

# Desford Community Primary School



## Anti-Bullying Policy

**Reviewed**  
March 2023  
**Next Review**  
September 2024





## Policy Reviewing

All policies are updated and reviewed with due consideration for the following procedure:

1. **Check requirement:** Some policies are statutory and others are not. Where a policy is non-statutory, the school will consider whether or not it is still needed.
2. **Changes in guidance:** A check is carried out to see if there has been any changes in terminology, legislation/national guidance or local guidance since the policy was last updated.
3. **Evaluate effectiveness:** Consultation may be carried out within the school community to evaluate whether or not the policy has been effective in achieving the desired outcome.
4. **Protected characteristics:** Consideration is given to whether the policy has any positive or negative impact upon people with protected characteristics
5. **Consult:** Feedback on the existing policy is taken into consideration, about how it's working or around equality, to assess whether and alterations are required

Head Teacher (Colin Wilson)		March 2023
Ratified by Governing Body:		
Chair of Governors (Viv Evans)		March 2023

Does a copy of this policy need to be placed on the school website?	YES
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- Place a signed copy in the school's policy folder.
- Place an electronic copy in the governor policy folder
- Replace the previous policy with this updated policy in the staff handbook

# Desford Community Primary School: Anti-Bullying Policy

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## **1. Policy objectives:**

- 1.1.** This policy outlines what Desford Community Primary School will do to prevent and tackle all forms of bullying
- 1.2.** The policy is to be understood within the framework of and in relation to the School Behaviour Policy
- 1.3.** Desford Community Primary School is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form
- 1.4.** The aim of this policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied
- 1.5.** To reinforce the message that ***Bullying is unacceptable and will not be tolerated***

## **2. Links with other school policies and practices**

- 2.1.** This policy links with several school policies, practices and action plans including:
  - 2.1.1. School Behaviour Policy
  - 2.1.2. Complaints policy
  - 2.1.3. Child protection and safeguarding policy
  - 2.1.4. Online safety and Acceptable Use Policies
  - 2.1.5. E-Safety Policy
  - 2.1.6. Curriculum policies, such as: PSHE, citizenship and computing
  - 2.1.7. Staff discipline, conduct and grievance policies

## **3. Links to legislation**

- 3.1.** There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):
  - 3.1.1. The Education and Inspection Act 2006, 2011
  - 3.1.2. The Equality Act 2010
  - 3.1.3. The Children Act 1989
  - 3.1.4. Protection from Harassment Act 1997
  - 3.1.5. The Malicious Communications Act 1988
  - 3.1.6. Public Order Act 1986

## **4. Responsibilities**

It is the responsibility of:

- 4.1.** The headteacher to communicate this policy to the school 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
- 4.2.** Governors to take a lead role in monitoring and reviewing this policy
- 4.3.** All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly

- 4.4. Parents/carers to support their children and work in partnership with the school.
- 4.5. Pupils to abide by the policy
- 4.6. Pupils and adults witnessing bullying have a responsibility to report it and systems are in place to support this

## 5. Definition of bullying

- 5.1. Bullying can be defined as *“behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”*. (DfE “Preventing and Tackling Bullying”, July 2017)
- 5.2. Bullying is also defined by this policy as deliberately hurtful behaviour where it is difficult for those being bullied to defend themselves
- 5.3. The key concept taught to all children at Desford Community Primary School to define bullying is:

**‘Several Times On Purpose’ or ‘STOP’**

- 5.4. Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours
- 5.5. This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos
- 5.6. Bullying is recognised by the school as being a form of peer on peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children’s emotional development

## 6. Forms and types of bullying covered by this policy

- 6.1. The three main types of bullying are:
  - 6.1.1. Physical (hitting, kicking, theft)
  - 6.1.2. Verbal (name calling, unpleasant comments, racist remarks)
  - 6.1.3. Indirect (spreading rumours, excluding someone from social groups)
- 6.2. Bullying can happen to anyone. This policy covers all types and forms of bullying including:
  - 6.2.1. Bullying relating to physical appearance
  - 6.2.2. Bullying of young carers, children in care or otherwise related to home circumstances
  - 6.2.3. Bullying related to physical/mental health conditions
  - 6.2.4. Physical bullying
  - 6.2.5. Emotional bullying
  - 6.2.6. Sexual bullying
  - 6.2.7. Bullying via technology, known as online or cyberbullying
  - 6.2.8. Prejudicial bullying (against people/pupils with protected characteristics):
  - 6.2.9. Bullying related to race, religion, faith and belief and for those without faith
  - 6.2.10. Bullying related to ethnicity, nationality or culture
  - 6.2.11. Bullying related to Special Educational Needs or Disability (SEND)
  - 6.2.12. Bullying related to sexual orientation (homophobic/biphobic bullying)
  - 6.2.13. Gender based bullying

## 7. Statutory Duty of Schools

Head Teachers have a legal duty to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils. These are detailed below.

## 8. School ethos

- 8.1. The Desford Community Primary School community recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing
- 8.2. By effectively preventing and tackling bullying, our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential
- 8.3. This Anti-Bullying Policy is implemented within the ethos of our school behaviour policy of promoting ***kindness to yourself, others and the environment*** and in embedding the British Values:
  - 8.3.1. **Democracy:** having a say in what happens
  - 8.3.2. **Rule of Law:** following the rules and learning right from wrong
  - 8.3.3. **Individual Liberty:** making your own choices
  - 8.3.4. **Respect:** Treating others the way we want to be treated
  - 8.3.5. **Tolerance:** Learning about and respecting people from other faiths and cultures
- 8.4. **Our Community:**
  - 8.4.1. Monitors and reviews our anti-bullying policy and practice on a regular basis
  - 8.4.2. Supports staff to promote positive relationships to help prevent bullying
  - 8.4.3. Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required
  - 8.4.4. Will intervene by identifying and tackling bullying behaviour appropriately and promptly
  - 8.4.5. Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy  
Requires all members of the community to work with the school to uphold the anti-bullying policy
  - 8.4.6. Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages
  - 8.4.7. Will deal promptly with grievances regarding the school response to bullying in line with our complaints policy
  - 8.4.8. Seeks to learn from good anti-bullying practice elsewhere
  - 8.4.9. Utilises support from the Local Authority and other relevant organisations when appropriate

## 9. Responding to Bullying

**9.1.** The following steps may be taken when dealing with all incidents of bullying reported to the school:

- 9.1.1. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern
- 9.1.2. A clear account of the incident will be given to the Head Teacher or other Senior Leadership Team (SLT) member
- 9.1.3. The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate
- 9.1.4. The Head Teacher or another member of the SLT will interview all parties involved and will record the incident on the schools safeguarding and behaviour monitoring system and take over the overall management of the issue until it is resolved
- 9.1.5. The DSL will be informed of all bullying issues where there are safeguarding concerns
- 9.1.6. The school will speak with and inform other staff members where appropriate, who will closely monitor the situation
- 9.1.7. The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies
- 9.1.8. Sanctions, as identified within the school behaviour policy, and support will be implemented in consultation with all parties concerned
- 9.1.9. If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children's social care, if a child is felt to be at risk of significant harm
- 9.1.10. Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated
- 9.1.11. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school's behaviour policy
- 9.1.12. A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken

**9.2. Cyberbullying** - when responding to cyberbullying concerns, the school will:

- 9.2.1. Access [Childnet's](https://www.childnet.com/resources/cyberbullying-guidance-for-schools) Cyberbullying guidance (<https://www.childnet.com/resources/cyberbullying-guidance-for-schools>)
- 9.2.2. Act as soon as an incident has been reported or identified.
- 9.2.3. 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.
- 9.2.4. Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation
- 9.2.5. Take all available steps where possible to identify the person responsible. This may include:
  - 9.2.5.1. looking at use of the school systems
  - 9.2.5.2. identifying and interviewing possible witnesses
  - 9.2.5.3. Contacting the service provider and the police, if necessary
- 9.2.6. 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:

- 9.2.6.1. 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
- 9.2.6.2. Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and the school searching and confiscation procedures (We will access the DfE '[Searching, screening and confiscation at school](#)' and [Childnet](#) cyberbullying guidance to ensure that the schools powers are used proportionately and lawfully)
- 9.2.6.3. Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- 9.2.7. Ensure that sanctions are applied to the person responsible for the cyberbullying; the school 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
- 9.2.8. Inform the police if a criminal offence has been committed.
- 9.2.9. Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
  - 9.2.9.1. advising those targeted not to retaliate or reply;
  - 9.2.9.2. providing advice on blocking or removing people from contact lists;
  - 9.2.9.3. helping those involved to think carefully about what private information they may have in the public domain.

### **9.3. Supporting Pupils**

*Pupils who have been bullied will be supported by:*

- 9.3.1. Reassuring the pupil that their concerns are being taken seriously and by providing continuous pastoral support
- 9.3.2. Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice
- 9.3.3. Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate
- 9.3.4. Working towards restoring self-esteem and confidence
- 9.3.5. Providing ongoing support for as long as it is needed which may include: working and speaking with staff, offering formal counselling, engaging with parents and carers
- 9.3.6. 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 Children Social Work Service, or support through the Children and Young People's Mental Health Service (CYPMHS)

*Pupils who have perpetrated bullying will be helped by:*

- 9.3.7. Discussing what happened, establishing the concern and the need to change
- 9.3.8. Discovering why the pupil became involved
- 9.3.9. Establishing wrongdoing and the need to change
- 9.3.10. Informing parents/carers to help change the attitude and behaviour of the child
- 9.3.11. Providing appropriate education and support regarding their behaviour or actions
- 9.3.12. If online, requesting that content be removed and reporting accounts/content to service provider
- 9.3.13. Sanctioning, in line with school behaviour policy; this may include:
  - 9.3.13.1. Official verbal or written requirements to stop unacceptable and clearly defined behaviours
  - 9.3.13.2. Actions required to restore the issue or 'put things right'
  - 9.3.13.3. removal of privileges (including online access when encountering cyberbullying concerns)

- 9.3.13.4. exclusion from certain areas of school premises (e.g. the playground at break and lunchtimes) or activities (e.g. extra-curricular sport)
- 9.3.13.5. a fixed period on a 'personalised support plan' with daily reporting to the Head Teacher or Senior Leadership Team
- 9.3.13.6. fixed-term or permanent exclusions in line with school exclusion policies and procedures
- 9.3.14. The extent to which parents are supportive of the school in addressing bullying issues will have a significant bearing on the disciplinary steps taken
- 9.3.15. Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Children Social Work Service, or the Children and Young People's Mental Health Service (CYPMHS)

#### **9.4. Supporting Adults**

*Adults who have been bullied or affected will be supported by:*

- 9.4.1. the school taking action to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, parents or other staff members, is unacceptable
- 9.4.2. Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the headteacher.
- 9.4.3. Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate
- 9.4.4. Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools' behaviour and discipline policy
- 9.4.5. Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online
- 9.4.6. Reassuring and offering appropriate support
- 9.4.7. Working with the wider community and local/national organisations to provide further or specialist advice and guidance

*Adults who have perpetrated the bullying will be helped by:*

- 9.4.8. Discussing what happened with a senior member of staff and/or the Head Teacher to establish concern
- 9.4.9. Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures
- 9.4.10. If online, requesting that content be removed
- 9.4.11. Instigating disciplinary, civil or legal action as appropriate or required

## **10. Preventing Bullying**

### **Environment**

*The whole of the school community will:*

- 10.1.** Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all
- 10.2.** Actively promote the school rule of Be Kind to Yourself, Others and the Environment whilst embedding the core British Values (see 8.3) in the context of the school's Behaviour Policy
- 10.3.** Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- 10.4.** Recognise the potential for children with SEN and disabilities to be

disproportionally impacted by bullying and will implement additional pastoral support as required

- 10.5.** Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference
- 10.6.** Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- 10.7.** Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- 10.8.** Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- 10.9.** Actively create "safe spaces" for vulnerable children and young people.
- 10.10.** Celebrate success and achievements to promote and build a positive school ethos.

### **Policy and Support**

*The whole of the school community will:*

- 10.11.** Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns
- 10.12.** Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- 10.13.** Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools' attention, which involves or affects pupils, even when they are not on school premises; for example, when using school transport or online, etc
- 10.14.** Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
- 10.15.** Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

### **Education and Training**

*The whole of the school community will:*

- 10.16.** Train all staff, including: teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents.
- 10.17.** Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/student council, etc
- 10.18.** Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition
- 10.19.** Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week
- 10.20.** Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.

## **11. Involvement of Pupils**

*We will:*

- 11.1.** Involve pupils in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they play in preventing bullying

- 11.2.** Canvas children and young people's views on the extent and nature of bullying.
- 11.3.** Ensure that all pupils know how to express worries and anxieties about bullying.
- 11.4.** Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- 11.5.** Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- 11.6.** Publicise the details of internal support, as well as external helplines and websites.
- 11.7.** Offer support to pupils who have been bullied and to those who are bullying to address the problems they have.

## **12. Involvement and liaison with parents and carers**

*We will:*

- 12.1.** Take steps to involve parents and carers in developing policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying.
- 12.2.** Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats, including via the school website
- 12.3.** Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice
- 12.4.** Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying
- 12.5.** Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline
- 12.6.** Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner

## **13. Monitoring and review: putting policy into practice**

- 13.1.** Involve pupils Take steps to involve parents and carers in developing policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying
- 13.2.** The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied
- 13.3.** Any issues identified will be incorporated into the school's action planning.
- 13.4.** The headteacher will be informed of bullying concerns, as appropriate
- 13.5.** Governors will monitor the embedding of positive behaviour norms in school and implementation of relevant policies

## **APPENDIX A: Useful links and supporting organisations**

### **Useful links and supporting organisations**

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- The BIG Award: [www.bullyinginterventiongroup.co.uk/index.php](http://www.bullyinginterventiongroup.co.uk/index.php)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)
- The Restorative Justice Council: [www.restorativejustice.org.uk/restorative-practice-schools](http://www.restorativejustice.org.uk/restorative-practice-schools)

### **SEND**

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: [www.cafamily.org.uk/media/750755/cyberbullying\\_and\\_send\\_-\\_module\\_final.pdf](http://www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf)
- DfE: SEND code of practice: [www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

### **Cyberbullying**

- Childnet: [www.childnet.com](http://www.childnet.com)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- The UK Council for Child Internet Safety (UKCCIS)  
[www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis](http://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis)
  - DfE 'Cyberbullying: advice for headteachers and school staff':  
[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)
  - DfE 'Advice for parents and carers on cyberbullying':  
[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)

## **Race, religion and nationality**

- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)
- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- Tell Mama: [www.tellmamauk.org](http://www.tellmamauk.org)
- Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)
- Show Racism the Red Card: [www.srrc.org/educational](http://www.srrc.org/educational)

## **LGBT**

- Barnardo's LGBT Hub: [www.barnardos.org.uk/what we do/our work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)
- Metro Charity: [www.metrocentreonline.org](http://www.metrocentreonline.org)
- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Proud Trust: [www.theproudtrust.org](http://www.theproudtrust.org)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

## **Sexual harassment and sexual bullying**

- Ending Violence Against Women and Girls (EVAW)  
[www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk)
  - o A Guide for Schools:  
[www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf](http://www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf)
- Disrespect No Body: [www.gov.uk/government/publications/disrespect-nobody-campaign-posters](http://www.gov.uk/government/publications/disrespect-nobody-campaign-posters)
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: [www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related/preventing-and-responding-sexual](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related/preventing-and-responding-sexual)
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: [www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related)

**Note:** Additional links can be found in 'Preventing and Tackling Bullying' (July 2017)  
[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)