Humberston Park School

...engaging children in creative and enjoyable learning that is of functional value to them now and in the future.

Inclusiveness, Independence & Enjoyment

Anti-Bullying Policy and Procedures

How does this policy impact on School Improvement?

This policy illustrates how as a school, we will develop an anti-bullying culture across our whole-school community where the bullying of adults, children or young people, is not tollerated in any form. This policy demonstrates our commitment to providing a learning and working environment free from threat or fear which will enable us to support the aspirations, achievement and welfare of our whole-school community. We aim to create a healthy and safe community where individuals take responsibility for their own behaviour and actions and show respect for others, emphasising the importance of positive relatonships amongst all members of our whole-school community.

Approved by:	Trustees	**Date:** December 2024
Last reviewed on:	December 2024	
Next review due by:	December 2025	
Responsibility: Jessica Dawes – Lead Practitioner / RSHE and PSHE Lead Co-ordinator/ Designated Anti-Bullying Co-ordinator Richard Gargon – Headteacher		

Contents

Introduction……...2
1.Policy Development ……2
2. Statement of Intent 2
3.Supporting Policies and Documents……3
4. Definition 3
5. Detection 5
6. Implementation 6
7. Roles and Responsibilities 7
8. Tackling Bullying 9
9. Evaluation and Review 10
10. Impact 11
11. Resources Used 11
12. References 11
13.Useful Contacts……12

Introduction

This policy sets out Humberston Park School's (HPS) whole-school approach to preventing, tackling and erradicating bullying within our community. We strongly believe that each and every one of our staff members and pupils deserve to work and be eduacted in a safe, caring and welcoming environment free from bullying. As a school, we consider developing and maintaining an anti-bullying culture vital in upholding our school's values and ethos to ensure we provide an engaging, high-quality inclusive and enjoyable learning offer for all pupils.

1. Policy Development

The development of this policy was led by Jessica Dawes: Lead Practitioner, 16-19 Phase Coordinator, Senior Mental Health Lead, RSHE/PSHE Lead Coordinator and Deputy Designated Safeguarding Lead, in consultation with our pupils, parents, carers, staff, Senior Mental Health Leads (SMHL), Safeguarding Team, Local Authority Wellbeing Programme Lead for Schools and other stakeholders.

This policy will be reviewed and updated annually to ensure that it is in line with current Government guidance and legislation.

We will ensure this policy is effectively communicated to staff and parent/carers, including through publishing the policy on our school website and making paper copies available upon request at the school office.

2. Statement of Intent

At Humberston Park School we aim to provide a safe, caring and welcoming environment free from bullying where everyone is treated fairly, with respect and listened to. As a school, we aim to create an anti-bullying culture where bullying in any form towards adults, children or young people across our whole-school community will not be tolerated. Bullying of any form is unacceptable within our school and all incidents will be dealt with promptly and effectively.

At Humberston Park School we strive to develop knowledge and skills, build confidence and promote positive relationships to ensure the effective prevention, identification and management of any suspected bullying. We

are very aware that pupils with special educational needs and disabilities (SEND) are more vulnerable to all forms of abuse. Therefore, we are committed to maximising pupils' ability to recognise and respond to all forms of abusive behaviour; taught through our high-quality Personal, Social, Health and Economic (PSHE) Education and Relationships, Sex and Health Education (RSHE) curriculums.

This policy is intended to:

- Provide staff, pupils and parent/carers with a good understanding of what bullying is and the signs to look out for
- Provide guidance to staff, pupils, parents and carers when bulling incidents occur what their role is
- Identify as a school how we aim to prevent and tackle bullying
- Provide parent/carers and staff with useful contacts relating to bullying

3. Supporting Policies and Documents

This policy should be read in conjunction with:

- Child Protection and Safeguarding Policy
- Relationships and Sex Education Policy and Procedures
- Conduct, Behaviours that Challenge and PBS Policy
- Dealing with unreasonable or abusive behaviour Policy
- Equality Policy
- Complaints Procedure Policy
- Exclusion Arrangements Procedure
- E-Safety Policy
- Keeping Children Safe in Education (KCSIE) 2024
- Human Rights Act 1998
- The Education and Inspection Act 2006, 2011
- The Education Act 2002, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Communications Act 2003
- Public Order Act 1986

4. Definition

What is bullying?

As defined by the Anti-Bullying Alliance (2023) bullying is:

"The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online"

At Humberston Park School, we strive to create a happy, safe and caring learning environment where everyone feels safe. All cases of bullying are serious and any behaviour that adversely affects the well-being of another will not be tolerated. At our school, some pupils may experience considerable difficulties with communication, social interaction and empathy which can affect their ability to reflect on the impact their behaviour has on others or to self-manage their behaviour. These difficulties can mean that some pupils are less likely to intentionally 'bully' others, although behaviour that could be defined as bullying behaviour does occur on occasions. While these actions may not have the same degree of intention as is usual when describing bullying, the effect on the targeted individual or individuals is the same and therefore must be addressed. The behaviours of some of our pupils and the vulnerability of others make it essential that the school remains sensitive to the subject. The way staff members deal with such incidents of behaviour that challenges should take account all individual needs.

What are the different types of bullying?

Bullying comes in many forms but each can have lasting effects both mentally and physically for the victim. The Anti-Bullying Alliance and NSPCC define the different types of bullying as:

- Physical – pushing, poking, kicking, hitting, biting, pinching or any use of violence
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling, constant criticism
- Non-Verbal – hand signs or gestures
- Emotional – isolating others, tormenting, hiding books, undermining, ridicule, humiliation, intimidating, excluding, manipulation, coercion and controlling behaviour
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films and materials
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion, mobile phone misuse, online misuse, email and internet chatroom misuse, misuse of associated technology e.g., cameras, video recorders, the malicious use of artificial intelligence, sexting
- Indirect - Can include the exploitation of individuals.
- Racist – racial taunts, graffiti, gestures, discrimination
- Prejudice-related Bullying – Any form of bullying against individuals with protected characteristics including bullying related to: race, religion, faith and belief and for those without faith; ethnicity, nationality or culture; Special Educational Needs or Disabilities (SEND); sexual orientation (homophobic/ LGBTQ+); Gender based bullying including transphobic bullying; age; marriage; pregnancy or maternity leave
- Social – exclusion, isolating others including online and face-to-face

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.

Humberston Park School 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 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

Humberston Park School will treat any use of AI to bully pupils in line with our [anti-bullying/behaviour] policy.

Where does bullying take place?

At Humberston Park School we understand that bullying is not confined to the school premises. Bullying can take place outside of school, on the journey to and from school, out in the local community and bullying my also occur online which can also be referred to as cyber bullying.

We will offer support and guidance to pupils, parents/carers, families and staff who have experienced any form of bullying whether this has taken place inside school, outside of school or online. We are committed to working with outside agencies where appropriate to prevent and tackle all forms of bullying.

What are the signs of bullying?

Individuals who are being bullied may show changes in their behaviour, physical condition, educational progress, personal habits some of which may include:

- Belongings getting ‘lost’ or damaged
- Physical injuries, such as unexplained bruises
- Being afraid to go to school, being mysteriously ‘ill’ each morning or skipping school
- A change in educational progress at school, including an unexplained dip in achievement and attainment
- Asking for or stealing money or possessions (to give to whoever’s bullying them)
- A change in behaviour, including angry outbursts, being nervous, losing confidence, becoming distressed or withdrawn
- Significant changes in their social circumstances including having fewer friendships, isolated from their peers, avoiding social events
- A change in eating or sleeping habits including nightmares and bed wetting
- A change in personal habits
- A lack of concentration or high levels of distractable behaviour, or becoming super-vigilant to their surroundings
- Self-harming behaviours and talks or signs of suicidal behaviour
- Bullying others

5. Detection

How do we detect bullying?

All pupils must be encouraged to report bullying. Advocates for the pupils must report possible bullying behaviour on their behalf and where possible communication strategies must be put in place to allow pupils to express their feelings.

Staff must be alert to the signs of bullying (in all its forms) and act promptly and firmly against it in accordance with the school's anti-bullying policy. It is the responsibility of our whole-school community to observe individuals' behaviour and identify potential issues as they arise. A member of the safeguarding team (Sarah Cooney, Richard Gargon, Jackie Saha, Jessica Dawes, Kelly Mitchell, or Gemma Rylatt) must be alerted immediately to any incidents or concerns as part of our protocol.

Many of the pupils that attend Humberston Park School have complex difficulties in communicating and expressing their emotions and behaviours. Each individual pupil has a personalised well-being profile, agreed by home and school, which indicates and identifies how pupils exhibit their emotions, feelings and behaviours including: happy, sad, scared, angry, pain, anxious. These well-being profiles support staff to effectively identify changes to pupils' well-being and the prompt detection of any issues.

Understanding why bullying is occurring

Many experts say that bullying involves an imbalance of power between the perpetrator/s and victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The 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. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

We carefully review the reasons why bullying is occurring on a case-by-case basis.

6. Implementation

What do we do to prevent bullying?

All schools should foster a clear understanding that bullying, in any form, is not acceptable and work hard towards eradicating it within their setting. The school will then become a safer and happier environment, with consequent improvements in attitudes, behaviours and relationships, impacting positively on learning, achievement and the successful development of healthy young adults.

We achieve this by:

- Developing an effective anti-bullying policy that is regularly reviewed by the school community
- Adopting effective practice and procedures in dealing with incidents of bullying
- Providing pupils with opportunities and means of communication to seek advice, support and ability to communicate their emotions and feelings
- Implementing RSHE sessions through our PSHE curriculum that promote pupils' understanding of what constitutes as bullying and to enhance and develop empathy and emotional intelligence. Including, developing pupils' understanding of when, who and how they can ask for help and support related to bullying and the development and understanding of positive healthy relationships
- Regularly share information with pupils and staff to highlight bullying behaviour and the signs to look out for and the importance of reporting any concerns
- Presenting the class rules on a daily basis to promote respectful and caring relationships and positive behaviour
- Regularly reviewing and updating individual wellbeing profiles
- Actioning feedback from our pupil and parent/carer questionnaires
- Implementing an 'open-door' policy for parents/carers to come into school whenever they wish
- Encouraging and praising positive, respectful and supportive behaviour by all staff and pupils

- Taking part as a whole-school community in Anti-Bullying Week each year (November) to raise awareness
- Taking part as a whole-school community in Safer Internet Day each year (February) to raise awareness
- Taking part in theme days to promote equality and tackle prejudice
- End of academic year/ end of term celebration activities / events
- Inclusive toys and books throughout the school raising awareness of and celebrating differences
- ELSA support and specific interventions for identified individuals or groups
- External agency support to develop emotional literacy skills and behaviour management
- All staff model expected behaviour
- Consistent implementation of our Anti-Bullying and Behaviour Policy to maintain high expectations

7. Roles and Responsibilities

The Anti-Discrimination Law as outlined in the Equality Act 2010, states that schools must act to prevent discrimination, harassment and victimisation within the school. In order to do this, it will take the support and vigilance of the whole school community.

Who?

Trustees:

- As part of their general responsibilities for management of the school, the trustees will continue to play a key role in the development of the Anti-Bullying Policy through regular policy evaluation and review

Anti-Bullying Co-ordinator:

Jessica Dawes is the school's Anti-Bullying Co-ordinator and has responsibility for:

- Policy development ensuring the anti-bullying policy is regularly reviewed and updated
- Implementing the policy and monitoring, evaluating and assessing its effectiveness
- Monitoring the effectiveness of strategies used for preventing bullying behaviour
- Co-ordinating anti-bullying training and support for staff and parents/carers where appropriate
- Ensuring bullying prevention is covered within the school's RSHE curriculum and pupils are taught who to report concerns to in the most appropriate way for their communication needs

Safeguarding Team:

- All members of the Safeguarding Team take responsibility for the implementation of this policy and for liaising with the Trust Board, parents/carers, school nurse and other relevant agencies
- Ensure the Anti-bullying Policy is made available to parents/ carers on request and displayed on the school website
- Monitor and manage the reporting and recording of bullying incidents
- Ensure that all reports of bullying behaviour are dealt with promptly and effectively and that all allegations are taken seriously

Class Team Leaders (CTL) and Teaching Assistants (TA):

- CTLs and TAs have the responsibility to address pupils' needs by listening to and forwarding their concerns or a change in their state of wellbeing as identified in their wellbeing profile to members of the leadership / safeguarding team
- Inform parents/carers in the event of any suspicion of bullying

Our staff work closely with our pupils and therefore may notice a change in a pupil's behaviour or attitude that might indicate that something is wrong before receiving a report from a pupil or a member of the school community. If staff have any concerns about a pupil's welfare or are concerned that a pupil is displaying behaviours that may show they are the target of bullying or perhaps perpetrating bullying, they should act on them immediately rather than wait to be told.

We ask that staff report their concerns to a Designated Safeguarding Team. The member of staff receiving the report will take an initial note of the concerns and will then make a formal record of the bullying report on the school's Safeguard recording system (CPOMS) and other relevant safeguarding members will be alerted. The member of staff must immediately and directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.

Parents/Carers:

In order to enable the parents/carers to play an active role in their children's emotional wellbeing parents will:

- Liaise with the school to construct a wellbeing profile of their child, identifying what their 'normal' emotional state looks like
- Continue to liaise regularly with school staff through home-school communication books, telephone/ email conversations or face-to-face meetings

We understand that it can be very difficult and concerning for a parent/carer to hear that their child has been the target of bullying, has experienced bullying behaviour or is an alleged perpetrator of bullying. We ask that if parents/carers have concerns about their child experiencing or perpetrating bullying, that they contact a member of school staff.

Initially we ask parents/carers to contact their child's class teacher (in person/via telephone call/via email) to explain their concerns. The class teacher will take an initial note of the concerns but may ask to schedule a meeting to allow for more time to discuss the concerns in detail. Following the report and/or the meeting, the teacher will make a formal record of the bullying report on the school's Safeguard recording system and safeguarding team members will be alerted. The member of staff will immediately and directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.

We ask that parents/carers come directly to the school with their concerns rather than discussing them with other members of the school community in person or online. Our school remains committed to supporting pupils and their families in all instances of bullying and relational conflict and will respond to reports promptly.

Even if the behaviour/incident which has been reported is deemed 'not bullying' and is thought to be 'relational conflict', school staff will still support the pupils involved and help them to resolve any concerns.

We will endeavour to ensure that all parties are kept informed of progress and any developments, but we will also need to show due regard to GDPR. This may mean, at times, that we are not able to provide or share information or updates

Pupils:

- Where possible the pupils will be taught how to identify different types of bullying and provided with tools to communicate concerns if an incident of bullying occurs. Pupils are responsible for seeking help and support from a known adult within school but advocates for pupils who are unable to do so will act on their behalf
- Even if the behaviour/incident which has been reported is deemed 'not bullying' and is thought to be 'relational conflict', school staff will still support the pupils involved and help them to resolve any concerns.

Premises, administration, catering staff, school nurse, therapists and visitors:

- Responsible for forwarding any concerns they have to the CTL or member of the safeguarding team

We ensure that all visitors to our school are aware of our Child Protection and Safeguarding procedures and which staff member they should report any concerns to. We ask that if a visitor to our school has any concerns about bullying behaviour that they have witnessed, or been told about, that they report their concerns at the earliest opportunity in person to the school's Designated Safeguarding Team (Sarah Cooney, Richard Gargon, Jackie Saha, Jessica Dawes, Kelly Mitchell or Gemma Rylatt).

We ask that visitors report their concerns in person by the end of the school day. For example, it would not be appropriate to wait until the following day or leave a written note with concerns. The member of staff receiving the report will take an initial note of the concerns and will then make a formal record of the bullying report on the school's Safeguard recording system and the relevant safeguarding team members will be alerted. The member of staff will immediately and directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.

8. Tackling Bullying

How do we tackle bullying?

At Humberston Park School all reports of bullying or reported concerns of bullying behaviours will be taken seriously and investigated. Even if an incident is deemed 'not bullying' or a 'relational conflict', our school remains committed to supporting all pupils who have been involved and effected.

Our school keeps records of all reports of bullying, this information is stored on our school's recording system (CPOMs). These records are used to identify trends and inform our school's preventative work. Information from these records is discussed regularly at safeguarding meetings to ensure that all staff are kept up-to-date and are alert to any ongoing concerns.

Our staff use a contextual approach to safeguarding and each incident will be dealt with on a case-by-case basis.

Step 1

- Report any disclosures, suspicion of bullying or changes to a pupil's wellbeing to a member of the safeguarding team (confirm facts of any disclosure), safeguarding team will indicate if this needs to be added to CPOMS
- Staff will talk to all pupils involved in the reported incident (where appropriate) – this may include the victim, alleged perpetrator and any bystanders/witnesses
- Liaise with parents/carers and discuss concerns and routes of action – this may include contacting other environments the pupil may have access to e.g., respite
- CTL to be informed (if not already aware) and hold a class team meeting to highlight the need for observations throughout the day and monitor changes to the pupil's wellbeing
- Review over a short period of time to identify if it is bullying or 'relational conflict'

Step 2 – If incidents of bullying continue

- Complete CPOMS record, safeguarding team members to be alerted and the Headteacher and anti-bullying co-ordinator should be informed. Action/strategies will be agreed by members of the safeguarding team
- If bullying is identified confirm facts by speaking to pupils individually (if appropriate) then inform both sets of parents (police / social services to be contacted in serious cases and possible exclusion from school)
- Implement appropriate consequences in accordance with our school's behaviour policy. These consequences will be graded accordingly to the seriousness of the incident but will send out a message that bullying is unacceptable

- Break up the dynamics of contact between pupils and implement a ‘buddying’ system for the victim
- In school interventions will take place to support the victim and work with the perpetrator. These sessions will be held separately
- Continued monitoring and evaluation of the situation with regular liaison between school, parents/carers and other environments
- Review over a short period of time

Step 3

- Senior member of staff (with anti-bullying responsibilities – anti-bullying co-ordinator and Headteacher) will seek specialist support by trained personnel e.g.,
    - Mediation / Counselling
    - Anger Management training and self-help
    - Peer Mentor / Buddy Support
    - External Agencies – Young Minds Matter / Compass GO

Step 4

- Headteacher and Chair of Trustees inform / seek advice from the Local Authority (LA) Head of Inclusion Service

Post incident support

When an incident of bullying has occurred, it is imperative that all parties receive some form of support both the alleged perpetrator and victim. The support the pupil receives should be bespoke to the individual however, listed below are different avenues that we suggest should be explored:

- Wellbeing sessions
- ELSA support interventions
- Behaviour monitoring long term
- External referral for higher level support if needed (CAMHS, Compass Go)
- Pupil, Parents/Carers Questionnaires (where appropriate)

Complaints

If a parent/carer is not satisfied with our school’s actions, we ask that they follow our school’s complaint policy and procedures. This is available online from our school website and on request from the school office.

9. Evaluation and Review

The whole school community will be vigilant and treat reports of bullying in a serious manner; reporting any concerns to the safeguarding team. Members of the safeguarding team will action any incidents of bullying with the support of parents/ carers and other agencies.

Our school keeps records of all reports of bullying, this information is stored on our school’s recording system (CPOMs). These records are used to identify trends and inform our school’s preventative work. Information from these records is discussed regularly at safeguarding meetings to ensure that all staff are kept up-to-date and are alert to any ongoing concerns.

The Anti-Bullying and PSHE / RSHE co-ordinator Jessica Dawes, will review and evaluate this policy throughout the academic year. The policy will be updated annually.

Ultimate responsibility for its introduction and implementation will rest with the Headteacher, who will consult with the Governing Body. However, all staff, children and parents have an active role to play in the development and maintenance of the policy.

10. Impact

Pupils' understanding of positive relationships and ability to identify unhealthy relationships is maximised, increasing their ability to recognise and respond to abusive behaviour in order to minimise their vulnerability.

11. Resources Used

- Relationships, Sex and Health Education (RSHE) information and resources
- ASDAN Preparing for Adulthood and My Independence information and resources
- Class Rules
- Emotions Boards
- Individual communication aids
- Books and Social Stories
- Pupil/Parent Questionnaires
- Pupil Concern Sheets
- Well-being Profiles

12. References

- Human Rights Act 1998
- The Education Act 2002, 2011
- The Education and Inspectors Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Communications Act 2003
- Public Order Act 1986
- Keeping Children Safe in Education (KCSiE) 2024
- www.education.gov.uk
- www.nspcc.org.uk
- www.gov.uk
- www.anti-bullyingalliance.org.uk

13. Useful Contacts

Useful links and supporting organisations

Organisation	Website	Contact Details
Anti-Bullying Alliance	www.anti-bullyingalliance.org.uk	aba@ncb.org.uk
Childline	www.childline.org.uk	08000 1111
Compass Go Grimsby	www.compass-uk.org	01472 494 250
EACH – Educational Action Challenging Homophobia	www.each.education	0808 1000 143
Family Lives	www.familylives.org.uk	0808 800 2222
Kidscape	www.kidscape.org.uk	Phone – 07496 682785 WhatsApp – 07496 682785
MindEd	www.minded.org.uk	
National Bullying Helpline	www.nationalbullyinghelpline.co.uk	0300 323 0169
Navigo	www.navigocare.co.uk/CAMHS	01472 256256 (option3) Text: ORANGE to 85258
NSPCC	www.nspcc.org.uk	0808 800 5000
PSHE Association	www.pshe-association.org.uk	
Think U Know	www.thinkuknow.co.uk	
Victim Support	www.victimsupport.org.uk	0808 1689 111
Young Minds	www.youngminds.org.uk	0808 802 5544
Young Carers N.E.Lincs	www.carerssupportcentre.com	01472 326294 (option3 then option 2) admin.yps@nelincs.gov.uk

SEND Support

Changing Faces	www.changingfaces.org.uk	
Contact	www.contact.org.uk	
Family Action	www.family-action.org.uk	
Mencap	www.mencap.org.uk	
NELC SEND Local Offer	www.sendlocaloffer.nelincs.gov.uk	
Lincolnshire County Council SEND Local Offer	www.lincolnshire.gov.uk/send-local-offer	
DfE: SEND Code of Practice	https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND_Code_of_Practice_January_2015.pdf	

Cyberbullying

Childnet	www.childnet.com	
Internet Watch Foundation	www.iwf.org.uk	
Think U Know	www.thinkuknow.co.uk	
UK Safer Internet Centre	www.saferinternet.org.uk	
The UK Council for Child Internet Safety (UKCCIS)	https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis	
DfE 'Cyberbullying: advice for Headteachers/Principals and School/College Staff'	https://www.gov.uk/government/publications/preventing-and-tackling-bullying	
DfE 'Advice for parents and carers on cyberbullying'	https://www.gov.uk/government/publications/preventing-and-tackling-bullying	

Race

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	
Educate against Hate	www.educateagainsthate.com	
Show Racism the Red Card	www.theredcard.org	

LGBTQ+

Allsorts	www.allsortsyouth.org.uk	
Barnardo's LGBT+ Hub	https://www.barnardos.org.uk/get-support/support-for-young-people/lgbt	
EACH	www.eachaction.org.uk	
Mermaids	www.mermaidsuk.org.uk	
Proud Trust	www.theproudtrust.org	

Sexual Harassment and Sexual Bullying

Disrespect No Body	https://www.gov.uk/government/publications/disrespect-nobody-campaign-posters
Anti-Bullying Alliance	https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying