



# BROMSGROVE SCHOOL

## ANTI-BULLYING POLICY

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# **BROMSGROVE SCHOOL SENIOR SCHOOL ANTI-BULLYING POLICY**

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This Policy has regard to:

- The Education (Independent School Standards) Regulations 2014 (5th January 2015): Part 3, Paragraph 10
- The Independent School Standards: Guidance for Independent Schools (DfE, April 2019)
- National Minimum Standards for Boarding Schools (DfE, September 2022): Part G, Standard 16
- Preventing and Tackling Bullying: Advice for Head Teachers, Staff and Governing Bodies. (DfE, July 2017)
- Approaches to Preventing and Tackling Bullying: Case Studies (DfE, June 2018)
- Behaviour in Schools: Advice for Headteachers and School Staff September 2022 (DfE, July 2022)
- Cyberbullying: Advice for Headteachers and School Staff (DfE, November 2014)
- Advice for Parents and Carers on Cyberbullying (DfE, 2014)
- Keeping Children Safe in Education (DfE, September 2023)
- The Equality Act (2010)

## **1. INTRODUCTION**

Bromsgrove School will not tolerate any form of bullying whether it be verbal, physical, racial, sexual, cyber or against a disability (including physical disability), regardless of motive. It can be very damaging to individuals, its psychological effects can be long lasting, and it is a destructive factor in community life.

Bullying can happen anywhere and at any time; it is often hidden, or takes place away from staff, and it can be difficult to establish the facts of what happened. Recent DfE advice<sup>1</sup> states that 'successful schools create an environment that prevents bullying from being a serious problem in the first place'.

The three main factors that reduce and remove bullying are as follows:

- creating attitudes within the pupil body that bullying is unacceptable and that any bullying should be reported – it is thus essential that pupils are involved in the implementation of our policy and feel some ownership
- the School showing that it will not tolerate bullying and will take action when it occurs
- staff awareness, concern and vigilance.

## **2. AIMS AND OBJECTIVES**

In line with current DfE guidance, the School Mission Statement and other School policies and procedures, we aim through this policy to produce a safe and secure environment where all children can flourish, where bullying is unacceptable and measures are in place to reduce its likelihood.

Our objectives in trying to fulfil these aims are:

- to ensure that we provide a safe, secure and inclusive environment for all pupils.
- to increase awareness of bullying and encourage debate and discussion amongst staff and pupils.
- to involve the whole staff and pupil body in combating bullying and making it unacceptable at Bromsgrove School.
- to create a supportive climate and break down the climate of secrecy that often surrounds bullying.
- to encourage pupils who are being bullied or who observe bullying to inform staff.
- to highlight how we can educate pupils about bullying and relationships.
- to complement the Senior School Code of Conduct and Senior School Sanctions Procedure.

## **3. WHAT IS BULLYING?**

### **Definition**

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It usually involves an imbalance of power (physical, psychological, intellectual or social) between the perpetrator and victim which can result in a sense of intimidation or isolation that makes it difficult for the victim to defend him/herself. Bullying can take many forms and is often motivated by prejudice against particular groups, for example on grounds of age, race, religion, culture, sex, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities.

Bullying may occur by direct means, e.g.:

- physical – use of violence; damaging property
- verbal – use of name-calling, taunts, insults or threats; spreading rumours; offensive remarks
- emotional – unkindness, tormenting, social exclusion, discrimination.

Bullying may occur by indirect means, e.g.:

- manipulative – using coercion to get someone else to use the direct means above

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<sup>1</sup> *Preventing and Tackling Bullying* (DfE July 2017), p.10

- electronic/cyber – inappropriate use of social network sites, messaging services, mobile phones, email, online platforms or camera/video facilities.

The most recent update of KCSIE<sup>2</sup> states that child-on-child abuse ‘is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- and initiating/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).’

We recognise that there will be occasions when child-on-child bullying incidents will fall within child protection procedures or may be deemed criminal activity, requiring referral or reporting to external agencies. Our response to such incidents is set out in the separate Safeguarding Children Policy and Child-on-Child Abuse Policy.

The issue of cyberbullying and online safety is covered in more detail in Appendix 1 of this policy.

### **The Seriousness of Bullying**

Whatever the form of bullying, it must be treated seriously, not least because of its potential for physical harm, or for causing emotional and psychological damage and, in some extreme cases, even suicide. Pupils who are bullied suffer distress rather than being treated with respect, which can affect their general behaviour, health and wellbeing, let alone their engagement with school and a possible decline in their long-term academic prospects. Equally, pupils who bully need to be aware and understand the negative impact of their actions. This is particularly important for any boarding pupils who are experiencing bullying since they may not be able to escape their bullies due to not going home regularly during term time.

Bullying is not, in itself, a specific criminal offence, but there are criminal laws which apply to harassment, threatening behaviour and misuse of electronic communications.

For all these reasons, bullying is an issue which cannot be deemed acceptable in a School environment.

## **4. THE DUTIES AND RESPONSIBILITIES OF THE SCHOOL**

The Headmaster and Governors have a legal duty:

- to encourage good behaviour and respect for others within the School community

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<sup>2</sup> *Keeping Children Safe in Education* (DfE September 2023), pp.12-13, paragraph 35

- to prevent (in so far as is reasonably practicable) all forms of bullying among pupils by the drawing up and implementation of an effective anti-bullying strategy.

When a School accepts a pupil on to the roll it takes responsibility for his or her physical, psychological and educational welfare. The focus should not just be on the pupils' educational attainment but on nurturing their emotional growth and making sure that they are safe.

### **Safeguarding Children and Young People**

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern where there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the School's Safeguarding Children Policy should be referred to for details of the requisite processes, in line with the Worcestershire Safeguarding Children Partnership's multi-agency Levels of Need and Family Front Door pathway. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

### **Criminal Law**

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Criminal Justice and Public Order Act 1994, the Malicious Communications Act 1988, the Communications Act 2003 and the Defamation Act 2013. If the School feels that an offence may have been committed, assistance may be sought from the Police. For example, under the Malicious Communications Act 1988, any person who sends an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender, is guilty of an offence if their purpose in sending it was to cause distress or anxiety to the recipient.

### **Bullying which occurs outside school premises**

The Education and Inspections Act 2006 allows schools to use their disciplinary powers to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. Where bullying outside school is reported to a member of staff, it should be investigated and acted upon. Current DfE advice<sup>3</sup> suggests that 'conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity
- when travelling to or from school
- when wearing school uniform
- when in some other way identifiable as a pupil at the school
- that could have repercussions for the orderly running of the school
- that poses a threat to another pupil
- or that could adversely affect the reputation of the school.'

## **5. STAFF AWARENESS AND PROCEDURES**

- Staff are expected to promote an inclusive and safe environment for pupils and to support the principles of this policy by challenging any inappropriate behaviour they observe, not just within the confines of a classroom lesson.
- Staff are asked to watch out for early signs of distress in pupils – e.g. deterioration of work, spurious illness, isolation, desire to remain with adults, avoiding Houses at break times, erratic attendance – which may be a symptom of bullying.
- No suspected case of bullying should ever be ignored, nor any assumptions made about what may be complex situations.

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<sup>3</sup> *Behaviour in Schools: Advice for headteachers and school staff* (DfE July 2022), p.27, paragraph 94

- Staff should not tolerate any inappropriate behaviours between peers, and should challenge any attempt to downplay such behaviour, e.g. dismissing such comments/actions as ‘banter’, ‘having a laugh’ or ‘part of growing up’.
- The member of staff who first witnesses an incident, or to whom it is first reported should support and reassure the pupils involved, before informing the relevant Tutor/Houseparent. If either is unavailable and/or the incident requires immediate attention, then one of the Deputy Headmaster (Pastoral), Senior Mistress or Senior Master should be informed.
- If the incident appears to be a child protection issue, it should be reported immediately to the Designated Safeguarding Lead (or to a Deputy DSL in their absence).
- All reported cases will be taken seriously and investigated. Houseparents will collect written statements and, if pupils from several Houses are involved, liaise with each other before discussing the matter with the Deputy Headmaster (Pastoral) who will co-ordinate any decision on appropriate action for the situation.
- Any incident dealt with immediately by a member of staff or at an informal level within a House should be recorded through iSAMS. All such cases will involve the discretion of the Houseparent, but it is very likely that parents will be informed in such a situation.
- The Deputy Headmaster (Pastoral) keeps a record of cases (and any resulting sanctions) which have involved a formal level of investigation. At this level, the Houseparent or Deputy Headmaster (Pastoral) will usually formally contact parents.
- The Deputy Headmaster (Pastoral) will notify and keep the Headmaster informed of any severe case of bullying, or of any ongoing situation. In certain situations, this may include the need to contact external agencies, e.g. Police, Social Services.
- Whenever appropriate in a bullying situation, there is close liaison with the Health Centre.
- The School reserves the right to discipline pupils for misbehaving, including bullying outside the School premises. This is particularly applicable on transport to and from School, on School trips or when representing the School off-site.
- Every effort should be made to follow up each case to ensure the victim is given support and to prevent recurrence. All such issues should be monitored by the relevant Houseparents in liaison with the Deputy Headmaster (Pastoral).
- Records are kept to evaluate the effectiveness of the approach adopted and to enable senior management to identify any patterns to be addressed.

## **6. SANCTIONS**

### **Formal Discipline**

As with all disciplinary matters, each case will be dealt with on an individual basis and any sanction imposed will be proportionate to the seriousness of the incident. The range of sanctions available is set out in the separate Senior School Sanctions Procedure – any case of bullying is likely to be towards the more severe end of the scale of sanctions. Disciplinary sanctions will be fairly, consistently and reasonably applied, taking into account any pupils’ special educational needs or disabilities and the needs of vulnerable pupils and in line, where applicable, with the School’s Exclusion Policy.

### **Informal Discipline**

Any patterns of bullying are rarely solved by sanctions alone. Listening and talking to pupils and taking considerable time to establish facts are usually the only ways to help to repair relationships and reach some sense of resolution. Unless there is imminent danger to a child, any instant action or reaction by a teacher against a bully should also be considered from the perspective and, where possible, the wishes of the victim. One should always be wary of the possibility of leaving the victim feeling isolated and perhaps, for the very best of intentions, providing a remedy worse than the original complaint.

Many pupils, when confronted with the prospect that they have engaged in behaviour which could be deemed as bullying, will not repeat it. One must not forget that the capacity for teenagers to do or say something unkind to each other is not always bullying *per se*. However, for all incidents, the full range of School punishments is available to be used.

## 7. EDUCATION

The School aims to prevent bullying by making use of various strategies:

- to use all pupils as a positive resource in countering bullying (which is the key factor, including through pupil voice opportunities such as the School Forum and Boarders' Forum)
- to encourage pupils to turn to other pupils, whether peers, seniors in House or monitors
- the School's stance on bullying can be asserted regularly through talks and/or presentations in assemblies, in Chapel, in Tutor time, in PSHE lessons and in Life Skills/Enrichment sessions. Houseparents may also express disapproval and provide advice at appropriate times to individuals, groups and at House Assemblies
- external speakers on key issues, e.g. internet safety, Loudmouth Theatre
- staff may find opportune moments to address bullying, where appropriate, through the curriculum
- Houses often employ 'buddying' systems to help to make new pupils feel welcome and accepted, in addition to the usual pastoral care structures available in Houses, including Houseparents, Tutors, Housemothers/keepers and Monitors.
- training/briefing sessions for staff and senior pupils.

The School emphasises to pupils the importance of:

- conflict resolution and negotiating skills
- rights and responsibilities
- respect for others
- courtesy to others.

## 8. PUPILS (WHERE TO TURN)

It is of paramount importance that pupils should know to whom they may turn. The *Where do I Turn?* information leaflet is circulated to new pupils and also published in Houses as a reminder of the variety of people to whom pupils can talk in confidence whilst at School. This includes School personnel in different roles, the School's Wellbeing Nurse, counselling service and Independent Listener, as well as contact details for some external agencies. Whilst not produced solely for the issue of bullying, it does provide suggested contacts for pupils wishing to disclose that they have suffered or witnessed bullying.

The School has a dedicated email account ([call-it-out@bromsgrove-school.co.uk](mailto:call-it-out@bromsgrove-school.co.uk)) to which pupils can directly report any incident involving bullying or discrimination, whether they are a victim or a witness to such behaviour, either in person or online. Such reports will be taken seriously and followed up by a senior member of staff.

Senior pupils too, especially Sixth Form pupils in leadership positions, can play a vital role in counter-acting bullying. Their own behaviour towards younger pupils, particularly in the House environment, is important in establishing a culture in which there is tolerance, inclusion and self-control. They are encouraged:

- never to use physical means to punish a child
- to see a member of staff for advice or action if they have a problem with a younger child
- to be observant and report any possible bullying
- to adopt the mentality: 'if it happened to you, break the cycle'.

## 9. STAFF WORKING WITH VICTIMS

The first priority is to protect any victim of bullying and to support their ongoing needs at an appropriate level. Bullying can happen to all children and it can affect their social, mental and emotional health. Staff should be alert to the effect any form of bullying can have and should be aware that certain pupils may be more susceptible to bullying because of the attitudes and behaviours some young people have towards those who are different from themselves. Such pupils may include those with special educational needs

or disabilities (SEND), those from different ethnic or religious backgrounds, those who are adopted, those who are suffering from a health problem or going through a personal/family crisis, or any lesbian, gay, bisexual and transgender (LGBTQ+<sup>4</sup>) pupils.

The nature and level of support will depend on the individual circumstances and level of need. This may be anything from a quiet word from a teacher who knows the pupil well to more formal support from the pastoral team in House. In some cases, it may be appropriate to involve the School's Wellbeing Nurse and/or Health Centre or School Counsellor, perhaps even a referral to local authority children's services or to Child and Adolescent Mental Health Services (CAMHS).

It is also important to support any passive witnesses who may also be affected, or any pupils who join in on the fringe because they fear being the next target.

There is useful and detailed (albeit non-statutory) guidance offered in the document *Preventing and Tackling Bullying: Advice for Head Teachers, Staff and Governing Bodies* (DfE, July 2017).

## **10. STAFF WORKING WITH BULLIES**

Bullying is often caused by insecurities within the bully or perhaps maladaptive and/or learned behaviours. Staff should:

- consider the motivation behind the bullying behaviour and whether it reveals any concerns for the safety of the perpetrator
- apply fair, consistent and reasonable disciplinary measures to pupils who bully in order to show clearly that their behaviour is wrong
- consider the nature and level of support required for the bully (in much the same way as for the victim of bullying in Section 9) in order to help them to change their behaviour.

## **11. STAFF WORKING WITH PARENTS**

Bullying is an emotive issue: parents of victims can become very upset and protective on their child's behalf; parents of bullies are often surprised by such behaviour and can become very defensive when they find out.

All incidents of bullying should normally be reported to parents, even if it is to inform them of what has happened and that the School is taking action. It is important to be fully open with parents, although the timescale of communication may not be immediate in order to allow full and thorough investigation of any incident.

- Staff should make clear to parents (of the parties involved) the actions we are taking, why we are taking them and what they can do to help and reinforce our actions.
- We urge parents to contact their child's Houseparent immediately if they have any suspicion of bullying; sometimes the School may be unaware of a problem. All reported incidents will be taken seriously and investigated.

This policy is available to parents on request. If a parent feels that their informal grievance has not been dealt with effectively, they may have recourse to making a formal complaint as per the School's Concerns and Complaints Policy.

## **12. CONTACTS**

Parents and guardians are encouraged to seek clarification on any points in this document or to raise any issues regarding internet safety and cyberbullying with the School.

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<sup>4</sup> Bromsgrove School recognises that various abbreviations may be used by different organisations or sources



Parents and guardians may contact any one of the child's Houseparent, Tutor, or the Deputy Headmaster (Pastoral), who will be happy to discuss such issues.

## **APPENDIX 1: CYBERBULLYING AND ONLINE SAFETY**

Digital technologies have become integral to the lives of young people, both within and outside school. For all of the positive opportunities such technologies can offer, they may also provide scope for cyberbullying, i.e. bullying that occurs through digital means such as social media platforms, via mobile phones or messaging services, or online gaming. Cyberbullying is not restricted by time or location; it may be self-contained or an extension of off-line peer-on-peer bullying; the perpetrator may be known to the victim, or they may remain anonymous online; there is also a potentially large audience which can participate in (or simply be party to) the bullying.

### **The School's Role**

As with any form of bullying, the School takes cyberbullying seriously. In the same way that the implementation of this Anti-Bullying Policy relies to a large extent on the positive behavioural environment we look to create, just so the issue of cyberbullying relates closely to our approach to online safety. The School wants pupils to be able to use digital technologies creatively, responsibly and independently, and our Responsible Usage Policy looks to ensure that:

- pupils will be responsible users of digital technology for educational, personal and recreational use
- pupils will act in a manner that shows respect both for themselves and others, recognising that the same standards of behaviour and honesty apply on and offline
- School systems are protected from accidental or deliberate misuse which could put the security of the systems and users at risk.

The School takes the following measures to help educate, inform and assist pupils on these issues.

- We regularly reinforce online safety messages at various stages and at an age-appropriate level to all pupils. This is done mainly through PSHE sessions, supplemented by occasional external speakers and inevitably more informal references through Houses and subject teachers.
- We ensure all pupils are both informed of and digitally sign the School's Responsible Usage Policy, which lays out their responsibility for making safe and appropriate use of the School's computer systems.
- We use the Senior School Sanctions Procedure in relation to any incident of misuse of ICT equipment or websites or of cyberbullying. The School has the right to take action - even when the offence is committed out of School - if it harms members of our community or brings the School into disrepute.
- Filtering software is in use across the School's network which not only limits access to social networking and gaming sites, but also alerts senior staff to potentially inappropriate comments from pupils.

The School's Confiscations and Searches Policy outlines our position and procedures should there be deemed a good reason to examine pupils' electronic devices.

### **Advice to Parents**

Current DfE guidance<sup>5</sup> advises the following things that parents may wish to consider discussing with their children about online safety:

- make sure you use the privacy settings
- always respect others – be careful what you say online
- be careful what pictures or videos you upload. Once a picture is shared online it cannot be taken back

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<sup>5</sup> *Advice for Parents and Carers on Cyberbullying* (DfE November 2014), pp.2-3

- only add people you know and trust to friends/followers lists online. When talking to strangers, keep your personal information safe and location hidden
- treat your password like your toothbrush – keep it to yourself and change it regularly
- block the bully – learn how to block or report someone who is behaving badly
- do not retaliate or reply to offending emails, text messages or online conversations
- save the evidence – always keep a copy of the offending emails, text messages or a screen-shot of online conversations and pass to a parent, carer or teacher
- make sure you tell an adult you trust, for example a parent, a carer, a teacher, or call a helpline like Childline on 0800 1111 in confidence
- most social media services and other sites have a button you can click on to report bullying. Doing this can prevent a bully from targeting you and others in the future. Many services take bullying seriously and will either warn the individual or eliminate his or her account
- while you are on your mobile phone, make sure you also pay attention to your surroundings.

As well as many internet resources targeted at informing and empowering parents about online safety, there is also a range of advice readily available to our parents on the Bromsgrove School Parent Portal, including editions of *Digital Parenting*.

There is useful information for parents, including how to tackle any case of cyberbullying, in the document *Advice for parents and carers on cyberbullying* (DfE November 2014).

## APPENDIX 2: FURTHER SOURCES OF INFORMATION <sup>6</sup>

### Specialist Organisations

The following organisations provide support for schools and parents dealing with specific bullying issues including the social, mental or emotional effects caused by bullying:

- [The Anti-Bullying Alliance \(ABA\)](#): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.
- [The Diana Award](#): An anti-bullying ambassadors' programme to empower young people to take responsibility for changing the attitudes and behaviours of their peers towards bullying. It looks to achieve this by identifying, training and supporting school anti-bullying ambassadors.
- [Kidscape](#): Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle them. They also offer specialist training and support for school staff, and assertiveness training for young people.
- [Restorative Justice Council](#): Includes best practice guidance for practitioners 2011.
- [Ditch the Label](#): A youth charity, whose website includes their [2020 annual bullying survey](#).

### Cyberbullying and Online Safety

- [Child Exploitation & Online Protection](#) (CEOP): A law enforcement agency that enables young people to report online sexual abuse or concerning online communication.
- [ChildNet International](#): Specialist resources for young people to raise awareness of online safety and how to protect themselves.
- [Digizen](#): Provides online safety information for educators, parents, carers and young people.
- [Internet Matters](#): Provides help to keep children safe in the digital world.
- [Think U Know](#): Resources provided by the Child Exploitation and Online Protection Centre (CEOP) for children and young people, parents, carers and teachers.
- [UK Council for Internet Safety \(UKCIS\)](#): This Government website provides access to a range of resources for schools, colleges and parents about how to keep children safe online, most of them published under its former identity of the UK Council for Child Internet Safety (UKCCIS).

### LGBTQ+

- [Barnardos](#): Through its LGBTQ+ Hub, this site offers guidance to young people, parents and teachers on how to support LGBTQ+ students and tackle LGBTQ+ prejudice-based bullying.
- [EACH](#) (Educational Action Challenging Homophobia): Provides a national Freephone Action line for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia.
- [The Proud Trust](#): Helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training and events, campaigns, undertaking research and creating resources.
- [Schools Out UK](#) : Offers practical advice, resources and training to schools on LGBTQ+ equality in education.
- [Stonewall](#): An LGBTQ+ equality organisation with considerable experience in LGBTQ+ bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

### SEND

- [Mencap](#): Represents people with learning disabilities, with specific advice and information for people who work with children and young people.
- [Changing Faces](#): Provides online resources and training to schools on bullying because of physical difference.
- [Cyberbullying and children and young people with SEN and Disabilities](#): Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

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<sup>6</sup> As listed in *Preventing and Tackling Bullying* (DfE July 2017), pp.16-18

- [Anti-Bullying Alliance SEND resources](#): Advice provided by the Anti-Bullying Alliance for school staff and parents on issues related to SEND and bullying.

### **Mental Health**

- [MindEd](#): Provides simple, clear guidance on mental health and includes information for adults on identifying, understanding and supporting children who are bullied.
- [PSHE Association](#): Provides guidance on improving the teaching of mental health issues.
- [YOUNGMINDS](#): Offers Mental health support to children and young people, as well as advice to parents, on all sorts of matters including bullying
- [The Kaleidoscope+ Group](#): A Mental health charity providing support to members of the local community (based in Sandwell)

### **Race, Religion and Nationality**

- [Educate Against Hate](#): Provides teachers, parents and school leaders with practical advice on protecting children from extremism and radicalisation.
- [Show Racism the Red Card](#): Provides resources for schools to educate young people about racism, often using the high profile of football.
- [Kick It Out](#): Uses the appeal of football to educate young people about racism and to provide education packs for schools.
- [Tell MAMA](#) : Measuring Anti-Muslim Attacks (MAMA) offers support and provides resources on any form of Anti-Muslim abuse.

### **Sexual Harrassment and Sexual Bullying**

- [Ending Violence Against Women \(EVAW\)](#): A guide for schools setting out the different forms of abuse to support education staff in understanding violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse.
- [Disrespect NoBody](#): A Home Office led campaign which helps young people understand what a healthy relationship is. This link includes teaching materials to be used in the classroom.
- [Anti-Bullying Alliance resources](#): Advice provided by the Anti-Bullying Alliance for school staff about developing effective anti-bullying practice in relation to sexual bullying.