Anti-Bullying Policy | 2020

This policy is taken from the Nottinghamshire County Council Model Anti-bullying Policy and Guidance

The latest set of guidance and a model policy was published in September 2019. This replaces the document produced in 2017.

The document has been updated to take into account the following

- The All together Project - https://www.anti-bullyingalliance.org.uk
- Keeping Children safe in Education 2019 – in particular in relation to peer on peer abuse, contextual education https://www.gov.uk/government/publications/keeping-children-safe-in-education
- Equalities Act 2010 Protected Characteristics- https://www.gov.uk/guidance/equality-act-2010-guidance

It also links anti-bullying work to recent development in Contextual Safeguarding and peer on peer abuse. There is also a separate mention of sexist and sexual bullying which needs to be considered with the context of Harmful Sexual Behaviour.

The document reminds schools about the importance of understanding the protected characteristics of the Equalities Act 2010 when looking at the context of a bullying situation and links anti-bullying work to the new government guidance around teaching about Relationships and Sex Education.

Introduction

At Banks Road Infant and Nursery School we aim to produce an inclusive environment for all pupils which openly discusses differences between people and celebrates diversity.

As a consequence we aim to provide a safe, caring and friendly environment for learning for all our pupils to allow them to improve their life chances and help them maximise their potential.

We expect pupils to act safely and feel safe in school, including that they understand the issues relating to all forms of bullying and that they feel confident to seek support from school should they feel they or others are unsafe.

We would also want parents/carers to feel confident that their children are safe and cared for in school and that incidents when they do arise, are dealt with promptly and well.

The school is aware of its legal obligations including the Equalities Act 2010. We are aware of our role within the local community supporting parents/carers and working with other agencies outside the school where appropriate.

Model Anti-Bullying Policy

Introduction

At Banks Road Infant and Nursery school we aim to provide a safe, caring and friendly environment for learning for all our pupils to allow them to improve their life chances and help them maximise their potential. This includes encouraging open discussion around differences between people and celebrating diversity.

We recognise that a school has a responsibility to have an understanding of the community they serve and to respond to identified concerns including proactively teaching children about potential threats to their health and safety. We will therefore adopt a contextual approach to bullying and peer on peer abuse, working with families and outside agencies where appropriate.

We expect pupils to act safely and feel safe in school, including that they understand the issues relating to all forms of bullying and that they feel confident to seek support from school should they feel they or others are unsafe. We would also want parents/carers to feel confident that their children are safe and cared for in school and that incidents, if/when they do arise, are dealt with promptly and effectively.

The school is aware of its legal obligations including the Equality Act 2010. This means as well as taking into account the context of any concerns which need addressing, we will consider where a pupil may have a protected characteristic. This will include ensuring any action taken by the school has taken into account their needs and that any actions taken by the school do not put the pupil at greater harm.

Policy Development

This policy was formulated in consultation with the whole school community with input from:

- Members of staff
- Governors
- Parents/carers (parent focus groups producing a shorter parent's guide)
- Children and young people – (pupils contribute to the development of the policy through the school council, circle time discussions etc.)

This policy is available

- Online at www.banksroadschool.co.uk
- From the school office

Roles and responsibilities

The Head Teacher – Has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and appointing an Anti-bullying coordinator who will have general responsibility for handling the implementation of this policy.

The Designated Safeguarding Lead in our school is Carole Clemens

Safeguarding is the responsibility of all staff, however all staff, parents and pupils need to be aware of who to report to and how to report any safeguarding concerns.

The Anti –bullying Coordinator in our school is: - Maria Holmes

Their responsibilities are:-

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

The nominated Governor with the responsibility for Anti- bullying (Behaviour) is: - Dave Morris

Definition of Bullying

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.

www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/what-bullying/aba-definition-bullying

Behaviour often associated with bullying

Baiting

Baiting can be used in bullying both on and offline. It can be used to bully someone to get 'a rise' out of them and it can be used to antagonize those who might be bullying others to get them to bully. Sometimes baiting is used secretively to try and get a person to explode in a rage or react negatively/loudly so that they get into trouble.

Banter
The dictionary describes banter as: 'the playful and friendly exchange of teasing remarks'.

Bullying is often justified as being just banter. It may start as banter, but some types of banter are bullying and need to be addressed as bullying.

Types of Banter

- Friendly Banter- There's no intention to hurt and everyone knows its limits
- Ignorant Banter- crosses the line with no intention to hurt, will often say sorry.
- Malicious Banter- Done to humiliate a person-often in public

Peer on Peer Abuse

This can include but is not limited to:-

- Bullying including cyberbullying
- Sexual violence and sexual harassment
- Physical abuse
- Sexting
- Initiation/hazing, violence and rituals

(See Peer on Peer Abuse Policy for full details)

Sexist and sexual bullying

Sexual Harassment –unwanted contact of a sexual nature which can occur on and offline
This behaviour is considered to violate a child's dignity and /or make them feel intimidated, degraded or humiliated and /or create a hostile, offensive or sexualised environment.

Again this needs to be considered by cross referencing with the Peer on Peer policy but the initial response from staff will be the same as any reported bullying incident and dealt with in a contextual way.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying and peer on peer abuse. If the target or alleged perpetrator might be in danger then intervention is urgently required including a safeguarding referral.

What does bullying look like?

Bullying behaviour can be:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
- Indirect - Can include the exploitation of individuals such as false friendships, criminal exploitation, sexual exploitation and radicalization.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Bullying can take place between:
- young people
- young people and staff
- between staff
- individuals or groups

Why are children and young people bullied?

Specific types of bullying include:

Prejudice Related Bullying

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:
- age

- being or becoming a trans person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin, including Gypsy, Roma, Traveller heritage
- religion, belief or lack of religion/belief
- sex /gender
- sexual orientation

These are called 'protected characteristics'.

As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disabilist in nature. We will record these types of bullying, even that which represents a one-off incident.

Other vulnerable groups include

• bullying related to appearance or health
• bullying of young carers or looked after children or otherwise related to home circumstances

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious. There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Prejudice Related Language

Racist, homophobic, biphobic, transphobic and disabilist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or trans, or are perceived to be, or have a parent/carer, sibling, or friend who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are perceived to be different in some way or their friends, family members or their parents/carers are perceived to be different.

In the case of homophobic, biphobic and transphobic language particularly, dismissing it as banter is not helpful as even if these terms are not referring to a person's sexual orientation or gender identity they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

Where does bullying take place?

Bullying is not confined to the school premises. It also persists outside school, on the journey to and from school and in the local community and may continue into Further Education.

The school acknowledges its responsibilities to support families if bullying occurs off the premises.

Cyberbullying

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims.

Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school.

Whilst most incidents of Cyberbullying occur outside school we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other form of bullying.

Cyberbullying can include:-
- hacking into someone's accounts/sites
- Posting prejudice /hate messages
- Impersonating someone on line
- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking
-

We will ensure that our children are taught safe ways to use the internet (see our online safety policy) and encourage good online behaviour.

Reporting and responding to bullying

Our school has clear and well publicized systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders).

- children and young people in school including bystanders
- parents/carers
- all staff and visitors

For each group this should include:-

- To whom should the concern be reported to?
- Will the response be consistent?
- How will it be recorded?
- Are there confidential ways of reporting?
- How are people encouraged to report?

Procedures

All reported incidents will be taken seriously and investigated involving all parties. The staff is aware of and follows the same procedures.

- Interviewing all parties including target, bully and all others involved
- Informing parents/carers
- Consider the context of individual cases including any protected characteristics for target and victim and how this may influence any actions taken
- Implementing appropriate disciplinary sanctions in accordance with the school's Behaviour Policy. These should be graded according to the seriousness of the incident but should send out a message that bullying is unacceptable
- Being clear that responses may also vary according to the type of bullying and may involve other agencies where appropriate
- Following up all reported incidents, in particular keeping in touch with the person who reported the situation and parents/carers to check the effectiveness of actions and reassess if necessary.
- Having a clear complaints' procedure for parents/carers who are not satisfied with the school's actions
- Having a range of follow- up responses and support appropriate to the situation for all involved such as - solution focused, restorative approach, circle of friends, individual work with victim, perpetrator, bystanders and others affected by the bullying, referral to outside agencies if appropriate
- Liaising with the wider community if the bullying is taking place off the school premises i.e. in the case of cyberbullying or hate crime
- Liaise with the DSL if there are any safeguarding issues to consider- who may refer on to the MASH
- Refer to the Nottinghamshire County Council Pathways to Provision and complete an EHAF if appropriate

Recording bullying and evaluating the policy

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be stored by the Head Teacher.

Prejudice related bullying/incidents should no longer be reported to the local authority. However, it is important that we still record these for our own information and to inform planning of interventions.

Information stored in school will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy. This information will be discussed by staff in regular staff meetings

This information will be stored in accordance with GPDR

The policy will be reviewed and updated every two years.

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Strategies for preventing bullying

As part of our ongoing commitment to the safety and welfare of our pupils we at Banks Road Infant and Nursery school have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

Include here your strategies both as part of the curriculum and across the whole school including celebrating good behaviour and achievements.

- Ensuring that the school actively promotes the celebration of difference and diversity as part of their core values
- Anti-Bullying week annually in November and Safer Internet Day in February
- PSHE/Citizenship lessons, drop down days and cross curriculum themes
- Celebration events
- Specific curriculum input on areas of concern such as cyber bullying and internet safety
- Student voice, school council
- Playground Pals and other student lead initiatives

- Reactive programmes for vulnerable groups or groups involved in bullying. For example:
  -
  - Restorative Justice
  - Counselling and/or Mediation schemes
- Small group work Specific initiatives for identified groups such as young people whose first language is not English, SEND/disabled students, children who have been bullied or are displaying bullying behaviour
- Support for parents/carers
  - Parent groups
  - Parent information events/ information-on the school website

- Support for all school staff

  - Staff training and development for all staff including those involved in lunchtime and before and after school activities
  - Encouraging all staff to model expected behaviour
  - Staff training around curriculum delivery of PSHE related curriculum areas

Links with other policies

Policy	Why
Behaviour Policy	Rewards and sanctions, Codes of conduct
Safeguarding Policy	Child protection
E-safety and Acceptable use policy	Cyber bullying and online safety
Equalities policy	Prejudice related crime(homophobia, race, religion and culture and SEN/disability

Confidentiality Policy	Reporting and recording
PSHE/Citizenship	Strategies to prevent bullying
Complaints' Policy	Guidelines to make a complaint if families are not happy with the school's response

NCC Anti-bullying and Online Safety Coordinator:

Lorna Naylor
Anti-bullying and Online Safety Coordinator
Tackling Emerging Threats to Children
Education, Learning and Skills
Children Families and Cultural Services
Meadow House
Littleworth
Mansfield
NG18 2TB
Tel 01158040808
Mob 07904594939

Useful organisations

Anti-bullying Alliance (ABA) - www.anti-bullying.org
Brings together more than 65 organisations with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.
Mencap – www.mencap.org
Mencap is a learning disability charity that provides information and support to children and adults with a learning disability, and to their families and carers.
Stonewall – www.stonewall.org.uk
The lesbian, gay and bisexual charity
Educational Action Challenging Homophobia (EACH) – www.eachaction.org.uk
Educational Action Challenging Homophobia (EACH) is a charity and training agency helping people and organisations affected by homophobia. The website gives guidance, contact details and a freephone helpline.
School's Out – www.schools-out.org.uk
Beatbullying – www.beatbullying.org.uk
Beatbullying is the leading bullying prevention charity in the UK and provides anti-bullying resources, information, advice and support for young people, parents and professionals affected by bullying.
Childnet International – www.childnet-int.org
Childnet International - The UK's safer internet centre

Some useful organisations for schools

The following organisations provide support for schools and parents/carers dealing with specific bullying issues including the social, mental or emotional effects caused by bullying.

The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

The Diana Award: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.

Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

The BIG Award: The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.

Restorative Justice Council: Includes best practice guidance for practitioners

Cyber-bullying and online safety

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifically includes new cyberbullying guidance and a practical PSHE toolkit for schools.

Digizen: provides online safety information for educators, parents, carers and young people.

Internet Matters: provides help to keep children safe in the digital world.

Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

The UK Council for Child Internet Safety (UKCCIS) has produced a range of resources for schools, colleges and parents about how to keep children safe online. This includes advice for schools and colleges on responding to incidents of 'sexting.'

LGBT

Barnardo's: through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying

EACH: (Educational Action Challenging Homophobia): provides a national free phone action line for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyber homophobia.

Metro Charity: an equality and diversity charity, providing health, community and youth services across London, the South East, national and international projects. Metro works with anyone experiencing issues related to gender, sexuality, diversity or identity

Proud Trust: helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training events, campaigns, undertaking research and creating resources

Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

Stonewall: An LGBT equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

SEND

Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

Changing Faces: Provide online resources and training to schools on bullying because of physical difference.

Cyberbullying and children and young people with SEN and disabilities:
Advice provided by the **Anti-Bullying Alliance** on developing effective anti-bullying practice.

Anti-bullying Alliance SEND programme of resources: Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.

Information, Advice and Support Service Network: Every Local area has an information, advice and support service, providing information, advice and support to disabled children and young people, and those with SEN, and their parents.

Mental health

MindEd: Provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young people's mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied.

PSHE Association – guidance and lesson plans on improving the teaching of mental health issues

Race, religion and nationality

Anne Frank Trust: Runs a schools' project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.

Educate Against Hate: provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.

Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism and homophobia

Kick It Out: Uses the appeal of football to educate young people about racism and provide education packs for schools.

Tell MAMA: Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies.

Anti-Muslim Hatred Working Group: Independent members of this group are representatives from the Muslim community and will assist and advise on all relevant issues.

Please note that internal servers may block access to some of these sites. Schools wishing to access these materials may need to adjust their settings

Sexual harassment and sexual bullying

Ending Violence against Women and Girls (EVAW): A Guide for Schools. This guide from the End Violence Against Women Coalition sets out the different forms of abuse to support education staff to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse.

Disrespect No Body: a Home Office led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom.

Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying.

THE POLICY WILL BE REVIEWED ANNUALLY.
DATE OF REVIEW BY GOVERNING BODY: February 2016 March 2017 March 2018 March 2019 March 2020 March 2021
This policy was reviewed and ratified by the Full Governing Board May 2020.   Signed: Chair of Governors_____   Date: _____

BANKS ROAD INFANT AND NURSERY SCHOOL
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SCHOOL BULLYING INCIDENT FORM

School

Date of Incident		Time of Incident	

Nature/Type of Incident (Please Tick)

Extortion		*Personal possessions taken/damaged*	
Isolation/Being Ignored or Left Out		*Forced into something against will*	
Physical		*Written*	
Verbal (Name-Calling, Taunting, Mocking)		*Spreading Rumours*	
Cyber (Email, Internet, Text)		*Other (please specify)*	

Details of Young People involved

	Names	Year Group	Gender	Ethnic Origin Code	Role*
1					
2					
3					
4					
5					
6					

*Role: **V** Victim   **R** Ring Leader   **A** Associate   **B** Bystander

Location of Incident (Please Tick)

Classroom		*School Bus*	
Playground/Yard		*Outside/Around School Gates*	
Corridor		*To/From School*	
Toilet			

If you feel the incident was motivated by any of the following please tick

Appearance		*Race/Ethnic Origin* *	
Disability/SEN		*Sexual Orientation*	
Gender/Sexism		*Home Circumstances including Looked After Childen/Young People*	
Religion			

* Reminder: These incidents should be recorded separately.

Brief summary of Incident

Action Taken
include any exclusions, parental involvement, or involvement with external agencies.
Generally
If appropriate was a CAF used?   YES/NO
With Individuals (as noted on page 1)
1.
2.
3.
4.
5.
6.

Form completed by:	
	Date:

Follow-up	Date

Preventing bullying at Banks Road

How is my child taught about bullying?

Banks Road teaches bullying through direct teaching and through the SEAL (Social & Emotional Aspects of Learning) curriculum, which includes 'Say No to Bullying'. See our school website for more information on our curriculum.

How will my child know what to do if they are being bullied?

Banks Road has systems in place which ensure children who are hurt or upset are able to voice their concerns. These include:
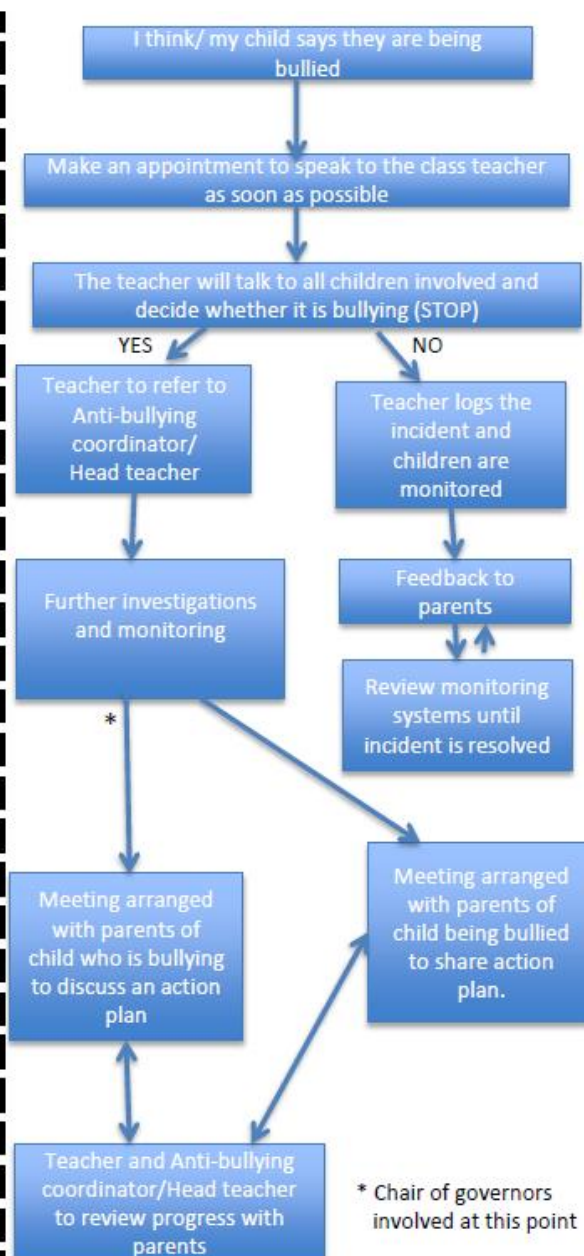
- Raising awareness through the SEAL curriculum
- Nuture groups
- Playtime boxes which enable private time with the teacher
- Playtime buddies (year 2 children)
- Class midday supervisor at lunchtimes(MSA)

What can my child do if they see someone being bullied?

Children can be highly influenced by their peers. The bystander has an important and significant role in bullying. When peers intervene, bullying will stop in less than 10 seconds nearly 60% of the time! At Banks Road children are taught how to be a 'good Samaritan' and have the confidence to intervene when they feel another child is being bullied.

For further information on bullying see the following policies on the Banks Road website Behaviour policy, Anti-bullying policy, child protection and safeguarding policy
www.banksroadschool.co.uk
Useful websites: www.gov.uk/bullying-at-school
www.bbc.co.uk/schools/parents/bullying
www.nhs.uk/livewell/bullying

Flowchart

I think/ my child says they are being bullied

↓

Make an appointment to speak to the class teacher as soon as possible

↓

The teacher will talk to all children involved and decide whether it is bullying (STOP)

YES →
Teacher to refer to Anti-bullying coordinator/ Head teacher
↓
Further investigations and monitoring
*
↓
Meeting arranged with parents of child who is bullying to discuss an action plan
↓
Teacher and Anti-bullying coordinator/Head teacher to review progress with parents

NO →
Teacher logs the incident and children are monitored
↓
Feedback to parents
↓
Review monitoring systems until incident is resolved

Meeting arranged with parents of child being bullied to share action plan.

* Chair of governors involved at this point

Anti-Bullying
Information for parents

This leaflet was develop in consultation with parents.

The Definition of Bullying

Bullying occurs where there is a deliberate intention to hurt or humiliate someone. There is a power imbalance and it is usually persistent.

Several **T**imes **O**n **P**urpose

Bullying can be…

Physical – hitting, kicking, pushing, taking or hiding things.

Verbal – Name calling, teasing, insulting, threats, gossiping.

Emotional – looks, leaving out of groups, ignoring.

Possible signs of bullying (behaviour signals)

- Your child may be scared or upset at the thought of going to school, they may complain of feeling ill in the morning.
- They may come home from school with unexplained bruises or scratches etc.
- Their behaviour might change in different ways i.e. they may become more withdrawn, lack confidence and refuse to say why or they may be aggressive, unreasonable and bully other siblings.

What can you do as a parent if your child shows any of these signs

Ask – What did you do at school today? Who did you play with? Is there anyone at school you don't like? Why? Are you looking forward to school tomorrow?

Listen – Make the time to listen carefully to everything your child is telling you i.e. turn off the TV and give them your full attention. Use toys, puppets or pets to encourage your child to talk. Use faces showing pictures of feelings. Draw pictures with them or get them to draw some of the key parts of their day.

Reassure – Tell your child that you will help them to make the bullying stop by talking to the school.

Discuss a plan with them – Talk about what your child can do straight away, encourage them to tell if anything happens that upsets them. When a plan is made with the school discuss this with your child at home.

Next steps to take

1. Talk to your child and start keeping a record or diary.
2. Contact the school office to make an appointment to see your child's class teacher. Our contact details are **01159179881.**
3. If you are not satisfied make an appointment with the Head teacher/Anti-bullying coordinator.

What to do if your child is the bully

Bullies pick on others as a way of making life better for themselves. They often use bullying as a way of achieving popularity and friends.
If your child has been bullying:

- Stay calm and don't get angry with them – they may be going through a difficult time themselves
- Talk to them about why they are bullying and what they think they could do to stop
- Reassure them that it is the behaviour you don't like not them!
- Work out a way for your child to make amends for the bullying.
- Work with the school to support you in helping to change your child's behaviour.
- Remember to give positive feedback for the good behaviour.