



Anti-Bullying Policy

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1. Introduction

At Bow School we aim to provide a welcoming and supportive environment for all our students and staff. We believe that everybody has the right to feel safe, in a school community free from the fear of being harassed, threatened or hurt. At Bow School we are committed to working with pupils, students, staff, governors, and parents and carers to create a school community where bullying is not tolerated.

Bow School recognises that bullying is an issue which can take place in any school community and, as a result, take this very seriously. We never underestimate the harm bullying can cause both to the emotional wellbeing and the learning and development of all those involved. We are committed to delivering effective responses to bullying behaviour that are based on responsibility, accountability, compassion and support.

Bow School is a place where everyone has the right to be himself or herself, to be included, and to learn in a safe, happy, and harmonious environment. Everyone at Bow School is expected to treat each other with respect and kindness. We want to enable our pupils and students to become responsible citizens and prepare them for life in modern Britain. The values that we place on this are those that will be expected of our pupils throughout their time at Bow School, by society, and in the world of work or further study.

The Keeping Children Safe in Education DfES guidance states that “All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse” (DfES September 2016). We regard bullying as a safeguarding issue, and view safeguarding children as everyone’s responsibility.

Sanctions for bullying are dealt with in the whole school Behaviour Policy.

Links to legislation

There are several 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 o The Equality Act 2010
- The Children Act 1989 o The Education (Independent School Standards) Regulations 2015 (if appropriate)
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

1.1 Aims and objectives of this policy

The aim of the policy is to provide all staff, students, parents and governors with a detailed understanding of what bullying is, what can be done to prevent it and how to respond effectively to issues of bullying when they arise.

The policy aims to be clear that bullying is wrong and damages individuals and groups of pupils and students.

At Bow School we do all we can to prevent it, having developed a school ethos in which bullying is regarded as unacceptable.

As a school, we aim to:

- Provide a safe, secure and harmonious environment where all can learn without anxiety.
- Be consistent in response to any bullying incidents that may occur.
- Make all those connected with Bow School aware of our opposition to bullying, and we make clear each person’s responsibilities with regard to the eradication of bullying in our school.

2.1 What is Bullying?

At Bow School, we define bullying as follows:

“Bullying is action taken by one or more pupils or students, several times, and on purpose, with the deliberate intention of hurting another pupil or student, either physically or emotionally”.

There are, of course, other occasions in which young people may fall out with each other, be unkind, engage in minor disputes or play tricks or jokes on each other. While the school would always discourage such incidents it is important to recognise that these do not necessarily, in and of themselves, constitute bullying.

2.2 Types of Bullying

There are various types of bullying which can be summarised as follows:

- Racist and faith based – name calling, derogatory assumptions or generalisations about race, culture, religious faiths and beliefs.
- Sexual orientation – homophobic, trans phobic or biphobic – based on actual or perceived sexual orientation, and can include name calling, exclusion and gestures, negative stereotyping based on sexual orientation, using ‘gay’ as a negative term, warning others about a person, graffiti, etc.
- Appearance – based on weight, size, hair colour, unusual physical features.
- Sexual – touching, repeated exhibitionism, voyeurism, sexual propositioning, verbal personal comments or communicated.
- Disability – name calling, exclusion, talking over a person, mimicking, physical overpowering (e.g. moving a wheelchair), laughing at a difficulty
- Health – based on physical or mental conditions
- Income based – of living on a low income
- Transgender – based on perception of gender identity
- Caring responsibilities - name calling, negative assumptions/misunderstandings about young carers.
- Related to home or personal situation

There are a number of methods of bullying which can be summarised as:

- Physical aggression – hitting, kicking, tripping up, spitting, taking or damaging property, use of threat or force in any way, intimidation or demands for money or goods.^[1]
- Verbal – name calling, insulting, teasing, ‘jokes’, mocking, taunting, gossiping, secrets, threats. Reference to upsetting events e.g. bereavement, divorce, or being in care
- Non-verbal – staring, body language, gestures.
- Indirect – excluding, ostracising, rumours and stories, emails, chat rooms, messaging phones, notes, inappropriate gestures.
- Cyber – text messaging, internet chat rooms, the use of social media applications such as Snapchat, Instagram or WhatsApp, burn pages (on Facebook), the misuse of camera or video facilities (including self-generated inappropriate images). Note: Please see Bow School’s Behaviour Policy which explicitly states how such incidents are dealt with.

Bow School acknowledge that some acts of bullying will constitute a criminal offence and that in these cases other services and organisations may need to be contacted e.g. the Police or Children’s Social Care, through formal reporting structures that are in place for such incidents.

Note: Derogatory and/or offensive language:

Derogatory or offensive language is not acceptable and will not be tolerated at Bow School. It will be sanctioned in line with the school’s behaviour policy. This type of language can take place during any of the forms of bullying listed in our

definition of bullying. It will be all challenged by staff, sanctioned, and recorded on SIMS and monitored. Follow up actions and sanctions, if appropriate, will be taken for pupils and students who use any such language.

2.3 How we prevent bullying - Strategies

As part of our on-going commitment to the safety and welfare of our pupils we at Bow School have developed the following strategies to promote positive behaviour and discourage bullying behaviour

We actively promote positive relationships throughout the school community. We believe that fostering an environment based on the school's values is the first step to preventing bullying. The school's values are:

Respect – Curiosity – Determination – Adaptability

Respect and Curiosity

The school is founded on the principle of respectful relationships between all members of the school community. Respect for others is the foundation of a bullying free environment, we will support the creation such an environment through:

- Maintain a Student Diversity Council to advise on policy and to look at ways in which we as a School celebrate and embrace diversity
- Provide regular workshops, assemblies and drop-day activities that focus on celebrating difference
- Celebrate cultural diversity and promote cultural awareness through the curriculum subjects
- through regular focus groups and through the student council and prefect groups

Determination

The school is determined to tackle bullying in all its forms, we will do this through:

- Developing and maintaining robust systems for promoting positive behaviour and mutual respect in classrooms and around the school (See Behaviour for Learning Policy)
- Providing effective and accessible counselling to support students to develop; self-esteem, self-respect and healthy relationships
- Promoting a culture where bullying is unacceptable and speaking up is the norm
- Ensuring that students are well supervised by staff at break, lunch times and before and after school
- Provide group work for targeted students to build social and emotional skills, encourage empathy, resilience, assertiveness, mutual support, self-management and emotional literacy
- Promote a culture of sharing information and reporting instances of suspected bullying
- Create safe and accessible avenues for students to talk about and report bullying
- Teachers and parents being supported to identify possible early warning signs of bullying and act accordingly.
- Student voice, school council
- lunchtime and before and after school activities

Adaptability

- Providing opportunities for staff, students and parents to work together to tackle bullying
- Facilitating regular opportunities for students to work together on activities that promote teamwork
- cooperation and positive interaction to build healthy relationships across the school community
- Counselling and/or Mediation schemes

Learning

- Our building is designed to prevent the development of bullying hot spots through the provision of open plan toilets, playground and canteen areas
- Addressing issues around bullying in PSHE, the taught curriculum, Drop Days, through tutor time and assemblies including specific curriculum input on areas of concern such as cyberbullying and internet safety
- Delivering training for students, staff and parents on the anti-bullying policy and other associated issues such as; knowing how to spot bullying, how to respond to cyber, physical, emotional, racist, homophobic and gender/sexist bullying.
- Providing training opportunities for parents to support them in preventing their child from becoming involved in bullying and supporting them to access support.
- Using restorative approaches to resolve conflicts among groups and individuals in the school community, to allow differences to be worked through constructively and encourage social responsibility and compassion
- Involvement in the Healthy Schools Programme
- Working with external agencies
- Ongoing staff training and development for all staff including those involved in application of this Anti-Bullying Policy

3. Roles and Responsibilities

3.1 The role of governors

The governing body supports the Headteacher in all attempts to eliminate bullying from our school.

This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the Headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

3.2 The role of the Headteacher

It is the responsibility of the Headteacher to implement the school's anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school's policy, and that they know how to deal with incidents of bullying.

Through the school's management structure, the Headteacher ensures that all pupils and students know that bullying is wrong, and that it is unacceptable behaviour at Bow School. The school draws the attention of pupils and students to this fact at specific assemblies, tutor time, PSHE lessons, the taught curriculum, conversations with individuals and/or specific groups of pupils and through curriculum drop days.

For example, if an incident occurs, the Headteacher may decide to use year group assemblies as a forum in which to highlight and discuss with other pupils and students why particular behaviour was wrong, and why a pupil/group of pupils are being punished and sanctioned.

The Headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

The Headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When pupils and students feel that they belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

3.3 Responsibilities of Bow School

- Ensure that all students, parents/carers and staff have access to this Anti- Bullying Policy and are aware of their responsibilities in regards to this important area of safeguarding
- Ensure that all staff, in the course of their daily routines and duties, are aware of their role in bullying prevention, reporting bullying and the implementation of interventions and sanctions where necessary.
- Ensure all students are aware of the need to tell about any instances bullying and who they can talk to if they experience or witness bullying
- Ensure a clear induction process around anti-bullying for all students new to the school – Y7 admission, Sixth Form admission and In-Year admissions.
- Identify vulnerable groups at transition and give them extra support
- Use anti-bullying events to promote aspects of the school policy on bullying through various activities linked to the curriculum, e.g. Physical Education, Art, or Citizenship

3.4 Responsibilities of all staff

- Communicating a clear and consistent message to students that bullying is everybody's business and telling does not make them a 'snitch'.
- Model positive interaction and effective communication to foster healthy relationships
- To be alert to signs and indications of potential bullying behaviour at all times of the working day
- Be aware of and follow the procedure for reporting suspected bullying behaviour
- To listen to all bullying disclosures and take them seriously, acting to support and protect the target of the bullying
- Deal with bullying incidents exhaustively and discreetly, before referring the matter on
- Be open to discussing bullying and the harm it can cause whilst empowering students to solve bullying issues through reporting and sharing information, thus promoting a culture of voicing bullying concerns.
- Follow up on any bullying related concerns raised by parents and provide appropriate and timely feedback

3.5 Responsibilities of Safeguarding and Pastoral Staff

- Keep records of all concerns and disclosures
- Fully investigate concerns and disclosures in context of previous records and accounts from all those concerned
- Ensure interventions are delivered in a timely and consistent manner
- Provide advice, support and expertise to staff in relation to bullying
- Decide on appropriate interventions and support for those affected in bullying in partnership with SSP
- Make referrals to the school counselling service and external agencies when appropriate
- Undergo any training that will enhance knowledge and skills to facilitate intervention and keep up to date with issues relating in bullying
- Encourage a culture of listening to students

3.6 Responsibilities of all pupils

- Be aware of what bullying is and do not get involved in any kind of bullying behaviour
- Act to support or protect any student who is the target of bullying behaviour if it is safe to do so
- Talk to a member of staff about any instances of bullying that they or others may be subjected to
- Support other students to voice their concerns in order to dispel a culture of secrecy
- Students who are the target of bullying behaviour should not suffer in silence but seek help and support through staff and peer support systems

3.7 Responsibilities of Parents and Carers

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's form tutor or Head of Year (HOY)/ Assistant Head of Year (AHOY) immediately.

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

Parents and carers play a powerful role in helping to prevent bullying, resolve issues and develop positive solutions.

They can:

- Be alert to any signs that might be indicative of bullying e.g. changes in behaviour, frightened or reluctant to attend school, lost or damaged possessions, unable to sleep, unable to talk about their problems
- Attend any meetings arranged regarding instances of bullying
- Advise their child to report any instances of bullying to their HOY or AHOY
- Advise their child not to use violence in response to bullying
- Support their child by listening to them and showing empathy for what they are experiencing
- Keep a written record of any reported instances of bullying and inform the school

Parents, whose child(ren) have been found to be involved in bullying behaviour should support the school to ascertain the truth and prevent any future occurrences of bullying

4. Reporting, Recording and Communication

4.1 Reporting

We are committed to removing the culture of secrecy from bullying. In order to achieve this, we follow this process so as to identify the personnel involved in dealing with/reporting the incident and recognising the principles of confidentiality, which will enable young people to report bullying without fear that it will make matters worse. Students who are afraid of reporting bullying incidents to members of staff should be encouraged to discuss such issues with Peer Mentors, who shall pass on information to members of staff.

Every disclosure about bullying shall be dealt with sensitively and in a timely manner. No bullying allegation will ever be ignored as to do so condones the bullying. Where appropriate, and where requested, the person making the disclosure will remain anonymous.

In order to ensure the accuracy of reporting, written testimony shall be taken from the victim, the perpetrator and any witnesses. These will be treated sensitively, kept confidential and remain in the possession of the member of staff dealing with the incident.

The Bow School Safeguarding Committee will monitor all instances of bullying in order to identify issues and trends, to target further training for staff, students and parents and to ensure that all appropriate reporting to outside agencies has taken place.

4.2. Interventions

At Bow we believe that all students who engage in bullying behaviour should be held accountable, and supported to change their behaviour. We use a range of strategies and interventions in response to bullying incidents with the aim of protecting and supporting those who have been bullied, building self-esteem and resilience, and encouraging empathy.

We encourage those who have bullied others to take responsibility and understand the harm they have caused, supporting them to make amends and change their behaviour. The interventions will be selected based on the circumstances and the capacity and choice of those involved in the bullying incident. The interventions below are described more fully in Appendix A of this document and in the school's Behaviour Policy:

- Support Group Method
- Restorative Mediation
- Restorative Conference
- After school detentions
- Inclusion in IER
- Fixed term exclusion
- Permanent exclusion
- A managed move to another school via the Local Authority's Fair Access Protocol.

4.3 Support for the target(s) of the of bullying

The Support Group Method (SGM) and Restorative Interventions are designed to be supportive to the needs of the target of bullying. When these interventions are considered the target should always be given some choice, and consent to the intervention selected. Targets of bullying can experience anxiety, isolation and trauma and we therefore provide additional support to empower them and develop their resilience. This may include:

- School Counselling Service (Place to Be/Step Forward)
- Small group work to develop peer support network
- Small group work to build social skills, emotional resilience and develop strategies to develop their capacity to address issues of bullying
- Peer mentoring support
- Staff mentoring/key work

4.4 Support for the perpetrator(s) of the bullying

Whilst we are committed to ensuring students are held accountable for bullying behaviour we also understand that those doing the bullying are in often need of support. We also know that through the provision of such support we are supporting the wellbeing of all students by reducing bullying behaviour.

The Restorative and Support Group Methods referred to above provide support to perpetrators through encouraging empathy, managing shame and fostering inclusion. In addition to this the following support may be provided:

- School Counselling Service (Place to Be/Step Forward)
- Small group work to build social skills and self-management
- Early Help Assessment (EHA) profile
Referral to the Safer Schools Police Officer
Pastoral Support Programme

4.5 Links with other policies and why

| Policy | Why |
|------------------------|--|
| Behaviour Policy | Rewards and sanctions |
| Safeguarding Policy | Child protection, |
| E-safety policy | Cyberbullying and e-safety |
| Equalities policy | Prejudice-related crime(homophobia, transphobia, race, religion and culture, gender and SEN/disability |
| Confidentiality Policy | Reporting and recording |
| PSHE/Citizenship | Strategies to prevent bullying |

5. Monitoring and review

This policy is monitored on a day-to-day basis by the Headteacher, who reports to governors about the effectiveness of the policy on request.

This Anti-Bullying Policy is the governors' responsibility and they review its effectiveness termly. They do this by examining the school's anti-bullying records, and by discussion with the Headteacher. Governors analyse information with regard to a range of metrics which include gender, age and ethnic background of all pupils and students involved in bullying incidents.

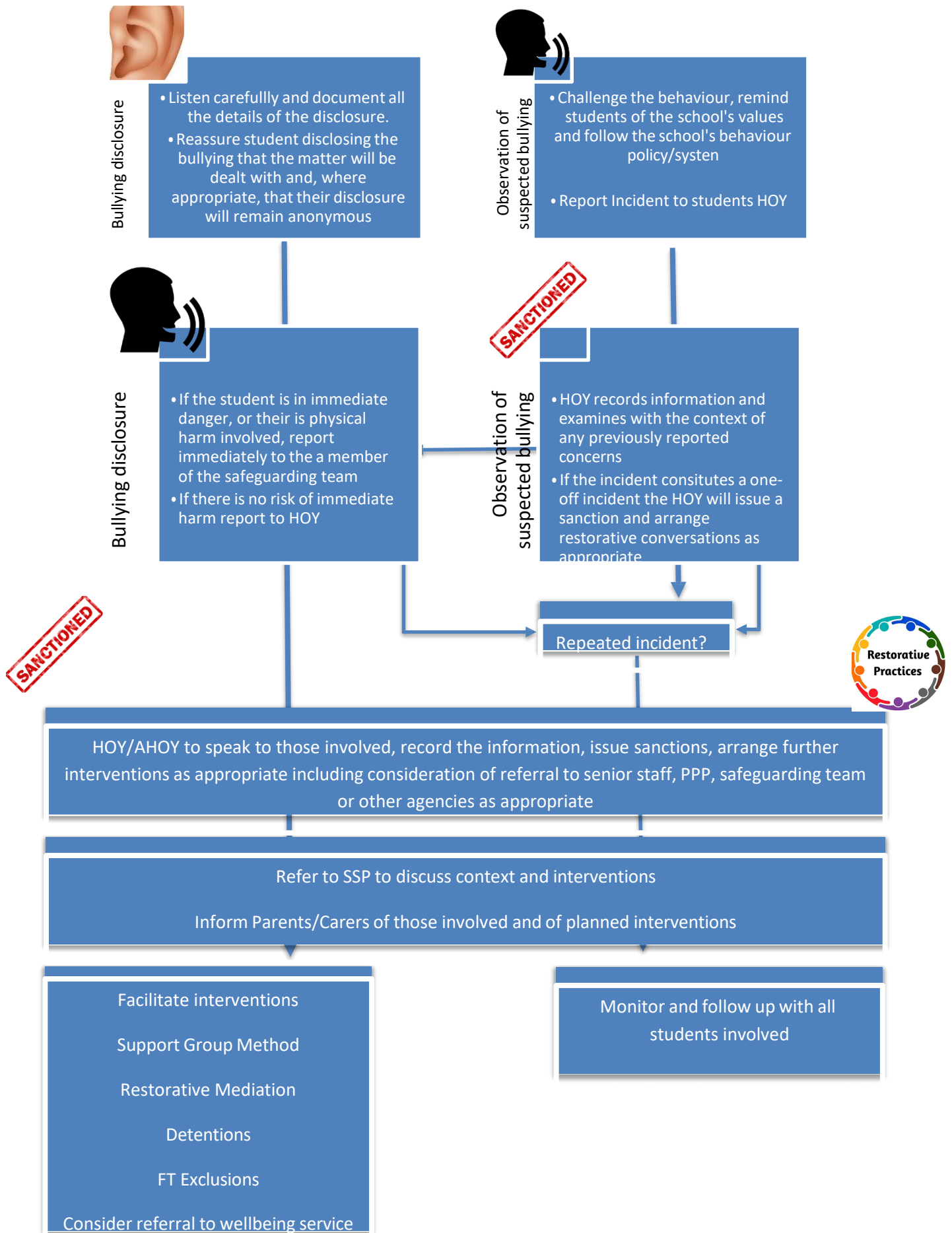
This anti-bullying policy links to a range of policies/strategies, including:

- Behaviour policy
- Safeguarding policy
- PSHE policy
- School Development plan
- Equalities and diversity policy

Signed:

Designation:

Appendix 1 – Dealing with Bullying (for school staff)



Appendix 2 – Methods of intervention

Support Group Method (previously known as the No-Blame Approach)

A member of staff first meets the target student(s) to establish the impact the bullying had had on them and gain their consent for the intervention. A meeting is then facilitated with students that have previously been identified by the target student. The participants are made up of those perpetrating the bullying, bystanders and students who are supportive to the target. The target student does not attend the meeting. The aim is to stimulate empathy and explore positive solutions.

Perpetrators of bullying are not blamed or given negative and stigmatising labels such as “Bully” but are given opportunity and encouragement to put things right. This helps to reduce defensiveness and anger and supports students to understand the impact of their actions whilst giving them the opportunity to make amends. The students are the solution rather than the problem.

Restorative Mediation

This intervention is used to resolve an issue or conflict between students where students have agreed for help. All parties involved are given a chance to explain the situation as they see it. They are encouraged to express their thoughts and feelings around the issue both in the past and present, and to describe the impact the issue has had on them. Finally, they are invited to make suggestions about how to resolve the issue and repair the harm that has been done. This intervention can be effective with issues of bullying and also as a way of maintaining relationships and preventing bullying. The target must give informed consent to participate in the process and care must be taken to avoid any re-victimisation

Restorative Conference

Restorative interventions require the perpetrator(s) to take responsibility for what they have done. It provides a supportive space to explore the harm that has been done, stimulate empathy and explore ways to make amends, for example through a sincere apology or by establishing an agreement or an agreed compensatory action. The target(s) are present along with any other affected parties which may include peers, parents or staff. Classroom conferences can also be used to explore harm and develop shared responsibility and solutions. In these cases, there may or may not be identified targets and perpetrators.

Restorative Approaches ask the following questions;

- What has happened?
- What were you thinking and feeling at the time?
- What have you thought and felt since?
- How have you and others been affected by what has happened?
- What is needed to put things right?
- What support do you need? Any student who is concerned about a friend/peer should tell a trusted adult within the school. The adult will then take all appropriate steps to ensure that the bullying is dealt with.

Appendix 3 - **Possible signs that a student could be experiencing bullying**

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| • Lack of focus and concentration, change in levels and academic performance |
| • Reluctance to come to school, decreased attendance level |
| • Reluctant to walk to and from school alone e.g. wanting a lift or to be accompanied |
| • Wanting to move or change schools |
| • Not wanting to talk about school |
| • Becoming more withdrawn, anxious or lacking confidence |
| • Increase in aggressive or disruptive behaviour |
| • Change in eating or sleeping habits |
| • Unexplained injuries e.g. bruises, marks |
| • Regularly complaining of headaches or stomach aches |
| • Nightmares or bedwetting |
| • Becoming angry or crying for no apparent reason |
| • Damage or loss of clothes or equipment |
| • Asking for money (to pay a bully) or coming home hungry having had lunch or lunch money taken away |
| • Bullying siblings or other children |
| • Being afraid to say what's wrong |
| • Fear around using phone or internet, reaction to messages on phone |
| • Sudden change in social group |
| • Evidence of self-harming |

Note

Staff who notice one or more of these signs in relation to a student at the school should raise a concern with the school's Child Protection team, as outlined in the Safeguarding and Child Protection Policy.

Parents who notice one or more of these signs in their child should contact their child's Year Learning Manager in the first instance. If a parent feels that the issues are continuing they should contact the Deputy Head for Safeguarding and Inclusion directly.

ANTI-BULLYING

- 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/restorative-practiceschools

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/send-code-of-practice-0-to-25

CYBERBULLYING

- Childnet: 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) www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis 12Theeducationpeople.org
- DfE 'Cyberbullying: advice for headteachers and school staff': www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE 'Advice for parents and carers on cyberbullying': www.gov.uk/government/publications/preventing-and-tackling-bullying

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.srrc.org/educational

LGBTQ+

- Barnardo's 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 o A Guide for Schools: www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobodycampaign-posters
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-genderrelated/preventing-and-responding-sexual
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related