



Anti-bullying Policy

Fairholme Primary School

Anti-bullying Policy

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Introduction

At Fairholme Primary School, we strive to ensure that all children are able to achieve their full potential in their learning and as people in a safe and secure environment. Our school ethos, our code of conduct and our core values of **respect, kindness, responsibility, honesty, aspiration and self-belief** underpin our approach to everything we do and how all members of our school community behave towards one another.

We recognise that, unfortunately, bullying can happen in any school and Fairholme Primary School is no exception. We are committed to preventing, raising awareness and consistently responding to any cases of bullying as a priority to ensure the safety and wellbeing of our pupils. As an inclusive school, we promote respect for all and staff understand that there may be some groups of children who need monitoring more closely to ensure any potential for bullying is reduced. All staff should have a clear, shared understanding of what bullying is to enable early identification of bullying and to make sure that the correct procedures are followed when dealing with incidents of bullying.

In line with the Equality Act 2010, it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advances equality of opportunity between people who share a protected characteristic and people who do not share it;
- Fosters good relations between people who share a protected characteristic and people who do not share it.

We are committed to safeguarding and promoting the welfare of children and young people and expect all members of the school and its community to actively share and model this commitment, promote our aims and live out our values.

Aims

We are determined to promote and develop a school ethos, relationships, systems and procedures that ensure bullying behaviour is regarded as unacceptable to ensure that all children are able to learn and succeed in a supportive, caring and safe environment without

fear. Bullying is anti-social behaviour and can affect any pupil. It is unacceptable and will not be tolerated at this school. Only when all issues of bullying are addressed will children be able to fully benefit from the opportunities available at school. This policy sets out clear procedures for preventing and handling incidents of bullying.

In writing this policy, we have taken advice from the DfE publications "Preventing and tackling bullying: Advice for headteachers, staff and governing bodies" (July 2017) and "Cyberbullying: Advice for headteachers and school staff", as well as training from the Anti-Bullying Alliance.

Definition: What is bullying?

Bullying is behaviour by an individual or group, repeated over time, which intentionally hurts another individual or group. Bullying usually happens where the relationship involves an imbalance of power. It can be verbal, physical or psychological, it may be motivated by prejudice or discrimination and it can happen face-to-face or online. Bullying is different from other forms of aggression in that it involves the dominance of one person by another or a group of others leaving the target of the bullying feeling defenceless. Understanding when there is an imbalance of power is vital for identifying bullying.

It does not apply to one off incidents of nastiness or relational conflict. One of the defining features of bullying is its persistence over a long period of time. In bullying there is a wilful, conscious desire to hurt another and put them under stress.

Bullying can take many forms:

Physical: Any physical, aggressive act that causes harm to another; for example, it can take the form of pushing, punching, striking, hitting, biting, pulling, spitting, etc. and can vary in severity from a mild blow to the body to an assault.

Verbal: The repeated use of verbal words in a negative way towards another which causes offence, such as insulting remarks directed to another person or their friends or family. Verbal abuse may take the form of name-calling, teasing, racial harassment, taunting, threats, making someone feel inferior, denigrating achievements, swearing and giving false information to get others into trouble, amongst other things.

Social: Actions designed to isolate or hurt others such as spreading rumours or excluding someone from social groups.

Cyber/Online: Any form of abuse occurring online via social media, chatrooms, email, instant messaging and so on which is intended to intimidate, hurt, threaten or harass. This type of bullying has the potential to continue beyond the school day into the home and private space, may often be secretive and has the possibility to reach wider audiences as people forward on content.

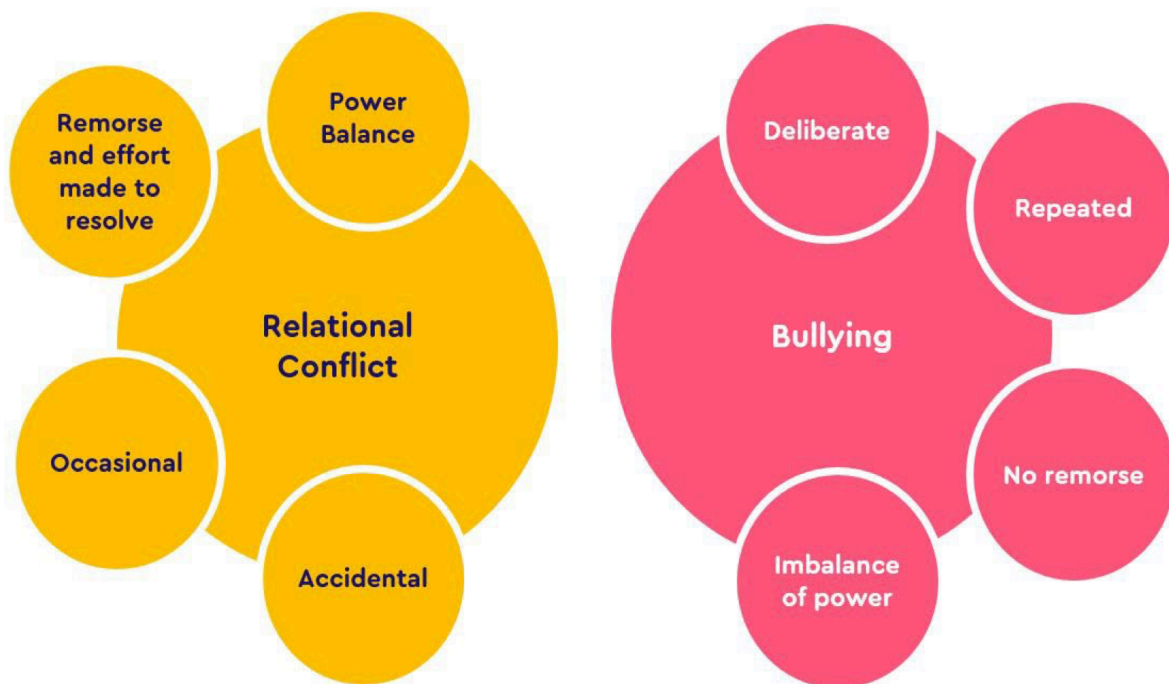
Discriminatory: Comments or actions which negatively hurt or discriminate against race, sexuality, gender or any other form of diversity or protected characteristic.

Bullying is not:

It is important to understand that **bullying is different to relational conflict and is not the same as falling out with friends once or twice, name calling, arguments or when the**

occasional 'joke' is played on someone. Children do sometimes fall out or say things because they are upset. When occasional problems of this kind arise, it is not classed as bullying. It is an important part of a child's development to learn how to deal with friendship breakdowns. We all experience conflict at different times in our lives and learn how to deal with these situations and develop social skills to repair relationships.

The Anti-Bullying Alliance explains the dynamics of bullying and how this differs from 'relational conflict', friendship difficulties or peer disagreements. This is best explained in the diagram below:



Indicators of bullying

Children who are being bullied may show changes in behaviour, such as:

- Becoming shy and nervous
- Feigning illness
- Taking unusual absences
- Clinging to adults
- Changes in work patterns, lacking concentration or changes in quality of work
- Truanting from school
- Emotional fragility or sudden changes in mood
- Lack of eye contact
- Asking to be taken to school
- Taking longer to come home
- Asking for more money
- 'Losing' more items than usual

Key principles

We follow the 10 key principles recommended by the Anti-Bullying Alliance to prevent and respond to bullying in school.

1. **Listen:** All children, parents and carers are listened to and influence strategies and approaches to prevent, report and respond to incidents of bullying.
2. **Celebrate difference:** As outlined in our Equality and Diversity policy, difference and diversity in all pupils and staff is actively and visibly celebrated and welcomed across the whole school.
3. **Include all:** All children are included, valued and participate fully in all aspects of school life, including disabled children and those with SEN.
4. **Report bullying:** All children in our school and their parents and carergivers understand how to report incidents of bullying.
5. **Believe:** All children and their parents are acknowledged, believed and taken seriously when reporting bullying incidents.
6. **Take action:** We respond quickly to all incidents of bullying. Children, including those with SEND, participate fully in decisions made about them and help to formulate appropriate action to respond to incidents of bullying.
7. **Understand:** All school staff, children, parents and carergivers understand what bullying is and is not.
8. **Challenge:** All forms of discriminatory language and behaviour are challenged and taken seriously.
9. **Respect:** This is our core school value and all members of our school community, including staff, children and parents, are expected to be role models in how they treat others.
10. **Policies:** Our anti-bullying policy and other school policies reflect these principle. They are widely and actively promoted to school staff, children and their parents or carers.

Prevention

Raising awareness of bullying is essential in helping children to understand what bullying is, how to behave appropriately and respectfully and how to raise concerns about themselves and others. Through assemblies, PSHE lessons, class discussions and situations that arise in school or the playground, children are able to discuss what bullying is and is not, and how to respond in order to support those who may be victims of bullying. Teaching about staying safe online is an important part of our curriculum and computing lessons and information is included for parents on our school website, in newsletters and through alert messages/emails. Awareness is further raised through participating in the national anti-bullying week each November. Children are taught to tell a trusted adult in school if they are concerned that they or someone else is being bullied or is unhappy. Every classroom has a 'Talk To Me' box through which children can also express concerns to adults in school.

Responding to bullying

1. If bullying behaviour is seen or suspected, it will be dealt with immediately by the member of staff who has witnessed an incident. If a member of staff is approached by a child suffering from bullying the child will be listened to by the member of staff and those involved will be spoken to in order to build an accurate picture of events.
2. The incident will be discussed with the perpetrator of bullying behaviour in terms of the choices they have made and how that has made somebody else feel. STOP which stands for, "Several Times On Purpose" will be used as a way of explaining the child's behaviour towards another person and that this is bullying. Appropriate consequences will be put in place, in line with the school's behaviour policy.
3. Mentoring and support will be put in place, as needed, to assist the target of the bullying behaviour.

4. The target of the bullying will be given an opportunity to participate fully in decisions made about them and help to formulate appropriate action to respond to incidents of bullying.
5. Where relevant, parents will be informed of incidents of bullying by the class teacher or senior leader.
6. A clear, factual account of the incident will be recorded (at Fairholme we use CPOMS to record incidents) to alert other staff who work with the child(ren) and senior leaders about the circumstances of the incident(s) and any action taken.
7. All serious and/or repeated incidents of bullying (e.g. physical bullying, racist remarks or sexual harassment) will be discussed with a senior member of staff.
8. Class teachers must be kept informed of further incidents by other members of staff.
9. Children involved in any bullying behaviour will be monitored carefully to ensure no further incidents arise. If staff do become aware of further incidents by the same perpetrator, these will be monitored closely and further action taken, including meeting with parents/caregivers.
10. Where situations do not improve, a senior member of staff will meet with the parents/caregivers of the perpetrators and the target to agree clear expectations and outline any consequences as deemed necessary, as well as support for the target of the bullying.
11. In extreme circumstances, where there is no evidence of any improvement and if serious, persistent bullying continues, police may be involved.

Support

An important part of our school ethos is helping children understand they have safe adults that they can speak to in school if they are worried or upset about something – and this includes bullying. Targets of bullying will be offered an immediate opportunity to discuss the situation with a member of staff of their choice. This will be followed up with continued support and reassurance from key adults. Further support may also be provided through buddy schemes with peers, involving key friends and/or adults to provide playground support, mediation meetings or other strategies as may be agreed suitable.

Perpetrators of bullying are likely to need support from school adults and peers to help them understand the impact of their behaviours on others, reflect on why they have behaved in such a way and find ways to change and improve their behaviour. This may also include supported mediation to understand conflict and working with parents/caregivers to help change the attitude of the pupil. Where necessary, the wider community and external agencies may be involved to provide specialist advice and guidance, such as Safer Schools Police Officers, Early Help or CAMHS.

Vulnerable groups and potential factors involved in bullying

We recognise that some groups may be more vulnerable to bullying than others, including:

- SEND or difference of any kind
- Young Carers
- Looked After Children (CLA or LAC)
- Children who are or are perceived to be LGBT or are exploring their gender or sexuality
- Gender
- Those who are disadvantaged – for example, social class, low income, in receipt of free school meals
- Religion, race or ethnicity
- New child in school

- Language or communication barriers – for example, speech impediments, English as an additional language (EAL), limited communication strategies, low levels of literacy
- Family circumstances such as having a relative in prison
- Age
- Appearance such as diminutive size, obesity, clothing
- Perceived weaknesses

SEND children often have lower self-esteem and are prone to struggle with anxiety or shyness. They may not have a wide circle of friends or they could struggle with appropriate social behaviours or find communication and understanding social cues difficult to understand. Where SEND children fall victim to bullying, they may need a more tailored support programme that is designed around the needs of the individual child. Ensuring the curriculum provides opportunities to explore issues of equality, valuing diversity and disability generally and in relation to bullying will help to raise awareness of others and increase the support network around children with SEND. Other approaches such as mentoring, identified key adult(s), structured play, and peer support groups help children with SEND to feel less vulnerable to bullying.

Similarly, we recognise that young carers may also be more vulnerable to bullying. Their caring responsibilities can have a big impact on their lives that can lead to them feeling different or isolated from their peers. Young carers are also more likely to struggle to come forward to tell school staff if they are experiencing bullying as they do not wish to burden their families. Awareness about the challenges young carers face will be raised through assemblies, PSHE lessons and promotion of the Young Carers group to offer support and a safe space for young carers to talk to other children in a similar situation, reducing their feelings of isolation.

Guidance for parents and caregivers

Parents/caregivers who are concerned their child may be being bullied, or who suspect their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If families feel that the matter has not been resolved, they should discuss the matter with a senior member of staff.

If you are concerned your child is being bullied:

- Calmly talk with your child about his/her experiences.
- Make a note of what your child says including who was involved, how often the bullying has occurred, where it happened, what happened and find out what strategies they have tried themselves in order to stop the behaviours that are upsetting them – for example, telling the perpetrator they do not like it and asking them to stop, speaking to a friend, telling their teacher or other school adult, and so on.
- Help your child to understand the difference between friendship difficulties and peer conflict, compared with bullying. Using STOP which stands for 'Several Times On Purpose' may help children to see the difference between bullying and other forms of relationship difficulties.
- Reassure your child that s/he has done the right thing in talking to you about the bullying.
- Explain to your child that should any further incidents occur s/he should report them to a teacher immediately.
- Make an appointment to see your child's teacher or the year group leader.
- Explain to the teacher the problems your child is experiencing.

Parents and caregivers 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, to aspire to the school's values and to abide by these.

Responsibilities

It is the responsibility of **all staff** to:

- reject bullying in all its forms.
- follow up on and investigate any incidents of reported or suspected bullying.
- provide care and support for the target of any bullying behaviour.
- provide direction to the bully on how their behaviour has impacted others and clear expectations about how this must change.
- follow the procedures of this school policy.
- keep a written log of any bullying incidents (on CPOMS).
- inform parents/caregivers of bully and target about suspected or proven bullying.
- promote the school's ethos, ensuring children feel safe at our school and are able to tell an adult when something is worrying them or has happened to them.
- use the curriculum to nurture trust, care and collective responsibility.
- teach children about bullying, about the difference between bullying and relational/peer conflict and friendship issues, and about what to do if they are worried about themselves or about someone else.
- promote the school's approach to anti-bullying through assemblies, circle time, PSHE lessons and events such as anti-bullying week throughout the year.
- be aware of areas of the school where bullying may be more likely to occur and ensure that they are closely monitored at all times.

The **headteacher** will:

- implement the school anti-bullying policy and any associated strategy to ensure that all staff are aware of the school policy and know how to deal with incidents of bullying.
- report to the governing board about the effectiveness of the anti-bullying policy on request.
- ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in this school.

The **Governing Board** takes incidents of bullying very seriously and will:

- support the Headteacher in all attempts to eliminate bullying from our school.
- monitor any incidents of bullying that occur
- review the effectiveness of the school's anti-bullying policy and procedures regularly.
- require the Headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

Related policies and school documents

The school has a wide range of policies and documents which make explicit the school's long-established commitment to ensure that bullying is dealt with effectively and all children feel safe and behave well. These include:

- School values and code of conduct
- Behaviour and relationships policy
- Equality and diversity policy
- SEND policy
- Child protection and safeguarding policy

- Whistleblowing policy
- School vision statement
- School Development Plan
- PSHE Curriculum
- RSE policy
- Online safety policy

Websites that provide more information

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

<https://www.kidscape.org.uk/media/106843/friendship-friday-and-anti-bullying-week-primary-pack.pdf>

<https://learning.nspcc.org.uk/research-resources/schools/anti-bullying-resources>

<https://respectme.org.uk/> <https://www.bbc.co.uk/teach/anti-bullying-week-primary-and-secondary-resources/zrq6rj6>

SEND

Changing Faces: www.changingfaces.org.uk

Mencap: www.mencap.org.uk

Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: <https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/at-risk-groups/sen-disability>

Sexual Harassment and Sexual Bullying

Anti-bullying Alliance: Preventing and responding to Sexual Bullying: www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying

Date updated and agreed: February 2024

Date for review: February 2027

Appendix 1: Forms of bullying

Fairholme Primary School recognises that bullying can take many forms. These include, but are not limited to, the following:

Racist bullying

An incident which is perceived to be racist by the target or any other person. This can be in the form of:

- verbal abuse, name calling, racist jokes, offensive impressions
- physical threats or attacks
- wearing of provocative badges or insignia
- bringing racist leaflets, comics or magazines
- inciting others to behave in a racist way
- racist graffiti or other written insults, even against food, music, dress or customs
- refusing to co-operate in work or play.

Sexual bullying

This is generally characterised by:

- abusive name calling
- looks and comments about appearance, attractiveness, emerging puberty
- inappropriate and uninvited touching
- sexual innuendos and propositions
- pornographic material, graffiti with sexual content

Sexual orientation

This can happen even if the children are not lesbian, gay or bisexual - just being different can be enough. This may take the form of:

- use of homophobic language
- looks and comments about sexual orientation or appearance.

SEN or Disability

Statistics show that children with SEN or a disability are often at greater risk of bullying. This may be characterised by:

- name-calling
- comments on appearance
- comments with regard to perceived ability and achievement levels

Cyberbullying including text or social media bullying

Bullying through remote text messages and social media apps is on the increase and can involve children receiving threatening or disturbing messages from possibly anonymous callers. It is against the rules at Fairholme Primary School for any child to have a mobile phone on their person during the school day. Some children in Year 5/6 who have been

given permission to walk home alone may bring a mobile to school, but it must be handed into the school office first thing in the morning before entering school and collected at the end of the day after leaving the school playground.

This type of bullying can take many forms. The following are just a few examples:

- making fun of another user in an internet chat room
- harassing a user over an instant messaging session
- posting derogatory messages on a user's Facebook or social networking page
- circulating false rumours about someone on social networking websites or in group chats
- publishing lewd comments about another person on a personal blog
- posting unflattering pictures, indecent images, videos and/or written messages with sexually explicit content of another user on the Web
- sexting
- spamming another user with unwanted e-mail messages
- sending threatening or provocative e-mails
- repeatedly calling another person's mobile phone
- purposefully excluding someone from a group chat or app

Feeling safe and happy at Fairholme Primary School



A child-friendly guide to our anti-bullying policy



Feeling safe and happy at school

We want to make sure that you feel looked after, safe and happy when you are in and out of school. Sometimes we don't know if you are upset or worried or if something bad is happening, so you need to tell us.

This guide helps you to understand what bullying is and what you can do if you think you are being bullied or if you notice someone else is being bullied.

We can help you by:

- teaching you about our school values, especially **respect** and **kindness**
- helping you understand what bullying is (and what it isn't)
- teaching you strategies to help you when you fall out with your friends (not bullying)
- helping you know what to do if you are worried, if you feel like you are being bullied, or if you are worried that someone else is being bullied
- making sure you know who you can speak to if you are worried

What is bullying?

Bullying takes place when someone tries to hurt another person on purpose and this is repeated again and again. Think of it as **STOP** which stands for:

Several
Times
On
Purpose

STOP can also
help to prevent
bullying:

Start
Telling
Other
People



A bully will hurt another person, often physically or emotionally, by using behaviour that is meant to **scare**, **hurt** or **upset** that person. Bullying behaviour might make you or someone else feel **embarrassed**, **uncomfortable**, **worried** or **distressed**. People can be bullied in many different ways:

Emotional bullying includes hurting someone's feelings, for example by leaving them out or bossing them about. People can sometimes use emotional bullying to take advantage of you to get their own way by making threats or making you feel like you have to do something for them.

Physical bullying can include hitting, kicking, shaking, biting, hair pulling or purposely hurting someone.

Verbal bullying can include insulting someone because of how they look or because of their personality, and can often go beyond that. People can also use verbal bullying to be racist, sexist or homophobic.

Racist bullying is unkind comments or behaviour towards someone because of their race, skin colour, the country they are from or the religion they believe in.

Homophobic bullying means bullying someone because of their sexuality; calling someone gay or lesbian to hurt their feelings would be homophobic.

Sexist bullying is being rude or unkind to someone because of their gender; bullying someone because they are a boy or a girl would be sexist.

**STOP,
BLOCK,
AND
TELL AN
ADULT**

Cyberbullying includes any kind of bullying which takes place online; cyberbullies might send insulting text messages, make mean comments during gaming, exclude others from a group on purpose to be unkind or share secret information online to hurt someone's feelings.

Bullying is not always done by one person and can often involve a group of people against someone – if you ever see someone being bullied, never join in and always tell a teacher.

Bullying is not:

Bullying is not the same as falling out with friends once or twice, name calling, arguments or when the occasional 'joke' is played on someone. Children do sometimes fall out or say things because they are upset. When occasional problems of this kind arise, it is not classed as bullying.

Friendships and relationships

Any friendship or relationship you have should be **positive** and make you feel **safe, happy** and **comfortable**.



A **negative relationship** might make someone feel **scared, confused, worried** and even **unsafe**. It is really important that you know the difference between a positive relationship and a negative relationship.

Positive friendships and relationships

- You are comfortable around that person
- You can be honest with that person
- You can say how you feel and what you are thinking
- You listen to each other
- You support each other and treat each other well
- You feel safe
- You trust that person
- You do helpful things for each other
- You are never pressurised to do anything that makes you feel uncomfortable
- You feel looked after
- A good friendship will make you feel good and make you smile for a lot of the time



Negative relationships

- The person might push you, hit you or break your things
- The person might tell you what to do, what to wear or who you can see
- You might feel scared – the person might say they will hurt you if you don't do something
- The person might not take no for answer when you say you don't want to do something

- The person might make threats or do harmful things if you don't do what they say, or if you do something they did not want you to do
- The person calls you names, makes you feel bad in front of other people and makes you feel bad about yourself
- The person gets angry easily and you don't know what will make them angry – it might make you feel nervous
- The person might pressure you to do things you don't want to do
- A negative relationship is likely to make you feel worried, upset, scared or uncomfortable most of the time



How do I know if someone is being bullied?

It might be hard for you to know if you are being bullied and you might not really understand it is happening. It is important you can recognise when behaviour is unkind or upsetting. It's also important that you can notice when someone else might be being bullied. Some signs might be:

- Not going to school
- Having injuries, like bruises
- Feeling sad, fed up or low in mood
- Feeling like they can't cope
- Feeling withdrawn or shy
- Getting headaches or stomach aches
- Feeling nervous
- Not being able to sleep or having nightmares
- Feeling panicky or anxious
- Often changing appearance, especially to try and look much older
- Being unkind to someone else

Remember: you can feel all of these things too. Listen to how you feel, and know that these signs could mean you are worried about something or are being bullied.

What can I do if I think someone else is being bullied?



If you think that someone is being bullied, it is important that you help that person. You should never walk away and ignore the problem if you see someone else being bullied or upset, because the unkind behaviour might continue.

If you can, and it is safe to do so, tell the bully to stop, but never get angry or hit them. Tell a safe adult that you trust, such as a teacher, as soon as you've seen someone being bullied. The adult can help to stop the bullying and give their support to the person who is being bullied.

You should never feel scared to tell someone about bullying.

Sometimes, you might not see someone being bullied, but you might be worried about them. You might think they are being bullied by someone you don't know, or someone they have

told you about. It's really important you tell someone even if you are worried, but haven't seen any bullying.

What can I do if I am being bullied?

The first thing you should do is tell someone you trust. This could be a family member, a friend or a teacher.

You can also tell the person bullying you to leave you alone. But if telling them to leave you alone would make you feel too scared or worried that they might hurt you, make sure you tell an adult or a friend so they can help.



You should try not to:

- Do what the person says.
- Let what the person says or does upset you.
- Get angry or hit them.

Always remember that if you are being bullied, it is not your fault, you are never alone and a safe adult will be able to help you.

Who can I talk to?

It is important you tell someone you trust as soon as possible if you are worried about something, if you think you are being bullied or if you think that someone else is being bullied. Speaking to someone like your parent, carer or teacher will mean that we can make sure the abuse stops and doesn't happen again.

People at our school that you could speak to:

- Your class teacher or another adult who works in your year group
- A teaching assistant
- A lunchtime adult
- Miss Bridger
- Miss Spencer
- Mrs Mwangi
- Mr Doyle
- Mrs Harris

What happens if the bullying carries on?

Safe and trusted adults will help to make sure the bullying stops. But sometimes, bullies can be secretive. They might warn you not to tell an adult, or they might try and make you believe that no one can help you. It is important to remember that this is not true. If someone carries on being unkind, you must tell an adult about it again.

Remember, **STOP** stands for **S**everal **T**imes **O**n **P**urpose and **S**tart **T**elling **O**ther **P**eople.

How can I help stop bullying from happening?

We can all help stop bullying at our school by:

- Remembering our school values – especially **kindness** and **respect**.
- Making sure we understand how we can behave respectfully and kindly towards others. It's good to remember that we should treat other people the way that we would like to be treated ourselves.
- Thinking about people's feelings before we say or do something.
- Helping others when they are upset.
- Talking to someone when we are worried.



How to stop bullying and keep our school a bully-free zone



If someone is mean to you, tell them how it makes you feel and tell them to stop. Or tell an adult in school.

The person should stop being mean and you should feel better.

If the same person or people are mean again on purpose then this is more serious. Tell a trusted adult at home or at school. Don't be unkind back because two wrongs don't make a right.

Put a worry in your class worry box or 'Talk to me' box if you prefer but put your name on it so that your teacher knows who to help.

Several Times On Purpose
Start Telling Other People

The unkindness should stop now.



If this unkindness happens again on purpose, it is now bullying. This won't be accepted in our school. Your teacher will talk to a senior member of staff or the Headteacher, who will take this seriously and will talk to you about what has happened. They will help to make sure it stops.

The bully's parents will be contacted by a senior member of staff.

STOP BULLYING