

# Anti- Bullying 2019 Policy

The repetitive, intentional hurting of one person or groups 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.

<http://www.anti-bullyingalliance.org.uk/about-us.aspx>

Although bullying can occur between individuals can often take place in the presence (virtually or physically) of others who become the Bystanders or Accessories.



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## **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.

## **Policy Development**

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

- Members of staff (e.g.regular agenda items at staff meetings)
- Governors (e.g. discussions at governors meetings)
- Parents/carers (e.g parent questionnaire, parent focus groups producing a shorter parent’s guide/leaflet, parent information evenings)
- Children and young people (e.g.pupils contribute to the development of the policy through the school council, circle time discussions etc, Anti Bullying posters designed by children)

This policy is available

- Online at [www.banksroadschool.co.uk](http://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.

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

The 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: - Kaye Brackner

### **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](http://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 secretly to try and get a person to explode in a rage or react negatively/loudly so that they get in to 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.

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### 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

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. If the victim might be in danger then intervention is urgently required.

### **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.

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'.

### **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 transsexual 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, Travellers
- religion, belief or lack of religion/belief

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- 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, and report them to the local authority for monitoring purposes.

**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 transsexual, or are perceived to be, or have a parent/carer or sibling 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 different in some way or their friends, family members or their parents/carers.

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.

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## **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 forms 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.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

## **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).

## **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
- 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

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- Being clear that responses may also vary according to the type of bullying and may involve other agencies where appropriate
- Following up, in particular keeping in touch with the person who reported the situation, parents/carers.
- 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.

### **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 and Anti-bullying coordinator. (Appendix A)

Prejudice related bullying/incidents should be reported to the local authority using the guidelines set out in Nottinghamshire guidelines for schools: Bullying and Prejudiced – related incidents (August 2017) **These should be sent in electronic format, ideally encrypted, with a password sent in a separate email, to [ecas@nottsc.gov.uk](mailto:ecas@nottsc.gov.uk)**

It is no longer necessary however, to submit a termly nil return to the team or complete a specific form. Schools are advised that a simple email to [ecas@nottsc.gov.uk](mailto:ecas@nottsc.gov.uk) stating at the end of the academic year that no incidents have been reported to the school, will now suffice.

Information stored in school will be used to ensure individuals 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 (Weekly ‘Playwatch and termly updates)

This information will be presented to the governors as part of a termly report (see Head Teachers reports to the Governing Board).

The policy will be reviewed and updated every year.

### **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.

As part of the curriculum and across the whole school including celebrating good behaviour and achievements we:

- Ensure that the school actively promotes the celebration of difference and diversity as part of their core values

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- Actively take part in Anti-Bullying week annually in November and Safer Internet Day in February
  - Have PSHE/Citizenship lessons, drop down days and cross curriculum themes.
  - Celebrate events
  - Timetable specific curriculum input on areas of concern such as cyber bullying and internet safety
  - Have an active School council who are part of the GSA family of schools ‘Parliament’
  - Timetable SEAL including Anti-bullying unit and Silver SEAL
  - Are involved in the Healthy Schools Programme
  - Have peer mentoring schemes – e.g. Playground Pals
  - Timetable Nurture by trained TAs
- 
- 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

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

The responsibilities are:-

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### **The role of the teacher and support staff**

All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.

Teachers keep their own records of all incidents that happen in their class, and that they are aware of in the school (Class Behaviour Files). If teachers witness an act of bullying, they will either investigate it themselves or refer it to the Head Teacher. Teachers and support staff do all they can to support the child who is being bullied. If a child is being bullied, then, after consultation with the Head Teacher, the teacher or Head Teacher informs the child's parents.

If any bullying takes place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and sanctions for the child who has carried out the bullying. Time is spent talking to the child who has bullied: explaining why his/her action was wrong, and the child is encouraged to change his/her behaviour in future. If a child is repeatedly involved in bullying other children, we inform the Head Teacher and anti-bullying coordinator. Other staff are made aware to ensure rigorous monitoring of the situation.. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Head Teacher may contact external support agencies.

Members of staff may attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management if necessary.

Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They may use drama, role-play, stories etc. within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere. P.S.H.E. lessons give children the opportunity to discuss a range of feelings and moral issues and teaches them ways of dealing with difficult situations without resorting to bullying or threatening behaviour.

Adults in school have the right to work without intimidation or bullying behaviour from other adults. The school has adopted a 'Code of Conduct' policy which sets out the school's stance on the expected adult codes of conduct in school. It makes clear what staff can do if they are bullied in the work place including, if necessary, making a formal grievance. All staff must sign the Policy to show they agree to abide by the expectations.

### **The role of parents**

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher

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immediately. If they are not satisfied with the response, they should contact the Head Teacher. If they remain dissatisfied, they should follow the school’s complaints procedure, as detailed in the school’s prospectus.

Parents have a responsibility to support the school’s anti-bullying policy, actively encouraging their child to be a positive member of the school.

**The role of pupils**

Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.

Pupils are invited to tell us their views about a range of school issues, including bullying, in pupil questionnaires, during Circle Time / PSHE / Nurture / and at School Council meetings.

**Monitoring and review**

This policy is monitored on a day-to-day basis by the Head Teacher, who reports to Governors on request about the effectiveness of the policy. Class teacher complete records in the class behaviour files which are monitored closely by themselves and the Head Teacher.

This anti-bullying policy is the governors’ responsibility, and they review its effectiveness annually. They do this by examining any recorded incidents of bullying, and by discussion with the Head Teacher. Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.

This policy will be reviewed each year, or earlier if necessary.

**Links with other policies**

<b>Policy</b>	<b>Why</b>
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

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**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](http://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](http://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](http://www.stonewall.org.uk)

[The lesbian, gay and bisexual charity](#)

**Educational Action Challenging Homophobia (EACH)** – [www.eachaction.org.uk](http://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](http://www.schools-out.org.uk)

**Beatbullying** – [www.beatbullying.org.uk](http://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](http://www.childnet-int.org)

Childnet International - The UK's safer internet centre

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**THE POLICY WILL BE REVIEWED ANNUALLY.**

DATE OF REVIEW BY GOVERNING BODY:

February 2016

March 2017

March 2018

March 2019

March 2020

This policy was reviewed and ratified by the Pupil and Personnel committee March 2019.

Signed: Chair of Governors \_\_\_\_\_

Date: \_\_\_\_\_

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**Appendix A**

**SCHOOL BULLYING INCIDENT FORM**

School

Date of Incident

Time of Incident

**Nature/Type of Incident (Please Tick)**

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

**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)**

<i>Classroom</i>	<input type="checkbox"/>	<i>School Bus</i>	<input type="checkbox"/>
<i>Playground/Yard</i>	<input type="checkbox"/>	<i>Outside/Around School Gates</i>	<input type="checkbox"/>
<i>Corridor</i>	<input type="checkbox"/>	<i>To/From School</i>	<input type="checkbox"/>
<i>Toilet</i>	<input type="checkbox"/>		

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

<i>Appearance</i>	<input type="checkbox"/>	<i>Race/Ethnic Origin *</i>	<input type="checkbox"/>
<i>Disability/SEN</i>	<input type="checkbox"/>	<i>Sexual Orientation</i>	<input type="checkbox"/>
<i>Gender/Sexism</i>	<input type="checkbox"/>	<i>Home Circumstances including Looked After Children/Young People</i>	<input type="checkbox"/>
<i>Religion</i>	<input type="checkbox"/>		

\* Reminder: These incidents should be recorded separately.

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<b>Brief summary of Incident</b>

<b>Action Taken</b>	
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:
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Follow-up	Date



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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.

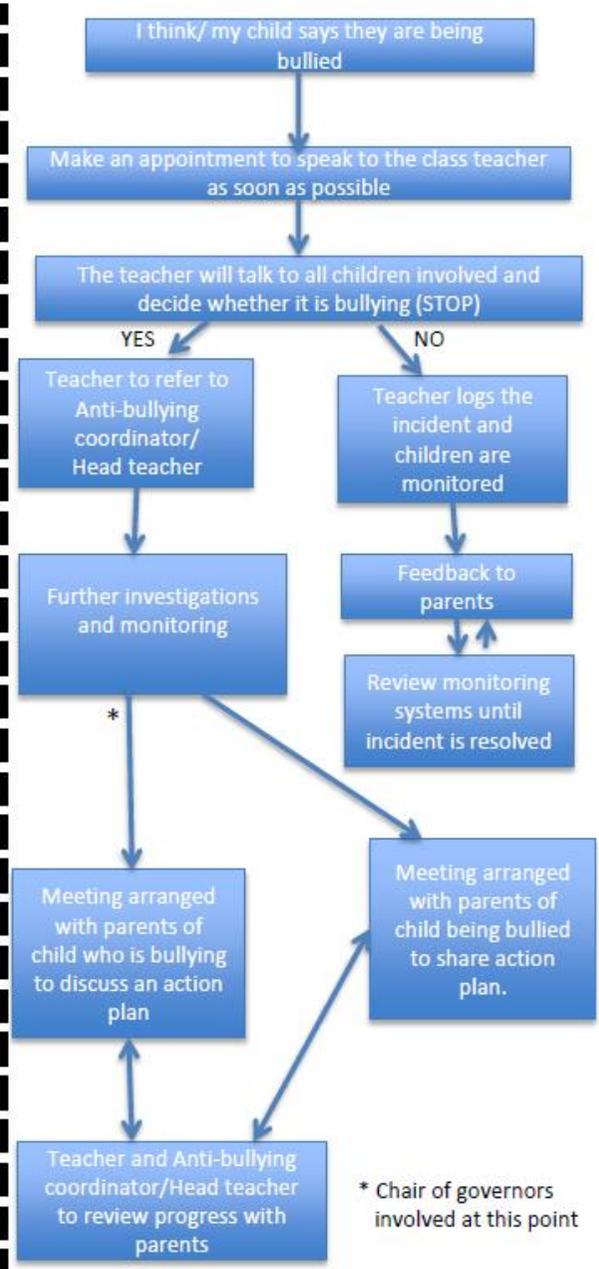
For further information on bullying see the following policies on the Banks Road website Behaviour policy, Anti-bullying policy, child protection and safeguarding policy

[www.banksroadschool.co.uk](http://www.banksroadschool.co.uk)

Useful websites: [www.gov.uk/bullying-at-school](http://www.gov.uk/bullying-at-school)

[www.bbc.co.uk/schools/parents/bullying](http://www.bbc.co.uk/schools/parents/bullying)

[www.nhs.uk/livewell/bullying](http://www.nhs.uk/livewell/bullying)



**Anti-Bullying**  
**Information for parents**



This leaflet was develop in consultation with parents.

\* Chair of governors involved at this point



## 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 Times On Purpose

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.