

## **ANTI-BULLYING POLICY**

Our school is a place where every person has the right to be themselves, to be included and to learn in a safe and happy environment. Everyone at our school is equal and treats each another with respect and kindness. This policy has been adapted from the model Anti-Bullying policies of Stonewall (2016) and Kent County Council (2018).

### **AIMS OF THIS POLICY**

Bullying of any kind is unacceptable and will not be as tolerated at our school. We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination. We actively promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our pupils to become responsible citizens and to prepare them for life in 21st Century Britain. These values reflect those that will be expected of our pupils by society, when they enter secondary school and beyond in the world of work or further study. We are committed to improving our school's approach to tackling bullying and regularly monitor, review and assess the impact of our preventative measures.

### **OUR SCHOOL COMMUNITY**

- Discusses, monitors and reviews our anti-bullying policy on a regular basis with the Governors, parents, students and staff.
- Supports staff to promote positive relationships and identify and tackle bullying appropriately.
- Ensures that: pupils are aware that all bullying concerns will be dealt with sensitively and effectively; students feel safe to learn; and that pupils abide by the anti-bullying policy.
- Reports back to parents / carers regarding their concerns on bullying and deals promptly with complaints. Parents/ carers in turn work with the school to uphold the anti-bullying policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate<sup>1</sup>.

### **LINKS TO LEGISLATION**

There are several pieces of legislation which set out measures and actions for schools and response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

### **RESPONSIBILITIES**

It is the responsibility of:

- 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.
- Governors to take a lead role in monitoring and reviewing this policy.
- All staff, including: governors, senior leadership team, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the school.
- Pupils to abide by the policy.

## **DEFINITION OF BULLYING**

Bullying is hurtful or unkind behaviour which is deliberate and repeated “that intentionally hurts another individual either physically or emotionally” (DfE “Preventing and Tackling Bullying”, July 2017). Bullying can be carried out by an individual or a group of people towards an individual or group. Students can be rude or unkind / mean on a one-off or occasional basis but bullying, however, is ongoing and targeted. “The STOP acronym can be applied to define bullying – **Several Times On Purpose**”, (Stonewall, 2016).

The nature of bullying can be:

- Physical – such as hitting or physically intimidating someone, or using inappropriate or unwanted physical contact towards someone
- Attacking property – such as damaging, stealing or hiding someone’s possessions
- Verbal – such as name calling, spreading rumours about someone, using derogatory or offensive language or threatening someone
- Psychological – such as deliberately excluding or ignoring people
- Cyber – such as using text, email or other social media to write or say hurtful things about someone

Bullying can be based on any of the following things:

- Race (racist bullying) and sub-culture (background and/or identity e.g. Goth, traveler etc.)
- Religion or belief
- Culture or class
- Sex / Gender (sexist bullying)
- Sexual orientation (homophobic or biphobic bullying)
- Gender identity including Trans and non-binary people (transphobic bullying)
- Special Educational Needs (SEN) and / or Disability inc. behavioural choices (ablist bullying)
- Appearance
- Health condition
- Related to home or other personal situation (socio-economic/LAC/SGO/Post-adopted status, young carers, expression of personal choices)
- Related to another vulnerable group of people – e.g. family members of those involved in the criminal justice system, sexual bullying, peer-on-peer abuse.

**No form of bullying will be tolerated and all incidents will be taken seriously.**

### **Reporting bullying**

**PUPILS WHO HAVE BEEN BULLIED:** If a pupil is being bullied they are encouraged to not retaliate but to tell someone they trust about it such as a friend, family member or trusted adult. They are also encouraged to report any bullying incidents in school:

- Report to a teacher – their class teacher, Key Stage Manager, Assistant Headteacher of their part of the school or the Deputy Headteacher.
- Tell a friend, or older pupil, who in turn can help them tell a teacher or staff
- Tell any other adult staff in school – such as lunchtime supervisors, Learning Support Assistants or the school office
- Tell an adult at home
- Report anonymously (by leaving an anonymous message in Stephen King’s message tray, outside his office).
- Call ChildLine to speak with someone in confidence on 0800 1111

### **Reporting – roles and responsibilities**

**STAFF:** All school staff, both teaching and non-teaching (for example midday supervisors, caretakers, librarians) have a duty to report bullying, to be vigilant to the signs of bullying and to play an active role in the school’s measures to prevent bullying. If staff are aware of bullying, they should reassure the pupils involved and inform their class teacher.

The following staff members are anti-bullying leads: Stephen King (Deputy Headteacher), Nathalie Akhmatova (AHT Primary) and Lorna Sullivan (AHT Secondary).

**SENIOR STAFF:** The Senior Leadership Team and the head teacher have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and well-being of all young people. In addition to the designated anti-bullying leads, Stephen King is the Senior Leader responsible for anti-bullying.

**PARENTS AND CARERS:** Parents and carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour. Parents and carers should encourage their child not to retaliate and support and encourage them to report the bullying. Parents and carers can report an incident of bullying to the school either in person, or by phoning or emailing the school office or Stephen King directly ([stephen.k@st-nicholas.kent.sch.uk](mailto:stephen.k@st-nicholas.kent.sch.uk))

**PUPILS:** Pupils should not take part in any kind of bullying and should watch out for signs of bullying among their peers. They should never be bystanders to incidents of bullying, but should offer support to the victim and, if possible, help them to tell a trusted adult.

### **Responding to bullying**

When bullying has been reported, the following actions will be taken:

- Staff will record the bullying on a bullying log form (possibly with a behavioural incident reporting form and pass it to the anti-bullying leads who will record the incident centrally on the school behaviour databases and then pass the forms to the school admin team where it will be recorded onto the SIMS system.
- The Headteacher / Anti-bullying leads / DSLs will interview all parties involved with the incident.
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents / carers are kept informed about the concern and action taken, designated school staff (anti-bullying leads) will monitor incident reporting forms and information recorded, analysing and evaluating the results.
- The Deputy Headteacher will report any appropriate bullying incidents onto the online KCC bullying reporting system using the Online Incident Monitoring Form for bullying and / or racial incidents.
- The Deputy Headteacher will produce termly reports summarising the information, which the head teacher will report to the governing body.
- Staff will offer support to the target of the bullying in discussion with the pupil's class teacher. Individual meetings will then be held with any target of bullying to devise a plan of action that ensures they are made to feel safe and reassured that the bullying is not their fault. Formal or informal actions plans will be drawn up to protect and reassure the young person that they are / will be safe and protected.
- Staff will pro-actively respond to the bully who may require support. They will discuss with the target's class teacher to devise a plan of action.
- Staff will decide whether to inform parents or carers and where necessary involve them in any plans of action as appropriate and in-line with child protection and confidentiality policies.
- Staff will assess whether any other authorities (such as police or the local authority) need to be involved, particularly when actions take place outside of school cyber bullying in particular means that it can impact on pupils' well-being beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities as outlined in this policy.

### **Supporting Cyberbullying – the school will refer to the guidance of Childnet.com**

When responding to cyberbullying concerns, the school 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 (using all systems, identifying witnesses

and, if appropriate, the police).

- Work with individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation (including deletion of online content, confiscation or searching of devices in accordance with the law and school behaviour policy, requesting deletion of locally-held content).
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps

### **Supporting pupils who have been bullied:**

Pupils who have been the victims of bullying will be supported by -

- Reassuring the pupil and providing continuous pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher or a trusted adult.
- 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 the Children and Young People's Mental Health Services (CYPMHS).

### **Supporting pupils who have perpetrated bullying:**

Pupils who perpetrate bullying will be helped by -

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude of the young person concerned.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts / content to the service provider.
- Sanctioning, in line with the school behaviour policy; this may include official warnings, detentions, loss of privileges (including online access when encountering cyberbullying concerns) and, if appropriate, fixed term exclusions.
- 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 the Children and Young People's Mental Health Service (CYPMHS).

### **Supporting adults who have been bullied or affected will be supported by:**

- Offering an immediate opportunity to discuss the concern with the Headteacher, anti-bullying leads or a DSL.
- 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 hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the school's behaviour and staff code of conduct policies and / or the grievance procedure.
- 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 specialist advice and guidance.

Where adults have been involved in the perpetration of bullying the schools Staff Code of Conduct, Model policy for Managing Staff Discipline and Managing Aggressive parents policy.

### **Bullying outside of school**

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during the holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupils' well-being

beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities as outlined in this policy.

### **Derogatory language**

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored using the schools' behaviour systems and follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language. Staff are also encouraged to record the casual use of derogatory language using informal mechanisms such as a classroom log. Language will be challenged using the school script:

1. *ESTABLISH UNDERSTANDING - Can you say that again? What do you mean by that? Do you know what that means? Do you know what it is wrong / hurtful to say that?*
2. *EXPLAIN MEANING – (insert term) is a word we use to describe .... We do not use that word as an insult because it makes people think that being (insert term) is something bad.*
3. *USE EMPATHY – How do you think you would feel if people called you names like that? That kind of language is really unkind and hurtful to me and everyone else in this school. It is really disappointing to me to here you use language like that as an insult to make someone feel bad.*
4. *CHALLENGE DIRECTLY – You know that that language is completely inappropriate and unacceptable. Why did you use that word? If you meant that something was rubbish, you should use the word rubbish. How can a (insert noun / name of object) actually be (insert offence term), it is a (insert noun / object).*
5. *LINK TO SCHOOL POLICY AND ETHOS – In our school we do not use language like that. We are kind, respectful and caring towards others. It is important that everyone can be happy to be themselves. We all live in a diverse world and we are all unique – we deserve to be loved/respected/valued by others. We do not pick on people because of.....*

### **Prejudice-based incidents**

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs, views and unconscious bias towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitored in school, with the head teacher regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

### **School initiatives to prevent and tackle bullying**

We use a range of measures to prevent and tackle bullying including:

- A child-friendly anti-bullying policy (using visual supports) displayed in the primary and secondary corridors) ensures all pupils understand and uphold the anti-bullying policy.
- The PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying.
- School assemblies help raise pupils' awareness of bullying and derogatory language.
- Difference and diversity are celebrated across the school through diverse displays, books and images. The whole school participates in events including Anti-Bullying Week, Black History Month, Disability History Month, Pride Month, Multi-Cultural Week, religious festivals and feast days, charitable and community days and LGBT History Month.
- The school values of equality and respect are embedded across the curriculum to ensure that it is as inclusive as possible
- Stereotypes are challenged by staff and pupils across the school
- Supervising staff offer break-time support to all pupils, including those who may have been the target of bullying
- Restorative justice and Positive Behaviour Support programmes may provide support to targets of bullying and those who show bullying behaviour
- Pupils are continually involved in developing school-wide anti-bullying initiatives through consultation with

groups like the school council and 6<sup>th</sup>-Form council and through the anti-bullying survey.

## **Preventing bullying**

### ***Environment***

The whole school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration 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).
- Recognises the potential for children with SEN and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required.
- 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.
- Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- 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.
- Actively create "safe spaces" for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.

### ***Policy and Support***

The whole school community will:

- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- 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.
- 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.
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

### ***Education and Training***

The school community will:

- 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.
- 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.
- Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week
- Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.

### ***Involvement of pupils***

We will:

- 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.

- Regularly canvas children and young people’s views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Utilise pupil voice in providing pupil led education and support
- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to pupils who have been bullied and to those who are bullying to address the problems they have.

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

We will:

- Take steps to involve parents and carers in develop 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, including via the school website
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

### **REPORTING AND RECORDING**

All incidences of challenging behaviour are recorded in school databases. These are monitored and maintained by the Deputy Headteacher and Assistant Headteachers (Primary / Secondary). If an occurrence of “intentional bullying” and / or a racial incident takes place, these are reported on specific reporting forms (there is a separate form for each) and recorded in separate logs for Racial Incidents and / or Bullying (which are held by or obtained from the DHT Office). These incidents are always reported to the SMT and parents. This information is shared with Local Authority as required on an annual basis and to the governing body via the annual report on behaviour and attendance. The monitoring of bullying incidents takes place via the termly SMT Behaviour and Attendance review meetings. The quality of the decisions and / or plans that arise is assured by the governing body who are invited to attend the Behaviour and Review meeting and via monitoring visits by the Safeguarding Governor (at least once per year).

Should the student / family / SMT deem it appropriate, the bullying incident will be reported to the police, social services, Kent Safeguarding Children Board or Kent Online Safety Officer for advice and / or the reporting of a criminal offence.

### **MONITORING & REVIEW**

We will review this Policy at least once every two years as well as if incidents occur that suggest the need for review. The school uses the guidance by the DCSF\* and the Anti-Bullying Alliance\*\* to inform its action planning to prevent and tackle bullying.

The named contact for this policy is: Stephen King (Deputy Headteacher) – PROACT-SCIP Principal Instructor, WRAP trainer, Stonewall Champion and Online Safety Ambassador for CEOP / NCA for the ThinkUKnow training programme.

### **EQUALITY AND EQUAL OPPORTUNITIES STATEMENT**

St Nicholas school, in all policies and procedures will promote equality of opportunity for students and staff from all social, cultural and economic backgrounds and ensure freedom from discrimination on the basis of membership of any group including those from the protected characteristics covered by the Equality Act (2010): gender, sexual orientation, family circumstances, ethnic or national origin, disability (physical or mental), religious or political beliefs etc.

St Nicholas school aims to:

- Provide equal opportunity for all
- To foster good relations, and create effective partnership with all sections of the community
- To take no action which discriminates unlawfully in service delivery, commissioning and employment
- To provide an environment free from fear and discrimination, where diversity, respect and dignity are valued.

#### LINKS TO OTHER POLICIES

Complaints policy  
Confidentiality Policy  
Behaviour Policy  
Safeguarding Policy  
Online Safety Policy  
Racial Incident Reporting Policy  
Child Protection Policy  
PSHE Policy  
The Single Equality Scheme  
Community Cohesion Policy  
Staff Code of Conduct Policy  
Model Policy for Managing Staff Discipline

STEPHEN KING  
REVIEWED JULY 2019  
RATIFIED BY THE FGB – 22<sup>nd</sup> JANUARY 2020

#### <sup>1</sup> – 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.srtrc.org/educational](http://www.srtrc.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)