

# **Staines Preparatory School**



## **Anti-Bullying Policy**

**September 2023**

## Introduction

At Staines Prep, our community is based upon respect, mutual tolerance, good manners and fairness. We are committed to providing a safe and caring environment that is free from disruption, violence and any form of harassment or discrimination so that every pupil can develop their full potential. We believe pupils should care for and support each other.

Bullying, harassment, victimisation and discrimination will not be tolerated. We treat all our pupils and their parents fairly and with consideration and we expect them to reciprocate towards each other, the staff and the School. We ensure that bullying at the school is prevented as far as reasonably practicable.

Further Guidance:

<https://anti-bullyingalliance.org.uk/>

[DoE advice on preventing and tackling bullying\(2017\)](#)

[Cyberbullying: Advice for head teachers and school staff \(2014\)](#)

[Supporting children and young people who are bullied: advice for schools](#)

[Advice for parents and carers on cyber bullying](#)

We believe that:-

- constructive behaviour should be praised and encouraged and individuality and personal worth respected;
- every member of the School must be helped to grow in confidence and self-esteem;
- all must be respected regardless of race, religion, class or physical characteristics;
- bullying is a form of anti-social behaviour;
- any kind of bullying is unacceptable;
- everyone has the right to learn and play in a disciplined, supportive, caring and safe environment without the fear of being bullied;
- bullying affects everyone including the children who watch;
- any bullying complaint must be dealt with firmly, fairly and promptly.

## Definition of Bullying

Bullying is anti-social behaviour which is targeted at an individual or group. It is deliberate, persistent and causes psychological and/or physical harm.

The DfE advice *Preventing and Tackling Bullying 2017* states that:

‘Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.’ Bullying may occur directly or through cyber-technology (social websites, mobile phones, text messages, photographs and email). All incidents regardless of a single incident or repeated incidents are taken seriously and investigated.

Bullying may be defined as the intentional hurting, harming or humiliating of another person by physical (including sexual), verbal (including chat room and SMS messages) and emotional means (by excluding, tormenting or spreading malicious rumours). It can involve manipulating a third party to tease or torment someone. It can involve complicity that falls short of direct participation. Although bullying can be overt and intimidatory, it is often hidden and subtle.

Bullying may involve actions or comments that are prejudiced-based or are based on protected characteristics; racist, cultural background or religious belief, sexual, including sexist or homophobic, focused on disabilities, other physical attributes, such as hair colour or body shape, or based on any special educational needs. Bullying can happen anywhere and at any time.

It could include anti-social behaviours such as physical, verbal, emotional, exclusion damage or theft. (Appendix A)

At Staines Preparatory School, we believe that it is a basic entitlement of all pupils and staff to be allowed to receive and deliver education free from humiliation, abuse and oppression. We take a positive anti-bullying stance, which makes it clear that any form of bullying will not be tolerated, and that unacceptable behaviour will be dealt with swiftly and firmly using sanctions following the school's Behaviour Policy if necessary. All forms of bullying must be taken seriously, both physical and emotional (which may cause psychological damage).

### **Signs of Bullying**

Changes in behaviour that may indicate that a pupil is being bullied include:-

- Unwillingness to return to school
- Displays of excessive anxiety, becoming withdrawn or unusually quiet
- Failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoilt by others
- Books, bags and other belongings suddenly go missing, or are damaged
- Change to established habits (e.g. giving up music lessons, change to accent or vocabulary)
- Diminished levels of self confidence
- Frequent visits to the Medical Centre with symptoms such as stomach pains, headaches
- Unexplained cuts and bruises
- Frequent absence, erratic attendance, late arrival to class
- Choosing the company of adults
- Displaying repressed body language and poor eye contact
- Difficulty in sleeping, experiences nightmares
- Talking of suicide or running away

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying should be investigated by parents and teachers.

All adults who deal with children should ensure that this policy is implemented by taking the following actions:

- Watch for signs of distress in children (see above)
- Follow up any concerns raised by parents as immediately as practically possible.
- Find time to discuss friendships and how playtime is spent with the pupils.
- Ensure that pupils are aware of the dangers and effects of cyber-bullying and the zero tolerance response taken by the school to this type of bullying.
- Ensure that children are aware of the need to report all incidents to staff, and in the knowledge that information will be treated with sensitivity and discretion.
- Record and report all incidents of bullying, including cyber-bullying on to iSAMS,
- If a child is on a Behaviour chart complete their behaviour card in all lessons and in the playground.
- Parents of both the bully and the victim will be contacted as soon as the situation is established and both sets of parents will be reminded of the school's Behaviour, Sanctions and Exclusion Policy. Both sets of parents will be supported and helped to deal with the situation.
- The School aims to embed a caring and friendly environment which enables pupils to make informed decisions and choices with friendship and with the hope of treating each other with respect.
- When there is reasonable cause to believe that a child is suffering or likely to suffer significant harm, such a bullying incident would be considered a child protection concern, and dealt with according to our Child Protection/Safeguarding policy and procedures, and with the advice and guidance of the DSL
- All children should regularly be made aware that we are a listening and telling school and that they can tell someone if they are being made unhappy, including through bullying. We hope that they feel that they can go to their form teachers, but they should feel equally able to go to another member of staff (e.g. on duty). The school also encourages bystanders to report any incidents of bullying to a member of staff.

- A Risk Assessment of the site has been carried out (see appendix F). Areas at risk of bullying taking place have been identified and actions taken to mitigate issues.

### **Preventative Measures**

We take the following preventative measures:

- We use appropriate Assemblies and Form Time to explain the School policy on bullying. Our PSHEE programme is structured to give pupils an awareness of their social and moral responsibilities as they progress through the School. The programme is structured to enforce the message about community involvement and taking care of each other as well as highlighting the importance of using prejudice-based language.
- A child's guide to Anti-Bullying has been devised by School Council which all pupils are aware of and is available in classrooms and communal areas around the school (see Appendix G).
- Activities and assemblies take place during Anti Bullying week, with further guidance available at <http://www.anti-bullyingalliance.org.uk/anti-bullying-week> .
- All our pupils are encouraged to tell a member of staff at once if they know that bullying is taking place.
- All reported incidents are recorded and investigated at once. Incidents are recorded using the school's online Wellbeing Manager and we always monitor reported incidents. Pupils are encouraged in PSHEE sessions to act assertively if they suspect, experience or indeed witness bullying in school.
- We have a strong and experienced Senior Leadership Team (SLT) who support the staff and deal with any incidents as an immediate priority, and are alert to possible signs of bullying. The SLT looks out for, and reports back to staff in meetings, any trends that are visible within school.
- The SLT gives support and guidance to other staff on handling and reporting incidents, and on the follow-up work with both victims and bullies. Staff are offered appropriate training on identifying and dealing with bullying through whole School Inset or courses for specific individuals, and are made aware of updates to the school policy each academic year.
- Staff are always on duty at times when pupils are not in class and patrol the School site, particularly areas where bullying is most likely to occur. They are alert to inappropriate language or behaviour.
- We reserve the right to investigate incidents that take place outside school hours, on school visits and trips and that occur in the vicinity of the School, involving our pupils.
- Through staff training at Staff Meetings and INSET, staff are regularly made aware of the following:
  - The principles of the school policy
  - Legal responsibilities
  - Action defined to resolve and prevent problems
  - What sources of support are available
  - Educational elements for PHSEE lessons to discuss differences between people and the importance of avoiding prejudice.
  - School disciplinary sanctions, which reflect the seriousness of the incident and convey a deterrent effect.
  - The risks of cyber-bullying and the manner in which this can manifest itself – through mobile phones and social media.

### **Cyberbullying – Definition**

Cyber bullying can be defined in the following terms:

*Cyberbullying involves the use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm others.*

Cyberbullying can involve Social Networking Sites, emails and mobile phones, used for SMS messages and as cameras.

The DfE advice *Preventing and Tackling Bullying 2014* states that:

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

## **Cyberbullying - Preventative Measures**

In addition to the preventative measures described above:-

- We expect all pupils to adhere to our Acceptable Use Policy for the safe use of the internet. This policy has been created to offer guidelines for pupils using Computing, and the Computing Curriculum address e-safety, helping to generate a culture of awareness for cyberbullying.
- Certain sites are blocked by our filtering system, and these systems are regularly reviewed by the ICT Manager and Headmistress.
- Our Computing Department monitors pupils' use.
- We may impose sanctions for the misuse, or attempted misuse of the internet.
- In the Summer Term of Year 3 we issue pupils with their own personal school email address. Access to sites such as "Hotmail" is not permitted.
- We offer guidance on the safe use of social networking sites and cyberbullying in Computing lessons.
- We offer guidance on keeping names, addresses, passwords, mobile phone numbers and other personal details safe.
- Mobile phones are not permitted in the School. In exceptional circumstances pupils, with the agreement of the Headmistress, pupils may leave mobile phones with the Reception Office.
- Please refer to our Online safety policy for further guidance

## **Child on Child Abuse**

Child on child abuse can occur in the following forms: bullying, online bullying, sexual violence, sexual harassment, physical abuse, up-skirting, sexting (sharing nudes and semi-nudes), initiation/hazing type violence and rituals.

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their education attainment as well as their emotional well-being. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment and never be made to feel ashamed for making a report. It is important to explain that the law is in place to protect children and young people rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them.

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, and school staff are supported and protected as appropriate.

If the disclosure involves another pupil when there is cause to suspect that a child is suffering or likely to suffer significant harm then the procedure outlined above must be followed referring to local agencies (C-SPA). Further guidance and information can be found in the School's Safeguarding and Child Protection Policy.

All pupils whether perpetrator or victim are treated as being "at risk".

We acknowledge that abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up"

Abuse by pupils in the school may be physical, sexual or emotional and may also occur online (cyberbullying and prejudice-based and discriminatory bullying) through technology such as mobile phones and computers.

There will be a need to distinguish between actions that can be dealt with through normal disciplinary channels and those that constitute potential abuse where involvement of other statutory agencies is required. In the case of

abuse by a pupil, or group of pupils, the key issues which identify the problem as abuse (rather than an isolated instance of bullying or 'experimentation', which might be considered within normal bounds in the School community) are:

- The frequency, nature or severity of incidents
- Whether the victim was coerced by physical force, fear, or by a pupil or group of pupils having power or authority over him or her
- Whether the incident involved potentially criminal act and whether if the same incident (or injury) had occurred to a member of staff or other adult, it would have been regarded as assault or otherwise actionable.

The school's Behaviour policy and Child Protection Policy may be referred to when dealing with child on child abuse (including making or sharing nudes/semi-nudes) alongside the Child Protection procedures. Victims will be supported through the use of a trusted member of staff named by the child.

### **Procedures for Dealing with Reported Bullying**

Initially information may be stored on an incident form. These may be low level incidences of unkindness towards other pupils. Low-level disruption and the use of offensive language can in itself have a significant impact on a pupil's wellbeing. If left unchallenged or dismissed as 'banter' or 'horseplay' it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating. Staff must put any notes or observations concerning allegations of bullying into iSAMS- wellbeing Manager under the category Bullying. The DSL, DDSL's and Headmistress are informed of the concerns immediately.

patterns in behaviour can be seen easily. Repetitive low-level incidences that fall within the definition of bullying, will be treated as such.

SPS procedures to report bullying, including cyber-bullying and bullying outside of school, as well as the threshold for reporting a bullying issue to external agencies (such as police/children's social care) are known to staff.

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

If an incident of bullying is reported, the following procedures are adopted:

- The member of staff to whom it was reported, or who first discovers the situation, will control the situation, reassure and support the pupils involved.
- They will inform the Form Teacher as soon as possible who will investigate the matter. This will be raised as a concern using the school's online system (iSAMS) and a file will be created on the school's OneDrive to store records.
- Children will be interviewed individually and, if appropriate, asked to write an account of events.
- The Form Teacher should ensure the incident is recorded along with the outcome of their investigations on an Incident Record Form Appendix C and uploaded into the appropriate folder.
- If bullying is suspected or confirmed the appropriate Assistant Head should be informed.
- All other staff should also be informed. In very serious incidents, the Headmistress should be informed immediately.
- The victim will be interviewed at a later stage by a member of the SLT, separately from the alleged perpetrator. It will be made clear to them why revenge is inappropriate. They will be offered support to develop a strategy to help him or herself.
- The alleged bully will be interviewed at a later stage by a member of the SLT, separately from the victim, and it will be made clear why their behaviour was inappropriate and caused distress. They will be offered guidance on modifying their behaviour, together with any appropriate disciplinary sanctions.
- The parents of all parties should be informed and invited into school to discuss the matter. Their support should be sought.
- A way forward, including disciplinary sanctions and counselling, should be agreed. This should recognise that suitable support is needed both for children who are being bullied and for pupils who bully others, as well as

dealing with appropriate disciplinary measures. Potential sanctions are outlined in the School's Behaviour Policy.

- A meeting involving all the parties, with close staff supervision, could be helpful in developing a strategy for all concerned to close the episode.
- A monitoring and review strategy will be put in place.
- Confirmation in writing of the incidents and an official warning given may lead to suspension or exclusion in extreme cases.
- In very serious cases, and only after the Headmistress has been involved, it may be necessary to make a report to the Police or to the Social Services. However, it is the policy of Staines Preparatory School to attempt to resolve such issues internally under the School's own disciplinary procedures, unless the matter is of such gravity that a criminal prosecution is likely.
- Incidents requiring attention are recorded and monitored using the Behaviour Monitoring Form (Appendix B). These are reviewed by the Headmistress to evaluate the effectiveness of solutions implemented and to identify any patterns that may emerge.

See flow chart in Appendix B

### **The Staines Prep Way**

Pupils and staff at Staines Preparatory School follow the Staines Prep Way. The pupils are reminded of the way in which members of the school community are expected to behave towards each other. We use a variety of methods to contribute proactively (rather than just reactively) towards the prevention of bullying, including through our own positive behaviour, promotion of good relationships and vigilance.

### **Our Staines Prep Values:**

Be Honest, Listen, Share, Forgive, Be Kind, Respect Others, Be Your Best.

### **Bullying involving Children with Special Educational Needs and Disabilities**

Special Educational Needs and Disability (SEND) covers a wide mix of children with a range of physical, learning, behavioural and sensory needs. Research indicates that children with SEN and disabilities are adversely affected by negative attitudes and perceptions of difference including forms of discrimination which often involves bullying. While children with SEND have many skills and talents, they also have a wide range of very different needs. Due to the complexity of these needs, it is harder for them to learn or access education or build the same friendships and relationships than most children of the same age, leaving them vulnerable to isolation and social exclusion.

What distinguishes bullying involving Special Educational Needs and Disabilities?

- Some children with SEND may not recognise bullying behaviour. In particular they may not realise that they are being bullied, that their own behaviour may be seen by someone else as bullying, or that they are being provocative and therefore inflaming bullying situations.
- Some SEND children may have difficulty remembering things so it may be necessary for staff who either witness or are told about an act of bullying to act very quickly, while the child concerned can still remember what bullying took place.
- It may be harder for SEND pupils to resist bullies as they may already be more isolated, not have many friends and not understand that what is happening is bullying
- SEND pupils may have specific difficulties telling people about bullying or reporting it. Staff should ensure that they take care check the child's actual understanding. Many children with Autistic Spectrum Disorders for example are assumed to understand much more than they do in social situations. Considerations SEN and Disability are addressed within the Accessibility Plan and Behaviour Policy

It is also important to recognise that all children are potentially vulnerable to bullying and that children with SEN and disabilities may be bullied for a range of other reasons. At Staines Preparatory School we recognise that responsive work needs sensitivity and awareness of the strengths of the individual or individuals involved. Knowledge of the child's particular SEND and the impact on their social development is essential. Although no child has the right to disrupt the intellectual, emotional or social development of others, some allowance may be made where a child demonstrates anti-social behaviour but did not intend to bully. Communication across the staff team

is essential. Staff are made aware of individuals' needs and the extent to which a child's SEND may lead them to bully others or display disruptive behaviour. Regular staff briefings and communications ensure that all staff are fully informed. In turn it is the responsibility of all staff to be alert to changes in children's behaviour and to make sure that they understand the cause, including if it is due to factors not related to the child's SEN or disability. The Special Educational Needs Coordinator (SENCO) plays a particular role in ensuring the well-being of pupils with SEN and disabilities.

As well as being champions of inclusion, the SENCO will work with other staff members to:

- ensure that learners with SEN and disabilities who are bullied receive support and help in preventing and dealing with it.
- monitor the impact of anti-bullying interventions on individual children with SEN and disabilities.
- ensure that children and young people with social and behavioural needs receive appropriate support to prevent bullying behaviour where needed.

This policy also applies to the Early Years Foundation Stage.



## Appendix A

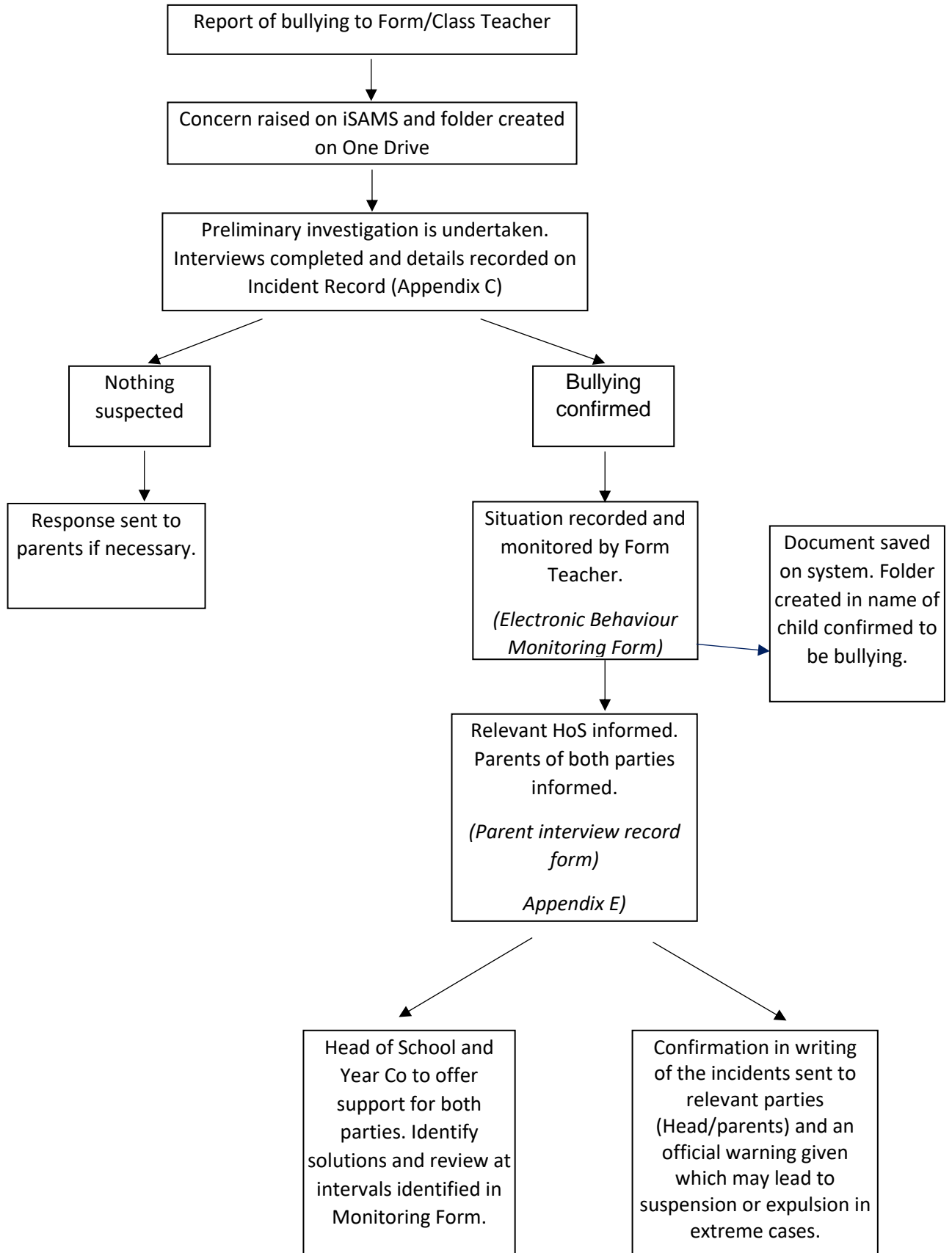
Types of anti-social behaviour:-

PHYSICAL	VERBAL	EMOTIONAL	EXCLUSION	DAMAGE/ THEFT
<ul style="list-style-type: none"> <li>• punching</li> <li>• hitting</li> <li>• kicking</li> <li>• spitting at</li> <li>• crowding</li> <li>• aggressive body language</li> <li>• hair pulling</li> <li>• Chinese burns</li> <li>• biting</li> <li>• pencil poking</li> <li>• touching inappropriate parts</li> <li>• pushing and shoving</li> <li>• scratching</li> <li>• tripping</li> </ul>	<ul style="list-style-type: none"> <li>• name calling</li> <li>• tone</li> <li>• threats of exclusion</li> <li>• swearing</li> <li>• shouting in close proximity</li> <li>• sarcasm</li> <li>• ridiculing work</li> <li>• physical ridicule</li> <li>• asides</li> </ul>	<ul style="list-style-type: none"> <li>• note passing</li> <li>• whispering</li> <li>• being bossed</li> <li>• teasing</li> <li>• spreading rumours</li> <li>• graffiti</li> <li>• gestures</li> <li>• emailing</li> <li>• texting</li> <li>• chat lines</li> </ul>	<ul style="list-style-type: none"> <li>• not being allowed to join in with those who are believed to be their friends</li> <li>• not giving</li> <li>• not sharing</li> <li>• ganging up</li> <li>• ability based</li> </ul>	<ul style="list-style-type: none"> <li>• stealing property</li> <li>• damaging property</li> <li>• forcing to hand over property</li> <li>• hiding property</li> <li>• moving things deliberately</li> <li>• graffiti</li> </ul>





## Procedures





# STAINES PREPARATORY SCHOOL



## INCIDENT RECORD

CHILD'S NAME:

FORM:

DATE:

NOTES:

FOLLOW-UP ACTION:

(FORM/SUBJECT TEACHER)

(YEAR COORDINATOR)

(ASSISTANT HEAD LOWER / UPPER SCHOOL)

(HEADMISTRESS)



# STAINES PREPARATORY SCHOOL



## BEHAVIOUR MONITORING FORM

PUPIL'S NAME:		FORM:	DOB:
Special Educational Needs and Disabilities			
DATE	DETAILS OF INCIDENT & ACTION TAKEN	TEACHER	



# STAINES PREPARATORY SCHOOL

## PARENTAL VISIT FORM

CHILD'S FULL NAME:		CLASS:	DATE:
PARENT/S PRESENT:			
STAFF PRESENT:			
REASON FOR VISIT:			
Notes:			
FOLLOW-UP ACTION:			
(FORM/SUBJECT TEACHER)			
(YEAR COORDINATOR)			
(ASSISTANT HEAD LOWER / UPPER SCHOOL)			
(HEADMISTRESS)			

## APPENDIX F



### Anti-Bullying Risk Assessment

Area	Risk	Action
Playground/Field	Children moving between buildings and playground/field	Supervising staff are asked to stand in areas whereby all children can be supervised wearing yellow hi-vis jackets. The children know where the playground boundaries are. Children are asked to move quickly out to break times and have to ask to go in to the toilet.
Early Years	Under the climbing equipment In small sections of Nursery	Within all Early Years areas there is a high staff ratio
Forest School	Behind trees. Children entering without a staff member present	No children are allowed to use the Forest School unless accompanied by a member of staff. The entrance to the forest school is visible to staff on duty.
Children's Toilets	Staff are not present	Children are aware of the school rules about behaviour in the toilets. Toilets are present in areas whereby staff pass frequently. Children must ask to go to the toilet whilst out at play.
Changing Rooms/Cloak Room Areas	Children changing without permission.	Children are aware that they are not to change without being supervised by a member of staff.
Library	Behind or between the bookcases	Supervision from staff to monitor
Classrooms	Staines is a multicultural, diverse and academically nonselective school and could be susceptible to children not having respect for differences.	Robust sanctions policy that allows us to manage bullying effectively. To prevent bullying and develop respect for inclusion we have a broad PSHEE curriculum and assembly schedule; we promote British values and the Staines Prep Way is displayed across the School as well as in Pupils' Homework Diaries.

**Approved by:**

**Matthew Hall**  
**Chair of Governors**

**Date: 20<sup>th</sup> September 2023**



# ANTI-BULLYING @ SPS: a child's guide



**STOP**  
BULLYING

No-one deserves to be bullied

**STOP**  
BULLYING

## What is bullying?

Bullying is when a person or group use power in a negative way to **deliberately (on purpose) and repeatedly (again and again) hurt, scare or upset someone with their words or actions.**

Bullying can happen in person or online.

Bullying can be obvious (in the open) or hidden (in secret).

## What types of bullying are there?

**Physical bullying** (hurting a person's body or belongings)

e.g. pushing, tripping, hitting, kicking, pinching, poking, unwanted touching, damaging or stealing property etc.

**Verbal bullying** (hurting a person using words)

e.g. name calling, insults, teasing, inappropriate comments, sarcasm, threatening etc.

**Social bullying** (hurting a person's reputation or relationships)

e.g. spreading rumours, gossiping, excluding (leaving out), playing nasty jokes, ignoring or isolating etc.

**Cyber bullying** (hurting a person online/using digital technology)

e.g. sending nasty messages, posting, sharing or commenting unkind things, pretending to be someone else etc.

## What will SPS staff and teachers do about bullying?

SPS staff and teachers try to make our school a place where everyone can feel welcome, safe and happy – that means no bullying is allowed.

Everyone has the right to be who they are.

We will try to help everyone get along with one another and follow the Staines Prep. Way.

We promise to always take bullying seriously.

If there are problems involving bullying, teachers will get involved and try to help you solve them.

They will talk to you, to your friends and to your parents to try to find a way to fix things.

## What should I do if I think I am being bullied?



You should:

- Ask/tell them to stop or leave you alone if you can.
- Walk away and get help – find a friend, buddy or a trusted adult.
- Tell someone you trust about it to get support.
- Keep evidence or write down what happened.
- Write a note in the worry box if you don't want talk.
- Screenshot, block and report it if online.



It is **not** a good idea to:

- Try to ignore it.
- Do what they say.
- Lose your temper.
- Do or say something back to them - you might end up getting hurt or could end up in trouble yourself.
- Try to hide it or keep it secret.
- Think that it's your fault.

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



You should:

- Ask the bully to stop/leave them alone if you can.
- Be a good friend – offer them support and advice.
- Tell someone you trust.
- Write a note in your class worry box.
- Screenshot and report it if online.



It is **not** a good idea to:

- Ignore it or pretend you didn't notice.
- Confront the bully – you might end up getting hurt or could end up in trouble yourself.
- Gossip about it with other children.
- Keep quiet about it.
- Try to hide it or keep it secret.

## Who should I talk to about bullying?

- A friend who you can trust.
- Your parents/carers or a member of your family.
- A teacher or other member of SPS staff.

- One of the Year 6 buddies.
- Any other trusted adult.
- Childline (call 0800 1111).



**Most importantly...speak up and tell someone about it!**