



**MEYNELL**  
NURSERY & PRIMARY SCHOOL

## Anti-Bullying Policy

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<b>Date of approval</b>	September 2024
<b>Review date</b>	July 2025
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Aspire Believe Explore Achieve

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## 1. Aims

Meynell Primary is an **Anti-Bullying school**. Bullying is unacceptable and will not be tolerated. The aims of anti-bullying procedures, policies and education at our school are to:

- develop a school ethos in which bullying is regarded as unacceptable and where everyone has a responsibility to be proactive in ensuring that bullying is challenged and reported;
- provide a safe and secure environment in which all can learn and work without anxiety, humiliation, harassment, oppression or abuse;
- respond effectively to any bullying incidents that may occur;
- ensure all children, parents, staff, governors and others connected with the school are aware of our opposition to bullying and know that appropriate action will be taken if bullying occurs;
- ensure that everyone takes responsibility for the prevention and elimination of bullying in our school.

## 2. Anti-Bullying Alliance Ten Principles

In discussion with a group of our staff and pupils, it was decided that these Ten Principles, from the Anti-Bullying Alliance would help create the backbone of understanding for everyone involved in the school. These principles will be the points we review first and foremost when developing this policy each year.

1. **Listens** - all pupils and parents and carers are listened to and influence strategies and approaches to prevent, report and respond to incidents of bullying.
2. **Includes us all** - all pupils, including those with SEN/Disability, are included, valued and participate fully in all aspects of school life.
3. **Respects** - all school staff are role models to others within the school in how they treat others.
4. **Challenges** - all forms of discriminatory language – including disablist language – is challenged and taken seriously
5. **Celebrates difference** – difference is actively and visibly celebrated and welcome across the whole school.
6. **Understands** - all school staff, pupils and parents and carers understand what bullying is and what it isn't.
7. **Believes** - all pupils, including disabled children and those with SEN, and their parents and carers are acknowledged, believed and taken seriously when reporting incidents of bullying.
8. **Reports bullying** - all pupils within the school and their parents and carers understand how to report incidents of bullying.
9. **Takes action** - we respond quickly to all incidents of bullying. Pupils, including disabled pupils and those with SEN, participate fully in decisions made about them and help to formulate appropriate action to respond to incidents of bullying.
10. **Has clear policies** - our school's anti-bullying policy reflects these principles and is embedded within other school policies. They are widely and actively promoted to school staff, pupils and their parents and carers.

### 3. Statutory requirements

This policy is based on DfE guidance “Preventing and Tackling Bullying” July 2017 and supporting documents. It also takes into account the DfE statutory guidance “Keeping Children Safe in Education” 2021. The school has read Childnets “Cyberbullying: Understand, Prevent and Respond: Guidance for Schools”.

### 4. Equality Act 2010

Under the Equality Act 2010 it is against the law to discriminate against anyone because of the following protected characteristics:

<ul style="list-style-type: none"> <li>• sex</li> <li>• disability</li> <li>• gender (including gender reassignment)</li> <li>• religion or belief</li> </ul>	<ul style="list-style-type: none"> <li>• race</li> <li>• sexual orientation</li> <li>• marriage and civil partnership</li> <li>• pregnancy and maternity</li> <li>• age</li> </ul>
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All staff at Meynell Primary School must act to prevent discrimination, harassment and victimisation within school by challenging discriminatory behaviour and language and by ensuring the school Anti-Bullying Policy, Safeguarding Policy and Behaviour for Learning Policy are followed.

### 5. What is Bullying?

Bullying is behaviour by an individual or group, **repeated over time**, that **intentionally hurts** another individual or group where there is an **imbalance of power**

Bullying can be **face to face** or **online** or over the **telephone** and can occur **within school** or **outside of school** (for example on the journey between home and school).

Acts of bullying can take many forms, for example:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
- Indirect - Can include the exploitation of individuals

Bullying is often motivated by prejudice against particular groups, for example on grounds of **race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities**. It might be motivated by **actual differences** between children, or **perceived differences**.

- Disablist (bullying based on SEN and/or disability)
- HBT (which stands for Homophobic Biphobic Transphobic - is bullying based on nonheterosexuality, sexual orientation and/or gender identity)
- Racist (bullying based on ethnicity or national origin - including Gypsy/ Roma/ Travellers - skin colour, language, religious or cultural practices as well as other aspects of lifestyle and appearance)
- Sexist (bullying based on perceived or biological sex/unwelcome sexual remarks intended to cause offence, humiliation or intimidation)
- Based on difference (real or perceived e.g. hobbies, interests, family set up, social behaviour, dress)

## 6. Responsibilities

It is the responsibility of:

- The Senior Leadership Team 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.
- School Governors to take a lead role in monitoring and reviewing this policy. There is a named governor who leads on and monitors Anti Bullying activity.
- Meynell Learning Engagement Team, under the guidance of the Senior Behaviour Coordinator, to investigate and monitor all cases of bullying.
- All staff, including: governors, senior leadership, teaching and nonteaching staff, to support, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the school to tackle any incidents of bullying.
- Pupils to abide by the policy.

## 7. Reporting and responding to bullying

### 7.1 Reporting bullying

All pupils within the school and their parents and carers understand how to report incidents of bullying. It is integral to this policy that any concerns are listened to and taken seriously. Class Teachers will often be the first people who are made aware of bullying incidents and will share any reports with their phase leader (member of SLT) and the Senior Behaviour Coordinator.

#### **Pupils**

Pupils can report bullying in the following ways:

- **Verbally** – Pupils can speak to any adult in school to tell them they are concerned about bullying. They are aware that as well as their class teacher and year group Learning Support Assistants, they can also speak to a member of the Learning Engagement Team or in fact any adult in school who they feel they can share this with.
- **'Thoughts and Feelings' bags** – Each classroom has a Thoughts and Feelings bag. Pupils can place a note into the bag to inform their classroom teacher and LSA of concerns over bullying. If a child would like to speak to an adult, but is not, or does not feel able to write down a concern they can place a (pre-prepared) photograph of themselves, which are in a discreet and accessible location in the classroom, in the Thoughts and Feelings bag. This will alert the classroom staff that this specific child has something they need help with. The children will be told that this is specifically useful for them if they have seen or experienced bullying to ensure that they use it for this purpose if needed.
- **Post Box** – Designated lead on anti-bullying (Senior Behaviour Coordinator) has a 'post-box' which is secure and pupils in Years 4, 5 and 6 can alert that staff member of any concerns over bullying by using this post box which is checked daily.

### Parents and carers

Parents can report bullying in the following ways:

- **Verbally** – Parents are able to discuss concerns with staff either in person or over the telephone. Parents are made aware of who can most easily help them with concerns (i.e. class teacher, year group phase leader or LET staff). The school telephone number is shared with parents specifically for Anti-Bullying purposes and admin team are also aware of who in school is to be alerted.
- **Email** – The school's parent email [parents@meynell.sheffield.sch.uk](mailto:parents@meynell.sheffield.sch.uk) can be used for parents to contact the school to share any concerns they have over bullying. This will be received by several staff members who will immediately ensure that the correct staff members are aware and action is taken.

### Staff

If members of staff are concerned that there is bullying they need to both ensure that the target of the bullying is protected while making sure that this information is passed on to the relevant staff team members.

- **Email**

**On call** - For an immediate response to bullying incidents as they occur through the day, staff will use [oncall@meynell.sheffield.sch.uk](mailto:oncall@meynell.sheffield.sch.uk) to alert the 'on call' members of the Learning Engagement Team and SLT.

**Direct email**- If staff have concerns and wish to discuss this in detail, in order to clarify and seek appropriate support, they should contact the Senior Behaviour Coordinator's via their email and CC their SLT Phase Leader into this.

- **CPOMS**

Those staff members who have a CPOMS account, who may be informed about or witness a bullying incident will enter an incident onto CPOMS (see CPOMS guidance) including as much detail as possible. This is in addition to other methods of reporting.

- **Verbal or written**

Some members of staff do not have access to CPOMS, for example, Lunchtime Supervisors. These staff members will ensure that any information pertaining to potential bullying is passed on to the class teacher or member of the LET promptly. This can be in writing or verbally provided that any urgency is communicated clearly.

## **7.2 Dealing with all incidents of bullying reported to the school**

- If bullying is suspected or reported, the incident will be dealt with immediately and reported to the Learning Engagement Team in order for it to be fully investigated.
- The school will provide appropriate support for the target of the bullying – making sure they are not at risk of immediate harm and will involve them in any decision making, as appropriate.
- The Senior Behaviour Coordinator or a member of SLT will interview all parties involved and complete a 'Bullying Incident Log' (see appendix 1).
- The Designated Safeguarding Lead (DSL) will be informed of all bullying issues where there are safeguarding concerns.
- The school will inform other staff members, and parents/carers, where appropriate.
- The decision-making process must include the pupils involved wherever possible and a restorative process is used to support this (See Behaviour for Learning policy)
- 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).
- Where the bullying takes place off school site or outside of normal school hours (including cyber bullying), the school will ensure that the concern is fully investigated. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with the school's behaviour for learning policy.

## **7.3 Supporting Pupils**

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous support.
- Offering an immediate opportunity to discuss the experience with their teacher, the learning engagement team, the designated safeguarding lead, or a member of staff of their choice. Parents/carers will be contacted at this stage if this is what the pupil expresses will help them.
- Use the expertise of the SENDCO, Learning Engagement Team and parents to ensure that any SEND, including Social, Emotional and Mental Health, is taken into consideration when designing a plan of support for any pupil involved in bullying.
- Working towards restoring self-esteem and confidence. There are a number of intervention styles which can be suggested for the pupil. Bespoke programmes will be arranged whenever needed.
- 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).

Pupils who have perpetrated the bullying, will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions. If online, requesting that content be removed and reporting accounts/content to service provider.
- Shared decision making will be at the heart of the problem solving. Where appropriate, sanctions in line with the Behaviour for Learning Policy will be implemented in order to ensure the Anti-Bullying stance of the school is upheld.
- 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, Specialist Children's Services, or Child and Adolescent Mental Health Services (CAMHS) as appropriate.

#### **7.4 Supporting Adults**

Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of staff and parents, whether by pupils, 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 headteacher.
- 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 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.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults (staff and parents) who have perpetrated the bullying will be helped *by*:

- Discussing what happened with a senior member of staff and/or the headteacher to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.

- If online, requesting that content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required.

## 8. Preventing Bullying

### 8.1 *Raising Awareness*

The whole school community will:

- Have overt and regular discussions about bullying
- Ensure that everyone understands fully the definition of bullying
- Be involved in regular up-to-date training based on the current information and research
- Take part in Anti-bullying week every year
- Support children in restorative conversations around bullying and bullying behaviours

### 8.2 *Environment and Curriculum*

The whole school community will:

- Challenge practice and language which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Create and support an inclusive environment, based on our Meynell School values, which promotes a culture of mutual respect, consideration, fairness and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Openly discuss differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender, sexuality or appearance related difference. Also children with different family situations, such as looked after children or those with caring responsibilities. At Meynell we use Jigsaw scheme of work <https://www.jigsawpshe.com>.
- The school uses half termly curriculum 'drivers' to embed a richer, deeper and applied understanding of rightness and respect. These are:
  - Equality
  - Fairness
  - Community
  - Health o Conservation
  - Aspiration
- Be encouraged to use technology, especially mobile phones and social media positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.

### 8.3 Peer Support

- **Sports Leaders** are specifically trained and easily identifiable (in bibs and in specific areas of the playground) pupils in Years 5 or 6 who run structured activities for other pupils to engage in during unstructured break times. Their training includes ensuring their understanding of bullying is secure and that they can identify vulnerable pupils (children on their own, primarily) and offer them a place in the activities. Adults in school will also ensure that children who are alone or who have difficulties engaging in play are encouraged to join in.
- **Peer Mentors** are specifically trained and easily identifiable (lanyards worn) pupils in Years 5 and 6, who are available to listen and talk through conflict between peers on the playground.

## 9. Involvement of Pupils

We will:

- Publicise the details of internal support, as well as external helplines and websites. Ensure this is accessible for a range of needs including for children with SEND.
- Involve pupils in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they have to play to prevent bullying.
- Regularly canvas children and young people's views on the extent and nature of bullying.
- Put pupils at the centre of anti-bullying campaigns in school.
- For all of the above points, ensure that pupils involved are representative of the whole school community, including children from groups at risk of bullying, IE pupils with SEND and pupils with a range of ethnicities or national origin.

## 10. Involvement and liaison with parents and carers

We will:

- 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.
- Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats.
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice (see Appendix 2).
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.

## 11. Monitoring and Review

- The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.
- Data will be reviewed to explore any trends in those involved in bullying, either targeted or perpetrators. Underlying issues may then be identified.
- Any issues identified will be incorporated into the school's action planning.

- All incidents will be recorded on CPOMs (See CPOMs guidance)
- Reports to be given to the governing body on a regular basis and led by the school's lead anti-bullying governor (V Toulson) on incidents of bullying, including outcomes.
- The school's Anti-Bullying governor will be a critical friend and will work with the school to reflect on and improve policy and practice.

## **12. Links to other policies**

This policy links with a number of other school policies, practices and action plans including:

- Behaviour for Learning Policy
- Safeguarding Policy
- SMSC Policy
- SRE Policy
- Acceptable Use Policy
- SEND Policy

## Appendix 1 – Meynell Bullying Log

Meynell Primary School defines bullying as the **repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power**. It can happen face to face or online.

<b>Name of target/s:</b>		<b>Class/es:</b>	
<b>Name of staff member taking statement:</b>		<b>Time and Date:</b>	
<p><b>Type of Bullying</b> (highlight all that are applicable):</p> <p><input type="checkbox"/> <b>Physical</b> – pushing, poking, kicking, hitting, biting, pinching etc.</p> <p><input type="checkbox"/> <b>Verbal</b> - name calling, sarcasm, spreading rumours, threats, teasing, belittling.</p> <p><input type="checkbox"/> <b>Emotional</b> – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.</p> <p><input type="checkbox"/> <b>Sexual</b> – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.</p> <p><input type="checkbox"/> <b>Online /cyber</b> – posting on social media, sharing photos, sending nasty text messages, social exclusion.</p> <p><input type="checkbox"/> <b>Indirect</b> - Can include the exploitation of individuals.</p>			
<p><b>Was the bullying incident targeting any aspect of the target’s character?</b> E.g. disability, SEN, looked after, young carer, LGBT+, race or faith, appearance, gender/sexism</p> <p>If so has this been reported and recorded accordingly?</p>			

**What happened?**

Who was involved? - Where did it happen? - When did it happen?

**How was the target affected at the time?** How did the child feel? - What do they think should happen to make it right? - Were there any injuries? - Later effects

Does this incident or series of incidents constitute a child protection issue? Y/N

Does an injury need to be reported? Y/N

Is external support required or sought? Y/N



**Actions Taken** (include names of all children spoken to):

Are all parents/carers notified?

**Member of staff responsible for monitoring:**

**Follow up after 1 day:**

**Date:**

**Sign:**

**Follow up after 1 week:**

**Date:**

**Sign:**

**Follow up after 2 weeks:**

**Date:**

**Sign:**



**Follow up after 1 month:**

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**Date:**

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**Sign:**

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**Actions:**

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Reinvestigate

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Close Case

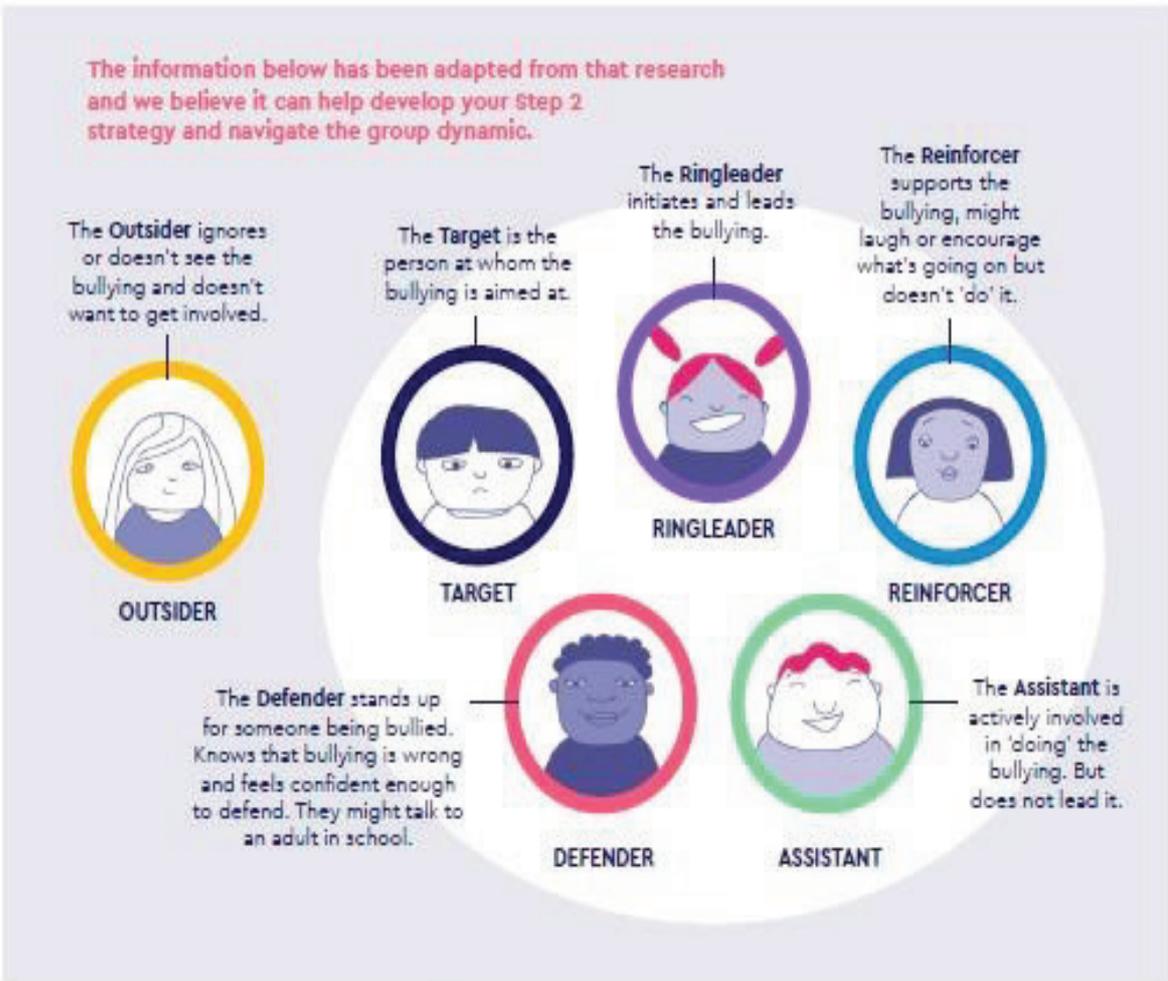


	Name	How they were involved	What could this group do to help stop the bullying? E.g. stop the reinforcers laughing or create defenders	Agreement: what approach have you agreed to take with each group?	Review: What levers did you use, and did they work?
Target/s					
Ringleader/s					
Reinforcer/s					
Assistant/s					



<b>Defender/s</b>					
<b>Outsider/s</b> (you don't need to outline everyone! Just those that you think could potentially have a positive impact)					

Research undertaken in Finland by **Christina Salmivalli (1996)** gave us a greater understanding of the roles involved in bullying. It showed that the traditional view of bullying where there is a 'victim' and a 'bully' was much more complicated.



Roles in school are continuously shifting, especially in schools where there is a problem with bullying. A person can be a 'ringleader' at one time and become an 'outsider' or 'target' very quickly as people come into and out of the group dynamic.

roles and encouraging other options such as 'not laughing along' or 'checking in' after the incident to say that you will help a target to report, you can have a positive affect on bullying incidents.

Bullying is seen to be a group phenomenon. Others can have a significant influence on the outcomes of behaviours in school either intentionally or otherwise. By utilising these



## Appendix 2 – 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/restorativepractice-schools](http://www.restorativejustice.org.uk/restorativepractice-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:  
<http://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

### Cyberbullying:

- Childnet International: [www.childnet.com](http://www.childnet.com)
- Digizen: [www.digizen.org](http://www.digizen.org)
- 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-forchild-internet-safetyukccis](http://www.gov.uk/government/groups/uk-council-forchild-internet-safetyukccis)

### **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.srtrc.org/educational](http://www.srtrc.org/educational)

### **LGBT:**

- Barnardos 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)

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### **Sexual harassment and sexual bullying:**

- Ending Violence Against Women and Girls (EVAW)  
[www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk)
- 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/disrespectnobody-campaign](http://www.gov.uk/government/publications/disrespectnobody-campaign)  
<http://www.gov.uk/government/publications/disrespect-nobody-campaign-posters>  
[posters](#)
- 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/allaboutbullying/sexual-and-gender-related](http://www.anti-bullyingalliance.org.uk/tools-information/allaboutbullying/sexual-and-gender-related)