All Saints C of E (VA) Primary School, Datchworth

Anti-Bullying Policy

Reviewed by:	**Curriculum & Standards Committee**
Date of approval by Governing Body:	**November 2023**
School's date for review:	**November 2024**

1 Our school vision

'Walking together, discovering life'
The Road to Emmaus (Luke 24: 13-35)

In our school, we aim to:

- Be a school community which supports one another on the journey of discovery and learning, where each child feels safe, valued and known.
- Provide an inspiring Christian environment in which our values shape each member and are evident in the life of the school, as well as in their actions and advocacy in the world.
- Invite children and staff to gain from the wisdom of Christian teaching and worship whilst being respectful of those of other faiths and none.
- Foster the development of an enquiring attitude towards learning and, through stimulating opportunities, encourage children, whatever their ability, to be the best that they can be.
- Encourage a love and care of creation, our neighbours near and far, and value our strong links with All Saints Church.

2 Our vision for a happy, safe learning environment

All pupils and staff have the right to learn and work in an environment without harassment, intimidation or fear. There is no place for bullying in our school and each of us in school has a role in creating a culture where bullying will not be tolerated. No-one deserves to suffer the pain and indignity that bullying can cause.

We recognise the effects that bullying can have on an individual's feelings of worth and the school community will actively promote an anti-bullying environment. We believe that all pupils and staff should feel safe and supported and should be included fully in the life of the school.

3 Statutory duty of schools

Since April 2009, schools have had a statutory duty to respond to the priorities of the Hertfordshire Children and Young People's Plan (CYPP), which requires schools to work proactively to prevent and respond to all bullying and racist incidents.

All Saints Primary School is committed to working with staff, pupils and parents and carers to create and maintain a school community where bullying is not tolerated. This anti-bullying policy has been developed with due regard for our duties and obligations under existing legislation and public sector duties for the safeguarding and wellbeing of all our pupils and we will take all steps to ensure their safety.

4 Our school's definition of bullying

The Government's definition published on www.gov.uk (as of January 2020), is as follows:

GOV.UK   Bullying - a definition

There is no legal definition of bullying.

However, it's usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

Our school has further defined it as follows:

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying has three key characteristics:

- The behaviour is intended to cause distress
- The behaviour is repeated
- There is an imbalance of power between the perpetrator/s of bullying and the targets.

It is often aimed at certain groups, e.g. because of race, religion, gender or sexual orientation.

Note: **Racist incidents** are defined as any incident which is perceived to be racist by the victim or other person.

Note: **Bullying outside school.** Where bullying outside school is reported to school staff it should be investigated and acted on. Headteachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. This can relate to any bullying incidents occurring anywhere off site such as on school or public transport, outside the local shops or in a town or village centre. The action taken may involve the local police.

5 Bullying behaviour

There are three main types of bullying:

- physical (hitting, kicking, theft)
- verbal (name calling, racist remarks)
- indirect (spreading rumours, excluding someone from social groups)

Bullying can take place between pupils, between pupils and staff or between staff, and can include:
- Name calling, taunting, mocking and making offensive comments
- Offensive graffiti
- Excluding people from groups
- Gossiping and spreading hurtful or untruthful rumours
- Kicking, hitting, pushing
- Taking belongings
- Cyber bullying - including sending inappropriate, offensive or degrading text messages, e-mails or instant messages via the internet and social media, setting up websites designed to embarrass or upset individuals or posting hurtful remarks on or excluding them from social networking sites

(Please also refer to the school's eSafety & Data Security policy and Acceptable Use of ICT Agreement).

Pupils can be bullied for a variety or reasons including:
- Ethnic background, religion or culture
- Disability, special educational needs or being particularly able, gifted and talented
- Sexual orientation
- Gender (including sexualised bullying)
- Size, appearance or health conditions
- Social or economic status (poverty, class)
- Age/maturity
- Home circumstances – certain groups, such as pupils in public care, young carers, those with same sex parents/carers or those whose parents/carers have mental health difficulties may be particularly vulnerable.

Bullying behaviour is often linked to difference, perceived difference or discriminatory attitudes towards certain groups. This can occur regardless of whether the targeted pupil is actually a member of any of those groups e.g. pupils may be the target of racist bullying based on inaccurate assumptions about their ethnic background or culture. The focus of bullying behaviour will always be recorded.

The effect of behaviour on the recipient – not just the intention of the perpetrator – is significant in deciding whether to treat an incident as bullying. Single incidents of hurtful behaviour may still leave the targeted pupil fearful of repetition and should always be addressed. This is particularly relevant to cyberbullying, when a single incident may have an ongoing impact.

Our school's Behaviour Policy explains how we promote positive behaviour in school to create an environment where pupils behave well; where pupils take responsibility for each other's emotional and social well-being and include and support each other.

We will promote appropriate behaviour through direct teaching, and by creating an emotionally and socially safe environment where these skills are learned and practised. Our aim is to create a climate where bullying is not accepted by anyone within the school community.

6 Roles and responsibilities across the school

The role of governors

The governing body supports the headteacher in all attempts to eliminate bullying from our school. This policy makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governing body monitors incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the headteacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

The Governor with responsibility for Safeguarding and Anti-Bullying: Mrs Lynda Dent

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Policy development and implementation
- Nominate a named governor with a particular brief to oversee the anti-bullying work of the school
- Make anti-bullying a regular item at governor meetings
- Publish and keep under review the anti-bullying policy

- Ensure the policy includes references to age, disability, ethnicity, gender, religion and belief, sexual orientation, class, poverty and any local issues appropriate to the school context
- Review the policy in consultation with pupils, parents/carers and staff and ensure that it is informed by, and responsive to, their experiences
- Ensure the termly completion of data within the Headteacher's report
- Ensure that the school makes use of monitoring data and understands its implications for the development of policies, procedures and practice
- Provide leadership to ensure a consistent response to all incidents of bullying and harassment
- Ensure the development and publication of a complaints procedure
- Record, investigate and respond to any complaints from parents/carers or the wider community related to the school's response to bullying.

The role of the Headteacher and staff with key responsibilities

It is the responsibility of the headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

The headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

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

Role
- Build and maintain a school ethos which is welcoming, supportive and inclusive of all pupils, parents/carers and staff
- Promote the wellbeing and ensure the safeguarding of all pupils in the school
- Provide support for the governors through the development and implementation of an effective anti-bullying policy
- Ensure the voice of pupils, staff, parents and carers is heard and communicated to parents

Policy development and implementation
- With the advice and guidance of governors and through consultation with staff, pupils, parents/carers and other stakeholders, develop, implement and review anti-bullying policy and measures which promote good behaviour, respect for others, and self-discipline amongst pupils
- Ensure the effective communication of the policy to all pupils, staff and stakeholders
- Ensure that pupils, staff, parents/carers and other stakeholders are involved in the creation of a positive school ethos
- Take action to prevent all forms of bullying
- Ensure that the school's anti-bulling policy and related practice is complied with consistently and effectively
- Make sure that effective monitoring procedures are developed, operated and maintained
- Ensure all staff, including support staff, regularly receive appropriate training to enable them to recognise and prevent all forms of bullying and ensure they are clear about their roles and responsibilities in preventing and responding to bullying
- Develop and implement a system for recording incidents of bullying and hurtful behaviour which staff know and use consistently
- Ensure that appropriate support systems are in place to prevent and respond to bullying, including peer support programmes

- Use partnerships and multi-agency approaches to prevent and/or respond to bullying which happens off site
- Provide structures and systems that respond effectively to pupils' views and ensure that all staff, pupils and other stakeholders are supported to participate in the review and impact assessment of behaviour and anti-bullying policies
- Monitor the continued progress and self-esteem of the targets and perpetrators of bullying
- Ensure evidence of the impact of anti-bullying policy and practice is reflected in school evaluation

Behaviour
- Celebrate and share the anti-bullying work of the school and its pupils and highlight good practice
- Act as appropriate role models for all managers, staff, parents and pupils
- Respond appropriately to stakeholder consultation and make sure suggestions, opinions and concerns are included in policy review and impact assessment
- Involve external agencies as appropriate to respond to incidents

The role of all teaching and support staff

Staff in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep records of all incidents that happen in class and that they are aware of in the school.

If staff witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, the headteacher will inform the child's parents.

We have termly pupil progress meetings where we discuss and record any vulnerable children, who may have been experiencing such things as bullying that may affect their self-esteem, well-being and achievement. If any adult witnesses an act of bullying, they should bring this to the attention of the headteacher.

If we become aware of any bullying taking place between members of a class, we deal with the issue immediately. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the headteacher and possibly the Special Educational Needs Co-ordinator. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the headteacher may contact external support agencies such as the social services.

Staff routinely attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management.

Staff attempt to support all children and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

Role
- Contribute to building and maintaining a school ethos which is welcoming, supportive and inclusive of all pupils, parents/carers and staff
- Promote the wellbeing and ensure the safeguarding of all pupils in the school
- Behave with respect and fairness to all pupils, carrying out the letter and spirit of the anti-bullying and equalities provision

Policy development and implementation
- Observe and implement the school's anti-bullying, racist incidents, behaviour and equalities policies and practices including the keeping of relevant records of incidents
- Contribute to consultations, reviews and impact assessments
- Develop and support curriculum opportunities to promote equalities and address bullying

Behaviour
- Provide a consistent response to incidents of bullying and hurtful behaviour whatever its nature or motivation

- Provide support to both the targets and perpetrators of bullying
- Take part in relevant professional development and maintain awareness about their roles and responsibilities in preventing and responding to bullying and promoting equalities
- Model positive attitudes and relationships
- Promote the wellbeing of all pupils and take steps to ensure freedom from bullying and harassment
- Raise issues with line managers which could contribute to policy review and development

The role of pupils

- Report any incidents of bullying to a member of staff, whether directed at themselves or at somebody else
- Take responsibility for personal behaviour and actions and treat one another with respect and kindness
- With the help of staff and parents/carers, create a positive working atmosphere within the school where bullying is regarded as unacceptable, difference is celebrated and discrimination is actively challenged
- Respond to requests for information, opinions and suggestions to help improve the anti-bullying work of the school
- Actively support the school's peer support systems

The role of parents/carers

- Demonstrate positive support for the school's anti-bullying and behaviour policies
- Model appropriate behaviour at all times within the school grounds
- Report to the school any concerns regarding pupils involved in bullying
- Support work undertaken by the school to promote equalities, celebrate difference and challenge discrimination
- Respond to requests from the school to provide feedback on the anti-bullying policy and procedures

7 Preventing and responding to bullying incidents

7a Preventing bullying
- Posters are often displayed around the school e.g. 'STOP'
- Information on policy and practice is provided to parents e.g. letters, website, availability of policy
- Pupils are taught how to raise their concerns and how to help each other assertively
- Curriculum opportunities are used to address the issues e.g. PSHE, Citizenship, SEAL, Literacy, RE, Circle Time, Assemblies, Anti-bullying Week (in November).
- All staff are trained to model appropriate behaviour and challenging bullying
- Pupils are encouraged to become actively and increasingly involved in the anti-bullying work in school.

7b Responding to bullying
The school will take action to deliver positive outcomes for
- The individuals directly involved
- Others indirectly involved e.g. witnesses, bystanders
- The whole school community

All reports of bullying will be taken seriously and investigated. Those involved will be made aware that incidents have been addressed according to school guidance and procedures. They will be told what the school has established and what action was taken.

8 Support for pupils

Pupils who have been bullied will be supported by the school:
- Offering an immediate opportunity to discuss the experience with a teacher or member of staff of their choice

- Reassuring the pupil that they have done the right thing by making a report and that the school will be responding
- Offering continuous support
- Ensuring safety
- Working to restore self-esteem and confidence

Pupils who have bullied will be helped by:
- Discussing what happened
- Discovering why they became involved
- Exploring different perspectives as appropriate
- Establishing all hurtful behaviour and the need to change
- Informing parents/carers to support change in the pupil

9 Recording and reporting bullying

Pupils will be encouraged and should feel able to report any bullying:
- All hurtful incidents
- Bullying incidents
- Serious bullying and racist incidents

Where minor incidents have been dealt with by the adults who witnessed them or have investigated them, the pupils involved will be observed to ensure that the behaviour is not repeated.
Serious or repeated incidents – and any which involve discriminatory language or behaviour – will be formally followed up by the headteacher or senior member of staff and be recorded using **Form 1** (Initial investigation into hurtful incident or allegation of bullying), **Form 2** (Bullying Report and Monitoring Form) and **Form 3** (3a. Support provided for bullied child; 3b. Action and support provided for child who has bullied) as necessary.

The headteacher will examine and store any reports in the Behaviour/Incidents Log. Governors will be updated regularly within committee meetings and within the Headteacher's Report.

Staff will decide if any sanction needs to be applied in accordance with the school's behaviour policy. The headteacher will inform parents/carers as necessary.

Keeping records will help the school to manage individual cases effectively and help to:
- Identify and act upon common patterns and trends
- Celebrate the anti-bullying work of the school
- Demonstrate defensible decision-making in the event of complaints being made
- Engage and inform multi-agency teams as necessary.

10 Reporting bullying incidents

The school will report bullying and racist incident data as requested to the Governing Body.

11 Stakeholder involvement

Parents are made aware of the Anti-bullying policy through school letters, curriculum letters and the school's website, as well as the work done in PSHE and SEAL.

We appreciate that parents are key in the process of preventing hurtful behaviour and supporting pupils who have been involved in bullying. We ensure that all requests from parents to discuss problems with staff are dealt with as soon as possible by the class teacher or headteacher. The result of the investigation and possible further action is communicated back to parents as soon as is reasonably possible.

We appreciate that discussions about bullying can be emotional and sensitive for some parents and we endeavour to keep the meetings structured with a summary of the discussion and action points given to all parties.

12 Assessment of impact

Pupils are regularly invited to express their views about bullying through:
- Circle time
- PSHE and other curriculum areas
- The School Council and RE Ambassadors
- Pupil questionnaires each year

The Behaviour/Incident Log stored in the Headteacher's office, containing notes of incidents relating to behaviour and bullying, is scrutinised to monitor any increase or decrease in the number and type of incidents. Whole staff reviews of the behaviour and anti-bullying policies are conducted to identify and highlight key priorities and actions.

13 The school's Anti-bullying policy links with a number of other school policies and should be cross-referenced with:

Positive Behaviour Policy	Home School Agreement
Equality & Diversity Policy	Child Protection Policy
eSafety & Data Security Policy	Acceptable Use of ICT Agreement
Complaints Policy	Bullying & Harassment Policy

Initial investigation into hurtful incident or allegation of bullying

Completed by name and role:

Date:

Name and role of individual/s making the allegation e.g. pupil, parent/carer, midday supervisory assistant:

Form of referral e.g. verbal report, letter, e-mail, phone call:

Details gathered to date:

Action taken to date:

Date: Signed:

Factors to help determine if incident constitutes bullying

☐ Incident was bullying (all 3 amber warnings confirmed)

- ☐ Hurt has been deliberately/knowingly caused (physically or emotionally)
- ☐ It is a repeated incident or experience e.g. multiple incidents, cyberbullying or the involvement of a group
- ☐ Involves an imbalance of power:
  - ▪ target feels s/he cannot defend her/himself, or
  - ▪ perpetrator/s exploiting their power (size, age, popularity, coolness, abusive language, labelling/namecalling, etc.)

☐ Incident was not bullying on this occasion because it was

- ☐ the first hurtful incident between these children
- ☐ teasing/banter between friends without intention to cause hurt (should not happen again)
- ☐ falling out between friends after a quarrel, disagreement or misunderstanding
- ☐ conflict that got out of hand (should not happen again)
- ☐ activities that all parties have consented to and enjoyed (check for subtle coercion)
  - ▪ got out of hand
  - ▪ parental concern
- ☐ Other _____

Resolution process agreed:

Support and/or sanction for those causing hurt or offence:

Support needed for the hurt party:

Focus of Bullying/Hurtful Behaviour

Please tick all elements which apply in your understanding of the incident(s) and record specific language:

	Definitely applies	Possibly applies
Age/ Maturity		
Appearance		
Size/weight		
Class/Socio-economic		
Family circumstance (e.g. caring role)		
Ethnicity/Race		
Religion/Belief		
Gender		
Transphobia/Gender identity		
Homophobia/sexuality		
Sexualised		
SEN and Disability		
Ability/application		

Bullying Report and Monitoring Form   Form 2

For each incident please complete one form and return to the <u>designated teacher</u>
for collation and monitoring.

1.   Focus of Bullying
      Please tick all elements which apply in your understanding of the incident(s):

	Definitely applies	Possibly applies
Age/ Maturity		
Appearance		
Size/weight		
Class/Socio-economic		
Family circumstance (e.g. caring role)		
Ethnicity/Race		
Religion/Belief		
Gender		
Transphobia/Gender identity		
Homophobia/sexuality		
Sexualised		
SEN and Disability		
Ability/application		

2.   Manifestations of Bullying (indicate those that apply)

Perception of individual: feelings of being bullied/harassed	
Isolation/ignoring	
Teasing	
General expressions of prejudice/stereotype	
Racist literature, graffiti or insignia	
Verbal abuse or name calling (specify below)	
Targeted graffiti or hurtful note writing	
Threats including threatened physical assault	
Mobile phone/text message bullying/harassment	
Internet related bullying/harassment	
Camera phone bullying/harassment	
Actual physical assault	
Other:	

3.   Those involved – please also record where appropriate:
      - adults as targets or perpetrators (A)
      - perpetrators from outside the school community (O)
      - children/young people who are Children Looked After (CLA) or who have Learning Difficulties or Disabilities (LDD)

Targeted/wronged/distressed person/s (including ethnicity and other relevant diversity issues)	Person/s giving offence (including ethnicity and other relevant diversity issues)

4.   Description of incident(s)
       Please give a precise account including places, date, times and any witnesses.
       Attach any further information (e.g. pupils' accounts, witness accounts, notes of meetings)
       N.B. Indicate if it is a repeat incident.
       N.B. indicate if a serious incident referral should be made to the LA.

5.   Action taken:
       Please record all steps (including meetings, letters, investigations, sanctions)

6.   Summary of those notified and/or involved

(Delete italic options where applicable)	✓	Any details (e.g. dates)
Head Teacher		
Chair of Governors		
Form tutor/class teacher		
Head of Year		
'Target' parents/carers notified by *letter/telephone/in person*		
'Target' parents/carers invited to the school		
'Offending person/s' parents/carers notified by *letter/telephone/in person*		
'Offending person/s' parents/carers invited to the school		
CAF initiated for *target/offending person*		
Local Authority: SEA/SIP, Anti-Bullying adviser or MECS		
Police		
Others (specify):		

7.   Date for monitoring progress of those involved. Follow up on the incident and check that all parties
       are progressing well academically and socially

       Date…………………………………………

8.   Member of staff:

       Name …………………………………………………………... Date …………………….......

9.   Outcomes/actions from follow up.

Form 3a: Support provided for <u>bullied child</u>

(Priority should be given to taking steps to ensure bullied children continue to attend)

Separate on-site respite provision

Regular contact with chosen member of staff

Restorative justice process

Empowerment education

Pastoral team support

Formal counselling

Parental meetings

CAF

CAMHS

Other

Support provided

Post-incident impact monitoring and further action

Relationship repaired:

Achievement/Ability to learn*:

Attendance:

Social issues:

Mental or emotional difficulties:

Partnership with parents:

Pupil feeling safe at school:

Pupil feeling safe on journeys to and from school:

Pupil feeling safe online:

*N.B. If the bullying leads to persistent, long-lasting difficulties that cause the child or young person to have significantly greater difficulty in learning than the majority of those of the same age, then schools should consider whether the child will benefit from being assessed for SEN. new <u>draft SEN code of practice</u>
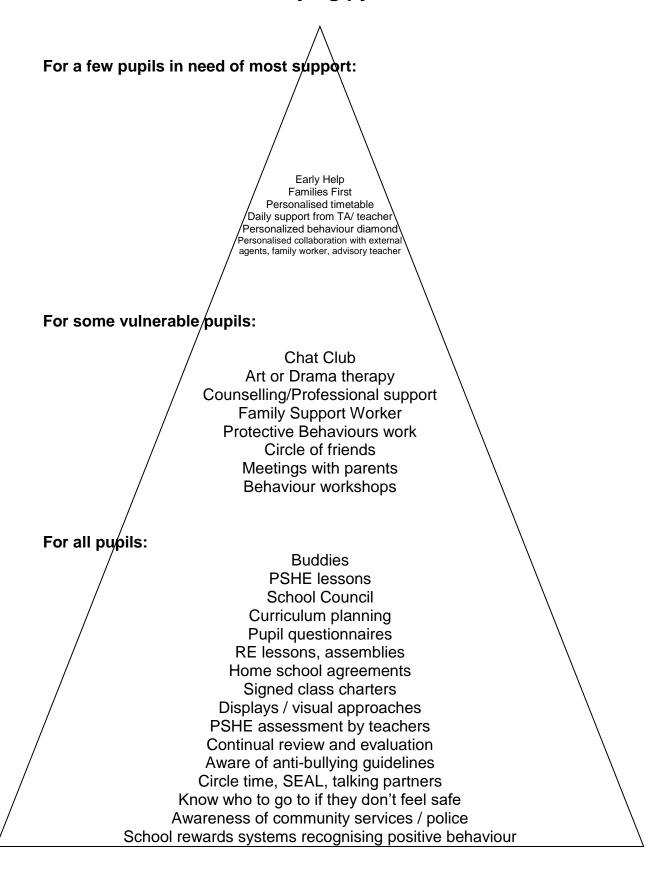
Form 3b: Action and support provided for <u>child who has bullied</u>

Schools should apply disciplinary measures to pupils who bully in order to show clearly that their behaviour is wrong. Disciplinary measures must be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves.

Separate on-site provision

Regular contact with chosen member of staff

Restorative justice process

Sanction

Corrective education

Removal to different form/teaching group

Pastoral team support

Formal counselling

Parental meetings

CAF

CAMHS

Other

Action taken & Support provided

Post-incident impact monitoring and further action

Relationship repaired:

Achievement/Ability to learn*:

Attendance:

Social issues:

Mental or emotional difficulties:

Partnership with parents:

Pupil feeling safe at school:

Pupil feeling safe online:

Anti-bullying pyramid

For a few pupils in need of most support:

Early Help
Families First
Personalised timetable
Daily support from TA/ teacher
Personalized behaviour diamond
Personalised collaboration with external
agents, family worker, advisory teacher

For some vulnerable pupils:

Chat Club
Art or Drama therapy
Counselling/Professional support
Family Support Worker
Protective Behaviours work
Circle of friends
Meetings with parents
Behaviour workshops

For all pupils:

Buddies
PSHE lessons
School Council
Curriculum planning
Pupil questionnaires
RE lessons, assemblies
Home school agreements
Signed class charters
Displays / visual approaches
PSHE assessment by teachers
Continual review and evaluation
Aware of anti-bullying guidelines
Circle time, SEAL, talking partners
Know who to go to if they don't feel safe
Awareness of community services / police
School rewards systems recognising positive behaviour

Bullying
Don't Suffer in Silence

Every school is likely to have some problem with bullying at one time or another. Your child's school must by law have an anti-bullying policy, and use it to reduce and prevent bullying, as many schools have already successfully done.

Is it bullying?
Bullying is behaviour by an individual or group, **repeated** over time, that **intentionally hurts** another individual or group either physically or emotionally.

Bullying has three key characteristics:
- The behaviour is **intended** to cause distress
- The behaviour is **repeated**
- There is an **imbalance of power** between the perpetrator/s of bullying and the targets.

Bullying behaviour includes:

- name calling and nasty teasing
- threats and extortion
- physical violence
- damage to belongings
- leaving pupils out of social activities deliberately and frequently
- spreading malicious rumours

Parents and families have an important part to play in helping schools deal with bullying.

First, discourage your child from using bullying behaviour at home or elsewhere. Show how to resolve difficult situations without using violence or aggression.

Second, ask to see the school's anti-bullying policy. Each school must have an anti-bullying policy which sets out how it deals with incidents of bullying. You have a right to know about this policy which is as much for parents as for staff and pupils.

Third, watch out for signs that your child is being bullied, or is bullying others. Parents and families are often the first to detect symptoms of bullying, though sometimes school nurses or doctors may first suspect that a child has been bullied. Common symptoms include headaches, stomach aches, anxiety and irritability. It can be helpful to ask questions about progress and friends at school; how break times and

lunchtimes are spent; and whether your child is facing problems or difficulties at school. Don't dismiss negative signs. Contact the school immediately if you are worried.

If your child has been bullied;

- *calmly talk* to your child about it
- *make a note* of what your child says - particularly who was said to be involved; how often the bullying has occurred; where it happened and what has happened
- *reassure your child* that telling you about the bullying was the right thing to do
- explain that *any further incidents* should be reported to a teacher immediately
- *make an appointment* to see your child's class teacher or form tutor
- *explain to the teacher* the problems your child is experiencing

Talking to teachers about bullying

- *try and stay calm* - bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident
- *be as specific as possible* about what your child says has happened - give dates, places and names of other children involved
- *make a note* of what action the school intends to take
- *ask if there is anything you can do* to help your child or the school
- *stay in touch with the school* - let them know if things improve as well as if problems continue

If you think your concerns are not being addressed:

- *check the school anti-bullying policy* to see if agreed procedures are being followed
- *discuss your concerns* with the parent governor or other parents
- *make an appointment* to meet the head teacher, keeping a record of the meeting
- if this does not help, *write to the Chair of Governors* explaining your concerns and what you would like to see happen
- contact local or national parent support groups for advice
- *contact the Director of Education for your authority,* who will be able to ensure that the Governors respond to your concerns
- *contact the Parentline Plus helpline* for support and information at any of these stages
- in the last resort, *write to the Secretary of State for Education and Employment*

If your child is bullying other children:

Many children may be involved in bullying other pupils at some time or other. Often parents are not aware. Children sometimes bully others because:

- they don't know it is wrong
- they are copying older brothers or sisters or other people in the family they admire
- they haven't learnt other, better ways of mixing with their school friends
- their friends encourage them to bully
- they are going through a difficult time and are acting out aggressive feelings

To stop your child bullying others:

- talk to your child, explaining that bullying is unacceptable and makes others unhappy
- discourage other members of your family from bullying behaviour or from using aggression or force to get what they want
- show your child how to join in with other children without bullying
- make an appointment to see your child's class teacher or form tutor; explain to the teacher the problems your child is experiencing; discuss with the teacher how you and the school can stop them bullying others
- regularly check with your child how things are going at school
- give your child lots of praise and encouragement when they are co-operative or kind to other people

Organisations which can help:

Advisory Centre for Education, IC Aberdeen Studios, 22 Highbury Grove, London N5 2DQ

Tel: 0207 704 9822 Tel helpline: 0207 354 8321 (Mon-Fri 2-5 pm).

Advice line for parents on all matters concerning schools

Anti Bullying Campaign, 185 Tower Bridge Road, London SE1 2UF.

Tel: 0207 378 1446 (9.30 am - 5.00 pm).

Advice line for parents and children.

Children's Legal Centre, Tel: 01206 873 820

(Mon-Fri 10 am -12.30 pm and 2 pm - 4.30 pm). Publications and free advice line on

legal issues.

Kidscape, 2 Grosvenor Gardens, London SW1W ODH.

Tel: 0207 730 3300   Fax: 0207 730 7081

Has a wide range of publications for young people, parents and teachers. Bullying counsellor available Monday to Friday, 10-4.

Parentline Plus, 520 Highgate Studios, 53-79 Highgate Road, Kentish Town, London NW5 1TL. Tel: 0808 800 2222.

National helpline for parents (Mon-Fri 9-9; Sat 9.30-5; Sun 10-3).

Resources for parents and families about bullying:

ALEXANDER, J. **Your child bullying: Practical and easy to follow advice.**
Element Books, 1998.

ELLIOTT, M. **101 Ways to deal with bullying** - **A guide for parents.**
Hodder and Stoughton, 1997.

KIDSCAPE. **Keeping safe: A practical guide to talking with children.**
Kidscape, 2 Grosvenor Gardens, London SW1W ODH, 1990.

LAWSON, S. **Helping children cope with bullying.**
Sheldon Press, 1994.

LINDENFIELD, G. **Confident children: A parents' guide to helping children feel good.** Thorsens, 1994.

MELLOR A. **Bullying and how to fight it: A guide for families.**
Scottish Council for Research in Education, 1 5 St John Street, Edinburgh EH5 5JR, 1993.

PEARCE J. **Fighting, teasing and bullying: Simple and effective ways to help your child.**
Wellingborough: Thorsons, 1989.

TRAIN, A. **The bullying problem: How to deal with difficult children.**
Condor Book, Souvenir Press, 1995.

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Bullying
Don't Suffer in Silence
<mark>Information for Pupils</mark>

If you are being bullied

- *try to stay calm* and look as confident as you can
- *be firm and clear* - look them in the eye and tell them to stop
- *get away* from the situation as quickly as possible
- *tell an adult* what has happened straight away

After you have been bullied

- *tell a teacher or another adult* in your school
- *tell your family*
- *if you are scared* to tell an adult by yourself, ask a friend to come with you
- *keep speaking up* until someone listens and does something to stop the bullying
- *don't blame yourself for* what has happened

When you are talking to an adult about bullying, be clear about

- *what* has happened to you
- *how often* it has happened
- *who* was involved
- who *saw* what was happening
- *where it* happened
- *what* you have done about it already

If you find it difficult to talk to anyone at school or at home, you can ring:

ChildLine, Freephone 0800 1111

You can access helpful information and support by visiting the ChildLine website:

https://www.childline.org.uk/

You can also use the 1-2-1 chat facility available on their website:

https://www.childline.org.uk/get-support/1-2-1-counsellor-chat/

You need to register and make an account (which is really simple) at:

https://www.childline.org.uk/login/?returnPath=/get-support/1-2-1-counsellor-chat/chat-entry/

or you can even write, **Freepost 1111, London N1 0BR**.

The phone call or letter is *free.* It is a *confidential* helpline.

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