The John Roan School
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Anti-Bullying Policy

2026-2027

Dated: September 2026
Approved by Governing Body: October 2026
For Review: October 2027

Contents

Key Contact Personnel in School

Nominated Member of Leadership Staff Responsible for the policy: Harry Shaw – Assistant Principal

Designated Safeguarding Lead:
Harry Shaw, Assistant Principal, Behaviour and Safeguarding

Deputy Designated Safeguarding Lead (DDSL):
Tracey Sumner, Head of Year 12

Child Safeguarding Officers

Nicholas Taylor-Mullings	Senior Vice Principal
Eleanor Porter	Vice Principal
Rita Stibbe	Head of Sixth Form
Georgia Lamb	Assistant Principal – KS3/4
Ashleigh France	Student Support Manager
Angie Kayser	Key Stage 3/4 Pastoral Officer
Donna McWilliams	Key Stage 5 Pastoral Officer
Sue Tebbutt	Student Support Officer
Kate Ling	Head of Centre for Autism
Vicky Taylor	Specialist Learning Coach
Daud Warsame	Specialist Learning Coach

Named Governor with lead responsibility: Conor Sharkey

This policy will be reviewed at least annually and following any concerns and/or updates to national and local guidance or procedures.

The John Roan School Anti-Bullying Policy

This policy is based on DfE guidance "Preventing and Tackling Bullying" July 2017 and Cyberbullying: Advice for Headteachers and school staff (2014). It also takes into account the DfE statutory guidance Keeping Children Safe in Education (KCSIE) 2026. The School recognises that bullying may constitute a safeguarding concern and, in some cases, may meet the threshold for child-on-child abuse, including sexual harassment, sexual violence, harmful sexual behaviour, discriminatory behaviour and online abuse. All concerns will be considered through a safeguarding lens and managed in accordance with the School's Child Protection and Safeguarding Policy.

Introduction

At The John Roan School we want all our students to be able to function effectively in any area of society and as part of a community. We also want them to feel confident in a variety of situations. We believe that there are no excuses, no short-cuts or barriers to learning, and we recognise that students learn best in a safe, nurturing and caring environment. Nothing is more important to us than all students' learning and making progress, and being happy, rounded individuals. Bullying of any form is not tolerated at The John Roan School. The School's explicit teaching of behaviour for learning minimises opportunities for children to be bullied or become bullies. We take all claims of bullying extremely seriously, and resolve individual issues promptly, fairly and with a view to teaching positive behaviours for the future.

Policy objectives:

- This policy outlines what The John Roan School will do to prevent and tackle all forms of bullying
- The policy has been adopted with the involvement of the whole school community
- The John Roan School has developed and is committed to maintaining an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form

What is bullying?

Bullying is the repetitive, intentional hurting of one person or group by another person or group where there is an imbalance of power. Bullying can be physical, verbal, emotional, psychological, relational or online and can occur face-to-face or through the use of technology.

Bullying may be motivated by actual or perceived differences relating to protected characteristics or other vulnerabilities and may constitute child-on-child abuse.

Bullying can include:

- Physical abuse
- Verbal abuse
- Emotional or psychological abuse
- Social exclusion
- Damage to property
- Theft or extortion
- Cyberbullying
- Image-based abuse
- Online harassment
- AI-generated manipulated content (deepfakes)
- Online impersonation
- Misogynistic, sexist or discriminatory behaviour
- Prejudice-based bullying
- Bullying related to sex
- Image-based abuse
- Child-on-child sexual harassment
- Child-on-child sexual violence

- Bullying linked to protected characteristics under the Equality Act 2010
- Bullying targeting children who are looked after, previously looked after, adopted or subject to special guardianship arrangements

Bullying can be a form of child-on-child abuse and can be emotionally abusive; it can cause severe and adverse effects on a child's emotional development. Serious incidents may require safeguarding intervention and referral to the Designated Safeguarding Lead (DSL).

Bullying can be motivated by actual differences or perceived differences. Bullying can be:

- Physical e.g. punching, kicking, hitting, spitting at another person
- Verbal e.g. name-calling and/or offensive, discriminatory verbal abuse
- Exclusion e.g. deliberately excluding a person or encouraging another person to exclude a person from discussions/activities
- Damage to property or theft e.g. deliberately damaging someone's or taking personal belongings
- Physical or verbal threats might be used to force the person to hand over their property
- Face-to-face or remote e.g. via the internet or text
- By someone known to the recipient or an unknown protagonist e.g. an anonymous email
- Cyber-bullying e.g. communications that intimidate, control, manipulate, put down, falsely discredit, or humiliate

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, Sexist, sexual and transphobic bullying)
- Bullying of young carers, children in care or otherwise related to home circumstance
- Bullying via technology, known as online or cyberbullying

Statutory framework and other guidance

This policy complies with all advice and legislation contained within:

- DfE Guidance 'Preventing and Tackling Bullying' July 2017
- DfE Guidance 'Behaviour and Discipline in Schools' February 2014
- DfE Guidance 'Safe to learn; embedding anti-bullying work in Schools'

There are a number of statutory obligations on schools regarding behaviour which establish clear responsibilities to respond to bullying. In particular, Section 89 of the Education and Inspections Act 2006:

- Provides that every school must have measures to encourage good behaviour and prevent all forms of bullying amongst students. These measures should be part of the school's behaviour policy which must be communicated to all students, school staff and parents
- Gives head teachers the ability to discipline students for poor behaviour that occurs even when the student is not on school premises or under the lawful control of school staff

Other relevant legal frameworks that this Policy adheres to:

- Education and Inspections Act 2006
- Equality Act 2010
- Children Act 1989
- Education Act 2011
- School Standards and Framework Act 1998

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

Links with other school policies and practices

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

- Behaviour Policy
- Equal Opportunities Policy
- Admissions Policy
- Complaints Policy
- Safeguarding Policy
- Online Safety and Acceptable Use Policies (AUP)
- Curriculum Policies, such as: PSHE, RE and Computing
- SEND Policy

Principles

The following framework underpins the Anti-Bullying Policy at The John Roan School. The process:

- Puts learning at the centre of every decision
- Is fair, open and transparent
- Ensures that the school community is safe, nurturing and focused on learning
- Explicitly teaches tolerance and respect for others
- Ensures that perpetrators of bullying have appropriate sanctions and take responsibility for their actions

Students	Reporting any suspicion of bullying to an adult immediately either in person or via email to a Safeguarding Officer/member of the pastoral team Removing oneself from any potentially dangerous or threatening situation, and telling an adult immediately Treating everyone in the school community with respect, and being mindful of others' feelings at all times
All staff	Being alert to signs of bullying, including a change of pattern in behaviour (including friendship groups), attendance, punctuality, achievement, contributions in lessons and around the School Being available for children to talk through issues outside lesson time Being mindful of seating plans, and groupings in lessons and activities that might lead to bullying Being proactive on all duties, and noticing any children who seem isolated or withdrawn Passing on concerns or issues immediately to the relevant pastoral leader/Safeguarding officer. (Report via MyConcern) Use the Behaviour policy consistently at all times Using any opportunity to reinforce expectations about positive behaviour and good relationships Could be requested to investigate an incident of bullying

Senior Vice Principal **Assistant Principal for Behaviour & Safeguarding** **Heads of Year** **Pastoral Team**	Responsible for ensuring all incidents of bullying are investigated in a timely and fair manner, and that appropriate action is taken Reviewing the Anti-Bullying Policy annually Monitoring, reviewing and responding to patterns in incidents relating to bullying, and communicating to SLT at least annually Responsible for gathering feedback from students about personal safety and bullying, in order to refine policy and practice
Curriculum Leader for PSHE/PRIDE	Responsible for ensuring the relevant PSHE curriculum areas are taught in class, through assemblies and through the wider curriculum offer
Principal	Collating parent voice feedback about student safety and bullying, in order to refine policy and practice Overall responsibility for safety and care of all students (in the School and outside the gates) Responsible for ensuring all staff are trained in all aspects of the Anti-Bullying Policy Ensuring that staff are on duty in all areas of the school at breaks/lunches/before and after school, in order to prevent opportunities for bullying to occur Ensuring that parents are clear about their role within this Policy Ensuring that feedback from staff, parents and students is used to refine policy and practice
Parents	Noticing any signs that a child might be subject to bullying. These could include: • regularly feeling unwell in the morning, and being reluctant to go to school • money or possessions going missing • asking for more pocket money for no particular reason • unexplained cuts or bruises • a sudden and sustained change in behaviour, e.g. becoming tearful, bad tempered or unhappy • a change in sleeping patterns, a change in friendship groups, or a reluctance to talk about friends Reporting any suspicion of bullying to John Roan staff immediately.

School Ethos

The John Roan School community 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.

The school recognises that children with SEND, medical needs, communication difficulties, social, emotional and mental health needs, young carers, looked after children and previously looked after children may be

more vulnerable to bullying and may face additional barriers to reporting concerns. Staff will take these additional vulnerabilities into account when investigating concerns and implementing support.

We are committed to our values of being respectful, determined and excellent and these values underpin our wider work to maintain an anti-bullying ethos at the school.

Our Community:

- Monitors and reviews our Anti-Bullying Policy and practice on a regular 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/carers 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

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 should be reported immediately to the appropriate Head of Year and Tutor. This should be reported in person (directly or via email and should be logged on Arbor)
- The person first made aware of the incident must ensure that appropriate care and attention is provided to the victim. 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 students will be listened to and individual issues understood. The school provides opportunities for students to report bullying so that they are assured that they will be listened to and incidents acted on
- The Head of Year will interview all parties involved and ensure a written report is taken from all involved. It will be the professional judgement of staff to determine the nature of the problem and the appropriate level of response and course of action
- Incidents of bullying will be recorded on Arbor by type and outcome. This data is used for monitoring and evaluation by the Pastoral Team and is shared with the Governing Body
- The Designated Safeguarding Lead will be informed of all bullying issues where there are safeguarding concerns. These will be reported via MyConcern
- The school will inform other staff members, and parents/carers, where appropriate
- Sanctions (as identified within the school Behaviour Policy) and support for individuals will be implemented, in consultation with all parties concerned. These may include:
    - Restorative actions between bully and victim
    - Positive steps to be taken with bully to encourage improved behaviour
    - Monitoring of bully after incident to see any repeated behaviour
    - Counselling of victim/bully
    - Parents/carers may be contacted by letter/telephone/invited into school, if appropriate
    - Implement disciplinary sanctions, including detentions/internal/external exclusions
    - Record incidents of bullying according to type on Arbor and use this data to monitor incidents of bullying in the school
    - Use specific organisations and resources for help with particular problems

- If necessary, other agencies may be consulted or involved, such as the police (if a criminal offence has been committed) or other local services including Early Help or Children's Social Care (if a child is felt to be at risk of significant harm)
- Where the bullying takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with the school's Behaviour Policy
- A clear and precise account of the incident will be fully investigated and recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

All bullying incidents will be assessed to determine whether they constitute a safeguarding concern.

Immediate referral to the Designated Safeguarding Lead will occur where concerns involve:

- Sexual harassment
- Sexual violence
- Harmful sexual behaviour
- Child-on-child abuse
- Hate incidents
- Criminal behaviour
- Exploitation
- Online abuse
- Image-based abuse
- Repeated or serious discriminatory behaviour

Such incidents will be managed in accordance with the Child Protection and Safeguarding Policy

Cyberbullying

Cyberbullying includes, but is not limited to:

- Social media abuse
- Group chat bullying
- Online gaming abuse
- Image-based abuse
- Deepfake images or videos
- Online impersonation
- Anonymous messaging
- Doxxing (sharing personal information)
- Online misogyny
- Harmful online influencers
- Financial scams or exploitation targeting students

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. This may include:
  - looking at 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 and searching students' electronic devices, such as mobile phones, in accordance with the law and also the school searching and confiscation policy
  - 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 bully, 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

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 their teacher, the Designated Safeguarding Lead, or a member of staff of their choice
- 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 Child and Adolescent Mental Health Services (CAMHS)

Students who have perpetrated the bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change
- Informing parents/carers to help change the attitude and behaviour of the child
- Providing appropriate education and support regarding their behaviour or actions
- If online, requesting that content be removed and reporting accounts/content to service provider
- Sanctioning, in line with school Behaviour Policy that may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), 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

Supporting adults

Our school takes measures to prevent and tackle bullying among students; however, it is equally important to recognise that bullying of staff and parents, whether by students, parents or other staff members, is unacceptable

Adults (staff and parents) who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the Designated Safeguarding Lead, a senior member of staff and/or the Headteacher
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the school's Behaviour Policy
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online
- Reassuring and offering appropriate support
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance. This may include the Employees Assistance Programme

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

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

Misogyny, Sexual Harassment and Violence Against Women and Girls

The school will not tolerate misogyny, sexist language, sexual harassment, sexual violence or behaviour that contributes to a culture of violence against women and girls.

Through the curriculum, assemblies, tutor programme and wider pastoral provision, students will be supported to:

- Understand respectful relationships
- Understand consent
- Challenge sexist language and attitudes
- Identify unhealthy relationship behaviours
- Recognise harmful online influences
- Understand the impact of misogyny on individuals and communities

Preventing bullying - Environment

The whole school community will:

- Create and support an inclusive environment that 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 (child-on-child abuse)
- Openly discuss differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender, sexuality or appearance related difference. Also, children with different family situations, such as looked after children or those with caring responsibilities
- Challenge practice and language that does not uphold the 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 students, staff and parents/carers 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 bought 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, 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
- Provide systematic opportunities to develop students' social and emotional skills, including building their resilience and self-esteem

Involvement of students

We will:

- Involve students in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they must play to prevent bullying
- Regularly 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 students are aware of the range of sanctions which may be applied against those engaging in bullying
- Involve students in anti-bullying campaigns in schools and embedded messages in the wider school curriculum
- 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

Involvement and liaison with parents and carers

We will:

- Take steps to involve parents/carers in developing policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying
- Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying

- Ensure that parents/carers work with the school to role model positive behaviour for students, 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

Monitoring and review: putting policy into practice

- The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied
- Any issues identified will be incorporated into the school's action planning
- The Principal will be informed of bullying concerns, as appropriate
- The named Governor for bullying will report on a regular basis to the Governing Body on incidents of bullying, including outcomes

Monitoring and Reporting

Any incident of bullying, including the type of bullying will be logged on the school management system (Arbor) by the relevant Head of Year. Where a member of staff is informed of a bullying incident, they must complete a Serious Incident form.

All Heads of Year will review daily any logged incidents of bullying and respond accordingly with the support of the Pastoral Team. Heads of Year will act quickly to ensure any incidents are resolved, and where necessary, appropriate sanctions applied.

The Senior Vice Principal responsible for this policy will report half-termly on all incidents of bullying. This will form part of the school half-termly behaviour report. This report will be shared with Heads of Year, senior staff and Governors. The report will include the number of bullying incidents, a breakdown of the type of bullying and any analysis highlighting patterns in gender/ethnicity/pupil premium/SEN/age.

Any bullying data collected will be reviewed by the Vice Principal Pastoral Lead and the Assistant Principal – PSHE Lead, to ensure that any training needs are identified for staff and students, and that this informs any planning in the school assembly/PSHE programmes. Bullying data will be reviewed termly and analysed by:

- Year group
- Gender
- Ethnicity
- SEND
- Pupil Premium
- Vulnerability factors
- Protected characteristics
- Online/offline incidents
- Location of incidents

Findings will be used to inform safeguarding practice, staff training, curriculum planning and intervention strategies. A summary report will be presented annually to Governors.

Useful links and supporting organisations

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Coram Family Lives: https://www.coramfamilylives.org.uk
- Kidscape: www.coramkidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: https://www.bullyinginterventiongroup.org/big-award
- 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: https://restorativejustice.org.uk/blog/restorative-practice-schools-developing-responsibility-over-conformity

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Cyberbullying

- Childnet International: www.childnet.com
- 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) https://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: www.tellmamauk.org
- 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:
- https://www.endviolenceagainstwomen.org.uk/wp-content/uploads/EVAW-Coalition-Schools-Guide.pdf
- Disrespect No Body: 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: https://anti-bullyingalliance.org.uk/aba-our-work