



GRAYSWOOD PRIMARY SCHOOL
Church of England (Aided)

Anti-bullying Policy

| Policy schedule | |
|-----------------------|-------------|
| Written | Summer 2026 |
| Shared with Governors | Summer 2026 |
| Shared with Staff | Summer 2026 |
| Next review | Summer 2027 |

Introduction

At Grayswood, our Christian ethos and core values of *love, respect, kindness, perseverance, teamwork* and *forgiveness* are embedded throughout our school. Children are taught to care for one another and bullying of any kind is unacceptable.

Everyone within our school has the right to feel safe, valued, protected and to be treated with respect and dignity. This policy will ensure that the school provides an environment where every child can feel:

- safe
- healthy
- able to enjoy and achieve
- able to contribute to future economic well-being
- able to make a positive contribution

There is no place for bullying in our school and communities and each of us involved in education has a role in creating a culture in schools where bullying is not tolerated.

Aims of this Policy

The aim of this policy is to ensure that all staff at Grayswood C of E Primary School are consistent in their setting of high expectations for all members of the school.

Through the operation of this policy we aim to:

- Ensure the whole school community has a shared understanding of what constitutes bullying and learn its detrimental impact on wellbeing and achievement
- Ensure staff, parents, carers and pupils work together to ensure a safe learning environment for all and to safeguard pupils who experience bullying
- Maintain and promote a positive culture of kindness and consideration among all pupils and staff throughout the school (also see Behaviour Policy)
- Deter bullying or racist behaviour, detect it when it occurs and deal with it effectively
- Ensure all bullying behaviours are taken seriously, recorded on CPOMs and responded to in a proportionate and consistent way
- Provide victims of bullying or racist behaviour with the strategies both for seeking help and for dealing with the effects of being bullied
- Perpetrators are supported to change their behaviour (see Behaviour Policy)
- Ensure everyone is mutually valued and respected and that in line with the Equality Act 2010 we aim to eliminate discrimination based on sex, gender, identity, disability, ethnicity, sexual orientation, religion and belief
- Encourage pupils to adopt agreed standards of behaviour and values in order to develop a sense of right and wrong and the ability to take responsibility for their own actions
- Highlight that bullying/ racist behaviour is always unacceptable and will not be tolerated because:
 - It is harmful to the person who is bullied and to those who engage in bullying behaviour
 - It interferes with a pupils' right to enjoy his/her learning and leisure time free from intimidation
 - It is contrary to all our aims and values at Grayswood C of E Primary School

Our stated commitment is that when a pupil or parent/carer speaks out about bullying:

- they will be listened to
- their concerns will be taken seriously

- the matters will be investigated
- support will be given

Definition of Bullying

- Bullying can be 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; excluding people from groups and spreading hurtful and untruthful rumours.
- 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 is recognised by Grayswood Primary School as being a form of child on child abuse; children can abuse other children. It can be emotionally abusive and can cause severe and adverse 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.

Types of bullying

Bullying can take many forms. This behaviour includes but is not limited to:

- **Emotional** - being unfriendly, excluding, tormenting, (e.g. hiding books, threatening gestures), ridicule, humiliation
- **Verbal** - name-calling, sarcasm, spreading rumours, threats, teasing, making rude remarks, making fun of someone
- **Physical** - pushing, kicking, hitting, pinching, throwing stones, biting, spitting, punching or any other forms of violence, taking or hiding someone’s things
- **Sexual** - unwanted physical contact or sexually abusive or sexist comments
- **Homophobic** - because of/or focusing on the issue of sexuality
- **Racist**- includes all practices, procedures, actions or behaviour that discriminate (or disadvantage) people because of their race, colour, culture, nationality or ethnic group, whether on an individual, institutional or cultural level
- **Cyber-bullying**- inappropriate text messaging and e mailing; sending or demanding offensive or degrading imagery by mobile technologies or via the internet (Youth Produced Sexual Imagery); offensive or prejudice comments/posts on social media
- Any unfavourable or negative comments, gestures or actions made to someone relating to their disability or special educational needs

Bullying can take place between: young people; young people and staff; between staff; individuals or groups.

Bullying outside of school

We understand that bullying behaviour can take place on the way to and from school or in the wider community and can have a significant impact on a pupils’ wellbeing and their ability to learn. We recognise that cyberbullying in particular can mean that a child or young person can experience bullying

behaviour throughout their day and including when they are at home. Therefore, we act to prevent and respond to bullying behaviour outside of school as far as we are able to. We may seek support from the Police and or the Community Safety Case Work Team to help us to do this effectively.

Bullying is not:

- It is important to understand that bullying is not the odd occasion of falling out with friends, arguments or when the occasional trick or joke is played on someone. It is only bullying if it is done intentionally Several Times On Purpose (STOP).
- Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is usually not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns and develop social skills to repair relationships.

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate
- There is a power imbalance that makes it hard for the victim to defend themselves
- It is usually persistent (isolated cyberbullying incidents may be seen as one-off incidents but if sent to a range of pupils would be seen as bullying)
- Friendship fall outs are seen as accidental, occasional, no power imbalance or hierarchy, those involved show remorse and want to resolve the situation – this is different to isolating or excluding children from groups

Some of the reasons why children might bully someone include:

- They think it's fun, or that it makes them popular or cool
- They feel more powerful or important, or they want to get their own way all the time
- They feel insecure or lack confidence or are trying to fit in with a group
- They are fearful of other children's differences
- They are jealous of another child
- They are unhappy
- They are copying what they have seen others do before, or what has been done to them
- They lack social skills or do not understand how others feel

Why are some children and young people, more vulnerable to being bullied?

Specific types of bullying include:

- Bullying related to race, religion or culture
- Bullying related to special educational needs or disabilities
- Bullying related to appearance or health
- Bullying relating to sexual orientation e.g. homophobic language
- Bullying related to gender orientation e.g. transgender
- Bullying of young carers or looked after children or otherwise related to home circumstances
- Sexist or sexual bullying provide a definition/example

Although bullying can occur between individuals, it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'. Pupils are supported to understand this role through PSHE sessions, explaining what they should do if they are concerned that someone is being bullied.

Why are some children, young people, more vulnerable to becoming bullies?

- Family background
- Social deprivation
- Trauma/loss in the family
- Domestic violence/abuse/bullying in the home
- Feeling powerless
- Low self-esteem
- Trying to get admiration and attention from friends
- Fear of being left out if they don't join in
- Not understanding how someone else is feeling
- Taking out their angry feelings
- A culture of aggression and bullying
- Being bullied themselves
- Social Issues
- Family Issues
- Gender
- The bully's personal history
- Having power
- The bully is lonely
- The bully is jealous

The effects of bullying

All forms of bullying cause psychological, emotional and physical stress. Each child's response to being bullied is unique, however some signs that may point to a bullying problem are:

- Depression and anxiety
- Increased feelings of sadness, helplessness, decreased self-esteem and loneliness
- Loss of interest in activities they used to enjoy
- Unexplainable injuries
- Lost or destroyed clothing, books, electronics, toys, etc.
- Frequent headaches or stomach aches, feeling sick or faking illness
- Changes in eating habits, like suddenly skipping meals or binge eating
- Difficulty sleeping or frequent nightmares
- Declining attention in class, loss of interest in schoolwork, or not wanting to go to school
- Sudden loss of friends or avoidance of social situations
- Self-destructive behaviours such as running away from home, harming themselves, or talking about suicide
- Changes in appearance

Adults may notice that a child isn't spending time with their usual group of friends, has become isolated or that other children's behaviour towards a child has changed.

Roles and Responsibilities

The Education Act 2002, Education and Inspections Act and Equalities Act 2006 all make reference to a school's legal responsibility to prevent and tackle bullying. By law, all state schools must have a behaviour policy in place and displayed on their website and must also follow anti-discrimination law.

This means staff must act to prevent discrimination, harassment and victimisation within the school. Grayswood CE Primary School have developed this anti-bullying policy, a copy of which is available on the school website for parents, staff and pupils to access when and as they wish.

The Education and Inspections Act 2006 also empowered Headteachers to regulate the behaviour of pupils when they are off the school site and for members of staff to impose disciplinary penalties for inappropriate offsite behaviour. DfE Advice 2011 states that the school's responsibility can "*relate to bullying anywhere off the school premises, specifically on school or public transport, outside local shops, or town or village centre*" If seen as appropriate the Headteacher or staff can choose to report bullying to the police or local council.

The Role of the Staff

At Grayswood CE Primary School we do all we can to prevent it by developing a school ethos in which bullying is regarded as totally unacceptable. Time will also be used across the school to praise, reward and celebrate the successes of all children, and thus to help create a positive atmosphere. PSHE is the subject through which teachers can approach the signs and symptoms of bullying behaviour along with strategies for dealing with bullies in a safe and appropriate manner for the age and ability of the children involved. We also get involved with the National Anti-Bullying Week and assembly themes are based around our Christian values which support children to be kind to one another.

Members of staff will keep a vigilant watch and any incidents will be handled carefully. Staff are aware that all forms of 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 is able to help create a safe and disciplined environment where pupils are able to learn and thrive.

If bullying occurs, the person dealing with the incident will collect all the relevant information and then provide the Headteacher with a copy in order that he/she can decide on an action. All cases are individual and various strategies will be employed by the Headteacher to address the issue.

The Role of the Headteacher

It is the responsibility of the Headteacher to implement the school's anti-bullying strategy, to ensure that all stakeholders are aware of the school policy, and that they know how to identify and deal with incidents of bullying. The Headteacher will report to the governing body about the effectiveness of the anti-bullying policy on request.

It is the Headteacher who must ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in school. The Headteacher will draw the attention of children to this fact at suitable moments. For example, the Headteacher may decide to use an assembly as the forum in which to discuss with the children why bullying is wrong.

The Headteacher will ensure that all members of staff receive sufficient training to be equipped to identify and deal with all incidents of bullying.

The Headteacher will set the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The Role of Governors

The governing body supports the Headteacher in all attempts to eliminate bullying from the school. The governing body will not condone any bullying at all, and any incidents of bullying that do occur will be taken very seriously and dealt with appropriately.

The governing body monitors incidents of bullying that do occur and reviews the effectiveness of this 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 the school's anti-bullying strategies.

A parent/carer who is dissatisfied with the way the school has dealt with a bullying incident can make a complaint to the chair of governors. The complaint will be dealt with in accordance with the complaints policy which can be accessed from the school's website.

How we prevent bullying from occurring at Grayswood:

- The school values are promoted across the school day and through the curriculum
- PSHE education and other curriculum subjects are used to promote social and emotional skills including those needed to work together, show empathy, build friendships, get support and help others
- PSHE education lessons are used to develop understanding of bullying, its impact and ways to respond to bullying situations. PSHE education is also used to develop understanding of similarity and differences and the unacceptability of all forms of prejudice and bullying
- Small group work interventions are used to support those who need extra help to develop their social and emotional aspects of learning
- E-safety is taught across the curriculum and through assemblies
- Whole school assemblies are also used to develop our School values and positive behaviour choices. Children learn about bullying, its impact and encourage reporting
- The whole school participates in annual activities for anti-bullying week and a rolling programme of other events such as Black History Month. In addition, Picture News Assemblies tackle subjects that cross these topics.
- Circle Time provides opportunities for dealing with issues that have arisen in the class and wider and a time to reflect
- Worry boxes support children to voice issues
- The School Council plus wellbeing ambassadors provides a forum for discussing any issues and for the pupils to decide ways of preventing bullying and supporting those who are bullied/ need a helping hand.
- Staff / Wellbeing ambassadors are used to enable pupils to resolve friendship problems and low-level behaviour and therefore mitigate building issues
- Sports Crew are used to reduce potential conflict during break-time and lunchtime by providing a rich menu of play/game possibilities
- We regularly survey pupils and use this to inform developments
- The values of the school are upheld at all times. All staff monitor behaviour and intervene when it becomes necessary to address friendship problems and prevent bullying from developing. Staff on playground duty will inform class teachers of any incidents.

Staff training

All new staff members receive a copy of this policy when they join the school. We provide regular training for all staff on behaviour and all aspects of bullying. This includes ensuring that staff understand the different forms bullying can take — including cyberbullying — and that they are confident in identifying, recording, and challenging prejudice-based bullying and related incidents.

The Role of Parents/Carers

Parents/ carers have an important part to play in our anti-bullying policy. We ask parents to:

- Look out for unusual behaviour in your children – for example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their usual standard
- Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, etc
- If you feel your child may be a victim of bullying/ racist behaviour, inform school immediately. Your complaint will be taken seriously and appropriate action will follow
- If a child has bullied or racially abused your child, please do not approach that child on the playground or involve an older child to deal with the bully. Please inform school immediately
- It is important that you advise your child not to fight back as this can make matters worse
- Be clear on what school defines as 'bullying' (see page 3 of this policy) and please talk about this with your child
- Reassure your child that it is not their fault that they are being bullied
- Reinforce the school's policy concerning bullying and make sure your child is not afraid to ask for help
- If you know your child is involved in bullying or racist behaviour, please discuss the issues with them and inform school

The Role of Pupils

Pupils are taught to put our values into action and to be kind to one another. They are encouraged to tell somebody they trust if they are being bullied, and if the bullying continues they must keep on letting people know; the children are taught a number of strategies to help them with this.

Pupils are also encouraged to participate fully in activities that raise their awareness about bullying in order that they clearly understand what to do if they, or another child, are being bullied.

Bullying in the Workplace

Incidents, where it has been deemed that a member of staff has been bullying a child, will be taken very seriously. The Headteacher, with the support of the governing body, will deal with this; formal action will be taken where necessary. Such action will also be taken if it is deemed that a member of staff is bullying other members of staff.

In the event of the Headteacher being involved in such incidents, reports will be given immediately to the chair of governors who will also take formal action where necessary.

Reporting and Responding to Bullying and Racist Behaviour

We want our children to feel that:

- they will be listened to in confidence
- that they will be taken seriously
- that their feelings matter
- that they are not to blame - their self-esteem needs strengthening
- that something will be done about it

All incidents of bullying or racist behaviour are taken seriously. The school has set procedures to follow in implementing sanctions where a bullying incident has occurred, as described below sanctions are

applied in appropriate proportion to the event. In the event of all other avenues being exhausted, or in particularly serious cases that lead to exclusion, governors will examine the evidence that a wide range of strategies had been tried and failed to affect a positive change in the bullying behaviour.

Procedures

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached, or who suspects/observed the bullying
- A clear account of the incident will be recorded in writing either by the victim or the member of staff recording the victim's verbal statement, signed and dated
- Incidents will be reported to the Senior Leadership Team (SLT)
- Reported bullying and Online Bullying incidents are logged on CPOMs in accordance with the school's behaviour code and Online Safety reporting procedures
- The bully/bullies will receive support to change their behaviour (e.g. restorative conversation, peer buddies, HSLWs, teachers, outside support as necessary)
- All incidents will be followed up and monitored
- In serious cases of bullying parents of all children involved should be informed and will be asked to come and have a meeting to discuss the incident. This may involve Teachers, Learning Support Assistants, Home School Link Workers (HSLWs), Senior Leadership Team (SLT) or Headteacher
- A range of sanctions will be used as appropriate and in consultation with all parties concerned. These sanctions could include: verbal or written warnings, restrictions of break and lunchtime activities, fixed term and in the event of persistent bullying, permanent exclusion. Where appropriate the Headteacher may inform the police
- There will be an annual audit / analysis of incident logs and interventions to continually improve practice
- Some forms of bullying are illegal and following Department of Education guidance should be reported to the police. These include: violence or assault, theft, repeated harassment

Supporting Pupils

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous pastoral support
- Offering an immediate opportunity to discuss the experience with their teacher, the Home School Link Worker (HSLW), the designated safeguarding lead, or a member of staff of their choice
- 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 the Children and Young People's Mental Health Service

Pupils who have perpetrated 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/discipline policy; this may include official warnings, 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 the Children and Young People's Mental Health Service

Supporting Adults

Our school takes 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, Home School Link Worker, 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 schools' behaviour and discipline 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

Adults who have perpetrated the bullying will be helped by:

- Discussing what happened with a senior member of staff and/or the headteacher 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

Strategies to Prevent Bullying

Grayswood CE Primary School has adopted a range of strategies to prevent and reduce bullying, to raise awareness of bullying and support victims and those displaying bullying behaviour, including:

- The consistent promotion of our school values and behaviour policy (Good to be Green)
- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- The reinforcement of the message that violence/bullying has no place at Grayswood
- Consultation with the School Council and Wellbeing Ambassadors on the creation of a 'child version' of this policy
- Training of anti-bullying ambassadors (Wellbeing Ambassadors) to raise awareness of bullying behaviour and support young people to tackle it
- Take part in initiatives such as Anti-Bullying Week/Safer Internet Day
- Training for all members of staff on anti-bullying policy and strategy
- The supervision by school staff of all play areas at lunch times and breaks
- Providing information to all parents on the symptoms of bullying

- The celebration of all pupils' backgrounds and cultures through assemblies
- During assemblies and PSHE lessons discuss and explore bullying issues with the children
- Raising awareness of online bullying and teaching children to safely use technology (inc. mobile devices)
- Emotional literacy support for those who need it
- Social skills groups
- Circle time
- Assemblies – school led as well as outside agency/charity led
- Playground buddying
- Friendship bench/ Wellbeing Ambassadors outside (hi-viz) supporting
- Lunchtime clubs – Wellbeing club led by Ambassadors
- All websites accessed in school are screened. This software screens the language used in all documents, emails and websites. Rude or offensive emails, websites, documents are sent to the Headteacher. Action will be taken and recorded
- Effective recording systems
- Work with multi-agency teams including police and children's services as appropriate
- Contact the parents of both the child being bullied and the bully
- Challenge sexual content within verbal abuse especially challenging homophobic language

Monitoring and Evaluating the Policy

The policy will be reviewed and updated annually.

Links with other policies

- Behaviour Policy
- Safeguarding and Child Protection Policy
- Online Safety Policy
- Equality Policy
- RSHE Policy
- Complaints policy
- Staff Code of Conduct

Useful Links and Supporting Organisations

The following links may provide additional support to children, staff or families.

- 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
- 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

Cyberbullying

- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Report Harmful Content: <https://reportharmfulcontent.com>
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Internet Safety (UKCIS): www.gov.uk/government/organisations/ukcouncil-for-internet-safety
- 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

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.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/atrisk-groups/sen-disability
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0to-25

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

LGBTQ+

- Barnardo's LGBTQ 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
- 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

- NSPCC 'Report Abuse in Education' Helpline: 0800 136 663 or help@nspcc.org.uk
- Ending Violence Against Women and Girls (EVAW): www.endviolenceagainstwomen.org.uk
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaignposters
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying
- 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/toolsinformation/all-about-bullying/sexual-and-sexist-bullying/investigating-and-respondingsexual>
- Childnet Project DeShame (Online Sexual Harassment and Bullying): www.childnet.com/our-projects/project-deshame