



**Ashford School**  
**Anti-Bullying Policy**

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## 1. Policy Statement

This policy is guided by the framework outlined in the United Learning Anti-bullying policy, the key requirements of which are:

- The School must publish an anti-bullying policy
- The School must give the policy to parents at the point which pupils join the School
- The School must keep accurate records of bullying incidents
- The School must publish a complaints procedure

This policy applies to all members of our School community, including boarders and those in our EYFS setting. Ashford School is fully committed to ensuring that the application of this Anti-bullying policy is non-discriminatory in line with the UK Equality Act (2010).

Ashford School seeks to implement this policy through adherence to the procedures set out in the rest of this document. This document is available to all interested parties on our website and on request from the School Office. This document should be read in conjunction with the policies on Behaviour, Acceptable Use Policy, E-Safety and Online Policy and PSHE / RSE Policy. This document is reviewed annually by the Deputy Head (Pastoral) / Senior Deputy Head.

Ashford School takes a whole School approach to promoting positive mental health that aims to help students become more resilient, be happy and successful and prevent problems before they arise. The Department for Education's (DfE) guideline states that, "in order to help their pupils succeed; schools have a role to play in supporting them to be resilient and mentally healthy". At Ashford School, students can experience a nurturing and supportive environment that has the potential to develop self-esteem and give positive experiences for managing stress, overcoming adversity, and building resilience. We help students to develop an awareness of what they can do to maintain positive mental health, what affects their mental health, and where they can go if they need help and support.

"Ashford School ensures that arrangements are made to safeguard and promote the welfare of pupils at the school and that such arrangements have regard to any guidance issued by the Secretary of State." ISSR 2014, Part 3, para 7(a)

This policy has regard to the relevant legislation and Government guidance:

- Education and Inspections Act 2006
- Keeping Children Safe in Education (KCSIE, 2024)

### **Aim**

Ashford School aims to work in partnership with parents to encourage every pupil to act with integrity, responsibility and concern for others. We also wish to promote mutual understanding and respect for others whilst giving each pupil the confidence and independence of mind to enjoy a fulfilling and successful life. Ashford School sees itself as a community which does not tolerate bullying, and which will take positive action against bullying. We understand that bullying is a serious issue and can cause lasting psychological damage and drive young people to desperate measures.

The aim of this policy is to help members of the School community to deal with bullying when it occurs and, even more importantly, to prevent it. Furthermore, we aim to provide a practical and coherent framework to establish an environment where bullying is discouraged and deal sensitively and effectively with any incidents of bullying which may occur, ensuring all pupils feel safe to learn.



## 2. Defining bullying and anti-social behaviour

### What is bullying?

Bullying is the wilful, conscious desire to hurt or threaten someone. It happens when an individual (or group of individuals) goes out of its way **deliberately** to threaten, frighten, abuse or hurt someone else physically or emotionally. Sometimes it occurs between two individuals in isolation, but it can also take place in the presence of others. It is often motivated by prejudice against particular groups, for example on grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability, or because a child is adopted, in care or is a carer. It might be motivated by actual differences between children, or perceived differences, and it may occur directly or through cyber-technology (social websites, mobile phones, text messages, photographs and email). The action is **repeated over time** and victims find it difficult to defend themselves.

Bullying can take many different forms, which include:

- **Physical bullying:** this should not be seen merely in terms of a pupil being physically threatened or assaulted. It can include damage done to the victim's property, clothing or School work.
- **Verbal bullying:** this includes name calling, sarcasm and persistent teasing.
- **Emotional (or mental) bullying:** this is when someone is tormented, ridiculed or humiliated. Often the person who engages in this form of bullying does not consider it to be bullying but refers to it as a "joke". If the victim does not find teasing or taunting funny, then it is not a joke.
- **Indirect bullying:** this involves spreading unpleasant stories about someone, excluding them from a social group or spreading nasty, malicious stories about them.
- **Racist, Religious, Cultural, Sexist, Homophobic or Transphobic bullying:** this is when a pupil is targeted for representing a group; it is likely to hurt not only the victim but also other people in the same group; similarly, pupils who are targeted because they have a disability or a Special Educational Need.
- **Sexual bullying:** this is characterised by unwelcome remarks about appearance, inappropriate (and uninvited) touching and sexual innuendos and propositions. It can also be related to sexual orientation.
- **Cyber bullying:** this is when one person or a group of people aim to threaten, tease or embarrass someone else by using a mobile phone, the internet or other technologies, such as social websites, text messages, photographs or email (see the Online and E-Safety Policy for further details).

**Child-on-child bullying / abuse:** this is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children's relationships (both intimate and non-intimate). The School recognises the gendered nature of child-on-child abuse (i.e. that it is more likely that girls will be "victims" and boys "perpetrators") and that it can manifest itself in many ways and can include (but is not limited to) explicit messaging "sexting", sexual assault, gender-based issues and harmful sexual behaviours including sexual violence and sexual harassment. Child-on-child bullying / abuse can be associated with factors outside the School and can occur online and offline and between children of any age or gender. The School therefore takes a contextual safeguarding approach to managing child-on-child abuse. Child-on-child bullying / abuse is abuse and is never acceptable. It should never be passed off or dismissed as "banter", "part of growing up", "just having a laugh" or "boys being boys". This sort of bullying can also be targeted at children who are carers and children who are adopted or fostered.

All areas of the School should equally be free of "initiation ceremonies" intended to cause pain, anxiety or humiliation.



The seriousness of bullying cannot be emphasised enough. Bullying is among the top concerns that parents and the pupils themselves have. Bullying makes the lives of its victims a misery: it can undermine their confidence, self-esteem and sense of security and can be psychologically damaging. Whilst bullying is not a specific criminal offence, there are criminal laws that apply to harassment, assault and threatening behaviour. If staff or parents feel that an offence may have been committed, they should seek assistance from the police.

### **Who are bullies and why do they bully?**

Children who bully others come from all social classes and cultural backgrounds. They may believe that bullying will make others respect them. They may feel inadequate, unhappy and insecure and may be in need of help.

It is important to help the bully both to understand that they are responsible for hurting someone and that such behaviour will not be tolerated. If a bully is allowed to get away with such behaviour, it will continue; a systematic approach to deal with the bully is necessary.

### **Who gets bullied?**

Anyone can be the victim of bullying, but no one deserves to be bullied. Both boys and girls bully others. Research suggests that some individuals are more likely to be bullied than others, e.g. being different in some obvious respect, lacking social skills, having an over-protective family, having a special educational need and or disability.

At Ashford School we are aware that our boarders may be particularly vulnerable. To this end, pupils are told that there are to be no initiation ceremonies or acts intended to cause pain, anxiety or humiliation. There is no tradition in the School of using younger pupils to perform tasks for older pupils. Boarders have access to a support network which includes the Independent Listener, Mr Lee Irwin, and Mrs Yetunde Areeson a member of the LGB with responsibility for boarding. Information regarding support for boarders is issued in the Boarding Handbook for Pupils.

## **3. Procedures - Strategies and actions to combat bullying**

This policy gives clear guidance to staff on identifying and dealing with bullying in School and it is reviewed regularly. The school also provides additional training, via Educare, relating to recognising bullying behaviour and how to combat it. The School is committed to raising the awareness of staff through training so that the principles of the school policy are understood, legal responsibilities are known, action is defined to resolve and prevent problems, and sources of support are available.

The School gives clear guidance to parents and pupils of how to deal with bullying. This guidance is set out below. (See Appendix 1 and 2).

### **Guidance for Teachers**

Bullying occurs in every School. We are fortunate in working in an environment where incidents of bullying are unusual. This should not make us complacent; on the contrary, it should make us more determined to preserve what is clearly a valuable part of the School's culture.

As a teacher or other adult within the School, any suspected cases of bullying should be investigated immediately, following the procedures as outlined in this policy.

The School takes the following steps to minimise the risk of child-on-child bullying / abuse:

- Classroom behaviour expectations are set out by staff and should ensure that all pupils feel comfortable in their learning environment.
- Staff are on duty around the School before School, during break time and during lunchtime.





- Staff are available at reception until 5:30pm every day – pupils always have a safe place to go if they are concerned.
- Via PSHE and during the normal running of the School day, pupils are encouraged to treat each other with respect and understanding.
- All allegations of child-on-child abuse are dealt with immediately, in consultation with all parties, and often include mediation meetings between students, where appropriate.

#### 4. How do I know if bullying is happening?

There are a number of characteristics which make some pupils more vulnerable to being bullied than others. If you think about your own knowledge of incidents where you have become aware of bullying, you will be able to add to this list:

- Lacking close friends, awkwardness, few social skills.
- Behaving inappropriately with peers, being a nuisance in some way, latching onto a group where they are not welcome.
- Being shy.
- Being different in some obvious way e.g. appearance, being excessively clumsy, inept at games.
- Coming from an over-protective environment.
- Being from a minority or racial group.
- Having SEND needs.
- LGBTQ+ pupils (bullying on the basis of protected characteristics is taken particularly seriously).

Inevitably, personal judgement is essential in dealing with and investigating cases of bullying; knowledge of individual pupils is critical, and this is why the effective use of the pastoral system is essential. If you have any doubts at all, talk to another member of the staff to find out whether anyone else has noticed a change in behaviour. The following may indicate that bullying is taking place:

- Increased absenteeism.
- Withdrawn, remote, absent minded behaviour.
- Physical symptoms such as stomach aches, vomiting, limb pains, sleeplessness.

#### 5. What should I do when I feel reasonably sure that bullying is taking place?

Contact the Form Teacher and Head of Year/Section who will enter your concerns on CPOMS (a Child Protection record keeping program). Head of Year/Section will investigate the case thoroughly by:

- Interviewing the alleged bully and victim separately.
- Ensuring that the victim feels supported and is part of the conversation regarding next steps.
- Encouraging the pupils concerned to write down what they believed happened.
- Discuss incidents with parents.
- Ensure support and education for the alleged perpetrator is in place – often bullying is a sign that more is troubling a child.
- Record in CPOMS:
  - What was said and where the event(s) took place.
  - Whether there was a satisfactory solution which left the victim feeling supported and the bully aware that the behaviour was unacceptable.
  - Whether further action was necessary.
  - Whether the parents were informed.
  - What sanctions were imposed.
- Where an allegation of bullying has made, it is flagged as such and feeds into a bullying log which is kept by the School and reviewed on a regular basis.





- Incidents of bullying are discussed and monitored in weekly SLT (Senior Leadership) meetings.

The keeping of CPOMS records is essential as it allows patterns to be identified quickly and effectively. The School has a legal obligation to provide an environment where a pupil can learn free from harassment and there are laws, which apply to harassment and threatening behaviour: if staff feel that an offence may have been committed, they should discuss with the DSL and seek assistance from the Police. It may become necessary to provide evidence in a court of law: with this in mind, individual cases of bullying should be monitored at regular intervals, particularly to identify any patterns or trends emerging. Where intervention has not been successful, the Headmaster should be informed. It is often useful to appoint a case officer in extreme (or complicated) cases. In this way, an appointed individual is able to provide an overview of the situation and act as the focus for collecting information.

It is imperative to track location of incidents so patterns can be analysed and problem areas can be investigated.

A bullying incident should be treated as a child protection concern where there is reasonable cause to believe that a child is suffering, or likely to suffer, significant harm.

## 6. Boarding Specific Information

The school acknowledges that boarders reside within the school community for extended periods and therefore may not have the immediate respite or distance available to day pupils when experiencing bullying. As such, the school is committed to ensuring that its anti-bullying strategy is adapted to the boarding context, with enhanced monitoring, pastoral care structures, and accessible systems of support.

### ***Reporting and Access to Support for Boarders***

The school ensures that boarders have multiple, clearly communicated and accessible avenues to report concerns about bullying at any time, particularly outside of school hours.

- Direct access to residential boarding staff including houseparent's, assistant house parents, boarding tutors and activities staff.
- Anonymous reporting methods (e.g., online forms or written submissions).
- Clear signage in boarding houses explaining how to seek help.
- Availability of staff trained in listening and safeguarding throughout evenings and weekends (DSL, HOB and Houseparent's are all contactable at all times)
- Boarders are regularly reminded through boarding inductions and house meetings of what do should they feel themselves or a member of their house community is being bullied.

### ***Supervision and monitoring***

The school maintains high levels of supervision within boarding houses, ensuring that communal areas, bedrooms, and recreational spaces are monitored appropriately. Staff remain alert to early indicators of bullying, including social isolation, changes in behaviour, or misuse of digital devices. Boarding staff receive specific training to understand the unique dynamics of residential life and the additional vulnerabilities boarders may face.

### ***Responding to Bullying Incidents in Boarding***

Any instance of bullying within the boarding house is dealt with promptly, sensitively, and in accordance with the school's safeguarding procedures. When bullying occurs, these steps can be followed:



- Contact houseparent or emergency on-call person (this is either the HOB or Houseparent. If both unavailable contact DSL).
- Interview the victim and alleged bully separately, asking both individuals to provide a written statement.
- Interview any witnesses and gather statements of the events that occurred.
- Ensure that the victim feels supported and is particularly aware of who they can contact during out of hours times (ie during out of office hours 11pm – 07.15 am).
- Enhance check ins on both parties to ensure that adequate separation is maintained.
- If deemed that the alleged bully is not safe to be in boarding unsupervised then parents or guardians may be contacted to collect the boarder (this must not be actioned unless supported from DSL).
- Parents and guardians are contacted with the outcome of the investigation and informed of the next steps.
- Refer both victim and alleged bully to well-being teams for support and education.
- Ensure that regular check ins occur after the events to make sure that no new incidents take place.
- Log everything in CPOMS.

### **Pastoral Care and Long-Term Support**

The school recognises that boarders may feel more acutely the effects of bullying due to the residential setting. Staff take active steps to help pupils recover from the impact of bullying by offering:

- Regular pastoral check-ins from boarding staff, tutors, and wellbeing leads.
- Access to counselling services and mental health support.
- Peer mentoring schemes within boarding houses.
- Structured reintegration support if relationships need rebuilding.

### **Staff Training for Boarding Contexts**

All boarding staff, including residential and non-residential members, receive up to date training to recognise bullying (including cyberbullying, discriminatory, and prejudice-based bullying) and understand the specific challenges of dealing with bullying in a residential setting. Staff know how and when to escalate concerns, and how to maintain clear records to support effective follow-up, monitoring, and review.

## **7. What does the School do to combat bullying?**

The School takes a number of practical measures in order to discourage bullying and to promote an atmosphere of tolerance and respect. These include:

- Encouraging all pupils to identify at least one member of “go to staff” who they feel comfortable talking to.
- Discussing the problems of bullying in the context of the personal, social and emotional development programme. The Prep School Global Perspectives scheme of work and form time sessions follow themes which are relevant to reducing bullying in addition to taking part in anti-bullying week.
- Holding staff meetings regularly in which the academic and social progress of individual children can be highlighted and discussed
- Encouraging staff to be alert to changes in behaviour, friendship groups, punctuality and attendance







- Making sure that the situation is monitored effectively during breaks and lunch hours
- Speaking out about bullying in assemblies led by the Headmaster, key pastoral staff and pupils
- Using current affairs, historical events, drama, literature et al to raise awareness of bullying
- Encouraging pupils to speak out against bullying via a range of means including the Anti-Bullying Form (link available all Senior School pupils via Year Group Teams), IWMTK (I Wish My Teacher Knew) box and app, Form Tutors, Heads of Year/Section, House Parents, Assistant Heads, Wellbeing Team, Nursing Team, Buddies, Peer Mentors.
- A peer mentor system is available to Senior School pupils to help address bullying in its initial stages or to guide victims of bullying through the process of telling someone. Friendship Ambassadors at the Prep School support with anti-bullying initiatives.
- Heads of Year/Section delivering and keeping records of anti-bullying assemblies
- Discussing the results of the UL survey question, "How safe do you feel in School?", with all pupils who indicate a low score – act on the concerns raised and log in CPOMS.
- Staff and older students setting examples of behaviour, respect and tolerance
- Celebrating success ensures a focus on positive behaviour and achievements

Staff are given 'pastoral care' induction sessions and updated on the latest trends in bullying through Inset. External specialist skills are brought in to help understand the needs of our pupils where necessary.

In addition, the School has established pastoral procedures that encourage pupils to speak out when they either find themselves a victim of bullying or see others being bullied. An anti-bullying policy is of little use, however, if the School's culture does not promote an atmosphere of tolerance and respect. Within the supportive atmosphere that such an ethos provides, bullying is considered to be extraordinary behaviour, behaviour moreover which is out of place in the School environment. Children are supported in developing positive mental health through meditation and mindful activities in curriculum time and enrichments.

We recognise that sanctioning children who bully may not always be appropriate. Consideration is given to the context of the incident when deciding on action towards children who bully. In the first instance, children who bully will be given the opportunity to learn from their mistakes and move forward with their peers. Involvement of parents and the use of other support networks may be appropriate at this stage. When sanctions are necessary to deal with bullying, they are intended to hold pupils who bully to account for their behaviour and to ensure that they face up to the harm they have caused and to learn from it. The sanctions will provide an opportunity for the pupil to right the harm they have caused. In cases of severe and persistent bullying the sanctions may ultimately include exclusion.

The School will inform and work with parents / guardians in all incidents of bullying, advising them on the strategies to adopt, whether their child is being bullied or the one doing the bullying.





## 8. Key Personnel Information Poster for Pupils

The following posters can be found around the School, most significantly in the pupil toilets.

### Who to talk to



**Medical Concern**  
Health and Wellbeing Centre  
Nurses



**Academic Concern**  
Form tutor  
Subject teacher  
Head of Year  
Assistant Head



**Mental Health / Emotional Concern**  
Health and Wellbeing Team  
School counsellors  
Chaplain  
Nurses  
Assistant Head



**Any Concern**  
**ANY MEMBER OF STAFF**  
who you feel comfortable talking to!



**ASHFORD SCHOOL**  
Inspiring Minds



## Need to talk, but not sure who to talk to in school?

Peer Mentors or any member of the Prefect Team

Any member of the teaching staff

Form Tutor

### Heads of Year

|         |                 |                                                                                  |
|---------|-----------------|----------------------------------------------------------------------------------|
| Year 7  | Mrs S Kirkham   | <a href="mailto:kirkhams@ashfordschool.co.uk">kirkhams@ashfordschool.co.uk</a>   |
| Year 8  | Miss J Does     | <a href="mailto:doresj@ashfordschool.co.uk">doresj@ashfordschool.co.uk</a>       |
| Year 9  | Mr M Worrell    | <a href="mailto:worrellm@ashfordschool.co.uk">worrellm@ashfordschool.co.uk</a>   |
| Year 10 | Miss K Stirling | <a href="mailto:stirlingk@ashfordschool.co.uk">stirlingk@ashfordschool.co.uk</a> |
| Year 11 | Ms I Martin     | <a href="mailto:martini@ashfordschool.co.uk">martini@ashfordschool.co.uk</a>     |
| Year 12 | Mr A Stew       | <a href="mailto:stewa@ashfordschool.co.uk">stewa@ashfordschool.co.uk</a>         |
| Year 13 | Mr R Langford   | <a href="mailto:langfordr@ashfordschool.co.uk">langfordr@ashfordschool.co.uk</a> |

### Assistant Heads

Mr J Curry (Pastoral, Safeguarding and Wellbeing)

[curryj@ashfordschool.co.uk](mailto:curryj@ashfordschool.co.uk)

Mrs H Ndongong (Academic Performance & Sixth Form Lead)

[ndongongh@ashfordschool.co.uk](mailto:ndongongh@ashfordschool.co.uk)

### Senior Deputy Head

Mrs N Timms

[timmsn@ashfordschool.co.uk](mailto:timmsn@ashfordschool.co.uk)

### School Chaplain

Rev Richard Bellamy

[bellamyr@ashfordschool.co.uk](mailto:bellamyr@ashfordschool.co.uk)

### Wellbeing Team

[wellbeingteam@ashfordschool.co.uk](mailto:wellbeingteam@ashfordschool.co.uk)

### School Nurses

Nurse Alex Hampson

[Hampsona@ashfordschool.co.uk](mailto:Hampsona@ashfordschool.co.uk)

Nurse Charlotte Oliver

[oliverc@ashfordschool.co.uk](mailto:oliverc@ashfordschool.co.uk)

School Nurse Alex Bursey

[burseya@ashfordschool.co.uk](mailto:burseya@ashfordschool.co.uk)

School Nurse Jane Moczulski

[moczulskij@ashfordschool.co.uk](mailto:moczulskij@ashfordschool.co.uk)

School Nurse Jenny Shaw

[shawj@ashfordschool.co.uk](mailto:shawj@ashfordschool.co.uk)

School Nurse Kirsty Oaten

[oatenk@ashfordschool.co.uk](mailto:oatenk@ashfordschool.co.uk)

### External Support

Mrs Yetunde Areeson (Governor)

[areesonv@ashfordschool.co.uk](mailto:areesonv@ashfordschool.co.uk)

Childline

0800 11 11

Mr Lee Irwin (Independent Person)

07944 900638

The Wellbeing Team, Chaplain and Nurses are based in the Health and Wellbeing Centre in Brooke House

*Please remember that if there are concerns about your welfare then the person you have spoken to has a legal requirement to pass those concerns to Mrs Timms.*



At the Prep School, the following poster signposts children to the correct person to support:



#### Useful Web Links

Useful information can be found at the following site:

Anti-Bullying Alliance - <https://anti-bullyingalliance.org.uk/>

| Date Document Updated | Document Updated by |
|-----------------------|---------------------|
| 10/2022               | NT / CN             |
| 11/2023               | NT / CN             |
| 11/2024               | NT / CN             |
| 01/2025               | NT / CN             |
| 01/2026               | NT / CN             |

| Date Document Reviewed | Document Reviewed by | Date of next review |
|------------------------|----------------------|---------------------|
| 03/2022                | LGB                  | 12/2022             |
| 12/2022                | LGB                  | 12/2023             |
| 01/2024                | LGB                  | 01/2025             |
| 01/2025                | LGB                  | 03/2026             |
| 03/2026                | LGB                  | 03/2027             |



## 9. Appendix 1 - Ashford School Guidance

### Guidance to Parents

The School has an Anti-bullying policy, a document that sets out how the School deals with incidents of bullying. This can be found on the School website [here](#).

As a parent, if you feel that your child is the victim of bullying or you know of another child who is being bullied, contact the School immediately. Your complaint will be taken seriously, and prompt action taken. The immediate point of contact should be the Form Tutor, who should be able to deal with most problems. If the situation does not improve, the Form Tutor will consult the Deputy Head (Pastoral) / Senior Deputy Head and, if disciplinary action is considered necessary, we will contact you.

At any point in this process, you are very welcome to come into School and discuss the problem. If, as a parent, you feel that insufficient is being done to address the problem, then you should follow the School's complaints procedure.

It is important to realise that there is a difference between rough play and accidental injury, and bullying. Bullying is **deliberate and repeated** and can take many forms.

### Is it bullying?

It is bullying if your child feels hurt because individuals or groups are:

- Persistently calling your child names
- Threatening him/her
- Pressuring your child to give someone money or possessions
- Using physical violence
- Damaging your child's possessions
- Spreading rumours about your child or your family
- Using text, email or web space to write or say hurtful things about your child (cyberbullying)

It is bullying if your child feels hurt because of things said about your ethnic background, religious faith, gender, sexuality, disability, special educational need, appearance or issues in your family.

### What to do:

#### If your child is being bullied

- Calmly talk with your child about his/her experience.
- Make a note of what your child says, particularly who was said to be involved, how often bullying has occurred; where it happened and what happened.
- Reassure your child that he/she has done the right thing to tell you about the bullying.
- Explain to your child that should any further incidents occur, he/she should report them 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.

#### When talking with the teachers about bullying

- Try to stay calm, bear in mind that the teacher may not be aware 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 and places where the incident(s) happened.
- Make a note of what action the School intends to take.
- Ask if there is anything you can do to help your child in the School.
- Stay in touch with the School; let them know if things improve as well as if problems continue.



## **If your child is bullying other children**

Often parents are not aware that their child is involved in bullying. Children may sometimes bully others because:

- They do not know it's wrong.
- They think it is funny or just a joke.
- 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 are encouraging or pressurising them to bully others.
- They are going through a difficult time and acting out aggressive feelings.
- They are "caught up" in a group situation, possibly as a bystander.

## **To stop your child from bullying others**

- Talk with your child; explain that he/she is doing is unacceptable and makes other children unhappy.
- Discourage other members of your family from bullying behaviour or from using aggression or force to get what they want.
- Regularly check with your child how things are going in School.
- Give your child lots of praise and encouragement when he or she is cooperative or kind to other people.
- Support the School with any strategies implemented to tackle the bullying behaviour.
- Encourage your child to intervene when he/she witnesses bullying, either directly or by fetching help from a member of staff, prefect, or another senior pupil.

## **If your child experiences bullying via technology e.g. text message, email, social media etc.**

- Inform the School immediately.
- Calmly talk with your child about his/her experience.
- Keep the message so that it can be shown.
- 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.
- Explain to your child to be careful who he/she gives his/her mobile phone or email number to.
- Reassure your child that he/she has done the right thing to tell you about the bullying.
- Explain to your child that if any further incidents occur, he/she should report them 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.



## 10. Appendix 2 - Guidance for Pupils (to be included in homework diaries where applicable and shared in assemblies)

If you are a pupil and are being bullied or know someone who is being bullied, take action and tell an adult. It could be your Form Tutor or anyone else whom you trust to listen to you, take you seriously and help you deal with the problem.

It is important to realise that there is a difference between rough play and accidental injury, and bullying. Bullying is **deliberate and repeated** and can take many forms.

### Is it bullying?

It is bullying if you feel hurt because individuals or groups are:

- Calling you names.
- Threatening you.
- Pressuring you to give someone money or possessions.
- Hitting you.
- Damaging your possessions.
- Spreading rumours about you or your family.
- Using text, email or web space to write or say hurtful things (cyberbullying).

It is bullying if you feel hurt because of things said about your ethnic background, religious faith, gender, sexuality, disability, special education need, appearance or issues in your family.

Our School does not tolerate bullying. This is what we do about bullying:

- Make sure that the person being bullied is safe.
- Work to stop the bullying happening again.
- Provide support to the person being bullied.
- Do not stand by and allow bullying to happen: intervene, either directly or by fetching help from a responsible adult, prefect or other senior pupil.

**Remember** – No one deserves to be frightened, abused or hurt by someone else. Always tell an adult you can trust, and things will improve.

### What to do:

#### If you are being bullied or have witnessed bullying

- 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.
- Tell an adult what has happened straight away.

#### After you have been bullied or witnessed bullying

- Tell your teacher or another adult in the School.
- Tell your family.
- If you are scared to tell a teacher or an adult on your own, ask a friend to go with you or use the online reporting forms.
- Keep on speaking until someone listens and does something to stop the bullying.
- Do not 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 experience bullying by mobile phone or text messages or email**

- Tell your teacher, friend or parent.
- Keep the message so that it can be shown.
- Make a note of when the threatening message was sent.
- Be careful who you give your mobile phone or email address to.