

Title: Anti-Bullying Policy			
Ref.:	SOP002	Rev.:9	Date: April 2021

## ANTI-BULLYING POLICY (10a)

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## Anti-Bullying Policy

### 1 Overview

This policy should be read in conjunction with the following important documents:

- The [Whole School Behaviour Policy](#)
- The Health and Safety Policy
- The [Whole School Child Protection Policy](#)
- The Staff Code of Conduct
- Keeping Children Safe in Education September 2020

This policy has been drawn up following DfE guidance 'Preventing and Tackling Bullying' July 2017 and supporting documents. It also takes into account the DfE statutory guidance 'KCSIE 2020'.

### 2 Links to Legislation

There are a number of 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 the following:

The Education & 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

### 3 Policy Statement

At Yateley Manor we are committed to prevent bullying so that all of our pupils can develop in a safe and secure environment. Children cannot learn effectively if they are afraid to come to school.

Eradicating bullying in the school community is everyone's responsibility, pupils, teaching staff, non-teaching staff, parents and school governors. By working together, we can create a caring and supportive environment in which all pupils can flourish and so reach their full potential.

As a school we will treat every case of bullying seriously and investigate all incidents thoroughly. The bully will be helped to recognise that their behaviour is unacceptable and offered support to modify and change their behaviour. The victim will be helped and supported by staff and by a 'circle of friends' not just in the short term but for as long as it is necessary.

The school recognizes its duty to respond to bullying that takes place outside the school premises. Reasonable adjustments will be made according to special educational needs/disability and taking into account the needs of any vulnerable pupils.

Bullying is unacceptable in any caring community and the PSHE programme at Yateley Manor will further enforce this attitude.

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## 4 Responsibilities

It is the responsibility of:

- The Headteacher to communicate this policy to the whole school community including parents, pupils and staff.
- The Headteacher to ensure that disciplinary measures are applied fairly, consistently and reasonably and that a member of the senior management team has been identified to take overall responsibility
- School Governors to take a lead role in monitoring and reviewing this policy at least annually.
- All staff, including: governors, senior management, teaching and non-teaching staff to support, uphold and implement this policy
- Parents/carers to support their children and work in partnership with the school
- Pupils to abide by the Policy

## 5 Key School Personal

Bullying falls under the umbrella of 'Safeguarding' in school.

The designated member of staff responsible at Yateley Manor for implementing this policy and updating its contents at least annually is:

**Simon Head [Deputy Head and DSL]**

The School Governor with overall responsibility for Safeguarding at Yateley Manor is:

**Angela Chapman-Richards**

## 6 Definitions of Bullying?

*'Bullying is 'behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally.'* DfE 'Preventing & Tackling Bullying' July 2017

- 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.
- This includes the same unacceptable behaviours expressed online [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. Further information on cyber bullying is contained within a separate [anti-cyber bullying policy](#) document.
- Bullying can also be a form of 'Peer on Peer' abuse and can be emotionally abusive; it can cause severe and adverse effects on children's emotional development.
- Bullying can involve an imbalance of power and can take place between children, between adults as well as between adults and children.

## 7 Bullying is Not:

- Teasing between friends without intention to cause hurt;
- Falling out between friends after a quarrel or disagreement;

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- Behaviour that all parties have consented to and enjoy.

## 8 Forms of Bullying Covered by this Policy

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion, nationality or culture
- Bullying related to SEND [Special Educational Needs or Disability]
- Bullying related to appearance or physical/mental health conditions
- Bullying related to sexual orientation [homophobic bullying]
- Bullying of young carers, children in care or otherwise related to home circumstances
- Sexist, sexual and transphobic bullying
- Bullying via technology, known as online or [cyberbullying](#).

## 9 The Role of the School Curriculum

The school curriculum has a vital role in teaching children from an early age that bullying is unacceptable. Prevention is after all better than cure and through the curriculum all pupils will learn the following:

- The definition of bullying. What it is and what it is not.
- What they should do if they are being bullied
- What they should do if they know someone else is being bullied

The topic of Bullying will be covered in the following ways:

- Pastoral tutorial time with form tutors as part of the PSHE programme in years 1-8
- Cross-curricular links with other subjects e.g. Religious Studies and English.
- Bullying is also dealt with in School assemblies, House assemblies and Year assemblies.
- Circle time in Pre-Prep and Prep departments is also a very important time in the week when children can talk about feelings and the subject of bullying may well occur here.

In addition, the school will consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities such as: through displays, peer support, the school council, alternative curriculum days etc

The school will also look for opportunities to develop pupil's social and emotional skills, including building their resilience and self-esteem.

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## 10 Education and Training

### 10.1 Staff Training

It is vital that all members of staff receive regular and up-to-date training on this important subject. The school subscribes to the 'Educare' package of on-line training and all members of staff will have periodically complete refresher training on 'Preventing Bullying'.

'Peer on Peer' abuse is an important component of the Educare Child Protection refresher training programme "Raising Awareness of Peer-on-Peer Abuse" which was completed by all staff by the end of the spring term 2021.

The school is also committed to training all staff, including: teaching staff, 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]

### 10.2 Involvement of Pupils

For this policy to be effective, all pupils must be made aware of the school's commitment to the anti-bullying policy. To ensure that that this message is transmitted to all pupils the following steps will be taken:

- The school's anti-bullying stance will be emphasised to all pupils through the curriculum as well as School, Year and House assemblies.
- This stance will be emphasised to all pupils by their form tutor during form period on the first day of each autumn term and at regular intervals thereafter.
- All year 3 pupils joining the school in September receive a pupil's guide towards the end of the summer term before they join the school. This booklet also contains valuable advice on bullying.
- Any pupils, who join the school midway through the school year, will have the school bullying policy explained to them by their form tutor.

The school will also:

- Canvas children on the extent and nature of bullying
- Ensure that all pupils know how to express worries and anxieties about bullying
- Ensure all pupils are aware of the range of sanctions which may be applied against those who engage in bullying
- Involve pupils in anti-bullying campaigns in school
- 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 in order to address the problems they have.

### 10.3 Involvement & liaison with parents and carers

It is very important that parents/carers feel that the school takes bullying seriously and that if they report a case of bullying to the school it will be investigated immediately and action taken.

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At the beginning of each school year a series of 'Introductory evenings' for parents take place from Reception through to the Lower school. At these evenings parents are told who they should talk to if they feel that their child is being bullied and assured that any case of bullying will be taken seriously.

In addition, the school will:

- Make sure that key information about bullying [including policies and named points of contact] is available to parents/carers in a variety of formats. This policy can also be found on the school website for parents to view at [www.yateleymanor.com/Inspection-Report-and-Policies](http://www.yateleymanor.com/Inspection-Report-and-Policies)
- Ensure all parents/carers know who to contact if they are worried about bullying and where to seek independent advice
- Work with all parents/carers and the local community to address any issues beyond the school gates that might 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 the school's complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

## 11 Identifying the Problem

Children who are being bullied may not always be willing to tell those in positions of authority within the school. Signs of possible bullying are as follows:

- Unwillingness to come to school
- Withdrawn, isolated behaviour
- Complaining about missing possessions
- Refusal to talk about the problem
- Being easily distressed, tearful etc
- Damaged or incomplete work. Included here would also be a marked deterioration in the quality of a pupil's work
- Illness

## 12 Procedures for Reporting a Suspected Case of Bullying

If a member of staff feels that a particular child is being bullied, then the following procedure should be put into operation immediately:

- Inform the Pupil's Head of Year or one of the Assistant Heads. The Head of Year is responsible for the pastoral welfare of all pupils in the year group and is therefore the best person to deal with an incident of bullying.
- The Head of Year will then inform the Form Tutor/s concerned as well so that the situation is closely monitored.
- The Head of Year will inform all staff of a case of bullying. In this way all staff are made aware of a problem quickly and can effectively monitor the situation. Staff should also be informed at the next daily staff briefing.
- The bully and victim of the bullying will then be seen by the Head of Year or one of the Assistant Heads and appropriate steps taken to deal with the situation [see later section on how to deal with an incident of bullying]

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If a child reports that he/she is being bullied or knows of someone else who is being bullied, they may tell their form tutor or another member of staff. If this happens, the member of staff must pass on this information immediately to the Head of Year so that the incident can be tackled swiftly.

Sometimes a child will report an incident of bullying directly to the Deputy Head or one of the Assistant Heads. When this happens, the Deputy Head or Assistant Head will ensure that the Head of Year is informed immediately. All other staff will be informed as soon as possible via internal e-mail and at the following day's staff briefing at 8.25 am.

### **13 The Role of Staff**

It is vital that all staff both teaching and non-teaching staff are committed to the prevention of bullying. Bullying is everyone's problem and not just somebody else's business.

Staff are regularly reminded of this policy's contents to raise awareness of their responsibilities. Knowledge of the policy is an important part of the induction procedure for all new members of staff.

It is vital to continually raise the awareness of staff through training, so that the principles of the school policy are understood, legal responsibilities are known, action is defined to resolve and prevent problems, and sources of support are available; such training should involve helping staff understand and deal with the needs of our pupils which may include those with special educational needs or disabilities, and lesbian, gay, bisexual and transgender (LGBT) pupils.

As a school we will openly discuss differences between people that could motivate bullying such as: religion, ethnicity, disability, gender, children with different family situations etc.

As a school we will challenge practice and language which does not uphold the values of tolerance non-discrimination and respect towards others.

All pupils must be confident that if they report a case of bullying, it will be taken seriously by staff and steps taken to ensure that it is stopped.

The roles of the personal tutor and Head of Year are very important here. Often they will be the first people to notice that a child is being bullied. The child may become withdrawn and reluctant to join in with other children. The child's academic performance may begin to deteriorate and he/she may seem reluctant to come to school. If a child shows any of these symptoms, then the personal tutor must investigate further. Where there remains an element of doubt that the child is being bullied, then the procedures for reporting a case of bullying should be put into motion immediately.

Duty staff also have a very important role to play in ensuring that bullying does not take place in and around school. Staff need to be vigilant and look out for aggressive or anti-social behaviour during break times. Duty staff also need to look out for a child who is on their own. A child may be on his/her own through choice but it is quite possible that others are deliberately preventing them from joining in a game and so excluding them from the peer group.

Duty staff will need to ensure that certain areas of the school where bullying might take place are visited regularly e.g. the changing rooms. The two senior pupils on 'General Duty' each break time are an important additional resource and can help the duty staff to patrol the school effectively.



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## 14 Procedures for Dealing with a Case of Bullying

Please see the [procedure diagram for dealing with bullying](#). (This is a diagram that summarises the action stages.)

The designated members of staff are the Heads of Year. Initially Heads of Year should deal with a case of bullying in consultation with the form tutor. However, if particular problems should arise, Heads of Year should have no hesitation in passing a particular case to the one of the two Assistant Heads who in turn might need to involve the Deputy Head or the Headmaster.

While each case of bullying is obviously different, as far as possible there should be consistency in the way cases of bullying are handled. The following steps may be appropriate when dealing with a case of bullying:

### Always

- To begin with the alleged victim of the bullying should be interviewed and a written record made.
- Each incident must be investigated thoroughly. Pupils who are being bullied must have confidence that the situation will not only be fully investigated but that the bullying will also stop.
- Once all the relevant information has been gathered from the victim, the designated member of staff e.g. The Head of Year will talk to the child and explain that if the bullying is to stop, then the bully or bullies must be spoken to. The victim must feel supported. Very often the child being bullied is more afraid of what will happen to them when others find out they have informed on another pupil.
- It is vital that the child is reassured that they have done the right thing by telling someone and that there will be no reprisals.
- The designated member of staff should talk with the alleged bully and any witnesses. Both will write down their versions of what has happened.
- Once all the relevant information has been obtained and the incident investigated thoroughly then the bully and the victim should be brought together.
- The designated member of staff will explain to the children why they have been brought together and point out to the bully the effect his/her behaviour is having on the victim. It is vital that the bully accepts responsibility for his/her actions and understands why such behaviour is unacceptable. If the bully is not willing to accept responsibility for his/her actions a note will be made in the bullying log.
- The designated member of staff will point out to the bully that his/her behaviour is unacceptable and must stop immediately. No punishment should follow at this stage. Any further incidents of bullying after this warning e.g. name-calling etc will result in punishment as outlined in the school behaviour policy and parents will be informed. This may include internal exclusion as well as fixed term or permanent exclusion if the behaviour doesn't change.
- Any physical harm however e.g. kicking, punching etc will be punished immediately as outlined in the school behaviour policy.
- Time must also be spent with the bully and support offered. Very often there is a reason for a child to adopt the behaviour of a bully. Time spent supporting the bully and helping them change will also help to ensure that the bullying behaviour ceases. Where necessary, the perpetrator of the bullying may benefit from external intervention e.g. a referral to 'Early Help' or support through Child and Adolescent Mental Health Services [CAMHS]

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- The designated member of staff will then ask the bully/bullies how they propose to change their behaviour. It is important here that the bully makes a commitment to change his/her behaviour in front of the victim and that an apology is given.
- The designated member of staff will monitor the on-going situation.
- The designated member of staff will inform all other staff via pupil log of the incident so that the situation is closely monitored and at the next staff briefing.
- All allegations of bullying must be recorded by the Tutor/Head of Year in the relevant pupils' confidential notes.
- The Deputy Head will also record all incidents in the 'School Bullying Log'.
- The records made by Tutor/Head of Year/ Assistant Head/Deputy Headmaster make it easier to look for patterns of behaviour.
- It is important that a pupil who has been bullied feels supported and this support needs to be on-going. Working to restore the pupil's self-esteem, confidence and resilience is key and may on occasions require external intervention e.g. a referral to 'Early Help' or support through Child and Adolescent Mental Health Services [CAMHS]

When appropriate

- The designated member of staff will then ask the victim for the names of at least 2 or 3 children who can form a 'circle of friends' to give support and help build self-esteem. This network of friends should be seen by the designated member of staff with the victim so that they can make a commitment to provide support for the foreseeable future and so help to ensure that the bullying stops for good.

## 15 Supporting Adults

Yateley Manor takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognize that bullying of staff and parents, whether by pupils, parents or other staff members, is unacceptable.

### 16.1 Adults [Staff & Parents] who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the Designated Safeguarding Lead [DSL], a member of the SLT 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;
- The school investigating a case of bullying that has taken place off the school site or outside normal school hours [including online]. The school will ensure appropriate action is taken in accordance with the school's behaviour policy and staff code of conduct.
- 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.

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## 16.2 Adults [Staff & Parents] who have perpetrated the bullying will be helped by:

- Discussing what happened with a member of the Senior Leadership Team and/or Headteacher to establish the concern;
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedure
- requesting that the content be removed if online
- Instigating disciplinary, civil or legal action as appropriate or required.

## 16 Bullying of Staff by Pupils

From time to time a situation may arise whereby an individual or group of pupils may work together to undermine a teacher's authority in the classroom or indeed outside the classroom. Examples of this might be as follows:

- Collective disruption of a lesson – continuous calling out etc
- Disobedience
- Rudeness
- Cyber Bullying

Such behaviour not only undermines the confidence and authority of the teacher but also prevents other pupils from learning.

Any pupils indulging in such behaviour should be sent immediately to one of the Assistant Heads or the Deputy Head [DSL]. This behaviour will be dealt with under the school's behaviour policy.

## 17 Cyber Bullying

Everyone in our community has the right to teach and learn in a supportive, caring and safe environment without fear of being bullied. We believe that every individual in school has a duty to report an incident of bullying whether it happens to themselves or to another person. If we find that a pupil's well-being is compromised by cyber bullying which has taken place either inside or outside school, we will take action to help that pupil. This may mean contacting other parents if we find that their son or daughter is involved.

For additional information, please refer to the school's [Anti-Cyber bullying Policy](#).

## 18 Monitoring and Review of this Policy: putting policy into practice

- The school will ensure that it regularly monitors and evaluates mechanisms to ensure that the policy is being consistently applied
- Any issues identified will be incorporated into the school's action planning
- The Headteacher will be informed of bullying concerns by the Deputy Head/DSL
- The named Governor for Safeguarding Angela Chapman-Richards will report on any cases of bullying [including outcomes] to the main Governing Board.

## 19 Summary

All children, staff and parents at Yateley Manor must be aware that bullying of any kind is unacceptable at any level of the school. Through the school curriculum, staff vigilance and the

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efficient implementation of this policy, we can ensure that everyone in our community is treated with the respect they deserve.

## 20 Useful Links & 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 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-for-child-internet-safety-ukccis](http://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis)

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### **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)

### **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/disrespect-nobody-campaign-posters](http://www.gov.uk/government/publications/disrespect-nobody-campaign-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/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)