



## **HOLY TRINITY C of E PRIMARY SCHOOL**

**Benner Lane, West End, Woking, Surrey, GU24 9JQ**

**Executive Head: Mrs L Ambrose**

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### **ANTIBULLYING POLICY**

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Policy Type:	Non-Statutory
Policy Origin:	Various Sources
Approved by:	LAB
Last Reviewed:	November 2025
LAB Accepted:	December 2025
Next Review:	November 2026
Summary of changes:	Added new school vision statement and removed RRR. Added info linked to Safeguarding Policy and child protection.

## Introduction

Holy Trinity C of E Primary School is a caring community. Our vision states: *At Holy Trinity we have high expectations of all and our aim is that everyone is loved, nurtured, inspired and empowered within a caring and inclusive Christian community.* We teach our children Christian values and promote positive attitudes to learning to ensure that they have all they need to become lifelong learners who reach their full potential and become good global citizens. All pupils, parents, governors and staff have a right to feel safe and a responsibility to follow school expectations. Through the ethos of the school and its Christian character, our aim is to prevent, as far as is possible, any instances of bullying before they occur by discussing the subject freely and openly.

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 Behaviour 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.

## Aims

The aim of this anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. We recognise bullying as an anti-social behaviour that affects everyone, children and adults alike; it is unacceptable and will not be tolerated. We aim:

- To show that bullying is unacceptable behaviour and that firm action will be taken against it
- To create a safe and happy environment where children can learn and play
- To create a culture where children feel confident to talk about their worries, knowing that an adult will listen and will provide support and help
- To have a whole school approach to dealing with bullying
- To have a range of strategies to deal with incidents of bullying that provides support for both the child being bullied and the bully – see appendices 1-3
- To work in close partnership with parents to endeavour to overcome bullying problems

## Philosophy

At Holy Trinity C of E Primary School, we believe that bullying is unacceptable behaviour. We will make it clear to pupils, staff, parents, and Governors that when bullying occurs we will work as a community to help both the people who are harmed and the perpetrators. We will ensure the safety of the child who is bullied and we will support improved behaviour from the bully. This Policy forms part of the School's Behaviour Policy, Single Equality Scheme and Online-Safety Policy and should be read in conjunction with the School's Vision and Aims.

## Definitions

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 an extended period of time.
- **Intent:** The perpetrator 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 who are adopted or are in care (PLAC/LAC).
- Pupils suffering from a health problem.
- Pupils with caring responsibilities.
- Pupils from socioeconomically disadvantaged backgrounds.

**Commented [CT1]:** Or are in care (PLAC/LAC)

**Commented [CT2]:** Gypsy, Roma and Traveller children

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

- Pupils who are LGBTQ+, or perceived to be LGBTQ+.
- Gypsy, Roma, Traveller Children
- Black, Asian and minority ethnic (BAME) pupils.
- Pupils with SEND.

### 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, or SEND are some of the types of bullying that can occur.

Bullying is acted out through the following mediums:

- Verbal
- Physical
- Emotional
- Online (cyberbullying)

**Racist bullying:** Bullying another person based on their ethnic background 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 or experiences, e.g. religion 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.

### **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, workshops and PSHE lessons,

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 C-Spa 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.

More information on the school's approach to preventing and managing instances of child-on-child abuse can be found within this policy and the Child Protection and Safeguarding Policy.

### **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.

#### **Additional Support for Victims of Cyber Bullying**

As with any form of bullying, support for the individual will depend on the circumstances.  
Examples include:

- 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 other aspects of the Online-Safety Policy to prevent re-occurrence
- Advice on how the perpetrator might be blocked from the individual's sites or services
- Actions, where possible and appropriate, to have offending material removed
- Advice to consider changing email addresses and/or mobile phone numbers
- Discuss contacting the police in cases of suspected illegal content

#### **Cyber-bullying Investigation**

Again, the nature of any investigation will depend on the circumstances. It may include:

- Review of evidence and advice to preserve it, for example by saving or printing (e.g. phone messages, texts, emails, website pages)
- Efforts to identify the perpetrator, which may include looking at the media, systems and sites used. Witnesses may have useful information.
- Contact with the Internet Watch Foundation, the police or Surrey Safeguarding Officer if images might be illegal or raise child protection issues
- Requesting a pupil to reveal a message or other phone content or confiscating a phone. Staff do not have the authority to search the contents of a phone.

#### **Bullying off the School Premises**

We are not directly responsible for bullying off the school premises; however, if both the victim and the bully are from our School, action will be taken as if the incident has occurred within the school, and this includes informing parents/carers.

Where possible, we shall support pupils, who have been bullied, especially on their way to or from school, by pupils from another school or by other persons.

The following steps should be taken.

- Talk to the pupil(s) and parents/carers involved from the other school.
- Talk to the Headteacher of another school whose pupils are bullying off school premises.
- Talk to pupils about how to avoid or handle bullying situations.

### **Bullying Directed Towards Race, Gender, or Disability**

We will not tolerate bullying against anyone because of race, gender, or disability. The school will take preventative action to reduce the likelihood of bullying incidents of this nature occurring. Stereotypical views are challenged and pupils learn to appreciate and view positively differences in others, whether arising from race, gender, ability or disability.

### **Racial Bullying/Harassment**

Racial bullying will not be tolerated and will be treated severely. If a child receives verbal abuse, physical threats or attacks, or if a pupil brings racist literature into school, incites others to behave in a racist way or writes racist insults, the strategies in the Policy for Education for Ethnic Diversity will be implemented.

A full investigation will be carried out, recording incidents on CPOMs and on LA forms. We have a duty to develop children's understanding of ethnic diversity issues and explore racial tolerance in PSHE and Religious Education lessons.

Holy Trinity CE Primary School guarantees confidentiality and support for those being bullied. Racial incidents are reported to the Governing Body and LA as required.

### **Special Education Needs or Disabilities**

Pupils with special educational needs or disabilities might not be able to articulate experiences as fluently as other children. However, they are often at greater risk of being bullied, both directly and indirectly, and usually about their specific disability.

We try to make classroom activities and lessons sensitive to such children's needs. We teach assertiveness and other social skills and teach victims to say 'No' or to get help. A named mentor/friend is appointed for the pupil to confide in.

High attainers, gifted or talented pupils can also be affected by bullying. Teachers should treat this as seriously as any other type of bullying.

### **Roles and responsibilities**

#### **The governing board is responsible for:**

- Evaluating and reviewing this policy to ensure that it does not discriminate against any pupils on the basis of their protected characteristics or backgrounds.
- The overall implementation and monitoring 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:**

- 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.
- Ensuring that all staff record incidents of bullying on CPOMs.

- Analysing the data, alongside the DSL, on CPOMS at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented.
- Arranging appropriate training for staff members.

**Teachers are responsible for:**

- Being alert to social dynamics in their class.
- Being available for pupils who wish to report bullying.
- Providing follow-up support after bullying incidents.
- Being alert to possible bullying situations, particularly exclusion from friendship groups, and informing those who work closely with the children 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.

**Parents are responsible for:**

- Informing their child’s class teacher if they have any concerns that their child is the victim of bullying or involving in bullying in any way.
- Being watchful of their child’s behaviour, attitude and characteristics and informing the relevant staff members of any changes.

**Pupils are responsible for:**

- 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.
- Walking away from dangerous situations and avoiding involving other pupils in incidents.
- Keeping evidence of cyberbullying and informing a member of staff should they fall victim to cyberbullying.

**Impact of Bullying**

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults or being more distracted in class. Pupils must be encouraged to report bullying in schools. Children will be regularly reminded about the “Time to Talk” box and also The Lunchtime Den as there is always an available adult there to talk to if they do not want to chat to their class teacher. There are also Connection Boxes in classrooms that the children can access too.

**Commented [CT3]:** Connection box in the classroom

Schools' teaching and ancillary staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

**Statutory Duty of Schools**

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 victim(s), their friend(s), their parents/carers or other interested people should bring bullying to the attention of any member of staff.

### **Agreed Practice**

At Holy Trinity C of E Primary School, we promote an expectation of good behaviour, of valuing others, showing respect for others and ourselves, and of raising self-esteem. All adults in the school foster this through their daily interactions with children.

#### **The pro-active strategies are:**

- To provide a happy and caring environment in which to learn and work, where each member of the school community is personally valued and where pupils are able to develop self-respect and self-control.
- To help pupils acquire attitudes and skills relevant to their adult and working life and be able to adapt confidently to a changing society.
- To develop physical and social skills and aesthetic appreciation.
- To encourage moral values.
- To engender respect for and tolerance of others, regardless of differences of race, gender, culture or religion, upholding fundamental British values.
- To encourage pupils to work together and participate fully in the life of the school and the community.
- To inform parents about the school's procedures for dealing with bullying through the publication of this policy on the school website.
- When friendship issues arise, in the first instance, all parties take part with an adult in a 'restorative approach' conversation to identify the undesirable behaviours and what needs to happen to promote a positive relationship.

Issues surrounding bullying will be addressed in a variety of ways, for example:

- The school council;
- P.S.H.E. programmes including SCARF and Circle Time, Pupil 'Time to talk' box, ELSA support, The Good Morning Club emotional regulation resources and whole class connection box.
- Worship time;
- Through School Values;
- Pupil and parent questionnaires;
- Continued staff training;

Through these strategies, the school will:

- Offer opportunities for children to talk about issues surrounding bullying;
- Demonstrate that pupil concerns are taken seriously and ensure children reporting incidents of bullying are listened to by adults;
- Exemplify the difference between occasional acts of aggression, which will be dealt with through the Behaviour Policy and persistent actions that constitute bullying;
- Record details of reported incidents on CPOMS;
- Ensure the Head teacher is notified of any incidents of bullying, whether brought by the child or parents;
- Teach strategies of self-assertiveness e.g. telling the bully to leave them alone, telling the bully how they feel about the behaviour, moving away.
- Empower children so they know that stopping the bullying is not their total responsibility and that if needed it is appropriate and important to inform members of staff;



- Promote the school being a “Telling School” so all children look out for one another and ensure that all children feel they have a trusted adult they can talk to.
- Half termly discreet lessons on online safety;
- Deliver termly “No Outsiders” lessons that teach explicitly about tolerance and respect

**Commented [CT4]:** Half termly “No Outsiders” lessons that teach explicitly about tolerance and respect

### School Actions

The following steps may be taken by the school when dealing with incidents of bullying within the terms of the definition above:

- If bullying is suspected or reported, the member of staff who has been approached will deal with the incident immediately.
- A clear account of the incident will be recorded and given to the Head teacher or, if unavailable, a member of the senior leadership team
- The Head teacher or a member of the senior leadership team will interview all concerned separately and will record the incident
- Class teachers will be kept informed and will advise the support staff as appropriate
- Parents will be kept informed
- Punitive measures will be used as appropriate and in consultation with all parties concerned. Sanctions will be applied relevant to the type of bullying.
- Incidents will be recorded including any follow up with parents and staff on CPOMS. Copies of communication between parents are also recorded on CPOMS.
- If there is a concern around the safety of any pupils involved the safeguarding policy will be followed and the appropriate actions taken. For example if a child is refusing to attend school; if a child has been physically or sexually assaulted or has assaulted another child; if a child has been subject to threats of harm; if a child’s mental or physical health has been impacted.
- When there is ‘reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm’ a bullying incident should be addressed as a child protection concern under the Children Act 1989 (Department for Education, England).

Pupils who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a member of staff
- reassuring the pupil
- offering continuous support
- Emotional support and reassurance that it was right to report the incident, restoring self-esteem and confidence, may use ELSA
- May use outside agencies such as Surrey Inclusion Officer, school nurse, Early Help agencies
- Providing information leaflet to pupil (Appendix 1) and parents (Appendix 2)

Pupils who have bullied will be helped by:

- discussing what happened
- discovering why the pupil became involved
- establishing the wrong doing and the need to change
- informing parents or guardians to help change the attitude of the pupil (Appendix 2)
- support from ELSA and positive reinforcement for positive behavior

### 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 correspondence will be arranged with parents one month after the incident. Pupils who have been bullied will be offered continuous support. The DSL will hold a 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 safeguarding team are confident the bullying has stopped. The victim will be encouraged to tell a trusted adult in school if bullying is repeated.

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 CAMHS or Mindworks.

Commented [CT5]: Mindworks

### Sanctions

Whilst the school accepts that punishment is not always the most effective strategy to deal with pupils who are bullying, the following sanctions will be taken if deemed necessary:

- official warnings to cease offending
- withdrawal from activities, for example school visit or use of Internet
- withdrawal from breaktimes /lunchtimes for an appropriate period of time
- exclusion from certain areas of school premises
- fixed-term exclusion
- 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 look to transfer the pupil to another mainstream school with the consent and involvement of the pupil's parents.

### Key Personnel

#### The Governors:

- Review and ratify the Anti-Bullying Policy bi-annually.

#### The Senior Leadership Team:

- Monitors the implementation of the Anti-Bullying Policy and advises Governors
- Supports and advises on Anti-Bullying Guidelines
- Ensures specific guidelines for Anti-Bullying are adhered to
- Ensures accurate and detailed information is recorded by teachers and key stage leaders
- An overview is maintained of incidents
- Ensures the policy is reviewed, updated and ratified by Governors

#### Key Stage Leaders:

- Ensure incidents of alleged bullying are logged and dealt with effectively through regular consultation with and advice to their class teachers
- Consultation with senior leadership team and teachers occurs to ensure the bully and victim are dealt with fairly
- Monitor the comprehensive schemes of work in PSHE that develop children's understanding of bullying, its effects and how to deal with it

**All Staff:**

- Ensure that they are aware and alert to the signs that a pupil is being bullied and deal with it instantly and consistently
- Ensure that they are constantly aware of the possibility of low level bullying and reiterate its unacceptability
- Ensure that they challenge inappropriate language whenever it is heard

**Monitoring, evaluation and review**

The school will review this policy bi-annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school. Evaluation of its effectiveness will be undertaken through periodic pupil, parent and staff questionnaires. This data will be shared with members of the school's governing body.

The school will maintain a record of children who bully and who are bullied, to monitor trends, using CPOMs to aid tracking and signpost to behaviour logs and any additional linked documentation.

## **Appendix 1**

### **Bullying: Don't Suffer in Silence - Information for Pupils**

#### **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, ring ChildLine, Freephone 0800 1111, or write, Freepost 1111, London N1 0BR. The phone call or letter is free. It is a confidential helpline.

Website addresses: [www.digizen.org](http://www.digizen.org) <https://www.nationalbullyinghelpline.co.uk/children.html>

## Appendix 2

### **Bullying: Don't Suffer in Silence - Information for Parents and Families**

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.

#### **Bullying behaviour includes:**

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

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 that 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 headache, stomachache, bad dreams, disturbed nights, 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. Do not 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 a governor
- 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
- low self esteem
- they are going through a difficult time and are acting out aggressive feelings
- they have been bullied themselves

**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

Resources for parents and carers about bullying:

Website addresses: [www.bullying.co.uk](http://www.bullying.co.uk)    [www.beatbullying.org](http://www.beatbullying.org)    [www.digizen.org](http://www.digizen.org)

Advisory Centre for Education (ACE)	0808 800 5793	
ChildLine	0800 1111	<a href="http://www.childline.org.uk">www.childline.org.uk</a>
Children's Legal Centre	0845 345 4345	
KIDSCAPE	0845 120 5204	<a href="http://www.kidscape.org.uk">www.kidscape.org.uk</a>
Parentline	0808 800 2222	

Text from the DFES publication 'BULLYING Don't suffer in silence—an anti-bullying pack for schools'

## Appendix 3

### Anti-bullying Alternative Strategies

These strategies are to be used in addition to the procedures in the Policy.

- **Support Group Method**

The Victim is interviewed and asked to draw a picture or write about the effect the bullying has had.

A meeting is then held between a teacher and a group of students including the bullies, those who may have seen the incidents and others who are not directly involved. The teacher explains to the group how the victim is feeling and the group then offers suggestions to find a solution.

**The idea is that as the bullies are not being blamed for what they have done, they stop feeling threatened and can be part of finding a solution. Those who were bystanders are supposed to be able to see that by doing nothing, they were condoning the bullying.**

The group is asked for its ideas, pupils can come up with practical problem solving solutions and the responsibility for carrying out these ideas rests with the group.

Each pupil in the group then carries out their own solution, so that a child who has been excluded from activities with other children may now have someone to play with and another may accompany him on other occasions to make sure there is no bullying.

A week or so later the group reconvenes to discuss progress and what has been achieved. This is supposed to give them a sense of success.

Records are not always kept of the way this method is carried out.

- **Diaries.** Children are asked to fill in a daily diary; this can be split into specific times. Parents can also be asked to keep a diary as to child's behaviour. This may highlight specific days when bullying is happening. Diaries can be useful when it is not clear as to who is bullying and who the victim is.
- **Zero Tolerance.** When it is not clear as to who the bully is and who the victim is and neither side can see the other's point of view i.e. both feel they are the victim. Zero tolerance draws a line once and for all.
- **Anger Management and Nurture Groups** – with the support of the school ELSA, groups may be set up to promote/encourage positive behaviour, to help highlight how it makes people feel and to provide support strategies for victim.
- To find them a 'buddy' to champion the individuals, particularly useful if there is uncertainty as to who is bully and who is victim.
- To give them a member of staff to report to if they feel under pressure.