or wider multi-agency team as appropriate
- Police intervention/action
- This list is not exhaustive

8. Involving Parents

Parents, as well as all staff and students/pupils, must know that the Trust will not tolerate harassment or bullying, and takes a positive, active approach to educating students/pupils to combat it. Parents will be informed of the policy and procedure.

Parents of students/pupils who are being harassed or bullied and parents of the perpetrator will be involved in the solution to the problem as appropriate.

Students/pupils have a copy of school expectations in their planners and parents sign a home - school agreement.

9. Involving Students/Pupils

Students/pupils will be involved in the positive strategies through student voice, the school council and form/class groups.

Students/pupils meet with Leadership and members of the Governing body.

Student Leaders work with KS3 students/pupils in form time and demonstrate as positive role models.

Students/pupils will have an input into the anti-harassment and bullying strategy.

A major part of the strategy will consist of educating students/pupils in how to cope with harassment or bullying.

Students/pupils are informed as to who they can go to if they are being harassed or bullied or if they are concerned about another student.

At Hummersknott Academy students/pupils are able to attend College Club at lunchtime and talk with peers/College Managers.

Periodic Questionnaires are completed in College areas to ensure relevant staff are kept informed regularly and any patterns identified or incidents reported are dealt with quickly and effectively.

10. Monitoring the Effectiveness of Our Approach

Information regarding bullying incidents are recorded and stored centrally for the Pastoral Team in collaboration with appropriate Senior Leaders to monitor. The Principal/Headteacher and the Senior Leadership Team will consider reports of harassment and bullying to determine what can be learned from the incidents and how they were handled, with a view to improving the Trust's strategies. Strategies adopted are also recorded allowing the effectiveness of the strategies to be considered. Termly reports regarding incidents of bullying/harassment are produced and discussed with Governors. These reports will also enable patterns to be identified. Whole School training opportunities may be required in response to emerging patterns of incidents, e.g. an increase in cyber bullying.

This policy links with values 3 - Nothing but the best for all, 4 – Taking responsibility, 6 - The human spirit, 7 - Healthy lives and 8 – Moral compass, of Hummersknott Academy Trust's Vision and Values.

RESPONSIBILITY

This policy will be reviewed and updated where necessary by the Vice Principal (SSG)/Deputy Headteacher and approved for adoption by Local Governing Body Community Committee.

PUBLICISING THE POLICY

A copy of this policy and related procedure will be available on each Academy's website and the X Drive/intranet where applicable. Staff will be advised of amendments to this policy via the Staff Bulletin/Briefing and are expected to familiarise themselves with the content.

POLICY STATUS

This is a statutory policy.

What Informs our Policy

This Policy takes due regard of the following documents:

- Preventing and Tackling Bullying, DfE October 2014
- Equality Act 2010
- Education and Inspections Act 2006
- The Children Act 1989

This Policy must be considered in conjunction with:

- Safeguarding Children Policy
- Discipline Policy
- The Equality, Diversity and Community Cohesion Policy
- The SEN Policy
- Acceptable User Policy
- E-safety Policy
- Complaints Policy and Procedure

Further Sources of Information/Specialist Organisations

DfE Preventing and Tackling Bullying - Advice for Headteachers, Staff and Governing Bodies (July 2017)

DfE Behaviour and Discipline in Schools Guidance.

<http://www.education.gov.uk/schools/students/pupilsupport/behaviour/f0076803/adviceforheadteachers-and-school-staff-on-behaviour-and-discipline>

Legislative links:

Schools' duty to promote good behaviour ([Education and Inspections Act 2006 Section 89](#))

Power to tackle poor behaviour outside school ([Education and Inspections Act 2006 Section 89\(5\)](#))

The Equality Act 2010

Specialist Organisations:

[The Anti-Bullying Alliance](#) (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

[Beatbullying](#): A bullying prevention charity with an emphasis on working directly with children and young people. In addition to lesson plans and resources for parents, Beat bullying have developed the Cyber mentors peer support programme for young people affected by cyber bullying.

[Kidscape](#): Charity established to prevent bullying and promote child protection. Advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

[Restorative Justice Council](#): Includes best practice guidance for practitioners 2011.

Cyberbullying:

[ChildNet](#) International: Specialist resources for young people to raise awareness of online safety and how to protect themselves.

LGBTQ+:

[EACH](#): A training agency for employers and organisations seeking to tackle discrimination on the grounds of gender and sexual orientation.

[Schools Out](#): Offers practical advice, resources (including lesson plans) and training to schools on LGBTQ+ equality in education.

[Stonewall](#): An LGBTQ+ equality organisation with considerable expertise in LGBTQ+ bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers. This website will be updated shortly to provide links to further information and organisations on transgender and other issues.

SEN/D:

[Mencap](#): Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

youngminds.org.uk: Young Minds working with children and adolescents with emotional problems.

www.srtrc.org: Show Racism The Red Card.