

## **Bentley CEVC and Copdock Primary Schools**

### **Anti-bullying Policy**

#### **Aims**

This policy is based on '[Preventing and Tackling Bullying](#)' DfE guidance July 2017. It also takes into account the DfE statutory guidance "Keeping Children Safe in Education", "Sexual violence and sexual harassment between children in schools and colleges" guidance and the Equality Act 2010. The school has read Childnet's "Cyberbullying: Understand, Prevent and Respond: Guidance for Schools".

The aim of the Anti-bullying Policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at school.

This policy outlines what our schools will do to prevent and tackle all forms of bullying. It has been adopted with the involvement of the whole school community to show our commitment to developing an anti-bullying culture where the bullying of adults or children is not tolerated in any form.

#### **What is bullying?**

Bullying is defined as "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)

Bullying can include; name calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, producing offensive graffiti, gossiping, peer isolation - excluding people from groups and spreading hurtful and untruthful rumours, (known as indirect bullying).

This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include; sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

Bullying can be a form of child-on-child abuse, children can abuse other children and it can be emotionally abusive; it can cause severe and negative effects on children's emotional development.

- Abuse is abuse and it should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".
- We recognise that even if there are no reports of bullying, it does not mean it is not happening and it may be the case that it is just not being reported.
- All victims will be taken seriously and offered appropriate support, regardless of where the abuse takes place.

#### **Different types of bullying**

Bullying can happen to anyone. This policy covers all types and forms of bullying including but not limited to:

- Physical or emotional bullying.

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- Bullying related to physical appearance or physical/mental health conditions.
- Sexualised bullying / harassment.
- Bullying of young carers, children in care or otherwise related to home circumstances.
- Bullying via technology, known as online or cyberbullying.
- Prejudice-based and discriminatory bullying (against those with protected characteristics) which may include:
  - Bullying related to race, religion, faith and belief and for those without faith
  - Bullying related to ethnicity, nationality or culture.
  - Bullying related to SEND (Special Educational Needs or Disability).
  - Bullying related to sexual orientation (homophobic / biphobic bullying).
  - Gender based bullying, including transphobic bullying.

### **School Ethos**

All bullying is of concern because it deliberately targets individuals. It is essential that staff and pupils recognise any kind of bullying behaviour and the suffering and distress it can impose on an individual. It can create a barrier to learning and have serious consequences for mental well-being. Our schools' ethos promotes positive relationships and respectful communication and therefore, all incidents of bullying will be actively challenged. By effectively preventing and tackling bullying, our schools can create a safe environment where all are able to learn and flourish.

### **Identifying and responding to bullying**

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils are actively encouraged to report any bullying and will be given full support.

Teaching and ancillary staff will be alert to the signs of bullying and act promptly and firmly against it in accordance with the schools' policy.

### **Responsibilities**

It is the responsibility of the Headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the Senior Leadership Team has been identified to take overall responsibility. School governors will also take a lead role in monitoring and reviewing this policy.

All staff, including governors, senior leadership, teaching and non-teaching staff, will support, uphold and implement this policy accordingly. Parents/carers will be encouraged to support their children and work in partnership with the schools. Pupils will be reminded termly of their responsibility to abide by the policy.

### **Preventing bullying**

Our schools actively promote positive behaviour and friendships, ensuring all children experience a safe and happy school life. All classes implement the Behaviour Policy which celebrates positive interaction and addresses issues through a structured restorative approach.

Our school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all. A range of other strategies are also used to support the implementation of our school ethos.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (child-on-child abuse).
- Recognise the potential for children with Special Educational Needs and Disabilities (SEND) to be disproportionately impacted by bullying and we will implement additional pastoral support as required.
- Recognise that bullying may be affected and influenced by gender, age, ability and culture of those involved.
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenge practice and language (including ‘banter’) which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-based and discriminatory bullying.
- Actively create “safe spaces” for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos

### **Our prevention strategies**

- Weekly Collective Worship follows the Christian Values for Life approach. This approach encourages the key skills needed to make reasoned decisions about our behaviour and interaction with others around us. It promotes Christian reflection of how we live our lives and promotes forgiveness and reconciliation, in line with the Christian Ethos of Bentley School, ‘know that I am with you always’ (Matthew 28:20).
- Promoting Anti-bullying Week and Online Safety annually, with Head Pupils leading and presenting a dedicated anti-bullying assembly to raise awareness and support to stamp out bullying.
- SEAL (Social & Emotional Aspects of Learning) and PSHE work is part of the curriculum for all year groups, raising important discussions around emotions and relationships.
- Older children in school are trained as Play Leaders or Buddies. They organise and supervise positive play experiences at lunchtime, supporting active engagement in fun activities, particularly for the younger pupils.
- There is a peer mentoring system which promotes positive mental health and opportunities for children to talk to trained mentors.
- Children are regularly awarded certificates to celebrate their achievements within school. Special ‘I’ve been valued’ certificates are awarded by all staff to acknowledge the positive interactions between children.

- Curriculum provision explores differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender, sexuality or appearance related difference. We promote awareness of diversity in the way people live their lives, including different family situations, backgrounds and experiences. Educate and Celebrate is an example of how we plan curriculum provision.
- Staff and children challenge practice and language which does not uphold the values of acceptance, non-discrimination and respect towards others.
- Online safety is a key part of our curriculum each term through the use of Project Evolve.
- Children are supported and encouraged to use strategies to help them understand what to do if they find themselves in this situation. An example is the High Five which has five steps to follow to stop the problem from becoming worse and report.

Within the wider curriculum the school raises the awareness of the nature of bullying through inclusion in PSHE lessons, circle-time, topic work, assemblies and social skills groups in an attempt to eradicate such behaviour.

## **Implementation**

### **Dealing with bullying incidents**

Any incidents of bullying will be taken seriously and dealt with as quickly as possible. Staff will do all they can to support the victims of bullying and make it clear to the person bullying that this behaviour is not acceptable.

In dealing with bullying:

#### **School staff will:**

1. Deal with the incident immediately.
2. Reassure the pupil that reporting the incident was the right thing to do.
3. Not make premature assumptions or jump to conclusions.
4. Listen to all accounts of the incident to get a balanced picture.
5. Adopt a problem-solving and restorative approach that encourages pupils to find solutions rather than simply justify themselves.
6. Be vigilant, making regular follow-up checks to ensure that any bullying has not resumed.

Staff will ask the pupil:

- what has happened and why do they think it occurred.
- how often it has happened.
- who was involved.
- where it happened.
- who saw what happened.
- what they have done about it already.

The following steps will be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately, if possible, by the member of staff who has been approached or witnessed the concern.

- 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.
- A clear and precise account of the incident will be recorded by the school and given to the Headteacher or Deputy in their absence. Statements from other pupils involved, including the alleged person bullying, will be gathered. The report will include decisions and actions to be taken.
- The Headteacher or Deputy Head in their absence will interview all parties involved and record the findings.
- The DSL will be informed of all bullying concerns, especially where there may be safeguarding issues.
- Records will be kept centrally for future reference.
- Parents / carers will be notified of and kept informed about the incident(s) and the process followed, in accordance with school policy.
- Sanctions and support for all individuals will be implemented as appropriate, in consultation with all parties concerned.
- If necessary, other agencies may be contacted, such as the police or social services for advice and support.
- Where the incident takes place off the school site or outside school hours (including cyberbullying), the school will ensure that the concern is fully investigated and responded to in line with this policy and the Behaviour Policy.

School pupils will:

1. Not ignore bullying behaviour, but stand up for what they know is right (Don't be an 'outsider' or 'bystander'.
2. Not jump to conclusions about who is to blame.
3. Tell an adult if they are being bullied or think someone else is.
4. Support others and help to ensure that it doesn't happen again (be a 'protector')
5. Not join in (or be an 'assistant')

Schools are under an obligation to report incidents to the children's social care team (and, if appropriate, the police), if they think the incident constitutes a child protection concern, if there "is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm". The police should be involved if the incident could be a criminal offence or pose a serious threat to a member of the public, (whether on or off school premises).

### **Pupil Support**

Pupils who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a member of staff of their choice.
- reassuring the pupil and offering continuous support, including access to Peer Mentors and Head Pupils and, where appropriate pastoral support.
- restoring self-esteem and confidence through the support and unity of the school community.
- a Peer Mentor, who will report any concerns to an adult in school.

Pupils who have perpetrated bullying will be helped by:

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- discussing what happened, discovering why the pupil became involved.
- establishing the wrong-doing and the need to change.
- informing parents or carers to help change the attitude and behaviour of the pupil.
- providing appropriate education and support regarding their behaviour or actions.
- in the case of online bullying, request that content be removed and reporting accounts/content to the service provider.
- sanctioning, in line with the school Behaviour Policy; this may include; official warnings to cease offending.
- directed monitoring of behaviour.
- referral to other agencies to address behaviour and offer support.
- withdrawal from breaks and lunchtimes.
- removal of privileges (including online access when encountering cyberbullying concerns)
- exclusion from certain areas of school premises / events.
- internal exclusion – withdrawal from lessons to undertake supervised work.
- in extreme or repeated cases, fixed-term exclusion or permanent exclusion.

Parents will:

- Listen to their child if they have been involved in an incident.
- Not jump to automatic conclusions that the incident involves bullying.
- Report any concerns to the class teacher / Headteacher
- Work with school to ensure a positive approach to managing any incident which involves bullying, following policy guidelines.

### **Cyberbullying (access to Childnet Cyberbullying guidance)**

When responding to cyberbullying concerns, the schools 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.
  - requesting the deletion of locally-held content and content posted online if it contravenes 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 pupils 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 adults**

Our schools take measures to prevent and tackle bullying among pupils. However, it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, parents or other staff members, is unacceptable.

Adults 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.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Informing them of the schools' official Complaints Procedure (on the schools' website).
- Working with the wider community and local/national organisations to provide further or specialist advice, support and guidance.

Where adults are accused / suspected of perpetrating the bullying:

- The circumstances / accusation will be discussed by the person(s) and a senior member of staff and/or the Headteacher.
- This discussion will establish whether a legitimate grievance or concern has been raised.
- The schools will seek, where possible, to provide the adult with information on sources of external help and support.

In response to situations of adult bullying, the schools will follow their Behaviour Policy. If online content is involved, the school will request that the content be taken down. In the case of staff members, disciplinary action may be taken in accordance with internal policy. For other adults, further action may be taken as appropriate.

### **Linked Policies and Procedures:**

Behaviour, Child Protection & Safeguarding, Complaints, Equalities, Staff Code of Conduct, Online Safety, Acceptable Use of ICT, Confidentiality, curriculum policies such as PSHE, RSHE and computing, Managing Allegations of Abuse against Staff.

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### **Monitoring, evaluation and review**

The schools will review this policy annually and assess its implementation and effectiveness. The School Council and governors will be involved in the review, revision, promotion and implementation throughout the schools. School Councillors will actively promote the positive ethos of our schools every term through whole school assemblies. These will focus on what we do to ensure school is happy, safe and a fun place to learn. It will also raise the importance of what to do if something happens which a pupil is worried about.

This policy was agreed by:

Head Pupils / School Council: \_Mrs Ali Robinson / Miss Heidi Cross Governor representative: \_Mrs Luisa Brennan\_\_\_\_\_

Headteacher: \_\_\_Mrs Joanne Austin\_\_\_\_\_

Date: \_\_\_Reviewed November 2023\_\_\_\_\_

## Incident Record

Child's name:	Date:
What has happened and why?	
How often it	
Who was involved?	
Where it happened?	
Who saw what happened?	
What he or she has done about it already?	
Next steps?	

Signed (adult recording) \_\_\_\_\_

# PREJUDICE-RELATED INCIDENT REPORT FORM (STAFF)

School/Establishment: \_\_\_\_\_

<b>Incident reported by:</b> _____	<b>Position (e.g. Parent/Pupil/TA):</b> _____
Date of Incident: _____ Time of Incident: _____	
Location of Incident: _____	

Details of people involved						
	Names	Gender F/M	Year group staff/parent/ adult	Ethnic Origin Code (refer to school census data)	Role*	SEN(s)/ Disability(d)
1						
2						
3						
4						
5						

\* V = Victim P = Perpetrator A = Associate W = Witness D = Defender

Type of Incident (please tick or state)	
<input type="checkbox"/> Racist <input type="checkbox"/> Faith, Religion or Belief	<input type="checkbox"/> Sexist <input type="checkbox"/> Sexual Orientation <input type="checkbox"/> Disabled <input type="checkbox"/> Transgender <input type="checkbox"/> Other _____

Nature of Incident			
Physical assault	<input type="checkbox"/> Name calling / verbal	<input type="checkbox"/> Graffiti	<input type="checkbox"/> Offensive badges or insignia
Offensive literature	<input type="checkbox"/> Incitement of Others/coercion	<input type="checkbox"/> Refusal to cooperate	<input type="checkbox"/> Deliberate exclusion/ ostracism
Cyber bullying	<input type="checkbox"/> Extortion	<input type="checkbox"/> Spreading rumours	<input type="checkbox"/> Directed at someone the victim associates with
Written	<input type="checkbox"/> Intimidation/threat	<input type="checkbox"/> Taking/damaging of possessions	<input type="checkbox"/> Other (please specify) _____

Brief description of the incident
<div style="text-align: right; font-weight: bold; font-size: small;">(continued overleaf)</div>

**Brief description of the incident (continued from previous page)**

**Immediate action taken**

**Checklist:** Tick as appropriate

- |                    |                          |                              |                          |
|--------------------|--------------------------|------------------------------|--------------------------|
| Repeat Perpetrator | <input type="checkbox"/> | Parents/carers notified      | <input type="checkbox"/> |
| Repeat Victim      | <input type="checkbox"/> | Discussion with all involved | <input type="checkbox"/> |

Completed by: \_\_\_\_\_ (please sign and print name)

Role: \_\_\_\_\_ Date: \_\_\_\_\_

On completion this form should be passed immediately to designated member of staff member of SLT

\_\_\_\_\_ (name of designated member of staff)

# PREJUDICE-RELATED INCIDENT REPORT FORM (DESIGNATED PERSON)

Name of Victim _____	Name of Perpetrator _____
Repeat Victim <input type="checkbox"/>	Repeat Perpetrator <input type="checkbox"/>
Comment _____	Comment _____

## Appropriate action agreed to be taken (this should be agreed with all involved)

With the perpetrator(s)	With the victim(s)	By the school
<input type="checkbox"/> Apology to the target(s) <input type="checkbox"/> Sanction <input type="checkbox"/> Notify parent/guardian <input type="checkbox"/> Internal exclusion <input type="checkbox"/> Exclusion <input type="checkbox"/> Awareness raising (behaviour unacceptable/valuing diversity) <input type="checkbox"/> Restorative justice <input type="checkbox"/> Notify police (if criminal activity) <input type="checkbox"/> Set review dates <input type="checkbox"/> Other (please describe below)	<input type="checkbox"/> Comfort and reassurance <input type="checkbox"/> Medical treatment <input type="checkbox"/> Notify parent/guardian <input type="checkbox"/> Internal exclusion <input type="checkbox"/> Buddying, mentoring or peer support <input type="checkbox"/> Personal safety awareness <input type="checkbox"/> Counselling <input type="checkbox"/> Restorative justice <input type="checkbox"/> Set review dates <input type="checkbox"/> Other (please describe below)	<input type="checkbox"/> Class/peer group workshop <input type="checkbox"/> Letter to parents/guardians <input type="checkbox"/> Campaign e.g. posters <input type="checkbox"/> Initiative with learning community/local authority <input type="checkbox"/> Staff/governor training <input type="checkbox"/> Review of assembly topics <input type="checkbox"/> Review of support system <input type="checkbox"/> Reviewing school aims including SMSC <input type="checkbox"/> Monitoring/analysing trends in previous prejudice-related incidents <input type="checkbox"/> Review of behaviour policy <input type="checkbox"/> Contact Suffolk Hate Crime Service <input type="checkbox"/> Set a date for review discussion with parents/ carers <input type="checkbox"/> Other (please describe below)

Follow up date for review: _____
Outcomes of action taken: _____ _____ _____
Completed by: _____ (please sign and print name)
Role: _____ Date: _____

## **Useful links and supporting organisations**

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- The BIG Award: [www.bullyinginterventiongroup.co.uk/index.php](http://www.bullyinginterventiongroup.co.uk/index.php)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)

The Restorative Justice Council: [www.restorativejustice.org.uk/restorative-practice-schools](http://www.restorativejustice.org.uk/restorative-practice-schools)

- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)
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## **SEND**

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities:  
[www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/atrisk-groups/sen-disability](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/atrisk-groups/sen-disability)
- [www.cafamily.org.uk/media/750755/cyberbullying\\_and\\_send\\_-\\_module\\_final.pdf](http://www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf)
- DfE: SEND code of practice: [www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

## **Cyberbullying**

- Childnet International: [www.childnet.com](http://www.childnet.com)
- Digizen: [www.digizen.org](http://www.digizen.org)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Report Harmful Content: <https://reportharmfulcontent.com/>
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- The UK Council for Child Internet Safety (UKCCIS)  
<https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

DfE 'Advice for parents and carers on cyberbullying':  
[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)

### **Race, religion and nationality**

- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)
- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- Tell Mama: <http://www.tellmamauk.org>
- Educate against Hate: [www.educateagainsthate.com/](http://www.educateagainsthate.com/)
- Show Racism the Red Card: [www.srtrc.org/educational](http://www.srtrc.org/educational)

### **LGBT**

- Barnardos LGBT Hub: [www.barnardos.org.uk/what\\_we\\_do/our\\_work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)
- Metro Charity: [www.metrocentreonline.org](http://www.metrocentreonline.org)
- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Proud Trust: [www.theproudtrust.org](http://www.theproudtrust.org)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

### **Sexual harassment and sexual bullying**

- Ending Violence Against Women and Girls (EVAW)  
[www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk)
- Disrespect No Body: [www.gov.uk/government/publications/disrespect-nobody-campaign-posters](http://www.gov.uk/government/publications/disrespect-nobody-campaign-posters)
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying:  
<https://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related/preventing-and-responding-sexual>

Anti-bullying Alliance: Preventing and responding to Sexual Bullying:  
[www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying](http://www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying)

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