



Anti-Bullying Policy

2016

What is Bullying?

This definition has been discussed and agreed by the school council, November, 2015

Bullying is when somebody is deliberately hurting you, on the inside or the outside. It's done on purpose, it's not an accident. It happens repeatedly, over and over again. Bullying can have a long-lasting negative effect on people and can harm their self-confidence and self-esteem.

There are different forms of bullying:

Verbal Bullying

- The Bully saying things to you or about you
- Name Calling, not just calling you names but calling your loved one names; this can be very hurtful.
- Threatening you, for example: by saying that someone else is going to hurt you or they are waiting for you after school.

Physical Bullying

- For example: hitting, kicking, biting, scratching, pushing, tripping you up on purpose. Anything that hurts you by touching you is physical bullying. This is also a criminal offence and **nobody** is allowed to hurt you physically.

Indirect Bullying

- Ignoring someone, leaving them out or not allowing them to join in a game
- Spreading Rumours, whispering about you or saying mean things about you behind your back and saying things that are not true
- 'The bad eyes', someone glaring or giving you threatening looks, this is very difficult to prove but can be just as upsetting or distressing

Technological/Cyber Bullying

- Internet abuse: Using social networking sites to show pictures, embarrass others, set up groups and encourage others to take part in bullying online. This can be **VERY DANGEROUS** as we can give out personal information that can get into the wrong hands.
- Instant Messenger: Bullies can come into our homes and abuse us on IM
- Chat rooms, using chat rooms to spread gossip and hurt people's feelings
- Abusive text messages, sending nasty text messages and not knowing who they are from
- Filming people when they are unaware of it and showing it to others to cause embarrassment.
- Silent or abusive phone calls

Aims and Objectives

- Bullying is wrong and damages individual children. We therefore aim to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. This will be done by encouraging children to confront such behaviour by seeking assistance from a staff member and getting support to deal with their concerns. Pupils will take part in initiatives such as Anti-Bullying week and in competitions organised by agencies such as Cardiff Against Bullying (CAB). In KS2 all pupils will take part in KiVa lessons once every half-term. The Incredible Years programme at FP will reinforce anti-bullying strategies and any gaps will be addressed through specific PHSE anti-bullying lessons.
- We aim, as a school, to produce a safe and secure environment where all children can learn without anxiety. This will be done by constantly re-iterating to pupils through the curriculum, displays around school, use of school mediators, visiting theatre groups and during assemblies that bullying is wrong and won't be tolerated at any level of school life.

This policy aims to produce a consistent school response to any bullying incidents that may occur. When a case of acute bullying has been identified, the KiVa team must be informed so that the indicated KiVa actions can begin (See **Appendix A**: ‘KiVa Referrals’ and **Appendix B**: ‘KiVa Indicated Actions: Tackling Bullying’). This will involve adult intervention addressing the children involved in the bullying as well as helping and supporting the victimized child. All cases of bullying will be tackled using a non-confrontational method. The KiVa team will carry out individual and group discussions with the bullies and the victimized child. The class teacher will meet with several of the victim’s classmates and asks them to think about how they could support the pupil who is being bullied. Each stage of a discussion will be carefully recorded on the appropriate form. (See **Appendix C** - KiVa Forms 1-6). In addition, the KiVa team will speak to all witnesses, ensuring consistency in sanctions that will be evoked if a bullying incident is confirmed (See Behaviour policy), and provide support for all involved including victims, bystanders and perpetrators.

- The anti-bullying policy will be placed on the school website in the policies section which parents / carers can access.
- We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person’s responsibilities with regard to the eradication of bullying in our school. This will be done through school assemblies, displays around the school, work undertaken by the school council and information in newsletters

Role of the Governors

- The named governor for anti-bullying is Mr Jonathan Bettinson.
- The governing body supports the head teacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

- The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy every year. The governors require the head teacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school and anti-bullying strategies.
- The governing body responds within ten working days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the head teacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

Role of the Head-teacher and Deputy headteacher

- It is the responsibility of the head teacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. Incidents of serious bullying (that cannot be resolved by class teachers), are relayed to the KiVa Team and the KiVa indicated actions are followed and logged in the school's Incident Book and the course of action that is taken to resolve the issue is also noted. The head teacher reports to the governing body about the effectiveness of the anti-bullying policy on request. See **Appendix A, B and C** for KiVa paperwork.
- The head teacher ensures **all** staff have sufficient annual training to be equipped to deal with all incidents of bullying. Child protection training is given to all stakeholders of the school
- In **extreme** cases where all actions to resolve bullying issues have been exhausted, the head teacher may contact external support agencies e.g CAB or social services to provide mediation, counselling and organise strategies such as restorative approaches to resolve issues.
- The head teacher sets the school climate of mutual support and praise for positive behaviour and success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour. In order to support this ethos, the head teacher and members of the SLT reward a child from each class in a weekly achievement assembly (Star of the Week).

Role of the teacher

- Marlborough Primary school is pro-active in its efforts to stamp out bullying. Children are made aware of bullying and the debilitating effect it has on individuals during their PSHE (KiVa) and curriculum lessons. Through class based historical topics, issues of racist bullying are identified and discussed and assemblies can be used to discuss bullying and how it needs to be eradicated.
- Teachers in our school take all forms of bullying seriously and intervene to prevent incidents from taking place. When the KiVa team become involved, the class teacher is informed of any action and the results. They will then identify appropriate support for the victim and the bully. Parents will be informed of any incidents. These issues are

drawn to the attention of the head teacher and deputy head teacher so others are aware of problems if they arise.

- If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. KiVa Form1, will be filled out by the adult who is first to know about a (suspected) case of bullying. If the bullying is not systematic and it has (so far) occurred only once or twice, the class teacher will have a serious discussion with the child or children who have caused trouble to another child, making it clear to them that their behaviour is unacceptable.
The victim is encouraged to report it immediately if the bullying doesn't stop.
If the information recorded on Form 1 fulfils the criteria for systematic bullying the KiVa team are informed and the KiVa indicated actions for tackling bullying are followed.
It may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying e.g removal of privileges or asking the perpetrator's parents into school to discuss the incident/s. We spend time talking to the child who has perpetrated the bullying; we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children or if the information recorded on Form 1 fulfils the criteria for systematic bullying, the KiVa team are immediately informed and the KiVa indicated actions for tackling bullying are followed and logged in the school's Incident Book and the Senior Leadership team are informed. The KiVa team will keep the class teacher and SLT updated as each case goes through the referral steps.
- The child's parents will be invited into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the head teacher may contact external support agencies such as CAB or the social services for further guidance and assistance.
- The school keeps an Anti-bullying / Incident logbook in the head teacher's room where staff record serious incidents of bullying that occur in the class, outside lesson time and on the children's way home or to school. If any adult witnesses an act of bullying, they should contact a member of the KiVa team to record the event in the logbook.
- Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying. Teachers may reward positive behaviour by giving stickers and in KS2, teachers follow a merit award system where children receive certificates in assembly for receiving a certain number of merits.
- The attention of all new staff will be drawn to the Anti- Bullying policy when they are inducted into the school and receive training for Safeguarding and Child protection.
- Teachers encourage children to seek confidential support from familiar and trusted people who may be able to help them, such as their peers, parents, carers or older siblings or family members. They may devise class strategies to encourage children to express any concerns.

Role of the parents

- Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately and if the situation continues, contact the school's leadership team.
- The Anti-Bullying policy will be placed on the school website which the parents can access. Easy steps for parents to deal with Bullying issues will also be available on the website. ***See Appendix D and E***
- In addition, "Bullying Information sheets for parents" can be accessed from CAB to inform parents of what actions to take if their children are being bullied.
- Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school community.

Role of the pupils

- Pupils are taught that no pupil should suffer bullying in any form.
- Year 6 pupils are trained as PALs and Year 5 pupils are trained as Peacemakers. Both groups conduct regular assemblies to remind pupils of these systems and their procedures.
- Children are also made aware (through KiVa lessons) of the role of the Bystander.
- If pupils are being bullied, they should tell their teacher immediately who will deal with the incident and with the perpetrator. KiVa Form1 will be filled out by the adult who is first to know about a (suspected) case of bullying. If the bullying is not systematic, the class teacher will have a serious discussion with the children who have caused trouble to another child, making it clear to them that their behaviour is unacceptable and will monitor the situation.
- The victim is encouraged to report it immediately if the bullying doesn't stop.
- If the information recorded on Form 1 fulfils the criteria for systematic bullying, the KiVa team are informed and the KiVa indicated actions for tackling bullying are followed.
- The KiVa team will keep the head or deputy head teacher updated about the incident and by Step 8 of the KiVa indicated actions, if the bullying has not stopped sanctions will be imposed. The head or deputy head teacher will deal with the problem or call in external agencies if necessary. Any sanctions that are necessary (See Behaviour Policy) will be imposed and the victim will be informed of the course of action that has been taken.
- The situation will be monitored.
- New pupils to the school will be informed of the procedures to follow if they are being bullied.

- In November, 2015, all pupils in the school reviewed the anti-bullying policy. Pupils' responses and contributions can be found in **Appendix F**.

Recurring incidents of bullying

The reason for the bullying will be investigated thoroughly.

If incidents continue, the pupils can again refer the problem to the class teacher who will refer it to KiVa team. Alternatively, the pupil may refer the incident directly to the head or deputy head teacher.

Racist / Sexual Orientation/ Additional Learning Needs (ALN)/ Gender bullying

- All incidents of racial bullying, bullying related to sexual orientation, ALN or gender are taken and treated extremely seriously.
- Incidents of racist bullying are logged in an Incident Log and reported to the Governors.
- Incidents of bullying related to sexual orientation, additional educational needs or gender are logged in the school's Incident Book, as with other incidents of bullying, and reported to Governors.

Sanctions for pupils where evidence of bullying is found (refer to Behaviour Policy)

- Children need to know the parameters within which to stay and also what they may expect to happen if they are found to be perpetrators of bullying. In minor, isolated incidents, misdemeanours will be dealt with by the member of staff responsible for the child at that time. However, the teacher can refer more serious issues to the senior leadership team to be dealt with.

Sanctions / procedures that may be used include:-

- Loss of playtime and privileges withdrawn.
- Referral of the pupil to the KiVa team. At this stage, Form 1 needs to have been filled in by the class teacher and fulfil the criteria of persistent bullying.
- Parents informed by letter or telephone and details of the incident(s) recorded in the teacher's diary and school incident day book.
- Involvement of other agencies eg. Child Psychologist, Behaviour Management support or CAB. The SENCO will be involved and IEPs /IBPs produced.
- In the most extreme cases, referral to the Chair of Governors and Governing Body, leading to suspension or expulsion of the child.

Monitoring and Review

- This policy is monitored closely and regularly by the head teacher, who reports to governors about the effectiveness of the policy on request.
- This anti-bullying policy is the governors' responsibility and they review its effectiveness annually as recommended by the Welsh Assembly Government and CAB. They do this by examining the school's anti-bullying logbook, and through discussion with the head teacher. Governors analyse information with regard to gender, age and ethnic background for all children involved in bullying incidents.

Useful Contacts and sources of information / guidance.

- **Cardiff Against Bullying (CAB)**
Telephone :- 02920 20617632
E Mail :- CAB@cardiff.gov.uk
- **Childline**
Telephone :- 0800 1111
Website :- WWW.childline.org.uk
- **Children's Legal Centre**
Website :- WWW.childrenslegalcentre.com
- **Advisory Centre for Education.**
Advice line :- 0808 8005793
Website :- WWW.ace-ed.org.uk

Appendix A

KiVa Referrals

Where a case of acute bullying has been identified the kiVa team must be informed so that the indicated actions can begin.

All other incidents to be tackled by class teachers.

STEP 1: Systematic or acute bullying has been identified – KiVa Team informed.

STEP 2: A Kiva team member meets with the bullied pupil.

“I’m going to help you. Tell me what has happened.”

STEP 3: Kiva team have individual discussions with the pupils who have taken part in the bullying.

STEP 4: Kiva team have a group discussion with the pupils who have taken part in the bullying.

“What are we committed to?”

STEP 5: The class teacher has a discussion with several of the victim’s classmates asking for their help.

“Your help is needed.”

STEP 6: Kiva team have a follow-up discussion with the victim.

“Has the situation changed?”

STEP 7: Kiva team have a follow-up discussion with the pupils who have taken part in the bullying.

If the bullied pupil wants to be present at the meeting, it should be allowed.

“How can we make sure that there will be no more bullying?”

STEP 8: **Bullying stops** or **sanctions** are imposed.

Appendix B

KiVa Indicated Actions: Tackling Bullying

Indicated actions are used once a case of bullying has come to the attention of the school staff. This will involve adult intervention addressing the children involved in the bullying as well as helping and supporting the victimized student.

All cases of bullying will be tackled using a non-confronting method.

The KiVa team carry out individual and group discussions with the bullies and the victimized child.

The class teacher meets with several of the victims classmates and challenges them to think about how they could support their bullied classmate.

Each stage of a discussion will be carefully recorded on the appropriate form.

STEP 1: Screening: Is it bullying?

Form 1 to be filled out by the adult who is the first to know about a (suspected) case of bullying.

****The KiVa team only tackles cases which fulfil the criteria for systematic bullying. (A pupil who is continuously caused trouble, harmed or made to feel bad.)***

If the bullying is not systematic and it has (so far) occurred only once or twice, the **class teacher** will have a serious discussion with the children who have caused trouble to another student, making it clear to them that their behaviour is unacceptable. The victim is encouraged to report it immediately if the bullying doesn't stop.

If bullying is deemed to be taking place - STEP 2

STEP 2: Discussion with the victim

Form 2 – A KiVa team member records information about the form of bullying that has taken place and the people involved.

Initial discussion will only involve one member of the Kiva team because a one-on-one chat may help form a connection and create a confidential atmosphere.

- The victim describes the course of events. KiVa member records information about the form of bullying and people involved.
- The KiVa member shows that s/he is on the victim's side and that s/he will put an end to the bullying.
- The time for the next meeting is scheduled. (1-2 weeks)

STEP 3: Individual discussions with the bullies

After the discussion with the victim, separate **individual** discussions are conducted with the pupils whose names came out either as the incident was reported or during the discussion with the victim.

The purpose of these individual discussions is not to punish, blame or even mention that the student is known to have been bullying someone. Instead the goal is to create mutual concern, empathy between the adult and the bully for the victimized student.

Form 3 – to be filled out by member of KiVa team.

- Discussions with each pupil who has taken part in bullying, with the aim to agree that the things which have happened to the victim cannot feel good.
- The pupil is asked to suggest what s/he could do about it.
- The things which have been agreed upon with the student are noted.

STEP 4: Group discussions with the bullies

KiVa Team: After individual discussions – preferably during the same day – pupils who have taken part in bullying meet together as a **group** with the KiVa team. *The goal of this short meeting is for the pupils, together as a group, to strengthen the decisions which they have already made individually with the adult.*

Form 4 – to be filled out by member of KiVa team.

- Things that everyone is committed to are discussed together and recorded.
- Follow-up meeting with the same group is scheduled to take place in 1-2 weeks or earlier, if necessary.

Class teacher: Organizes a time during which s/he and some of the pupils of his/her choice can discuss in private what the students could do to affect the situation and support the victim.

STEP 5: Follow-up discussions

First: **KiVa Team** meet with Victim for follow-up discussion.

Form 5 – to be filled out by member of KiVa team.

- Has the bullying stopped?
- Has the situation changed for the better?
- How could the victim, on his/her part, help the situation and stay positive?

Next: **KiVa Team** meet with the student/group of students who have taken part in the bullying.

Form 6 – to be filled out by a member of the KiVa team.

- Has everybody stuck with the agreement?
- How to make sure that bullying will not start again?

At this point the bullying should have ceased.

- Everybody acknowledges that the bulling has stopped and agrees that here won't be any bullying in the future.

IF NOT!

STEP 6: SANCTIONS

Headteacher involved

Parents are informed

Sanctions taken

Appendix C

KiVa forms 1-6



Form 1. Screening.

To be filled out by the adult who is the first to know about a (suspected) bullying case.

Screening form for bullying cases to be directed to the KiVa team

1. Date when bullying was reported _____ 20_____
2. Person who was contacted first _____
3. The person who reported bullying was
 - the victim _____
 - peer of the victim, name _____
 - victim's Mom/Dad, name _____
 - teacher, name _____
 - someone else, name _____
4. Bullied student _____ Class: _____
5. What type of bullying has occurred? Concrete examples about bullying situations.

6. How many times has bullying occurred? _____
7. When was the last time bullying occurred? _____
8. How long has bullying been going on? _____
9. Students who have actively taken part in bullying
Name _____ Name _____
Name _____ Name _____
Name _____ Name _____

10. On the basis of the information acquired this is
 - a conflict or a fight between children
 - hurt feelings due to misunderstandings
 - a single case of bullying
 - continuous bullying

Only the cases of continuous bullying are further directed to the KiVa team to tackle.

11. Decision regarding the case
 - Classroom teacher discusses with the students who have taken part in bullying, and, if necessary, informs their parents

Form 2.

2/2

To be filled out by the KiVa team

5. Students who have actively taken part in bullying (name, class)

Name _____ Class _____

Name _____ Class _____

Name _____ Class _____

Name _____ Class _____

6. Students who can possibly support the victim (name, class)

Name _____ Class _____

Name _____ Class _____

Name _____ Class _____

Name _____ Class _____

Description of events / Further information

7. Classroom teacher has been informed about the discussion, date ____ 20 ____

Description of events / Further information

8. Classroom teacher has discussed with those classmates who have been chosen to support the victim, date ____ 20 ____

9. Parents or guardians have been contacted, date ____ 20 ____



Form 3. Individual discussions with the bullies.

To be filled out by the KiVa team

Discussions are best to be executed successively during the same day. This way they will come to the bullies as a surprise.

Student _____ Class _____
Matters noted / agreed on during the discussion

Student _____ Class _____
Matters noted / agreed on during the discussion

Student _____ Class _____
Matters noted / agreed on during the discussion

Student _____ Class _____
Matters noted / agreed on during the discussion



Form 4. **Group discussion with the bullies.**

To be filled out by the KiVa team

Date 20

Notes



Form 5.
Follow-up discussion with the victim.

To be filled out by the KiVa team

Date 20

1. According to the victim bullying has

- (1) stopped
 - (2) decreased
 - (3) remained the same
 - (4) increased

Notes



Form 6.

Follow-up group discussion.

To be filled out by the KiVa team

Date 20

Is the victim present at the discussion

- (1) No
 - (2) Yes

Things observed together about the situation

Possible further measures

Notes

Handwriting practice lines for the word "apple".

Appendix D

A guide to keeping your child safe when using technology.

The internet and mobile technology opens up a world full of opportunities and experiences for children. Computers and phones are everywhere and children can access them from an early age. With an increase in the use of technology, new problems and difficult situations arise. With this in mind, everyone who uses new forms of technology would benefit from responsible guidance that balances the wonders with the perils. Listed below are some simple suggestions that parents might wish to consider. These are provided as a rough guide only to help parents talk to their children.

- **Keep all equipment that connects to the internet in a family space.** For children of Primary age, it is important to keep internet use in family areas so you can see the sites your child is using and be there for them if they stumble across something they don't want to see.
- **Encourage phone charging to be in a family space.** Children may access their phones 24/7 whilst parents sleep. This rule may encourage your child to understand everyone needs 'phone' free time – especially in the future when they have one of their own.
- **Watch Thinkuknow films and cartoons with your child.** The [Thinkuknow site](#) has films, games and advice for child from five all the way to 16.
- **Encourage your child to go online and explore!** There are many age-appropriate sites online for your children. Be a part of their online life; involve the whole family. Discover what sites they visit and why they love them. If they know you understand they are more likely to come to you if they have any problems.
- **Keep up-to-date with your child's development online.** As your child learns more, so do you.
- **Set boundaries in the online world just as you would in the real world.** Think about what they might see, what they share, who they talk to and how long they spend online. Encourage responsible attitudes to sharing comments and information online – 'don't say it on line if you wouldn't say face to face'.
- **Know what connects to the internet and how.** Be aware of which devices your child uses to connect to the internet, such as their phone or games console.
- **Use parental controls on devices that link to the internet, such as the TV, laptops, computers, games consoles and mobile phones.** They are not the answer to your child's online safety, but they are a good start. Be aware of the age awareness of social network sites too.
- **Be explicit about what information they should share.** Help them understand the need for privacy and to consider how information is used on line or via mobile technology. Keep pass words confidential and don't share them with anyone. Set rules about online communication, illegal downloading, and cyber bullying

Please check out www.thinkuknow.co.uk
www.getsafeonline.org www.bullying.co.uk

Cyber Bullying.

Cyber bullying is when a person or a group of people uses the internet, mobile phones, online games or any other kind of digital technology to threaten, tease, upset or humiliate someone else (Child line 2012). Cyber bullying is a form of bullying and because it happens online or on mobile phones it can happen 24 hours a day, seven days a week.

- Children who are affected by cyber bullying at home may feel they can't escape the bullying.
- It can be done anonymously and can be hard for children to know where it's coming from.
- It can be really scary as it could involve a lot of people and children can feel ganged up on.

There are lots of ways that cyber bullies can target children

1. **Email** - Sending abusive or nasty emails - including sending emails to a group of people who join in the bullying. Sending inappropriate videos by email is also a type of cyber bullying.
2. **Instant messaging (IM) and chat rooms** - Using instant messaging and chat rooms to send threatening or humiliating messages to someone else and asking others to join in.
3. **Social networking sites**- Writing upsetting comments on someone's profile and making comments about people on your own status updates or tweets. Even if you aren't the person who made the original comment writing underneath it (commenting) can make you part of the bullying.
4. **Online gaming** -abusing or harassing someone through online multi- player gaming sites.
5. **Mobile phones**- Sending abusive texts, video or photo messages, or sharing videos of physical attacks on individuals.
6. **Abusing personal information** - pretending to be someone online without that person's permission – posting photos etc.

Important points for parent to discuss with their Children.

- Talk to your child and explain how cyber bullying can hurt other people in the same way that face to face bullying hurts.
- Encourage them to think about being responsible on line, and not using anonymity as an excuse.
- Online relationships are no different from relationships off-line. Anonymity of being online or sending messages can take away the human element. Remember, people online are still real people.
- Be mindful that you are communicating differently. It is easy to misinterpret what may be seen on the screen.
- Be respectful of other people's privacy. Do not send message gossip or photos of people without asking them first.
- Never give away personal information. Keep where you live, phone numbers and password private.
- If you wouldn't say it, don't send it. Ask yourself if you would say this if a person was in front of you. If you answer no do not send it.

- There's a history so it can be traced. There's no such thing as anonymity. Any messages you send could be saved or sent on by the recipient. You can also be traced through your IP address or SIM card.
- Be polite. Everything you post online can be seen by someone and you never know who's reading it or who may have copied it and sent it on.

What you should do if your child is being Cyber Bullied.

It is worth keeping in mind that young people fear telling anyone that they are receiving nasty text messages, E mails or any other malicious communication because they believe that they will have their mobiles or computers taken off them.

As a parent it is important you:-

- Don't panic
- Assure your child that they have done the right thing in telling you.
- Listen to what your child has to tell you and get the facts right what was said, how long it has been going on, and are they being bullied in the real world.
- Decide a plan of action with your child. It is important that they feel involved and experience an element of control.
- Go through the messages they have received and kept. If you feel they are illegal, keep copies and take them to the police.
- Ask the child not to open any further online or text messages from these addresses or phone numbers, but to allow you to open them instead.
- Change their mobile number.
- Change their online profile – ensuring their profiles are marked private.

Contact the school if you have concerns or if your child is the victim or perpetrator of Cyber Bullying.

Appendix E

Bullying - Parental Guidance.

Is your child being bullied?

It is not always possible to tell if a child is being bullied. The following signs may indicate if a child is being bullied.

- Feeling irritable, easily upset or particularly emotional.
- Coming home with damaged or missing clothes or possessions, without money they should have or with scratches and bruises.
- Having trouble with school work for no apparent reason.
- Using a different route between home and school. Asking to be taken to or picked up from school for no apparent reason.
- Headaches, stomach aches and perpetuated complaints of illness.

What if your child has been bullied?

- The first and most important step is to listen. Let them tell you in their own words. Don't respond by dismissing their experience as part of "growing up".
- 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 the bullying has occurred; where it happened and what has happened.
- Reassure your child that he/she has done the right thing to tell you about the bullying.
- Explain to your child that should further incidents occur, he / she should report them to the teacher immediately.
- Make an appointment to see your child's class teacher.
- Explain to the teacher the problems your child is experiencing.

What if your child is bullying others?

If your child is bullying others, there may be something behind it. They may be trying to get attention or fit in with the crowd. They may not realise that they are hurting others.

- Sit down and talk to your child to find out what is happening.
- Ask your child how they think the bullying can be stopped.
- Reassure your child that you still love them as a person – it is the behaviour that you would like to change.
- Try to get to the root of the problem and find out what is upsetting them.
- Listen to your child's side of the story whilst also insisting that the bullying has to stop.
- Find out if there is a bigger problem- your child might be scared of something, they may have been bullied themselves.

What should you do when approaching your child's school?

By law, the school must have an anti-bullying policy which outlines the measures they will take to prevent bullying and the procedures they will take to respond to incidents of

bullying. Below is some advice on how to approach the school to discuss problems your child is experiencing.

- Talk to your child about what is happening.
- Plan what you want to say.
- Make appointments to see the right people – start with your child's teacher. If you are not satisfied with their response, arrange to see a member of the senior leadership team, the head teacher and then the Governors.
- Ask a family member or friend to go with you if you feel nervous.
- Count to ten and take a deep breath before you speak to anyone – avoid doing anything in the heat of the moment.
- Focus on your child's feelings. If a child is upset, it has to be taken seriously.
- Ask everyone involved to work together to solve the problem.
- Discuss what action will be taken and write this down.
- Take things one step at a time. Arrange to see the teacher again in a few days to discuss progress. Say you will talk to your child every day to check progress.
- Find out if there are any pupil support schemes in the school that can help to support your child.

Appendix F

Here are the pupils' contributions and responses to the anti-bullying policy (November 2015)

Definitions of Bullying

- Bullying is when peoples say unkind words, people might get hurt.
- Bullying is when you have a plan to hurt somebody. When you hurt somebody (say something) and they don't like it lots of times. When you use your power over somebody else to upset them.
- Bullying is hurting someone by pushing, punching, kicking or saying unkind things about them for a while, not just once.
- Bullying is when someone is hurting you or making you feel unhappy all the time even though you are not doing anything. Bullying is not respecting other people.
- Bullying is someone being mean again and again, trying to make you sad and they won't stop.
- Bullying is when someone doesn't stop or keeps on doing nasty things to you over and over again. When someone repeatedly (more than once, constantly) is mean to you or hurts you.
- Bullying is when someone keeps doing things that are physically and mentally unkind. Bullying is repeated on a daily basis and is meant for the person to feel upset.

What we could do (to stop bullying)

- Stick up for yourself
- Anti-bully mentors
- Bully stoppers – talk to them if you have a problem.
- Special place to go for support if you are being bullied and someone will sort it out.
- Display posters: STOP BULLYING
- Anti-bullying assemblies
- Anti-bully police with badges.
- Have a buddy to help you.
- Go to the friendship zone.
- Ignore them, walk away and tell a teacher.
- Tell your family (maybe an older sibling)
- Reach out for help
- Ask the peacemakers for advice and to help.
- Tell any teacher, not just your own.
- Ask an older child to help find an adult.
- Write your teacher a note or talk in private.
- Stay calm.