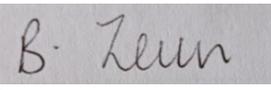




ANTI-BULLYING POLICY

Produced by:	Mrs A Harding
Approved by Leadership Team on:	1 May 2020
Approved by L&D Committee on:	6 May 2020
Approved by Full Governing Body:	24 June 2020
Chair: Mrs B Zeun Date: 24.06.2020	Signature: 
Next Review Date:	May 2021

ALL POLICIES CAN BE VIEWED ON ONE DRIVE OR A COPY CAN BE REQUESTED BY EMAILING office@beaconsfield.school.

Executive Summary:

- This is a local policy, which is based on DfE guidelines and The Key.
- 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" 2019.
- It is recommended that this policy should be reviewed every three years. The Beaconsfield School reviews this policy on a yearly basis.

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1. Purpose

This policy is as an integral part of our Behaviour, Mental Health and Attendance Policies

The Beaconsfield School (referred to in this policy as the school) aims to ensure that all members of the school community feel welcome, safe and happy and so are able to learn and make progress. Bullying of any kind prevents this happening. Bullying makes people feel unsafe.

As a school, we take bullying seriously. Students, parents and carers should understand that reporting bullying is essential, and be assured that the school will support them fully whenever bullying is reported. It is the responsibility of all members of the school community to implement the Anti-Bullying Policy.

2. Policy Objectives

- To build an anti-bullying ethos in the school.
- To ensure all staff, students, parents and carers have a clear understanding of what bullying behaviour is.
- To ensure all governors and staff know and understand the school policy on bullying and follow it when bullying is suspected or reported.
- To ensure that all students, parents and carers know the school policy on bullying and feel confident to activate the anti-bullying systems.
- To challenge attitudes about bullying behaviour.
- To increase understanding of support systems for students who are bullied.

3. 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.
- The governing body to take a lead role in monitoring and reviewing this policy.
- All staff, including: the governing body, senior leadership, teaching and support staff, to support, uphold and implement this policy accordingly.
- Parents to support their children and work in partnership with the school.
- Students to abide by the policy.
- Visitors to abide by the policy.

Students in or on the way to school are entitled:

- To feel safe and not to be made unhappy by others.
- Not to be frightened by others.
- Not to be touched.
- Not to be teased about race, religion, disability, social class, gender, personal differences, performance at school or any other matter.
- Not to be made unhappy by unpleasant notes, letters, text messages, e-mails, phone calls, any form of gossip, or by any other means.

4. Definition 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 and Tackling Bullying”, July 2017). See [DfE Preventing and tackling bullying advice](#)
- Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyber bullying), sexual violence and sexual harassment, upskirting, physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals. (Keeping Children Safe in Education September 2019).
- Bullying can also include: name calling, taunting, mocking, making offensive comments; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

- Cyber bullying 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.
- Bullying can be emotionally abusive; it can cause severe and adverse effects on children's emotional development.
- Not all negative interactions between students can be characterised as bullying and the school works hard to ensure that students understand the differences between bullying and 'falling out' or arguing.
- Inciting or adding to a situation: Where a student is found to be orchestrating a situation or winding other students up to the point where a confrontation takes place, the school will take a very strong stance. For example, gossiping, spreading rumours, acting as a go-between or messenger teasing and daring or cyber-bullying. Such manipulative and anti-social behaviour will not be tolerated by the school.

Signs of bullying might be (this is not an exhaustive list):

- **Physical:** bruises, scratches, cuts, damaged clothes.
- **Health:** loss of appetite, stomach-aches, headaches, soiling/bedwetting.
- **Emotional:** unwillingness to go to school, withdrawn or secretive behaviour, unhappiness, unusual shows of temper, refusal to speak about problems, high levels of anxiety.
- **Change of routine:** asking to be taken to school, coming home for lunch, taking longer to get home, asking for more money, using different routes to school, lost or missing belongings.
- **Academic:** concentration difficulties, damage to work, missing work.

5. 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 and transgender 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

6. School ethos

The school recognises that 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.

By effectively preventing and tackling bullying, our school can help to create safe, disciplined environment, where students are able to learn and fulfil their potential.

Our Community:

- Monitors and reviews our anti-bullying policy and practice on an annual basis.
- Supports staff to promote positive relationships, to help prevent bullying.
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures our students 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.
- Reports back to parents regarding concerns on bullying, dealing promptly with complaints.
- Seeks to learn from good anti-bullying practice elsewhere.
- Utilises support from the Local Authority and other relevant organisations when appropriate.

7. Responding to bullying

The following steps may be taken when dealing with all incidents of bullying reported to the school: 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. The member of staff will report this onto Student Support (Mentor or Year Leader) and potentially the safeguarding team (if the safety of the student is a cause for concern – see below).

- 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.
- All parties involved will be spoken to (this includes the victim [target], the perpetrator[s], witnesses and bystanders), to gain factual information regarding what has been said/done.
- The Safeguarding team will be informed of all bullying issues where there are safeguarding concerns and CPOMS updated accordingly.
- The school will inform other staff members, and families, where appropriate.
- Sanctions (as identified within the school behaviour policy) and support for individuals will be implemented, in consultation with all parties concerned.
- 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 incident takes place off school site or outside of normal school hours (including cyber bullying), the school will ask the families to report to the police (as is their right) or other external agencies (where appropriate) for investigation.
- The school will ask for the individual and parents to report this online to the service provider itself.
- The school will ask to be updated on the actions taken by the parent in this instance as the bullying incident is interpreted as potentially affecting the child in school.
- In such cases, appropriate action will be taken, including providing support for the child. There may be action taken by the school in accordance with the school behaviour policy.
- However, it should be noted that advice from external agencies, such as the police, is advised by the school in these circumstances as the school's jurisdiction with regards to bullying relates to within the school site and in normal school hours, including school related activities.
- In such circumstances, a clear and precise account of the incident may be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken. This will also take place when there are safeguarding concerns related to the incident.

Cyberbullying

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 cyber bullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
 - looking at the use of the school systems;
 - identifying and interviewing possible witnesses;
 - contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation.

This may include:-

 - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
 - Confiscating the students' electronic devices, such as mobile phones, in accordance with the law and also the school behaviour policy.

- The electronic device may be passed onto the police or relevant external agency as a result as part of an investigation.

(Note: The school will ensure they access the DfE 'Searching, screening and confiscation at school' and Childnet Cyberbullying guidance to ensure that the schools powers are used proportionately and lawfully).

- Requesting the deletion of locally held content and content posted online if they contravene school behavioural policies.
- 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 offender, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and students regarding steps they can take to protect themselves online. This may include:-
 - advising those targeted not to retaliate or reply;
 - providing advice on blocking or removing people from contact lists;
 - helping those involved to think carefully about what private information they may have in the public domain.

Sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe.

A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

All reports of sexual violence or harassment should follow the referral process for safeguarding and child protection at the school.

Discrimination

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discrimination incidents that may occur at any time whilst on school site or when staff and students are representing the school on a trip or visit. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a student's individual circumstances.

Any discriminatory incidents are dealt with by the member of staff present, escalating to a Year leader / Senior Leader where necessary.

What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups or games, unwanted looks or comments, jokes and graffiti .

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'Any incident which is perceived to be racist by the victim or any other person'.

Types of discriminatory incident

Types of discriminatory incidents that can occur are:-

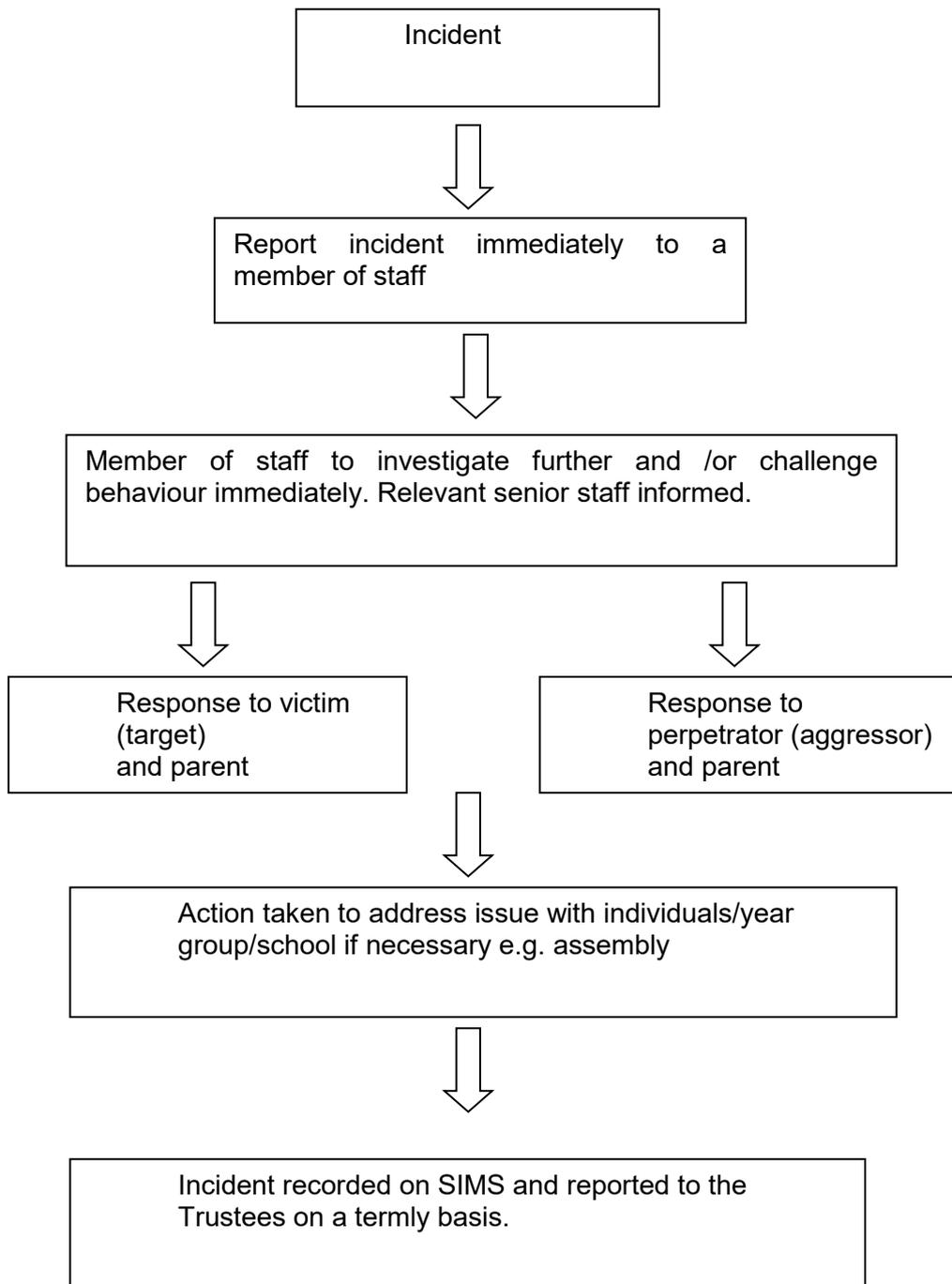
- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;

- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender, or sexual orientation;
- Discriminatory comments in the course of discussion e.g. food, music, religion, dress etc.
- Refusal to co-operate with other people on grounds of race gender, disability or sexual orientation.

Responding to and reporting incidents

- It should be clear to students and staff how they report all incidents.
- All staff, teaching and support, and students should view dealing with incidents as vital to the wellbeing of the whole school.
- There is no national requirement for schools to report any discriminatory incident that occurs at school to any external bodies, whether these incidents involve students or not.
- However, there is a requirement to report such incidents on an annual basis. This school reports such incidents on a termly basis to the governing body within the Headteacher's report.

Responding to and reporting incidents



Where an allegation is made against a member of staff the allegation will be referred to the staff discipline and grievance policy, the Code of Conduct and other relevant guidance and policies.

Supporting students

Students who have been bullied will be supported by:-

- Reassuring the student and providing continuous support.
- Offering an immediate opportunity to discuss the experience with a member of staff
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing on-going support; this may include: working and speaking with staff, engaging with parents and advising parents of support from external counselling.
- 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).

Note: Specific guidance is available for school leaders regarding dealing with complaints made on social networking sites by parents/carers: www.kelsi.org.uk

Students who have perpetrated the bullying will be helped by:-

- Discussing what happened, establishing the concern and the need to change.
 - Informing parents to help change the attitude and behaviour of the child.
 - Providing appropriate education and support regarding their behaviour or actions.
 - Existing disciplinary sanctions will be used. Initially the inclusion room. If repeated bullying incidents occur, the sanction will increase accordingly.
 - If online, requesting that content be removed and reporting accounts/content to service provider.
 - Sanctioning, in line with the school behaviour policy; This may include official warnings, detentions, removal of privileges (including online access when encountering cyber bullying concerns), internal exclusions and fixed-term or permanent 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 Child and Adolescent Mental Health Services (CAMHS) as appropriate.
 - The school will use its right to refer to use exclusions (fixed term and permanent) if there is evidence of consistent bullying.

8. Preventing Bullying

Prevention is better than cure.

Environment

The whole school community will:-

- Be vigilant for signs of bullying and take reports of bullying incidents seriously.
- 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).
- Openly discuss differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender, sexuality or appearance related difference.

- Also recognise children with different family situations, such as looked after children or those with caring responsibilities.
- Challenge practice and language, which does not uphold the values of tolerance, non-discrimination and respect towards others.
Ensure that students understand that they must report any incidence of bullying to an adult and that, when another student tells them that they are being bullied, or if they see bullying taking place, it is their responsibility to report their knowledge to a member of staff.
Students can report incidents anonymously through the school website confide@beaconsfield.school
- 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, e.g. the pastoral and SEND areas.
- Contribute (students) to a kindness pledge at the beginning of the academic year, demonstrating their understanding and commitment. In addition, a class montage is produced demonstrating as a community we stand together against bullying.
- Celebrate success and achievements to promote and build a positive school ethos.

Policy and Support

The whole school community will:-

- Use the curriculum to reinforce the ethos of the school and to help students develop strategies to combat bullying behaviour.
- Provide a range of approaches for students, staff and parents to access support and report concerns.
- Regularly update and evaluate our practice to take into account 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 school’s attention, which involves or effects students, 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, and site support staff) and student support 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 council, prefect system etc.
- Provide systematic opportunities to develop students’ social and emotional skills, including building their resilience and self-esteem.

9. Reporting Bullying

Students who are bullied, who witness bullying or who have even participated in bullying, should feel confident to report it to any member of the school staff whom they trust enough to tell. Each incident will be dealt with on its merits, but all reported incidents of bullying will be taken seriously and investigated.

Students are able to drop any concerns they have in writing into the post boxes at reception or finance which are checked daily. Alternatively, they are able to email confide@beaconsfield.school where a senior member of staff will respond.

Incidents will be recorded. The year leader of the student who has been bullied will be responsible for this, which shows where action has been taken, this is held centrally. Students will be asked to write a report themselves. In order to ensure effective monitoring of bullying behaviour and to facilitate co-ordinated action to prevent it, all proven incidences of bullying will be reported to the Headteacher. If the bullying has a racist element, then it will also be treated as a racial incident and be recorded in accordance with County guidelines.

This section also relates to details within Section 7.

10. Involvement of and liaison with parents and carers

The parents or carers of students who bully and those who have been bullied will be informed of the incident and will be asked to support strategies proposed to tackle the problem.

Students who bully will be helped to understand the pain this causes to others and reminded of the possible consequences of bullying. The sanctions for repeated incidents will be explained clearly to them. Support will be agreed to ensure they do not repeat bullying behaviours and their behaviour may be monitored. Parents and carers will be involved in ensuring that the monitoring process runs smoothly, and in all other decisions designed to reduce bullying behaviour.

Parents and carers are reminded regularly, through letters and newsletters, that their children must tell someone if they experience bullying. If students keep information from the school, or from their parents or carers, the problem is unlikely to be solved and the period of suffering will be prolonged. The school believes that even one case of bullying is a case too many, and we know it is essential to keep this policy under continual review.

We will:-

- Involve families 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, i.e. Student Support team) is available to parents.
- Ensure all parents know who to contact if they are worried about bullying and where to access independent advice.
- Work with all parents and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure all parents know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

11. Information for Students

This information is in the student planner, posted on notice boards and around school.

If you are bullied:-

- Remember that it is not your fault. Nobody deserves to be bullied.
- Try to stay in a friendly group.
- Try to be confident even if you do not feel it, but remember walking away is not cowardly.
- If you are worried or frightened, you can go to the Year Leader's office at break or lunchtime.
- Keep a diary recording what happened, when, where, and with whom.
- If the bullying involves text messaging or the use of social networking sites, then make sure you keep a copy of the transcript.

Whom you should tell:-

- Your Mentor.
- Your Year Leader.
- Any member of staff you feel happy to talk to, or feel you can trust.
- Your parent, carer or anyone at home.
- Your friend, if this helps.
- In an emergency, tell the nearest adult.

When to tell:-

- **If you are afraid** – report the bullying as soon as you can.
- If possible, report the bullying when you are not in lessons – before school, at break, at lunchtime or after school. Staff will make time to listen to you.

Important!

- It does not help to keep the problem to yourself. You need support, and students who bully need help so that they can change their behaviour.
- The problems are unlikely to go away if you ignore them, and they could get worse.
- Take a friend with you if you are worried about telling someone – your friend may help you do this.
- Staff will listen to you in confidence as far as they can, but you must be aware that they may have to pass on certain information to get you the help you need. They will always tell you what they are going to do.

12. Involvement of students

We will:-

- Involve students (for example, via assemblies and PSHE lessons) to ensure that they understand the school's approach and are clear about the part they have to play to prevent bullying.
- Canvas children and young people's views on the extent and nature of bullying.
- Ensure that all students know how to express worries and anxieties about bullying.
- Ensure that all are aware of the range of sanctions, which may be applied against those engaging in bullying. This may include official warnings, detentions, removal of privileges (including online access when encountering cyber-bullying concerns), internal exclusions and fixed-term or permanent exclusions.
- Involve students in anti-bullying campaigns in school.
- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to students who have been bullied and to those who are bullying in order to address the problems they have.

13. Monitoring, evaluation and review

The governing body will annually review a report from a member of the Senior Leadership Team on instances of bullying during the year to ensure that procedures are adequate (referring to the termly Headteacher's Report).

Monitoring and evaluation of this policy forms a regular part of our self-review process.

This policy will be reviewed on a yearly basis.

14. Links with other school policies and practices

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" 2019.

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

- Behaviour policy
- Complaints policy
- Child protection and Safeguarding policy
- Online safety (E-safety) and IT policy
- Mental Health policy
- PSHE 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 Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- The Education (Independent School Standards) Regulations 2014
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988 11
- Public Order Act 1986

15. Useful links and supporting organisations

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

Childline: www.childline.org.uk

Family Lives: www.familylives.org.uk

Kidscape: www.kidscape.org.uk

MindEd: www.minded.org.uk

NSPCC: www.nspcc.org.uk

The BIG Award: www.bullyinginterventiongroup.co.uk/index.php

PSHE Association: www.pshe-association.org.uk

Restorative Justice Council: www.restorativejustice.org.uk

The Diana Award: www.diana-award.org.uk

Victim Support: www.victimsupport.org.uk

Young Minds: www.youngminds.org.uk

Young Carers: www.youngcarers.net

The Restorative Justice Council: www.restorativejustice.org.uk/restorativepractice-schools

SEND:

Changing Faces: www.changingfaces.org.uk

Mencap: 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

DfE: SEND code of practice: www.gov.uk/government/publications/sendcode-of-practice-0-to-25

Cyberbullying:

Childnet International: www.childnet.com

Digizen: www.digizen.org

Internet Watch Foundation: www.iwf.org.uk

Think U Know: www.thinkuknow.co.uk

UK Safer Internet Centre: www.saferinternet.org.uk

The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis Race, religion and nationality

Anne Frank Trust: www.annefrank.org.uk

Kick it Out: www.kickitout.org

Report it: www.report-it.org.uk

Stop Hate: www.stophateuk.org

Tell Mama: <https://tellmamauk.org/about-us/>

Educate against Hate: www.educateagainsthate.com/

Show Racism the Red Card: www.srtrc.org/educational LGBT

Barnardos LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm

Metro Charity: www.metrocentreonline.org

EACH: www.eachaction.org.uk

Proud Trust: www.theproudtrust.org

Schools Out: www.schools-out.org.uk

Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying

Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk

A Guide for Schools:

www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf

Disrespect No Body: www.gov.uk/government/publications/disrespectnobody-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/sexualand-gender-related

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