BROMSGROVE SCHOOL

ANTI-BULLYING POLICY

BROMSGROVE PREPARATORY AND PRE-PREPARATORY SCHOOLS
ANTI-BULLYING POLICY

This policy applies to all staff and pupils at Bromsgrove Preparatory and Pre-Preparatory Schools including those in the EYFS setting.

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 (DfE, February 2024)
- Cyberbullying: Advice for Headteachers and School Staff (DfE, November 2014)
- Advice for Parents and Carers on Cyberbullying (DfE, November 2014)
- Keeping Children Safe in Education (DfE, September 2025)
- 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. The most recent DfE advice[1] 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 aware of the policy and involved in its implementation; feeling ownership of it. The Preparatory School 'Anti-Bullying Team' (including Pupil Buddies) plays a crucial role here
- the School showing that it will not tolerate bullying and will take action when it occurs
- staff awareness, concern and vigilance.

2. AIMS

In line with current DfE guidance, the School Mission Statement, the Preparatory School Code of Conduct 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 policy and procedures are in place to deal effectively with bullying or poor behaviour. Our procedures outlined within this policy and the Positive Behaviour Procedure documents are clear to parents, pupils, and staff so that, when incidents do occur, they are dealt with quickly and effectively.

---

[1] *Preventing and Tackling Bullying* (DfE July 2017), p.10

3. OBJECTIVES

Our objectives 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 notion 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 Preparatory School Code of Conduct and the School's behaviour and discipline policies and procedures.

4. WHAT IS BULLYING?

Definition

According to the Anti-Bullying Alliance's definition[2] (based on research from across the world over the last 30 years), 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'. While the four key elements of this definition are acknowledged to involve hurt, repetition, power imbalance and intention, we recognise that bullying behaviour may start as a single incident. The School will act accordingly, using the procedures in place, to follow up any such reported incident with the aim of preventing a repetition of such behaviour, but also to identify any emerging pattern of such behaviour.

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. It may be motivated by actual or perceived differences between children.

Bullying may occur by direct means, e.g.:
- physical – use of violence or physical force; damaging property
- verbal – use of name-calling, taunts, insults or threats; spreading rumours; offensive remarks
- emotional – unkindness, tormenting, social exclusion, discrimination, humiliation, intimidation
- sexual – unwanted physical contact, inappropriate touching, abusive comments.

Bullying may occur by indirect means, e.g.:
- manipulative – using influence or coercion to get someone else to use the direct means above
- online/cyber – inappropriate use of social media, messaging services, mobile phones, email, online platforms, camera/video facilities or generative AI; social exclusion via such means.

KCSIE[3] 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

---

[2] www.anti-bullyingalliance.org.uk
[3] *Keeping Children Safe in Education* (DfE September 2025), paragraph 33

- 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).'

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 consequences causing social, emotional or mental health difficulties. 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.

We recognise that bullying is not acceptable in the school environment. Early intervention can help to establish a clear set of expectations of behaviour and prevent escalation. Whilst bullying is not, in itself, a specific criminal offence, there are criminal laws which apply to harassment, threatening behaviour, and misuse of electronic communication. Incidents that fall within child protection procedures or may constitute criminal activity will be referred to external agencies in accordance with the Safeguarding Children Policy and the Child-on-Child Abuse Policy.

5. CYBERBULLYING AND ONLINE SAFETY

Cyber-bullying is specifically bullying that occurs through digital means. It can happen via social networking sites, through instant messaging, or via online games or activities. Cyber-bullying may be an extension of off-line peer-bullying, or it may be self-contained; the perpetrator may be known to the victim or they may remain anonymous online. It is the ease with which someone can believe they are anonymously engaging in cyber-bullying that makes it a dangerous scenario. The following points highlight some of the typical forms of cyber-bullying:

- sending threatening or abusive text messages
- creating and sharing embarrassing images or videos
- 'trolling' - the sending of menacing or upsetting messages on social networks, chat rooms or online games
- excluding children from online games, activities or friendship groups
- setting up hate sites or groups about a particular child
- encouraging young people to self-harm
- voting for or against someone in an abusive poll
- creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name
- sending explicit messages, also known as sexting
- pressuring children into sending sexual images or engaging in sexual conversations.

Advice to Parents

This advice is drawn from the Boarding Schools Association (BSA) and the Child Exploitation and Online Protection Centre (CEOP).

- Make yourself aware of the amount of time your child is using the Internet, chat facilities, games consoles and their mobile phones and whether this is excessive.
- Consider carefully the location of the computer or laptop and whether your child would be better using it in a family area of the home.

- Search on Google for your child's name and any online usernames they use. This is a valuable exercise for you and them to be able to see exactly how much information other people can see about them with very little difficulty.
- Consider installing internet monitoring software.
- Talk to your child; both about the dangers or the internet, but also about their general usage – be interested in what they are doing and keep dialogue open so they feel able to talk to you if they do experience problems.
- Ask your child to (or help them) set up appropriate privacy settings on social media sites (the NSPCC has useful information about staying safe on social media here: https://www.nspcc.org.uk/keeping-children-safe/online-safety/social-media).

See also:

- 'Advice for Parents and Carers on Cyberbullying' (DfE November 2014).

The School's Role
The School takes these issues seriously and takes the following action to help educate, inform and assist pupils on these issues.

- We reinforce Internet safety messages at various regular stages and at an age-appropriate level to all pupils. This is done through Personal, Social, Health and Economic Education (PSHE) sessions, Assemblies, during Head of Year time meetings and visiting speaker presentations as appropriate.
- The Preparatory School has an 'Acceptable Usage Policy' that the pupils are made aware of and sign. Additionally, pupils are expected to complete questionnaires regularly through the year, whereby they can share their understanding of the 'Acceptable Use Policy'. Given the age of the children in the Pre-Preparatory School and the nature of their usage of School devices, rules regarding acceptable use are clearly stated on devices and teachers regularly draw attention to them with their classes.
- We follow the appropriate School disciplinary procedures 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 (Lightspeed), which amongst other things limits access to social networking and game sites during the working school day, is in use throughout the School's network.

6. THE DUTIES AND RESPONSIBILITES OF THE SCHOOL

The Headmaster and Governors have a legal duty to:

- encourage within the School community good behaviour and respect for others
- prevent all forms of bullying among pupils.

When a school accepts a pupil onto 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, the School 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, the Public Order Act 1986 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[4] 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.'

THE PREP SCHOOL ANTI-BULLYING TEAM

The Anti-Bullying Team consists of an Anti-Bullying Lead, supported by designated staff members who assist in the implementation of anti-bullying strategies across the Preparatory School. In addition, a team of trained pupil buddies provides peer support for pupils who may be experiencing challenges in forming or maintaining friendship groups. The staff team meets weekly to review records, monitor patterns of behaviour, and agree on appropriate responses to concerns.

The scope of the Anti-Bullying Team is to promote a safe and respectful school environment through the prevention, identification, and management of bullying. The team raises awareness, supports early reporting, investigates incidents, and ensures appropriate interventions in line with School Policy. The Anti Bullying Lead attends SMSC meetings to report into Senior Staff with additional pastoral and wellbeing responsibilities. It provides support for both victims and those engaging in bullying behaviours, monitors outcomes, and contributes to the ongoing review of anti-bullying strategies to ensure compliance with statutory guidance.

7. STAFF PROCEDURES FOLLOWING A REPORTED ACT OF BULLYING

Preparatory School
- All reported cases will be investigated. Records must be kept through the Preparatory School's incident recording system. These records are used to ensure that a pupil's profile is accurately informed throughout their time at the School. More importantly, the records are kept to identify any patterns of behaviour and furthermore to evaluate the effectiveness of the School's approach.
- The School's Anti-bullying Team reviews all incidents that are logged on a weekly basis.
- Cases of bullying or suspected bullying that are observed in class or around the School should be acted on immediately by the member of staff involved. The event should be recorded as an

---

'Incident' using the School's MIS system and relevant staff informed such as the Tutor and Head of Year. Contact should be made with the parents of all parties involved (as agreed by either the Anti-bullying Lead, the Deputy Head (Prep) or the Head of Year or if more serious, by the Headmaster).

- Cases confined to the Boarding House will be dealt with by the Houseparents initially, who will in turn inform the Headmaster and Deputy Head (Prep).
- The Deputy Head (Prep) will notify the Headmaster of any serious cases or of any ongoing situations.
- In certain situations, it may be necessary for outside agencies to be contacted (Police, LADO, Social Services etc.). Contact with external agencies would always be at the Headmaster's discretion.
- Whenever appropriate in a bullying situation, there is close liaison with the Boarders' Clinic and Wellbeing Hub.
- Consequences for instances of bullying will be in line with the Preparatory School Positive Behaviour Procedure. There is no set minimum but the School is prepared to include permanent exclusion as an outcome if that is deemed necessary and appropriate.
- 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, reviewed and evaluated with all relevant staff being kept fully informed.
- Records are kept to evaluate the effectiveness of the approach adopted and to enable any patterns to be identified and addressed.

Pre-Preparatory School

- All reported cases will be investigated. Records must be kept through the Pre-Preparatory School's incident recording system. As with the procedures in the Preparatory School, the records are kept to identify patterns of behaviour as well as offering the opportunity to evaluate the effectiveness of the School's approach.
- Cases of bullying or suspected bullying that are observed in class or around the School will be acted on immediately by the member of staff involved.
- Parents of all parties involved will be informed.
- Consequences for incidents of bullying will follow the guidance offered within the Pre-Preparatory Positive Behaviour Procedure document. For incidents of a significantly serious nature, permanent exclusion may be deemed both appropriate and necessary.
- All staff who have contact with the child (or children) are to be made aware of the problem and to report back to the Class Teacher, Deputy Head (Pastoral), or Headmaster immediately if they observe any further inappropriate behaviour from the child or children concerned.
- The situation will be carefully monitored to prevent any reoccurrence and to ensure that the victim(s) receive appropriate support.
- In certain situations, it may be necessary for outside agencies to be contacted (Police, LADO, Social Services, etc.). Contact with external agencies would always be at the Headmaster's discretion.

8. 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 Prep School Positive Behaviour Procedures – 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 this 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.

Where appropriate, and in line with restorative practices used at the Preparatory School, members of the Anti-Bullying Team or staff from the Wellbeing Hub may support pupils in understanding and managing their emotions. This support is can be made available to both victims and those who have engaged in bullying, helping all pupils recover, reflect, and move forward positively.

9. STAFF AWARENESS

The Preparatory School follows the Anti-Bullying Alliance's approach to dealing with bullying and uses the Alliance's auditing tool (this was most recently undertaken in 2024 with the School being designated as a 'United Against Bullying Silver School') to create an action plan for how to continually evolve our approaches. Specific staff awareness encompasses the following:
- Anti-bullying procedures and advice form an important part of staff meetings and annual INSET.
- Staff are asked to watch for early signs of distress in pupils – e.g. deterioration of work, spurious illness, isolation, desire to remain with adults, avoiding Houses or play areas at break times, erratic attendance.
- Staff need to be aware of racist and sexist language or actions.
- Staff need to be aware of the specific challenges that boarding pupils face – if bullying exists within a boarding house, pupils affected by this will not have the same sense of 'escape' that a day pupil may have when going home.

10. EDUCATION

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

- use all pupils as a positive resource in countering bullying (the key factor)
- encourage pupils to turn to pupil listeners (Buddies – Preparatory School only)
- through using restorative initiatives such as the 'Girls On Board' programme
- asserting the School's stance of zero tolerance of bullying through regular talks, presentations, assemblies, Chapel, Tutor Periods or class time, PSHE lessons, HOY meetings and participation in National Anti-bullying week.
- external speakers on key issues, e.g. internet safety, Loudmouth Theatre
- where appropriate, staff may use opportunities within the curriculum or through Universal Pastoral Provision (UPP) during tutor times on Fridays to address bullying, reinforce positive behaviour and promote a safe and respectful school environment.

The School emphasises to pupils the importance of:

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

11. PUPILS ('WHO TO TURN TO' AT THE PREPARATORY SCHOOL)

It is of paramount importance that pupils should know who to turn to, for example their tutor, class teacher, the School Chaplaincy, Head of Year or Deputy Head (Prep). Pupils are reminded through the 'Where do I Turn?' leaflet of who they can talk to in confidence, and to know it will be acted upon discreetly

and sensitively via our counselling procedures. The 'Where do I Turn?' information is accessible in all classrooms and boarding bedrooms, as well as in pupil Prep Diaries. Pupil listeners (Buddies) also play a vital role here.

12. STAFF WORKING WITH VICTIMS

It must be recognised that the first priority is to support and protect the victim of bullying. Ongoing support is crucial. It is also important to support witnesses as they can be deeply affected, as can those who join in 'on the fringe' because they could feel that they may be the next target.

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

13. STAFF WORKING WITH BULLIES

Bullying is often caused by insecurities within the bully resulting in the need to gain power over, or intimidate, another person that they perceive to be vulnerable. We need to consider:

- the antecedent conditions making the bully behave as she or he is
- the behaviour itself
- what the consequences of the behaviour are and whether this might be perpetuating the bullying.

14. STAFF WORKING WITH PARENTS

Incidents of bullying will be reported to parents.

- Staff should make clear to parents of all parties involved, the actions we have and will be taking, why we are taking them and what they can do to help and reinforce our actions.
- We urge parents to contact us immediately if they have any suspicion of bullying; sometimes schools may be unaware of a problem. All reported concerns will be investigated.
- This policy is readily available on the School's website. 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.

15. BUDDIES AND PREFECTS (PREPARATORY SCHOOL ONLY)

Year 8 pupils, especially those in leadership positions, can play a vital role in counter-acting bullying. The Head of Year 8 will instil in pupils that they:

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

16. CONTACTS

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

Parents and guardians can contact any of the following people who will be happy to discuss issues:

Mr M Marie (Headmaster: Preparatory and Pre-Preparatory School)
Mrs T Hill (Deputy Head: Preparatory School)
Mrs S Webley (Senior Head of Year: Preparatory School)
Mrs L Blakemore (Anti-Bullying Lead Co-ordinator: Preparatory School)
Mrs S Grove (Anti-Bullying Co-ordinator Years 3 – 5: Preparatory School)
Mr R Barnett (Anti-Bullying Co-ordinator Years 6 – 8: Preparatory School)
Mr B Etty-Leal (Deputy Head (Pastoral) Pre-Preparatory School)
Mrs J Townsend (Head of Early Years: Pre-Preparatory School)

APPENDIX: FURTHER READING AND SOURCES OF INFORMATION

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 RJC Schools Briefing December 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.
- Internet Matters: Provides help to keep children safe in the digital world.
- 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).
- NSPCC Keeping Children Safe Online: Information and resources from the NSPCC to help understand .online safety and talk about it with children and young people.

LGBTQ+[5]
- 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.
- Anti-Bullying Alliance SEND resources: Advice provided by the Anti-Bullying Alliance for school staff and parents on issues related to SEND and bullying.

---

[5] Bromsgrove School recognises that various abbreviations may be used by different organisations or sources

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.