



Name of Policy	Anti-Bullying Policy
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Named Management committee member with lead responsibility	P Leyland (Chair)
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This policy has been drawn up after consultation with the Senior Leadership Team, Subject leads and Inclusion Mangers. We are a Rights Respecting School and this policy although not explicitly aligns with articles 2, 12, 13, 14, 19 and 28.



1. Policy scope and objectives

- This policy is based on DfE guidance “Preventing and Tackling Bullying” and supporting documents. It also considers the DfE guidance “Keeping Children Safe in Education”, “Behaviour in schools” and “Searching, screening and confiscation at school”. The school has also read Childnet’s “Cyberbullying: Understand, Prevent and Respond: Guidance for Schools”.
- This policy outlines what The Rosewood 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 Rosewood School is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

2. Rationale

2.1 Section 89 of the Education and Inspections Act 2006 provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. At The Rosewood School, we strive to create a culture based on our core values of Be Kind, Aim High. Measures that we implement are reflected in our school behaviour policy and our pupil made child protection policy. We place great importance, and believe, that pupils must feel safe and respected if they are to learn effectively. As we are a service for vulnerable pupils with Physical and Mental Health needs we look to set high standards for our pupils, it is therefore important that we create an atmosphere in which bullying cannot thrive and in which no pupil has to suffer from harassment of any kind. Placements with TRS may be withdrawn if bullying is found to be prevalent and pupils will become the responsibility of the home school.

2.2 Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful.
- Repeated, often over a period of time.
- Difficult to defend oneself against.

Child-on-child abuse is defined by paragraph 468 of Keeping Children Safe in Education.

- Bullying is recognised by the school as being a form of child-on-child abuse. It can be emotionally abusive, and cause severe and adverse effects on children’s emotional development.
- The Rosewood School does not tolerate any form of bullying (online or offline), harassment, or prejudice, and it believes that every pupil has the right to be an individual and to learn in a safe environment.
- Consequently, we believe that bullying – in all its forms – is unacceptable and will be challenged promptly and appropriately, wherever and whenever it occurs in school.

2.2. As bullying happens in all societies, at all levels, it is important that we make our pupils knowledgeable about bullying and teach them strategies that enable them to resolve situations for themselves without resorting to retaliation in any form. Because bullying is in the news and is a form of real anxiety for parents, it is important that we inform parents fully about our approach to dealing with bullying, so that parents are able to distinguish between what is bullying and what is not.

3. Links with other school policies and practices

This policy links with other school policies, practices and action plans, including but not limited to: Amend list as appropriate

- Behaviour policy
- Complaints policy

- Child Protection policy
- Acceptable Use Policies (AUP)
- Subject mid-term plans - RSE/RSHE, PSHE and citizenship
- Mobile technology and social media policy
- Online safety policy

4. 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
- The Equality Act 2010, including Public Sector Equality Duty
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003;
- Human Rights Act 1998;
- Crime and Disorder Act 1998.

5. Responsibilities

It is the responsibility of:

- The headteacher to communicate this policy to our community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team (H Bennett, Head of Curriculum) has been identified to take overall responsibility.
- Member of the management committee to take a lead role in monitoring and reviewing this policy.
- The Designated Safeguarding Lead (DSL) to ensure that all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying) are recognised by our community as being abusive (specifically child-on-child and/or emotional abuse) and to ensure that any concerns are responded to as safeguarding concerns, in line with our child protection policy.
- All staff, including members of the management committee, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the school.
- Pupils/pupils to abide by the policy.

6. Definition of bullying

- Bullying is recognised by The Rosewood School as being a form of child-on-child abuse and that children can abuse other children.
- Bullying can take many forms and is often motivated by prejudice against groups; for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.
- Bullying can involve an imbalance of power between the perpetrator and the victim; this could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. An imbalance of power can manifest itself in several ways, it may be physical,

psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate.

- Bullying can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.
- Bullying can include physical and emotional abuse such as name calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, producing offensive graffiti, gossiping, peer isolation (for example, excluding people from groups) and spreading hurtful and untruthful rumours.
- The same unacceptable behaviours can be expressed online; this is sometimes called online bullying or cyberbullying; specifically, 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. The Rosewood School (TRS) has wider search powers included in the Education Act 2011 to give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, report inappropriate images (files) to the police, on electronic devices, including mobile phones.
- The Rosewood School recognises that bullying can be emotionally abusive and can cause severe and adverse effects on children's emotional development. As a school, we additionally believe that bullying should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".

If left unchallenged or dismissed as "banter", it can lead to reluctance to report other safeguarding concerns or unacceptable behaviour. Early intervention sets clear expectations of the behaviour that is and isn't acceptable and will help stop negative behaviours escalating.

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 of bullying will be taken seriously and offered appropriate support, regardless of where the abuse takes place.

7. Forms and types of bullying covered by this policy

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

Type of bullying	Definition
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Verbal	Name-calling, sarcasm, spreading rumours, teasing
Racial	Racial taunts, graffiti, gestures
Emotional	Being unfriendly, excluding, tormenting
HSB (Harmful Sexual Behaviours)	Explicit sexual remarks, name-calling, sexual bullying, sexual assault, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching, these behaviours can take place offline and online and can also include sexual image sharing without consent, unwanted sexual touching, sexual assault and rape

Child on Child abuse	Child-on-child abuse: Physical, sexual, emotional and financial abuse, and coercive control, exercised within young people's relationships. It may include, for instance, child sexual or criminal exploitation, bullying, HSB (harmful sexual behaviour) and serious youth violence
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture. At TRS, we will sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the cohort of pupils at TRS.

8. School ethos

The Rosewood School community recognises 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. Bullying is not tolerated at our school and any reported incidents will be dealt with quickly and effectively. By effectively preventing and tackling bullying, our school can help to create a safe and positive environment, where pupils are safe and feel safe, are treated respectfully and are able to learn and fulfil their potential.

8.1 Our community:

In conjunction with our behaviour policy, our aim is to:

- To increase awareness and to encourage pupils to report concerns regarding bullying or any forms of child-on-child abuse.
- To provide protection, support and reassurance for victims, assuring that they have done the right thing in coming forward, and ensuring that they do not feel that their report is an inconvenience to the school.
- To listen to all those who are involved.
- To develop the self-confidence and self-esteem of all pupils.
- To develop an effective range of emotional skills for all pupils through our ongoing Personal Development programme.
- To liaise with appropriate external agencies where additional support is needed, or might be needed.
- Understand the importance of challenging inappropriate behaviours between children.
- Monitor and review our anti-bullying policy and practice on a regular basis.
- Support 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, for example, children with Special Education Needs, Disabilities or Medical/Health Conditions and children who are, or who are perceived to be lesbian, gay, bisexual or transgender/gender questioning. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, as/if required.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures our pupils/pupils 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.

- Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
- Will deal promptly with grievances regarding the school response to bullying in line with our complaints policy.
- Seeks to learn from good anti-bullying practice elsewhere.
- Utilises support from the Local Authority and other relevant organisations when appropriate.

9. Responding to bullying concerns

In accordance with our behaviour policy:

The school's response will be:

- Proportionate.
- Considered.
- Supportive.
- Decided on a case-by-case basis.

The following steps will be taken when dealing with any incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- Pupils may also use the worry box which is on the school website discreetly.
- The pupil proven to be bullying will be warned and parents will be informed. If bullying continues, parents will be invited into school and the home school will be notified.
- If bullying escalates, the pupil will be removed from classes, home school, pupil and parents will be invited in for a meeting with the inclusion manager and a senior member of staff will explain the seriousness of the situation and the possible removal of placement with TRS.
- Finally placement will be terminated with a return to home school or different provision.
- 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.
- The inclusion team or DSL will be informed of all bullying concerns, especially where there may be safeguarding issues.
- The inclusion team, or DSL will interview all parties involved.

Recording incidents:

- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
- Appropriate sanctions and support, for example as identified within the school behaviour policy and child protection policy, will be implemented in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, for example the police if a criminal offence has been committed, or Integrated Children Services (Kent Schools Only)/ Early Help and/or Children's Social Care (Schools outside of Kent) if a child is felt to be at risk of significant harm.

- The Rosewood School sanctions are applied fairly, proportionately, consistently and reasonably, taking account of any SEN or disabilities that pupils may have, and taking into consideration the needs of vulnerable children. Bullying by children with disabilities or SEN is no more acceptable than bullying by other children and it should be made clear that their actions are wrong and appropriate sanctions imposed. We expect all pupils to be proactive and seek help from members of staff if they witness another pupil being hurt or they are concerned about others.
- The following is the normal hierarchy of sanctions. A serious case of bullying, however, might result in immediate suspension and meeting with the home school to discuss the forward plan of the pupil. This may result in a place with TRS being withdrawn and a more appropriate provision being sourced by the home school.
- Where the bullying of or by pupils/pupils takes place off school site or outside of normal school hours (including online/cyberbullying), the school will ensure that the concern is fully investigated and responded to in line with this policy and the school behaviour policy. If required, the DSL will collaborate with DSLs at other settings.

Other action taken as an alternative (or complementary to) other sanctions

The following is not a definitive list, but provides a guide as to alternative measures of support that the school will consider:

- Restorative Justice which enables the pupil to redress the harm that has been done to the 'victim,' e.g., through community service.
- Mediation through a trained mediator.
- Loss of privileges such as membership of clubs, the right to go on visits and membership of school teams.
- Inclusion Managers and the Senior Leadership Team will liaise with the SENCO where the individual pupil is on the Special Needs

9.1 Cyberbullying

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been 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 pupil electronic devices, such as mobile phones, in accordance with the law and our behaviour policy, child protection policy and Acceptable Use Policy (AUP).
- Requesting the deletion of locally held content and content posted online if they contravene school behavioural policies – ensure behaviour policy is followed surrounded actions relating to sharing of nudes.
- Where an individual can be identified, the school will ensure that appropriate sanctions are implemented to change the attitude and behaviour of the bully, as well as ensuring access to any additional help or support 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 consider and manage any private information they may have in the public domain.

9.2 Supporting Pupils

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing immediate pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the DSL, 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 any further concerns.
- 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 or Integrated Children Services (Kent Schools Only)/ Early Help and/or Children's Social Care (Schools outside of Kent) or support through the Children and Young People's Mental Health Service (CYPMHS).

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.
- Detentions
- Removal of privileges (including online access when encountering cyberbullying concerns) in extreme or repeated cases, fixed-term or permanent suspensions.
- 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 Integrated Children Services (Kent Schools Only)/ Early Help and/or Children's Social Care (Schools outside of Kent) or support through the Children and Young People's Mental Health Service (CYPMHS).

9.3 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, 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.

10 Preventing Bullying

10.1 Environment

The whole 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.
- 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) or health issues, children from ethnic minorities, and children who or who are perceived by other children to be lesbian, gay, bi, or trans (LGBT), whether they are or not can be disproportionately impacted by bullying. As such we will endeavour to reduce the additional barriers faced and provide a safe space for children to speak out or share their concerns.
- 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.

10.2 Policy and Support

The whole school community will:

- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools’ attention, which involves or affects pupils, 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.

10.3 Education and Training

The school community will:

- Train all staff, including teaching staff, 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/pupil council.
- Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week
- Provide systematic opportunities to develop pupils’ social and emotional skills, including building self-esteem.

11. Involvement of pupils/pupils

The Rosewood School will:

- Involve pupils/pupils in policy writing and decision making, to ensure that they understand the school’s approach and are clear about the part they play in preventing bullying.
- Regularly discuss relationships in breakfast club and seek young people’s views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.

- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Utilise pupils voice in providing pupil led education and support
- Publicise the details of internal support, as well as external helplines and websites
- Offer support to pupils who have been bullied and to those who are bullying to address the problems they have.

12. Involvement and liaison with parents and carers

The Rosewood School will:

- Take steps to involve parents and carers in develop policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying.
- Make sure that key information about prejudice-based and discriminatory bullying (including policies and named points of contact) is available to parents/carers in a variety of formats, including via the school website.
- 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 work with the school to role model positive behaviour for pupils, 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.
- We will always endeavour to ring parents on the same day that the incident occurred; however, phone calls may not always be able to be made as soon or as frequently as the parent would like due to investigations taking place to provide the most factual evidence.

13. 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 senior leadership team will be informed of bullying concerns, as appropriate.
- The named management committee member for behaviour will report on a regular basis to the governing body on incidents of bullying, including outcomes.

14. Artificial intelligence (AI) clause

Generative artificial intelligence (AI)

- Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard.
- TRS recognises that AI has many uses to help pupils learn, but may also have the potential to be used to bully others. For example, in the form of 'deep fakes', where AI is used to create images, audio or video hoaxes that look real.
- TRS will treat any use of AI to bully pupils in line with our **anti-bullying/behaviour** policy.

15. The Equality Act 2010

The Equality Act 2010 outlines nine protected characteristics:

- AGE
- DISABILITY
- GENDER REASSIGNMENT
- MARRIAGE AND CIVIL PARTNERSHIP
- PREGNANCY AND MATERNITY
- RACE
- RELIGION OR BELIEF
- SEX
- SEXUAL ORIENTATION

The Act protects people from unlawful discrimination, harassment, victimisation and any other conduct prohibited by or under the Act on the basis of any protected characteristic.

16. Useful Links and Supporting Organisations

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

Note: Additional links can be found in 'Preventing and Tackling Bullying' Schools should add or remove the following links according to their local context and needs.

- 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://reporthearmfulcontent.com/>
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Internet Safety (UKCIS): www.gov.uk/government/organisations/uk-council-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/at-risk-groups/sen-disability
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-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
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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/collections/disrespect-nobody-campaign
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: www.anti-bullyingalliance.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/tools-information/all-about-bullying/sexual-and-sexist-bullying/investigating-and-responding-sexual>
- Childnet Project DeShame (Online Sexual Harassment and Bullying): www.childnet.com/our-projects/project-deshame

Process Flow Chart

During an investigation, it is likely that the alleged victim will feel vulnerable, particularly at breaks, lunchtimes and start and end of the school day. He/she will be offered protection at such times, in the form of a room/office in school to which they might go with or without friends, and alternative arrangements for eating lunch.

The 'victim' will discuss the incident with the inclusion manager and often this will help resolve the situation. If the bullying continues then the matter will be passed to the HoS. The pupil will then be asked to make a statement, either verbal or written, and the member of staff investigating will make notes.



The alleged 'bully' will then be interviewed and given the opportunity to give his/her side of the story. Again a verbal or written statement will be made and the member of staff investigating will make notes.

