

MOSELEY

CHURCH OF ENGLAND
PRIMARY SCHOOL



ANTI-BULLYING POLICY

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Contents:

- 1, [Our Mission Statement](#)
- 2, [The Aims of Our School](#)
3. [Statement of intent](#)
4. [Aims and purposes of this policy](#)
5. [Legal framework](#)
6. [Definitions](#)
7. [Types of bullying](#)
8. [Roles and responsibilities](#)
9. [Statutory implications](#)
10. [Prevention](#)
11. [Signs of bullying](#)
12. [Staff principles](#)
13. [Preventing peer-on-peer abuse](#)
14. [Cyberbullying](#)
15. [Procedures](#)
16. [Sanctions](#)
17. [Support](#)
18. [Follow-up support](#)
19. [Bullying outside of school](#)
20. [Monitoring and review](#)

Appendices

- a) [Bullying Report Form](#)
- b) [The Restorative Approach](#)
- c) [The 4 Step Apology](#)
- d) [Script for use with name calling and bullying](#)
- e) [The Anti-Bullying Charter](#)
- f) [Children's Version of Anti-Bullying Policy](#)

1. Our Mission Statement

Flourishing Together To Serve.' (1 Corinthians 12: 4-28)

Our welcoming, spiritually vibrant and inclusive, church school aspires to fulfil the potential of all. We seek to enable every unique child to flourish in body, mind and spirit; gaining wisdom and knowledge and developing gifts and talents. We nurture and empower children to serve as active citizens in God's diverse, modern world; guided and strengthened by our distinctively Christian values of Hope, Courage, Love, Thankfulness, Trust and Forgiveness.

2. The Aims of Our School

- To ensure that the children remain at the heart of everything we do
- To ensure that all pupils feel safe and secure and enjoy coming to school
- To deliver innovative and effective high quality teaching and learning experiences for all pupils; promoting high standards and accelerated progress for all pupils across the whole curriculum.
- To promote a love of education for all learners and to equip them with the tools to be responsible for their own learning.
- To embed our shared, distinctively Christian values in all aspect of daily life at our school.
- To offer regular opportunities to all pupils and adults to grow spiritually including through encountering high quality inclusive, invitational and inspiring collective worship.
- To promote children's self-efficacy, their rights and responsibilities.
- To nurture a welcoming sense of community where all pupils, staff, families and visitors feel valued.
- To have shared high expectations for all within our community to ensure that we demonstrate the very best standards of conduct, moral purpose and integrity.
- To establish and work in local, national and global partnerships in order to strengthen our curriculum, promote an awareness of the wider world for the benefit of our pupils, their families and the wider community.
- To promote a Growth Mindset culture where children have the confidence and resilience to have a go and challenge themselves as learners and learn through their mistakes.
- To engage families in their children's learning and the development of good behaviour linked to moral purpose.

3. Statement of intent

"Therefore encourage one another and build each other up," 1 Thessalonians 5:11

At Moseley CofE Primary School the spirit of our culture is one built upon the Christian values of Love, Hope, Courage, Trust, Thankfulness and Forgiveness which prepare our children for living in harmony within society. At our school children's emotional well-being and their behaviour are central to the learning process and are intrinsic elements of education.

In our school we aim to create a welcoming atmosphere where children, staff, parents/carers and visitors are, and feel, welcome and valued. We believe the whole family is part of our school and that by working together, great things can be achieve. We aspire for all members of our community to feel nurtured and supported to develop the necessary skills, knowledge and emotional security that will enable them to flourish. Everyone in our school should feel

that they are safe, valued and a necessary member of our community. We have high expectations for all within our community to ensure that we demonstrate the very best standards of conduct, moral purpose and integrity. We promote children's self-esteem, their rights and responsibilities.

We believe that all people are made in the image of God and are unconditionally loved by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community.

In our school, bullying of any kind is unacceptable. We continuously strive to maintain our non-bullying ethos where relationships are based on mutual respect, trust, care and consideration for others.

Moseley CofE Primary School believes that all pupils are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.

These strategies, such as learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant and supportive ethos at the school.

The Education and Inspections Act 2006 outlines several legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of the school's Behavioural Policy, which is communicated to all pupils, school staff and parents.

All staff, parents and pupils work together to prevent and reduce any instances of bullying at the school. There is a zero-tolerance policy for bullying at the school.

4. Aims and purpose of this policy

- To ensure a secure and happy environment free from threat, harassment, discrimination or any type of bullying behaviour.
- To outline procedures to prevent occurrences of bullying; learning about tolerance and difference as part of our school's curriculum, promoting an inclusive, tolerant and supportive ethos at our school where all are treated with dignity and respect and where all members of the school community understand that bullying is not acceptable.
- To outline how instances of bullying are dealt with to ensure a consistent approach to preventing, challenging and responding to any incidents of bullying that occur.
- To inform pupils and parents of the school's expectations and to foster a productive partnership that helps to maintain a bullying-free environment.
- To outline our commitment to continuously improving our approach to tackling bullying by regularly monitoring and reviewing the impact of our preventative measures

5. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011
- DfE (2017) 'Preventing and tackling bullying'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

This policy operates in conjunction with the following school policies:

- Behavioural Policy
- Cyberbullying Policy
- Child Protection and Safeguarding Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Relationships and Health Education Policy
- Exclusion Policy

6. Definitions

Bullying is hurtful, unkind or threatening behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards another individual or group, where the bully or bullies hold more power than those being bullied. If bullying is allowed it harms the perpetrator, the target and the whole school community and its secure and happy environment.

For the purpose of this policy, "bullying" is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group. Bullying is generally characterised by:

- **Repetition:** Incidents are not one-offs; they are frequent and happen over a period of time.
- **Intent:** The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.
- **Targeting:** Bullying is generally targeted at a specific individual or group.

- **Power imbalance:** Whether real or perceived, bullying is generally based on unequal power relations.

Vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves. Vulnerable pupils may include, but are not limited to:

- Pupils with SEND.
- Pupils who are adopted.
- Pupils suffering from a health problem.
- Pupils with caring responsibilities.

Pupils with certain characteristics are also more likely to be targets of bullying, including, but not limited to:

- Pupils who are LGBTQ+, or perceived to be LGBTQ+.
- Pupils from BAME backgrounds.
- Pupils from socioeconomically disadvantaged backgrounds.

7. Types of bullying

Many kinds of behaviour can be considered bullying, and bullying can be related to almost anything.

Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual orientation, home life, culture, disability, or SEND are some of the types of bullying that can occur.

Bullying is acted out through the following mediums:

- Verbally
- Physically
- Emotionally
- Online (cyberbullying)

Racist bullying: Bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

Homophobic and biphobic bullying: Bullying another person because of their actual or perceived sexual orientation.

Transphobic bullying: Bullying based on another person's gender identity or gender presentation, or for not conforming to dominant gender roles.

Sexist bullying: Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Sexual bullying: Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension or dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

Ableist bullying: Bullying behaviour that focusses on another person's disability or support needs; this can include mocking the individual's disability or their needs, using derogatory words or slurs in relation to an individual's disability, or deliberately excluding an individual because of their disability.

Prejudicial bullying: Bullying based on prejudices directed towards specific characteristics, e.g. SEND or mental health issues.

Relational bullying: Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

Socioeconomic bullying: Bullying based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level, or the perceived "quality" of their clothing or belongings.

8. Roles and responsibilities

The **governing body** is responsible for:

- Evaluating and reviewing this policy to ensure that it is not discriminatory.
- The overall implementation of this policy.
- Ensuring that all governors are appropriately trained regarding safeguarding and child protection at induction.
- Ensuring that the school adopts a tolerant and open-minded policy towards difference.
- Ensuring the school is inclusive.
- Analysing any bullying data to establish patterns and reviewing this policy in light of these. Ensuring the DSL has the appropriate status and authority within the school to carry out the duties of the role.
- Appointing a safeguarding link governor who will work with the DSL to ensure the policies and practices relating to safeguarding, including the prevention of cyberbullying, are being implemented effectively.
- Ensuring that pupils are taught how to keep themselves and others safe, including online.

The **headteacher** is responsible for:

- Establishing the standard of behaviour expected by pupils at the school; overseeing the behaviour of pupils in order to ensure their safety and well-being and maintaining an environment that is conducive to learning.
- Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.
- Keeping a [Bullying Report Form](#) of all reported incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected.
- Analysing the data in the bullying record at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented.

- Arranging appropriate training for staff members.

All staff (including volunteers who are working in our school) have a duty to challenge bullying, report bullying, be vigilant to signs of bullying and play an active role in our school's efforts to prevent bullying.

All staff are responsible for:

- Continuing to reaffirm and demonstrate clearly that any degree of bullying will not be tolerated.
- Being alert to social dynamics in their class and groups of children.
- Being available for pupils who wish to report bullying.
- Being alert to social dynamics and to possible bullying situations; particularly exclusion from friendship groups.
- Raising any concerns about a child's behaviour or emotional well-being with the child's class teacher in the first instance.
- Reporting any incidents of bullying to the headteacher and recording incidents using the school system. Providing follow-up support after bullying incidents.
- Understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bullying.
- Providing follow-up support after bullying incidents.
- Being alert to possible bullying situations, particularly exclusion from friendship groups, and informing the pupil's heads of year of such observations.
- Refraining from stereotyping when dealing with bullying.
- Understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bullying.
- Reporting any instances of bullying once they have been approached by a pupil for support.

Class teachers are responsible for:

- Being alert to social dynamics in their class.
- Providing regular whole class and individual opportunities for children to explore any potential behaviour, which could cause distress; and to reaffirm the School Rules, pupil responsibilities and actions through the use of Circle Time and Collective Worship themes and PSHE lessons.
- Being aware of gradual or sudden changes in a pupil's behaviour, attitude to work and to play, and changes in attendance.
- Informing the Headteacher and BECO of any concerns and record incidents and actions on the My Concern (See Behaviour Policy for Recording Unacceptable Behaviour)
- Investigating suspected or reported incidents and informing the Headteacher, Deputy Headteacher / Behaviour Co-ordinator, of findings and action.
- Working with parents and pupils involved in the reported incident to resolve the situation as quickly as possible.
- Monitoring the situation thereafter for further incidents and keeping the Headteacher, Deputy Headteacher, / Behaviour Co-ordinator informed.

Every class has an allocated lunch time supervisor assigned. The lunch time supervisor is responsible for overseeing the pastoral needs of their class during lunch time. However, all lunch time supervisors are responsible for supporting all children in their care during lunch time and will work together as a lunch time team to undertake this role.

Lunch Time Supervisors are responsible for:

- * The assigned lunch time supervisor communicates with the Class Teacher at the beginning and end of lunch time to ensure a smooth transition of any relevant information regarding the children in that class to enable lunch time supervisors to support children in their care effectively during lunch time. This might include sharing information about pupil's Special Educational Needs, medical needs, incidents of bullying or suspected bullying, IBPs, Risk/Restraint reduction plans, updates of behavioural incidents or first aid incidents.
- Listening to all pupils reporting a problem and acting to resolve the situation fairly and immediately.
- * Noting pupils who are referred by Play Leaders or Class Advocates and:
 - i) Trying to resolve their problem OR
 - ii) Directing them to the Headteacher/Deputy Headteacher
- Logging incidents and actions taken in their class lunch time book. The class teacher will use this to record incidents and actions taken on MyConcern. The lunch time supervisor will discretely and sensitively share any incidents of unacceptable behaviour with the class teacher, identifying the actions they have taken and the outcomes of these actions so that the Class Teacher can follow up any further actions if necessary.
- Being watchful for signs of isolation, distress, unfair play activities or arguments and seeking to resolve the situation.
- Reporting any seriously unacceptable behaviour incident during lunchtime to the Headteacher/Deputy Headteacher,
- Working with teachers to monitor any ongoing concerns.

The **Behaviour and Anti-Bullying Lead** is responsible for:

- Proactively leading and developing positive behaviour expectations and processes within school; supporting the Headteacher in developing the Behaviour Policy and procedures and the Anti-Bullying Policy and procedures.
- Keeping a record of all reported bullying incidents, including which type of bullying has occurred and the actions taken, to allow for proper analysis of the data collected.
- Monitoring the Bullying Record and identifying any further actions needed to respond to any concerns.
- Analysing the data in the Bullying Record at half termly intervals to identify trends, so that appropriate measures to tackle them can be implemented.
- Reporting to the Headteacher as required and reporting to the Governing Body on a termly basis (or as required).
- Providing a point of contact for pupils and parents, when bullying incidents occur.
- Corresponding with and meeting with parents where necessary.
- Arranging appropriate training for staff members.

Parents and carers are responsible for:

- * Supporting the school's Anti-Bullying policy.

- Reaffirming with their child the difference between appropriate and inappropriate behaviour and the importance of reporting any incident to the class teacher.
- Discussing incidents with their child as fairly and calmly as possible - many small incidents do not constitute bullying. Parents and carers should support their child to report any bullying by talking to an adult at school.
- Being watchful of their child's behaviour and emotional well-being and informing the class teacher of any changes. Parents and carers should be watchful for any possible signs of bullying (e.g. distress, feigning illness, lack of concentration).
- Informing their child's class teacher if they have any concerns that their child is the victim of bullying or if they are concerned their child is involved in bullying in any way. Parents / carers should talk to their child's class teacher in the first instance. The class teacher from each class is available for brief discussions at the end of the day. Appointments can be made at the main school office. Parents and carers are asked to wait until staff have dismissed all of the children in their class before approaching them to discuss any concerns. Parents are also asked to be mindful that teachers complete marking, assessment, planning and preparation at the end of the day and are not readily available for longer discussions. Appointments with teachers or senior leaders are welcome if a parent / carer, teacher or leader wishes to discuss significant concerns further. These must be arranged in advance at a time that is convenient for the member of staff.
- * Working in partnership with the school, following the policy guideline to resolve incidents affecting their child.

Advice to Parents

- Take an active interest in your child's social life and talk about friends and their enjoyable activities in and out of school. As well as learning about your child's friendships, you may pick up information about disagreements or difficulties.
- Please bear in mind that children do break friendships and have arguments and disagreements with others in school. Although this can be distressing, it rarely involves bullying. Usually matters resolve themselves in a few days. If your child continues to feel alone and unhappy, please do not hesitate to contact the school.
- Watch out for signs of distress, unwillingness to go to school, headaches, stomach aches, toys or equipment going missing, or requests for extra pocket money etc.
- There are many reasons why your child may be unsettled at school; bullying may be one possibility,
- If you think your child is being bullied, please inform the school IMMEDIATELY and ask for an appointment with the class teacher.
- If you are dissatisfied with the outcome, make an appointment to meet with the Headteacher.
- If you are still dissatisfied please refer to our school's Complaints Policy and Procedures.
- Further advice and support can be sought from organisations such as Childline and Kidscape:

The KIDSCAPE address is:
 KIDSCAPE
 2 Grosvenor Gardens
 London
 SW1W 0DH
www.kidscape.org.uk

CHILDLINE: 0800 1111
 FREEPOST
 NATN1111
 London E1 6BR
www.childline.org.uk

Pupils should not take part in any kind of bullying and should watch out for signs of bullying among their peers. Pupils should never be bystanders to incidents of bullying- they should offer support to the victim and encourage them to tell an adult. Pupils should tell an adult if they believe that another child might be being bullied.

Pupils are responsible for:

- Immediately informing a member of staff if they witness bullying or are a victim of bullying.
- Not making counter-threats if they are victims of bullying or witness bullying.
- Walking away from dangerous situations and avoiding involving other pupils in incidents.
- Keeping evidence of cyber bullying and informing a member of staff should they fall victim to or witness cyber bullying.
- Discussing the incident, and the action taken, with their parents / carers on the same day the incident occurred. It is important that they give an accurate account of their own and other pupils' actions.

Class Advocates

Our Class Advocates are pupils from Years 2, 3, 4, 5 and 6 (Year 1 will elect class advocates in the summer term.) Class advocates are elected by their class. All pupils within the class will know who the class advocates are and their role. Class advocates will be trained to share any concerns that other children from their class have with adults. Class advocates will report any concerns to the class teacher, playtime supervising adult or lunch time supervisor including any incidents of bullying. Class advocates will have regular meetings with the PSHE lead to share feedback from pupil voice consultations and to work on projects together to improve our school.

Values Ambassadors

Our Values Ambassadors are appointed in Year 6 in the Autumn term. Children will apply for the role and be selected based on an application process. They will take on additional pupil leadership responsibilities including actively promoting our school ethos and Christian values and will take an active role in leading Collective Worship including Celebration Assemblies.

9. Statutory implications

The school understands that, under the Equality Act 2010, it has a responsibility to:

- Eliminate unlawful discrimination, harassment, including sexual harassment, victimisation and any other conduct prohibited by the act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.

- Foster good relations between people who share a protected characteristic and people who do not share it.

The school understands that, under the Human Rights Act (HRA) 1998, it could have charges brought against it if it allows the rights of pupils to be breached by failing to take bullying seriously. The headteacher will ensure that this policy complies with the HRA; the headteacher understands that they cannot do this without fully involving their teaching staff.

Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:

- Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or in a way which conveys a message which is indecent or grossly offensive, a threat, or contains information which is false and known or believed to be false by the sender.
- The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
- Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.
- Other forms of bullying which are illegal and should be reported to the police include violence or assault, theft, repeated harassment or intimidation, and hate crimes.

10. Prevention

***“So let’s choose for ourselves what is right. Let’s learn together what is good.”
Job 34:4***

The school will clearly communicate a whole-school commitment to addressing bullying and have a clear set of values and standards which will be regularly promoted across the whole school.

All members of the school are made aware of this policy and their responsibilities in relation to it. All reported or investigated instances of bullying will be investigated by a member of staff. All staff members will receive training on identifying and dealing with the different types of bullying.

All types of bullying will be discussed as part of the relationships and health education curriculum, in line with the Primary Relationships and Health Education Policy.

This curriculum will explore and discuss issues at age-appropriate stages such as:

- Healthy and respectful relationships.
- Boundaries and consent.
- Stereotyping, prejudice and equality.
- Body confidence and self-esteem.
- How to recognise abusive relationships and coercive control.

- Harmful sexual behaviour, the concepts involved and why they are always unacceptable, and the laws relating to it.

Our school clearly communicates a whole-school commitment to addressing bullying. We aspire for all members of our community to feel nurtured and supported to develop the necessary skills, knowledge and emotional security that will enable them to flourish. This ensures that all members of the school community are revered and respected as members of a community where all are known and loved by God.

Our school Behaviour Policy identifies clear expectations for acceptable behaviour and rewards and sanctions are consistently applied. Our school rules are clearly defined, prominently displayed, known by all stakeholders and enforced by all staff.



Be safe

This includes:

- Being gentle with our actions to keep others safe.
- Being safe when moving around school and in the playground.
- Using equipment safely.
- Being safe online.
- Following instructions to keep ourselves and others safe.
- Telling an adult if you feel unsafe or are unhappy.
- Helping and encouraging others to stay safe.



Be ready

This includes:

- Being ready to listen.
- Being ready to learn.
- Being ready with everything you need for lessons including correct uniform, equipment and PE kit.
- Being ready for lunch including lining up sensibly with your hands washed.



Be respectful

This includes:

- Valuing everyone and everything.
- Using kind words.
- Being polite and showing good manners.
- Including everyone and making sure everyone feels welcome.
- Thinking about other's needs.



Be responsible

This includes:

- Making responsible choices about how to behave guided by our values.
- Being responsible for your own learning; participating in lessons, persevering and showing pride in your learning.
- Being a role-model to others through your actions.
- Being proactive in helping others.
- Being yourself and playing your part in our school community.
- Being honest with yourself and others.

In Collective Worship we explore Christian themes and consider ways in which our values influence the choices we make about how we respond and behave.

Throughout our Curriculum we nourish our children's spiritual, moral, social and cultural development and encourage them to develop strong aspirations and a desire to make a positive difference in a society faced with continual challenges that require resilience, understanding and a desire for peace. All types of bullying will be discussed as part of the curriculum. Diversity, difference and respect for others is promoted and celebrated through various lessons.

All teaching staff capitalise on opportunities across all subjects to consolidate children's understanding of how to stay safe, how to protect themselves from harm and how to take responsibility for their own and others' safety. Teaching staff use real-life scenarios and fictional stories to teach, discuss and re-inforce key messages.

Through a variety of planned activities across the curriculum pupils are given the opportunity to gain self-confidence and develop strategies to express their own thoughts and opinions, speak up for themselves and be courageous advocates for the rights of others.

Personal Social and Health Education is taught by all staff within a programme which encourages mindfulness and children's self-esteem, self-awareness and their knowledge, understanding and respect of others. Our PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying. It also includes opportunities for pupils to learn to value themselves, value others and appreciate and respect difference.

Staff will encourage pupil cooperation and the development of interpersonal skills using group and pair work. Diversity, difference and respect for others will be promoted and celebrated through various lessons.

Across our curriculum we actively teach, promote and reward co-operative group work within lessons. Staff will encourage pupil cooperation and the development of interpersonal skills using group and pair work.

Seating plans will be organised and altered in a way that prevents instances of bullying. Potential victims of bullying will be placed in working groups with other pupils who do not abuse or take advantage of others.

The school office is supervised throughout lunch time. This is a safe place available for pupils to go to during lunch time if they feel threatened or wish to be alone. Office staff are trained to listen to children and will take the child to a senior leader who will speak to pupils to find out the cause of any problems and, ultimately, stop any form of bullying taking place.

Opportunities to extend friendship groups and interactive skills will be provided through participation in special events, eg. drama, sports and cultural activities.

Our Social Emotional and Mental Health (SEMH) lead and Behaviour Coordinator (BECO) identify support for children who show early signs of bullying behaviour or children who may be potential victims.

Stereotypes are challenged by all staff and pupils across the school.

Name calling and inappropriate Language is responded to by all staff using the 'Moseley CofE Primary School Response Script for name calling or inappropriate language' (See Appendix)

All pupils are made aware of the adults that they can go to during free time if they feel threatened, anxious or angry. All adults will speak to pupils to find out the cause of any problems and take action to stop any form of bullying taking place.

Class teachers ensure that all pupils know that they are available for any pupil, at any time to discuss any bullying; whether they are victims or have witnessed an incident.

Pupils deemed vulnerable, as defined in [section two](#), will meet with their class teacher on a weekly basis, where appropriate, to ensure any problems can be actioned quickly. Class teachers will also offer an 'open door' policy allowing pupils to discuss any bullying, whether they are victims or have witnessed an incident.

When new pupils join our school, class teachers will identify a 'buddy' to help integrate them into our school.

Before a vulnerable pupil joins the school, the pupil's class teacher and the DSL will develop a strategy to prevent bullying from happening – this will include giving the pupil a buddy to help integrate them into the school.

The school will be alert to, and address, any mental health and wellbeing issues amongst pupils, as these can be a cause of bullying behaviour.

The school will be alert to instances of the sharing of indecent imagery of pupils amongst the school cohort, and will evaluate whether it presents a safeguarding concern; such instances will be managed in line with the Child Protection and Safeguarding Policy.

The school will ensure potential perpetrators are given support as required, so their educational, emotional and social development isn't negatively influenced by outside factors, e.g. mental health issues.

11. Signs of bullying

Staff will be alert to the following signs that may indicate a pupil is a victim of bullying:

- Being frightened to travel to or from school
- Unwillingness to attend school
- Repeated or persistent absence from school
- Becoming anxious or lacking confidence
- Saying that they feel ill repeatedly
- Decreased involvement in school work
- Leaving school with torn clothes or damaged possessions
- Missing possessions
- Asking for extra money or stealing
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Becoming agitated when receiving calls or text messages
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home

All staff will be watchful for any pupils who display these signs. Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, and will always be investigated. Staff must raise any concerns with the DSL and log concerns on MyConcern. Action will be taken to determine the underlying issues, whether they are due to bullying or other issues.

Staff will be aware of the potential factors that may indicate a pupil is likely to exhibit bullying behaviours, including, but not limited to, the following:

- They have experienced mental health problems, which have led to them becoming more easily aggravated
- They have been the victim of abuse
- Their academic performance has started to fall and they are showing signs of stress

If staff become aware of any factors that could lead to bullying behaviours, they will notify the pupil's class teacher, who will investigate the matter and monitor the situation and inform the headteacher of any incidents of bullying or suspected bullying.

12. Staff principles

The school will ensure that prevention is a prominent aspect of its anti-bullying vision.

Staff will treat reports of bullying seriously and they will not ignore signs of suspected bullying.

Staff will act immediately when they become aware of a bullying incident. Unpleasantness from one pupil towards another will always be challenged and will never be ignored.

Staff will always respect pupils' privacy, and information about specific instances of bullying are not discussed with others, unless the pupil has given consent, or there is a safeguarding concern. If a member of staff believes a pupil is in danger, e.g. of being hurt, they will inform the DSL immediately.

Follow-up support will be given to both the victim and perpetrator in the months following an incident to ensure all bullying has stopped.

13. Child-on-child abuse

The school has a zero-tolerance approach to all forms of child-on-child abuse, including sexual harassment and sexual violence.

To prevent child-on-child abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms, and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons, in line with the [Prevention](#) section of this policy.

All staff will:

- Be aware that pupils of any age and gender are capable of abusing their peers.
- Be aware that abuse can occur inside and outside of school settings.
- Be aware of the scale of harassment or abuse, and that just because it is not being reported does not mean it is not happening.
- Take all instances of child-on-child abuse equally seriously regardless of the characteristics of the perpetrators or victims.

- Never tolerate abuse as “banter” or “part of growing up”, and will never justify sexual harassment, e.g. as “boys being boys”, as this can foster a culture of unacceptable behaviours and one that risks normalising abuse.
- Be aware that child-on-child abuse can be manifested in many ways, including sexting, sexual harassment and assault, and hazing or initiation-type violence.
- Always challenge any harmful physical behaviour that is sexual in nature, such as inappropriate touching. Dismissing or tolerating such behaviours risks normalising them.

Sexual harassment in particular can take many forms, including but not limited to:

- Telling sexual stories, making sexual remarks, or calling someone sexualised names.
- Sexual “jokes” or taunting.
- Deliberately brushing against someone.
- Displaying images or video of a sexual nature.
- Upskirting (this is a criminal offence).
- Online sexual harassment, e.g. creating or sharing sexual imagery, sexual comments on social media, or sexual coercion or threats.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or peers. If a pupil has been harmed, is in immediate danger or is at risk of harm, a referral may be made to children’s social care services (CSCS) and potentially the police, where the DSL deems this appropriate in the circumstances.

All staff will be aware and sensitive towards the fact that pupils may not be ready or know how to tell someone that they are being abused. Pupils being abused may feel embarrassed, humiliated, scared, or threatened.

The school’s Safeguarding and Child Protection Policy outlines the school’s stance on addressing child-on-child abuse, including sexual abuse, and the procedures in place will be adhered to if any instances are uncovered or disclosed. More information on the school’s approach to preventing and managing instances of child-on-child abuse can be found within this policy.

14. Cyberbullying

Cyberbullying can take many forms and can go even further than face-to-face bullying by invading personal space and home life, and can target more than one person. It can also take place across age groups and target pupils, staff and others, and may take place inside school, within the wider community, at home or when travelling. It can sometimes draw bystanders into being accessories.

Cyberbullying can include the following:

- Threatening, intimidating or upsetting text messages
- Threatening or embarrassing pictures and video clips
- Disclosure of private sexual photographs or videos with the intent to cause distress
- Silent or abusive phone calls

- Using the victim's phone to harass others, to make them think the victim is responsible
- Threatening or bullying emails, possibly sent using a pseudonym or someone else's name
- Menacing or upsetting responses to someone in a chatroom
- Unpleasant messages sent via instant messaging
- Unpleasant or defamatory information posted to blogs, personal websites and social networking sites, e.g. Facebook

NB. The above list is not exhaustive, and cyberbullying may take other forms.

The school has a zero-tolerance approach to cyberbullying. The school views cyberbullying with the same severity as any other form of bullying and will follow the sanctions set out in [section 16](#) this policy if they become aware of any incidents.

All members of staff will receive training on an **annual** basis on the signs of cyberbullying, in order to identify pupils who may be experiencing issues and intervene effectively.

Many of the signs of cyberbullying will be similar to those found in the '[Signs of bullying](#)' section of this policy; however, staff will be alert to the following signs that may indicate a pupil is being cyberbullied:

- Avoiding use of the computer
- Being on their phone routinely
- Becoming agitated when receiving calls or text messages

Staff will also be alert to the following signs which may indicate that a pupil is cyberbullying others:

- Avoiding using the computer or turning off the screen when someone is near
- Acting in a secretive manner when using the computer or mobile phone
- Spending excessive amounts of time on the computer or mobile phone
- Becoming upset or angry when the computer or mobile phone is taken away

Parents will also be invited to attend **annual** training sessions in order to educate them on online safety which will include the signs and symptoms of cyberbullying, and will be advised to report to the headteacher if their child displays any of the signs outlined in this section.

During times when remote education is being utilised, the school will frequently be in contact with parents to make them aware of their activities online, but also to reinforce the importance of pupils staying safe online, and explaining how filtering and monitoring procedures work.

Staff will be aware that a cyberbullying incident might include features different to other forms of bullying, prompting a particular response. Significant differences may include the following:

- **Possible extensive scale and scope** – pupils may be bullied on multiple platforms and using multiple different methods that are made possible by virtue of the bullying taking place online
- **The anytime and anywhere nature of cyberbullying** – pupils may not have an escape from the torment when they are at home due to the bullying continuing through technology at all times

- **The person being bullied might not know who the perpetrator is** – it is easy for individuals to remain anonymous online and on social media, and pupils may be bullied by someone who is concealing their own identity
- **The perpetrator might not realise that their actions are bullying** – sometimes, the culture of social media, and the inability to see the impact that words are having on someone, may lead to pupils crossing boundaries without realising
- **The victim of the bullying may have evidence of what has happened** – pupils may have taken screenshots of bullying, or there may be a digital footprint that can identify the perpetrator

The school will support pupils who have been victims of cyberbullying by holding formal and informal discussions with the pupil about their feelings and whether the bullying has stopped, in accordance with [section 17](#) and [section 18](#) of this policy.

In accordance with the Education Act 2011, the school has the right to examine and delete files from pupils' personal devices, e.g. mobiles phones, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone. In these cases, the school's Searching, Screening and Confiscation Policy will be followed at all times.

15. Procedures

Reported incidents will always be taken seriously and investigated fully.

Minor incidents will be reported to the victim's class teacher, who will investigate the incident, set appropriate sanctions for the perpetrator and inform the Behaviour Coordinator verbally and in writing using My Concern of the incident and outcome.

When bullying is suspected/reported the class teacher will gather information from the victim, alleged bully and witnesses.

If a pupil is injured, members of staff take the pupil immediately to a first aider for a medical opinion on the extent of their injuries

A room is used that allows for privacy during interviews

A witness is used for serious incidents

The victim, alleged perpetrator and witnesses will be interviewed separately and care will be taken to ensure that there is no possibility of contact between the pupils being interviewed, including electronic communication.

If appropriate, the alleged bully, the victim and witnesses, will be asked to write down details of the incident. Pupils may need prompting with questions from the member of staff to obtain the full picture.

Members of staff listen carefully to all accounts, being non-confrontational and not assigning blame until the investigation is complete

Premature assumptions are not made, as it is important not to be judgemental at this stage

All pupils concerned will be informed that they must not discuss the interview with other pupils

The class teacher will record the incident on a Bullying Incident reporting form (available from the Safeguarding noticeboard) and record the incident centrally on My Concern.

The class teacher will discuss the incident and share details of their investigation with the Headteacher/Deputy Headteacher to agree the action to be taken.

A written record of incidents will be kept and the problem brought to the attention of all relevant members of staff to enable vigilant monitoring of the situation to take place.

Due to the potential for some specific forms of bullying to be characterised by inappropriate sexual behaviour, staff members involved in dealing with the incident are required to consider whether there is a need for safeguarding processes to be implemented.

16. Sanctions

If the headteacher is satisfied that bullying did take place, the pupil will be helped to understand the consequences of their actions and warned that there must be no further incidents. The headteacher will refer the bully/bullies to our school rules and ask the bully / bully to consider whether their behaviour is safe / respectful / responsible?

If the headteacher is satisfied that bullying did take place, the pupil will be helped to understand the consequences of their actions and warned that there must be no further incidents. The headteacher will inform the pupil of the type of sanction to be used in this instance and future sanctions if the bullying continues.

Possible sanctions might include:

- Loss of play time
- Internal lunch time / play time Exclusion
- Internal exclusion from class
- Lunch time exclusion
- Internal exclusion – working in isolation.
- Exclusion (See Exclusion Policy)

The headteacher will use the Restorative Approach (see Appendix 1) to help the bully / bullies to understand the impact of their behaviour on others and to consider how they might make better choices to manage their behaviour differently in the future. This will either be in writing to the victim (and/or witnesses if appropriate), or face-to-face, but only with the victim's full consent. Discretion will be used here; victims will never feel pressured into a face-to-face meeting with the perpetrator.

If possible, the headteacher will attempt reconciliation and will obtain an apology from the perpetrator. If it is appropriate, the headteacher will attempt reconciliation using the 4 Step Apology (see appendix 3) Discretion will be used. Pupils who have been bullied will never be or feel pressured into a face-to-face meeting with the bully.

Parents will always be informed of bullying incidents and what action is being taken.

All staff involved in managing instances of bullying will be aware that taking disciplinary action and providing support are not mutually exclusive actions, and should be conducted simultaneously to encourage more positive behaviour in future. The school's focus when handling perpetrators will be supporting them to develop more positive behaviours and to refrain from abusive and bullying behaviours in the future.

The class teacher, lunch time supervisor, other staff and Behaviour Lead informally monitors the pupils involved over the next half-term.

The school will remain cognisant of the fact that continued access to school can be important for rehabilitation of harmful behaviour, and will not exclude pupils unless as a last resort – where there have been serious or consistent incidents of bullying, the school will act in line with the Suspension and Exclusion Policy.

17. Support

In the event of bullying, victims will be offered the following support:

- Emotional support and reassurance from a member of school staff.
- Reassurance that it was right to report the incident and that appropriate action will be taken
- Liaison with their parents to ensure a continuous dialogue of support
- Advice not to retaliate or reply, but to keep the evidence and show or give it to their parent or a member of staff
- Advice on aspects of online safety, in the event of cyberbullying, to prevent re-occurrence, including, where appropriate, discussion with their parents to evaluate their online habits and age-appropriate advice on how the perpetrator might be blocked online
- Discussion with their parent on whether police action is required (except in serious cases of child exploitation or abuse where the police may be contacted without discussion with parents)

For a month after the initial complaint of bullying, the class teacher will hold an informal discussion with the victim, on a weekly basis, to check whether the bullying has stopped.

The headteacher will carefully consider in each instance of bullying that is handled whether it is appropriate to split up the victim(s) and perpetrator(s), e.g. preventing them sharing tables or groupings in class where possible, and will split up other harmful group dynamics to prevent further occurrences where necessary. If necessary, group dynamics will be broken up by members of staff by assigning places in classes. The victim will be encouraged to broaden their friendship groups by joining lunchtime or after-school clubs or activities. Victims will be encouraged to broaden their friendship groups by joining lunchtime or after-school clubs or activities.

The behaviour lead holds a formal meeting, on a monthly basis, to check whether the bullying has stopped – these formal meetings will continue to take place once a month until the class teacher, behaviour lead, victim and parents / carers are confident the bullying has stopped. The victim will be encouraged to tell a trusted adult in school if bullying is repeated.

Staff, particularly the DSL, will work with the victim to build resilience, e.g. by offering emotional well-being.

The school acknowledges that bullying may be an indication of underlying mental health issues. The school will work with the perpetrator and their parents / carers regarding any underlying mental health or emotional wellbeing problems.

18. Follow-up support

The progress of both the perpetrator and the victim will be monitored by their class teachers. One-on-one sessions to discuss how the victim and perpetrator are progressing may be appropriate. If appropriate, follow-up meetings will be arranged with parents one month after the incident.

Pupils who have been bullied will be supported in the following ways:

- Being listened to
- Having an immediate opportunity to meet with a member of staff of their choice
- Being reassured
- Being offered emotional check-in support, where appropriate

Pupils who have bullied others will be supported in the following ways:

- Receiving a consequence for their actions
- Being able to discuss what happened
- Being helped to reflect on why they became involved
- Being helped to understand what they did wrong and why they need to change their behaviour
- Appropriate assistance from parents

Pupils who have been bullied will be assessed on a case-by-case basis and the DSL will, if necessary, refer the victim of bullying to Forward Thinking Birmingham.

In cases where the effects of bullying are so severe that the pupil cannot successfully reintegrate back into the school, the headteacher and DSL will consider supporting the transfer of the pupil to another mainstream school with the consent and involvement of the pupil's parents.

Where a pupil who has been the victim of bullying has developed such complex needs that alternative provision is required, the pupil, their parents, the headteacher and DSL will meet to discuss the use of alternative provision.

19. Bullying outside of school

Staff will remain aware that bullying can happen both in and outside of school, and will ensure that they understand how to respond to reports of bullying that occurred outside school in line with the Child Protection and Safeguarding Policy.

The headteacher has a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the

headteacher the power to regulate pupils' conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member.

Teachers have the power to discipline pupils for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it will be investigated and acted upon. In all cases of misbehaviour or bullying, members of staff can only discipline the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff, e.g. on a school trip.

The headteacher is responsible for determining whether it is appropriate to notify the police of the action taken against a pupil. If the misbehaviour could be of a criminal nature, or poses a serious threat to a member of the public, the police will be informed.

20. Record keeping

The DSL will ensure that robust records are kept with regard to all reported or otherwise uncovered incidents of bullying – this includes recording where decisions have been made, e.g. sanctions, support, escalation of a situation and resolutions.

The headteacher and DSL will ensure that all decisions and actions recorded are reviewed on a regular basis for the purposes of:

- Identifying patterns of concerning, problematic or inappropriate behaviour on the part of certain pupils that may need to be handled, e.g. with pastoral support.
- Reflecting on whether cases could have been handled better and using these reflections to inform future practice.
- Considering whether there are wider cultural issues at play within the school, e.g. whether school culture facilitates discriminatory bullying by not adequately addressing instances, and planning to mitigate this.
- Considering whether prevention strategies could be strengthened based on any patterns in the cases that arise.
- Responding to any complaints about how cases have been handled.

21. Monitoring and review

This policy is reviewed every two years by the headteacher and the DSL.

The scheduled review date for this policy is **September 2024**.

Bullying Report Form This form must be given to the headteacher upon completion.			
Name of person reporting incident:		Date:	
Name of pupil being bullied:		Year	
What happened?			
Where did the incident take place?			
When did the incident occur?			
Who has been suspected of bullying?			
Did anyone else see the incident?			
According to the victim, how often does the bullying take place?			
According to the victim, how long has the bullying been going on?			
What actions have been taken so far?			

APPENDIX 2 The Restorative Approach

At times some children may need additional support to understand the impact their behaviour has on others and on our school community. When incidents of unacceptable behaviour occur, we work with children using a restorative approach as outlined below. This helps children to understand the impact of their behaviour on others and to consider how they might make better choices to handle similar situations differently in the future.

1. *What happened?*

It is important to listen carefully and dispassionately to the child's account without interrupting or disagreeing. It is equally as important to give your account from your perspective, without judgement.

2. *What were you thinking at the time?*

This reflection helps the child reconsider their actions and replay their thought processes. Their thinking at the time may have seemed irrational to someone looking on. However, it may not be obvious to the child that their initial thoughts led them to make a bad choice. Help the child to identify the point where the thinking took the wrong turn.

3. *What do you think now?*

Often we think differently when initial emotion has subsided and we are able to think more clearly. At this point children can often tell you what they could or should have done. If not, the adult may need to help sort out the thinking in order for understanding to grow and learning to take place so that next time they can make a choice in line with the values.

4. *Who do you think has been affected? How?*

The child may have been unaware of how other people felt about their behaviour. This is the opportunity for the child to be able to consider and understand the impact of their behaviour on others. This question guides the child to use their conscience. Initially they usually think it is only them who have been affected but prompting them to think of others such as the teacher being unable to teach, the other children unable to learn, the child who was worried, the friend who got involved etc., they understand that it is not just about them.

5. *How will you put it right?*

The child needs to be a part of the solution. This is an opportunity for the child to focus on the needs of the harmed party. It enables the child to take responsibility for their own behaviour; repairing relationships, putting things right and considering how they can make better choices in similar situations in the future.

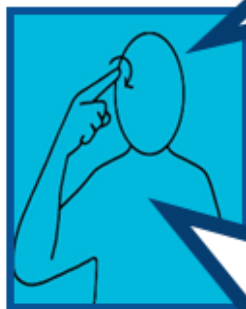


Our Restorative Approach

What happened?



What were you thinking at the time?



What do you think now?

Who has been affected? How?



How will you put it right?





HBT Language

Whole School Script Response

Steps	Infant Responses	Junior Responses
Establish understanding	What do you mean by ____?	Do you know what that means?
Explain meaning	_____ is a word to describe ____ not a nasty word to hurt people. Or ____ is not a word you should be using.	_____ is a word we use to describe _____, not a nasty word to use against people.
Use empathy/ put in personal context	How would you feel if someone said that to you? or That language is really unkind to others.	It is really disappointing to hear you using language that makes other people feel bad.
Link to school ethos and policy	In this school we are kind to everyone and everyone is important.	General- In this school we don't use language like that. We are kind and respectful to everyone. Specific- It's important everyone can be themselves.

Each member of staff should become familiar with these responses.

The 4 Step Apology

Christ's message of forgiveness is implicit in all we do. The act of forgiveness is powerful for all involved in a disagreement or those who may feel wronged by another.

Using the 4 step apology detailed below we teach children to gain a deeper understanding of the value of forgiveness and its role in restoring healthy relationships.



The graphic is a light blue rounded rectangle with a yellow border. At the top center is a small crest featuring a cross and a shield. Below the crest, the text reads: "At Moseley C of E Primary we use the 4 step apology to support the process of letting go of negative emotion and restoring healthy relationships." Below this text are four steps, each with an icon and a corresponding phrase in a blue cursive font:

- Icon: A person with their hand to their forehead, representing regret or apology.

I'm sorry for...
- Icon: A red hand with the thumb pointing down, representing a negative action or reason.

This was wrong because...
- Icon: A green hand with the thumb pointing up, representing a positive action or promise.

In the future I will...
- Icon: A person with their hands clasped in front of them, representing a request for forgiveness.

Will you forgive me?

No child is forced to apologise or to forgive but they are supported to make the decision and understand the implications of their decision with no judgement.

The 4 Step Apology will be displayed in each class



Our Anti-Bullying Charter

We, the children and staff of Moseley C of E Primary School have all signed this charter to make sure our school is a happy, safe place to be – free of bullying of any sort.

1. We want our school and community to be free of all forms and types of bullying – verbal, physical & cyber bullying (on the internet and via texts) will not be tolerated.
2. We want everyone in our school and community to value our differences – to see differences as unique, special and interesting – not a reason to be unkind.
3. Everyone has a right to be safe and happy at school.
4. We need to report any incident of bullying to a member of staff – about bullying to us or on behalf of a friend.
5. Remember to speak, act and behave well –treat others how you would like to be treated yourself.
6. We all agree that happy, safe pupils make a happy, safe school.
7. Bullying will not be tolerated, ignored or encouraged in our school and community.

These 'Anti-bullying promises' were created by the School Council. They are reviewed with each class at the beginning of each academic year and all children asked to sign this charter.



Our Anti-Bullying Policy



Our school community values, appreciates and accepts others, and celebrates the achievements of all. We have supportive and trusting relationships with God and all his children. We take responsibility and welcome absolutely everyone into a caring and safe environment, where we are all guided to work together.

What is bullying?

Bullying is when a person is hurtful or unkind to someone else, on purpose and more than once. Bullying can be done by one person or by a group of people. It can be towards one person or a group of people.

A useful way to remember bullying is

Several Times On Purpose



- Hurting or saying you are going to hurt someone
- Touching someone when they don't want you to
- Calling someone names, teasing, using rude language or saying nasty things about someone to them or to other people
- Stealing or damaging someone's things
- Ignoring someone on purpose or leaving them out



- Gender- e.g. because they are a boy or a girl or saying they act 'like a boy' or 'like a girl'
- Homophobic or biphobic bullying- This is saying unkind things because someone is lesbian, gay or bisexual, or because you think they are, or because they have 2 mums or 2 dads. Or calling someone these names on purpose to be unkind (e.g. you're so gay!)
- Transphobic bullying- This is saying unkind things because someone is trans or because you think she are trans (someone who feels the gender they are given as a baby doesn't match the gender that they feel themselves to be).
- Special educational needs or a disability
- What someone look like
- Where someone lives.



If someone is being hurtful or unkind to you several times on purpose, for whatever reason, whether it is about you or your family or friends, that is bullying. No one should be picked on for being different in anyway, for how they act, what they look like or who their family are.

Why does bullying happen?

Although bullying doesn't happen very much at school it might happen. Bullies can be older or younger than you, bigger or smaller than you. Bullies pick on people who may be different in some way and try to make them feel bad about themselves. If you are being bullied remember that it is never your fault.

Where does bullying happen?



Bullying can happen
at school, after
school and online



What should I do if I think someone is being bullied?

Talk to the person and ask if they are OK and try to find out if they are being bullied. If they are, ask if you can help them talk to an adult they trust.

If you are being bullied it is important to tell someone you trust.

You can:

- Tell a teacher
- Tell another adult in school (teaching assistant, lunchtime supervisor or the school office staff)
- Tell a class advocate
- Tell an adult at home
- You can also call ChildLine at any time for free on 0800 1111.

If you tell a teacher or an adult in school, they may tell another teacher, parents or carer so that they can all help you. Telling an adult will never make the bullying worse. If you have already told an adult and it's still happening or you still feel worried, tell them again. They will talk to you and the person to find ways to stop them.