Anti-Bullying Policy

Signed	
Position	Mr Michael Jeffrey Head of School
Date Agreed	September 2024
Next Review	September 2025

Equality Statement

Centre Academy London (CAL) is committed to a policy of equality and aims to ensure that no employee, job applicant, pupil or other member of the school community is treated less favourably on grounds of sex, race, colour, ethnic or national origin, marital status, age, sexual orientation, disability or religious belief. We provide a safe, supportive and welcoming environment.

Centre Academy London is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

Contents

1. Policy objectives

This policy outlines Centre Academy London's approach in preventing and tackling all forms of bullying. The policy has been adopted with the involvement of all members of staff. Centre Academy London is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form. We strive to create an atmosphere in which bullying cannot thrive and in which no student has to suffer from harassment of any kind.

This policy is based on Department for Education (DfE) guidance "Preventing and Tackling Bullying" July 2017 and supporting documents. It also considers the DfE statutory guidance "Keeping Children Safe in Education" 2016 and the annual updates since. The Academy has read Children's "Cyberbullying: Understand, Prevent and Respond: Guidance for Academies."

In this regard, it is essential that our students understand that CAL practices a zero-tolerance of bullying.

2. Legislation

The DfE statutory guidance **Keeping Children Safe in Education** emphasises the importance of tackling bullying (including cyberbullying) and highlights that children with SEND can be disproportionately impacted by bullying (see Special needs and disability bullying).

The Equality Duty (with reference the Equality Act 2010) requires that Centre Academy has due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act
- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations between people who share a protected characteristic and people who do not share it.

This policy is written with reference to:

- Preventing and tackling bullying - Advice for head teachers, staff and governing bodies (DfE guidance July 2017)
- This policy should be read in conjunction with the schools Safeguarding, Restraint and Physical Intervention, Child Protection and the On-line Safety Policies.

3. Academy overview

Our school is one in which we want our students to flourish both academically and socially. We aim to foster a healthy and safe community where individuals take responsibility for their behaviour and show utmost respect and tolerance for others, emphasising the importance of positive relationships amongst **all** members and groups of our school community.

3.1 Purpose of the anti-bullying policy

All children have the **right to be safe.** It is a fundamental right for everyone at Centre Academy London (CAL) to be able to live and work in an environment which is safe from intimidation and in which all types of bullying are regarded as unacceptable. It is important that we make our students knowledgeable about bullying and teach them strategies that enable them to defend themselves without resorting to retaliation in any form.

This policy seeks to:

- Ensure the whole school community has a shared understanding of what bullying is and the detrimental impact it can have on wellbeing and achievement
- Ensure staff, parents, carers, and students work together to ensure a safe "enabling environment" for all and to safeguard pupils who experience bullying
- Prevent, de-escalate and or stop any continuation of harmful behaviour
- Ensure all bullying behaviours and prejudiced based incidents are taken seriously, recorded and responded to in a proportionate and consistent way
- Encourage shared solutions so that those reporting bullying have an appropriate say in what happens next
- Ensure those using bullying behaviour are supported to change their behaviour
- Outline the consequences for those who show bullying behaviour
- Ensure everyone is mutually valued and respected and that in line with the Equality Act 2010, we aim to eliminate discrimination based on sex, gender identity, disability, ethnicity, sexual orientation, religion and belief

4. Definition of bullying

At Centre Academy London (CAL) we consider that bullying is:

The <u>repetitive, intentional</u> hurting of one person or group by another person or group, where the relationship involves an <u>imbalance of power</u>. It can happen face-to-face or online.

It is the conscious act of aggression or manipulation by one or more people against another person or group of people. This can affect anyone within the school, child or adult. Students may be hurt or upset by another students' behaviour but this only becomes bullying if it is repeated deliberately.

Therefore, the school aims to promote a secure and happy environment that is free from threat, harassment, and any type of bullying behaviour. It is committed to taking positive action to prevent bullying from occurring by adhering to clear policies governing behaviour and an understanding by staff and pupils that bullying will lead to decisive action.

4.1 Forms of bullying

Bullying may take many forms and is often motivated by prejudice against groups for example: grounds of race, religion, gender, sexual orientation or because a child is adopted or has special needs. It can be between pupils/students, students and adults, or between staff; by individuals or groups; face to face, indirectly or using a range of cyberbullying methods. It can happen in isolation or in the presence of others.

The following are protected characteristics that we as a school need to protect from discrimination either in-person or online.

The protected characteristics are:

- Age
- Disability
- Gender reassignment (transphobia)
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Maternity or civil partnership

Preventing any form of violence and ensuring the physical safety of our students is vital but emotional bullying can be more damaging and have life-long, lasting effects. (Preventing Bullying 2017, DFE)

Technology is accessible to all our school community and has meant that there is another form of bullying that can occur any time of day and to a wider audience. Although as a school, we have wider search powers included in the Education Act 2011 that means we can tackle cyberbullying with wider search powers to search for

an, if appropriate, delete inappropriate images (or files) on electronic devices, including mobile 'phones.

Inside school we investigate and act on any form of bullying. Bullying can be (but is not limited to):

- **Verbal bullying** – name-calling, taunting, mocking, making offensive comments and teasing or using banter.
- **Physical bullying** – kicking, hitting, punching, pushing and pinching, taking another's belongings, any use of violence.
- **Emotional bullying -** producing offensive graffiti, excluding people from groups, spreading hurtful and untrue rumours, being forced to do things against own will and taking belongings or money. Being unfriendly, excluding, tormenting
- **Cyber bullying** – offensive text messaging, e-mailing, social media or gaming and sending degrading images by phone or the internet
- **Prejudice-based and discriminatory,** including racial, faith-based, gendered (sexist) homophobic/biphobic, transphobic, disability-based - **Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)**
- **Sexual -** Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
- **Direct or indirect verbal**- Name-calling, sarcasm, spreading rumours, teasing and banter

4.2 Bullying Outside School Premises

Unfortunately, bullying may encompass many areas outside of the confines of CAL itself. In this regard, we are mindful of the DfE's "Preventing and Tackling Bullying (DfE 2014), which asserts that "Teachers have the power to discipline pupils for misbehaving outside the school premises to such an extent as is reasonable." Thus, when a bullying incident is reported to school staff at CAL, it is incumbent upon them to investigate and act upon that report. The Head can 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 student. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the policy should always be informed.

CAL is aware that bullying can have ramifications both inside and outside of a school. In this regard, we are mindful of the DfE's Preventing and tackling bullying, July 2017. Specifically, we recognise that when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, from 'significant harm' a bullying incident should be addressed as a child protection concern under the Children Act 1989.

When this is the case, CAL should discuss with the DSL and report concerns to the parent and/or local authority; then to discuss with the parent and/or local authority and to take appropriate action.

That said, CAL recognises that external support can be given to pupils whether or not it is deemed a child protection issue. Even when safeguarding may not be discerned to be an issue, CAL recognises that it may need to draw on external services to support an individual pupil who is experiencing bullying, or to address any underlying issue, which has contributed to a child engaging in bullying.

Please note: if the behaviour is such that it could pose a safety risk to another person, it needs to be reported to the local police.

4.3 Elements in Bullying

Teachers and all staff members should be aware that at least some of the following elements are involved in bullying:

- harm is intended;
- harm may be unintentionally delivered;
- there is an imbalance of power;
- the hurt experienced by the victim can be external (physical) and/or internal (psychological);
- the social and other exclusion of a child/children by others can also constitute bullying.

It is essential to understand that bullying is repetitive, occurring over a period of time or it may be a random but serial activity carried out by someone who is feared by the victim for his/her behaviour. `

5. Responsibilities

CAL assumes responsibility for explaining what a student should do if he/she is being bullied, and the venues for these explanations embrace the classroom and tutoring periods, PSHE, SRE. SMSC, Citizenship, social skills groups and assemblies.

- The Head of School communicates this policy to the academy community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility
- SENDCo, PSHE, Safeguarding and Mental Health leads are to take the role in monitoring and reviewing this policy annually

- All staff, including teaching and non-teaching staff are to support, uphold and implement this policy accordingly
- Parents are to support their children and work in partnership with the Academy.
- Students are to follow the policy

Students are encouraged along the following lines:

- do not blame yourself for what has happened;
- tell a teacher, member of the care staff, or another member of staff; explain what happened, how often, who did it, where, and whether anyone else saw the incident;
- if you are afraid to tell an adult on your own, ask a friend to accompany you;
- do not fight back or try to deal with the situation without the help and/or advice of a teacher or member of staff.
- If you have a remark to make about yourself or about the behaviour of another, you are encouraged to give a note to your mentor. This may be anonymous or signed by you.

6. Aims of the School

'*A school's response to bullying should not start at the point at which a child has been bullied. The best schools develop a more sophisticated approach in which school staff proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place.*' **Preventing and tackling bullying - Advice for head teachers, staff and governing bodies (DfE guidance 2017)**

To assist in creating an ethos in which attending school is a positive experience for all members of school:

- To maintain a positive culture of kindness and consideration among all pupils and staff
- To make it clear that all forms of bullying are unacceptable at school
- To deter bullying behaviour, detect it when it occurs and deal with it by discussions and or sanctions
- To enable everyone to feel safe while at school and encourage pupils/ students to report incidences of bullying
- To deal effectively with bullying
- To support and protect victims of bullying and ensure they are listened to
- To help and support pupils/students who bully, to change their attitudes as well as their behaviour and to understand why it needs to change

7. Prevention

At CAL we work on preventing bullying. The school *ethos* focuses on the safety of each individual and insists that both staff and other pupils must always be treated with respect. Students consider that looking after one another and preventing bullying is important. Staff develop strong relationships with their classes so that students will discuss any issues within their mentor and social groups, and in that way, staff can assist in promoting solutions, but can also develop strategies with the students to avoid any escalation in disruption. Issues that can develop within social situations are frequently addressed within whole school assemblies. All teaching staff will proactively gather intelligence about pupils to address difficulties before they escalate.

7.1 Strategies

If a situation is identified it is immediately reported and addressed. If, however, a situation escalates this is addressed by the Senior Leadership Team, Designated Safeguarding Leads, SENDCo and the Head of School.

- Students are required to fill out a 'reflection sheet' allowing perpetrators to reflect on their behaviour and think about the huge impact their behaviour is having.
- Additionally, the school takes part in Anti-Bullying week, which is held across the country. By taking part in various activities and assemblies, it is ensured that pupils themselves can identify an incident of bullying and will therefore report it as such.
- The school insists on kindness and respect to others. There is a weekly kindness award given to students who exemplify this behaviour.
- CAL has set up a student council that allows for student-on-student resolution through a buddy system.
- Mentees meet with their mentors three times a day. Mentors are to create a safe space for students to voice concerns.

7.2 Principles

When a child is the victim of bullying:

- The child or young person who was targeted should be listened to and involved in the discussion of the incident/ incidents
- If parents are aware their child is being bullied they should speak to the Head of School
- The person who was targeted should be encouraged to identify the people involved in bullying as a step to securing their own safety and that of others in the future
- Those identified, as taking part in the bullying behaviour should be listened to and the impact of their behaviour explained to them
- Children or young people should be interviewed separately whenever allegations are made about a group

7.3 School Procedures

When bullying is suspected or detected, the following happens:

- The student will be assured that he/she has acted correctly in reporting the incident and that it will be investigated fully.
- All parties involved in the incident will have an objective hearing, all will be directed to the Student Handbook, which addresses the issue of bullying
- The incident itself will be recorded on CPOMs and documented in the Incident Log which is held by the Head of School in her office.
- The record should be shared with the child/young person, victim
- Communication should take place with the parent(s)/carer(s)
- Planned intervention should be agreed
- Interventions should be supported by a period of monitoring and a follow up discussion. As well as short-term monitoring, the Head of School will review over a 2-3-month period whether action has prevented recurrence and ensured that pupils feel safe.
- If necessary following review, further action should be planned and monitoring should continue
- The Head of School will have responsibility for overseeing the recording, reporting and effectiveness of interventions
- At CAL, bullying incidents will automatically be reported to Governance as the Head of School is involved in any investigation.

Any disciplinary measures must be applied, bearing in mind the individual student and taking into account their special needs or disabilities (DfE 2017). The school must also be sensitive to the vulnerabilities that many of the students have and treat any bullying incident fairly, consistently and reasonably.

- Although the School would hope to use the least intrusive intervention possible, the consequence of a serious bullying incident might include detention, suspension, community service or another course of action in extreme situations permanent exclusion could be a possibility;
- Parents and teachers should understand that, in certain circumstances, a report of bullying may be referred to the Designated Safeguarding Lead (DSL) who, in turn, may need to activate external services if necessary;
- To ensure that bullying does not re-occur, discussion/counselling or other initiatives may be considered for the student engaged in bullying; one objective of such a course of action would be to have the child imagine how he/she would feel if the tables were turned; (See Student Behaviour Policy)
- If onlookers were involved, they should be reminded that passive bullying—by watching, laughing or in other indirect ways that support a bully—is equally unacceptable;
- If a child has been suspended because of bullying, the parents must accompany the child to the School to meet with the Head of School; in most instances, the child will be present at the meeting;

- Before being allowed to re-enter CAL, the child, supported by the parents, must provide an undertaking that a similar situation will not recur; this may occur by having a Behaviour Support Plan of points in writing. This 'contract' sets out behavioural expectations;
- Both the child and the parents are informed of the consequences, including permanent exclusion, of any additional bullying behaviour on the part of the offending child;
- The meeting between the above parties will be documented in a letter written by the Head of School and sent to the parents; as all our students have EHCPs, his/her LEA will receive a copy of all correspondence dealing with the bullying incident and its resolution.

7.4 School Initiatives in dealing with incidents of bullying:

If a child has engaged in bullying, the School's major objective is to ensure that this does not happen again. In this, the mentor is likely to play a major role both in supporting the child and in liaising with colleagues. The bullying situation should be discussed at the morning and other staff meetings to ensure that all teachers are fully aware of progress or lack of same.

In instances of a bullying child, the School will take the following actions:

- Involve the students so that all pupils/young people who attend CAL understand the school's zero tolerance towards bullying and the steps that they themselves can do to support the school. For example: speaking to their mentor or Head of School.
- provide counselling if this is deemed appropriate; this would involve the School's resident speech and language professional and/or school counsellor. (Or if necessary, to seek external help and support)
- ensure that all teaching and other staff are aware of the situation and the transgression;
- ensure that all staff members who teach the child monitor carefully the situation in their classes with regard to bullying;
- ensure that pre-emptive action is taken by the teacher at any hint that another bullying situation is about to start;
- After a period of time, the child should meet again with the Head of school and/or designated others to review the progress that has been made.

If a child has been victimised by bullying, the School will follow similar monitoring initiatives and procedures as outlined above. This will include counselling and communication with the victim's family.

8. Cyberbullying

The school does not encourage the use of Facebook and other social networking sites by its pupils during school time. All ICT courses include instruction in safe internet use. All students and staff are provided with training, which helps them recognise dangers posed by cyberbullying. This includes text/SMS messaging, social media, gaming and emails. (See On-Line Policy)

The school has a rigorous filtering and monitoring service and a system called Classroom Cloud, whereby staff have control of all software and the Internet access of students in their class. This system safeguards our students.

Staff also need to be aware that under 'the Malicious Communications Act 1988,' it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety…'

8.1 When responding to cyberbullying concerns, CAL will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible.

This may include:

- Looking at use of the Academy systems identifying and interviewing possible witnesses; contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include: Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content. Confiscating and searching students' electronic devices, such as mobile 'phones, in accordance with the law and ensuring the safeguarding of students, which supports the "enabling environment" in our school.
- Requesting the deletion of locally held content and content posted online if they contravene Academy behavioural policies. Ensure that sanctions are applied to the person responsible for the cyberbullying; the Academy will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need. Inform the police if a criminal offence has been committed.
- Provide information to staff and students regarding steps they can take to protect themselves online. This may include: advising those targeted not to retaliate or reply; providing advice on blocking or removing people from contact lists; helping those involved to think carefully about what private information they may have in the public domain.

8.2 School initiatives which aim to promote a sense of wellbeing and protection online include the following:

- The theme of cyberbullying is covered in detail during On-line safety lessons, PSHE mornings, assemblies and Anti-Bullying week for all students.
- School staff proactively gather intelligence about difficulties between pupils/students and attempt to resolve through tutor group sessions, individual meetings or mediation between students.
- Students are encouraged to report any concerns regarding bullying to the Head of School or the appropriate Tutor.
- The Head of School operates an 'open door' policy for all students at the school. Students are aware that they may request to see the Head of School, either directly, or through their mentor.
- PSHE lessons for all students that contain sections dedicated to the understanding of, and courses of action pertaining to bullying.
- Whole school assemblies are carried out with the intention of raising the knowledge and understanding of the students about bullying.
- Mentor time provides a forum in which to generate discussion regarding social issues.
- The school advises parental supervision of internet use at home.
- Day students are required to hand in their phones at the beginning of the school day to minimise the risk of cyberbullying through text messaging and unlawful use of the internet during the school day. They may collect their phones at the end of the school day.

8.3 Students who have been bullied will be supported by

- Reassuring the student and providing continuous support.
- Offering an immediate opportunity to discuss the experience with their teacher, the Designated Safeguarding Lead, school counsellor or a Mental Health Lead.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance. This could include support through Early Help or Specialist Children's Services, or support through Child and Adolescent Mental Health Services (CAMHS).

8.2. Generative artificial intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard.

CAL recognises that AI has many uses to help pupils learn, but may also have the potential to be used to bully others. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.
CAL will treat any use of AI to bully pupils in line with our Anti-bullying/Student Behaviour Policy and Statements of Behaviour Principles**.**

9. Supporting Adults

CAL takes measures to prevent and tackle bullying among students. However, it is equally important to recognise that bullying of staff and parents, whether by students, parents or other staff members, is unacceptable. Adults (staff and parents) who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the Designated Safeguarding Lead, a senior member of staff and/or the Head of School.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Where the bullying takes place off the Academy site or outside of normal Academy hours (including online), the Academy will still investigate the concern and ensure staff wellbeing is addressed.

10. Links with other CAL policy and practices

- Safeguarding policy
- Student Behaviour Policy and Statement of Behaviour Principles Policy
- Student Conduct Discipline and Exclusion Policy
- Child Protection and Safeguarding Policy
- Online Safety Policy
- Mental Health and Wellbeing Policy

11. Summary of Policy

- Every pupil at Centre Academy London has the right to enjoy his/her learning and leisure time free from intimidation.
- Our school community will not tolerate unkind actions or remarks, even when these were not intended to hurt.
- To stand by when someone is being bullied is to then become part of the bullying.
- Pupils should support each other by reporting all instances of bullying to a member of staff or a responsible senior pupil.
- Bullying will always be taken seriously.

- A pupil who does not respond appropriately to advice or sanctions for bullying would ultimately have to leave Centre Academy London.

A student who is being bullied or who witnesses a bullying incident should complain and can do so in several ways:

- Speaking to the Head of School, or any member of the Senior Leadership Team.
- By informing his/her parents, his/her tutor or a member of staff, or a responsible older pupil; alternatively, by speaking with the medications officer.
- By telephoning Childline (0800 1111).
- Contact Ofsted – 08456 404045; email enquiries@ofsted.gov.uk.
- Contact The Children's Commissioner Advice Line (Care and Protection Team) on 0800 5280731
- You can report any online abuse through the [Child Exploitation and Online Protection Centre (CEOP) website](#).

Remember that bullying thrives on secrecy – it is best dealt with by being brought into the open; it may save other people from becoming victims of the same bully.

12. Monitoring

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Head of School to account for its implementation.

13. Policy Links

This policy is linked to the following policies:

- Student Conduct, Discipline and Exclusion policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy
- Whistleblowing Policy
- Managing Allegations Policy
- Induction Policy
- Mental Health Policy

14. Supporting Organisations and Guidance

• Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk

• Beat Bullying: www.beatbullying.org
• Childline: www.childline.org.uk • DfE: "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies", and "Supporting children and young people who are bullied: advice for schools" March 2014: https://www.gov.uk/government/publications/preventing-and-tackling-bullying
• DfE: "No health without mental health": https://www.gov.uk/government/publications/no   health-without-mental-health-a-cross-government-outcomes-strategy
• Family Lives: www.familylives.org.uk
• Kidscape: www.kidscape.org.uk
• MindEd: www.minded.org.uk
• NSPCC: www.nspcc.org.uk
• PSHE Association: www.pshe-association.org.uk
• Restorative Justice Council: www.restorativejustice.org.uk
• The Diana Award: www.diana-award.org.uk
• Victim Support: www.victimsupport.org.uk
• Young Minds: www.youngminds.org.uk
• Young Carers: www.youngcarers.net

Cyberbullying

• Childnet International: www.childnet.com
• Digizen: www.digizen.org • Internet Watch Foundation: www.iwf.org.uk
 • Think U Know: www.thinkuknow.co.uk
• UK Safer Internet Centre: www.saferinternet.org.uk

LGBT

• EACH: www.eachaction.org.uk ANTI BULLYING POLICY 9
• Pace: www.pacehealth.org.uk
• Schools Out: www.schools-out.org.uk SEND
• Changing Faces: www.changingfaces.org.uk
• Mencap: www.mencap.org.uk
• DfE: SEND code of practice: https://www.gov.uk/government/publications/send-code-of   practice-0-to-25 Racism and Hate
• Anne Frank Trust: www.annefrank.org.uk
• Kick it Out: www.kickitout.org
• Report it: www.report-it.org.uk
• Stop Hate: www.stophateuk.org
• Show Racism the Red Card: www.srtrc.org/education
• Pace: www.pacehealth.org.uk
• Schools Out: www.schools-out.org.uk SEND
• Changing Faces: www.changingfaces.org.uk
• Mencap: www.mencap.org.uk
• DfE: SEND code of practice: https://www.gov.uk/government/publications/send-code-of   practice-0-to-25

Racism and Hate

• Anne Frank Trust: www.annefrank.org.uk

• Kick it Out: www.kickitout.org
• Report it: www.report-it.org.uk
• Stop Hate: www.stophateuk.org
• Show Racism the Red Card: www.srtrc.org/educational