



A Jewish school where
everyone is welcome

Anti-Bullying Policy

Status	Statutory
Last reviewed	May 2021
Ratified	
Review period	May 2023 (Bi-annual)

Linked Policies

This policy should be read in conjunction with the following policies:

- Managing Relationships and Behaviour Policy
- Safeguarding and Child Protection policy
- Peer on Peer Abuse Policy
- Exclusion Policy (In development)
- Staff Disciplinary Policy
- Staff Code of Conduct

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Statement of Purpose

At Eden Primary, we are committed to providing a caring and safe environment for all pupils without fear of being bullied so that they can learn in a secure, safe and supportive atmosphere. The school will continuously strive to ensure that all members of the school community, both children and adults, are treated with respect and dignity.

Each person in our school will be given every opportunity to develop their full potential with positive regard to gender, ethnicity, religious and cultural background, sexuality or disability. The school is committed to safeguarding and promoting the wellbeing of all children and expects all children and adults participating on our school community to share this commitment.

Bullying is unacceptable, anti-social behaviour that affects everyone. It is taken very seriously at Eden and addressed fully to enable everyone to benefit from the opportunities provided by the school.

We are aware that pupils may be bullied in any school setting and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils, their families and the school staff.

This policy is designed to ensure we are proactive in our approach to bullying, alert to signs of bullying and act promptly and firmly against it.

The purpose of this policy is to provide clear guidelines to all staff, governors and parents about the systems and consequences that are in place to deal with any bullying issues. Every member of the school community (children, parents, staff and governors) has a responsibility to report any incident of bullying which comes to their attention swiftly and these reports will always be taken very seriously.

Legal Framework

The policy takes account of the statutory responsibilities of schools as stated in:

- The Education and Inspections Act 2006
- Independent School Standard Regulations 2014
- The Equality Act 2010 including the Public Sector Equality Duty (PSED) of 2011
- Children Act 1989
- Children and Families Act 2014 (part 3) referring to pupils with SEN.
- SEND Code of Practice 2015: 0 to 25 years
- Keeping Children Safe in Education, DFE, 2020
- Working together to safeguard children, 2015

and summarised in:

- Preventing and Tackling Bullying: Advice for Headteachers, Staff and Governing Bodies, DFE, 2017

- Behaviour and discipline in schools- Advice for headteachers and school staff, DFE, 2016

There are a number of statutory obligations on schools with regard to behaviour which establish clear responsibilities to respond to bullying.

Section 89 of the Education and Inspections Act 2006:

- Provides that every school must have measures to encourage good behaviour and prevent all forms of bullying amongst students. These measures should be part of the school's behaviour policy which must be communicated to all students, school staff and parents.
- Gives head teachers the ability to ensure that students behave when they are not on school premises or under the lawful control of school staff.

The Equality Act 2010

In line with the Equality Act 2010 (which replaces the three previous public sector equality duties for race, disability and gender, and also covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation) it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other act 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

Under the Children Act 1989 bullying should be addressed as a child protection concern when there is 'reasonable cause to suspect that a pupil is suffering or is likely to suffer significant harm.' Where this is the case the school should report their concerns to the Local Authority's Safeguarding team.

Scope of the Policy

This policy includes:

- Bullying of pupils by pupils within school
- Bullying of and/ or by pupils outside of school, where the school is aware of it.

Allegations about bullying of pupils by staff will be dealt with under the school's Code of Conduct for Staff, Staff Disciplinary Policy and Safeguarding and Child Protection Policy (Section 32).

Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an

understanding of what bullying is.

- All governors, teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.

What is bullying?

Bullying is defined as the repetitive and intentional harming or hurtful behaviour of one person or group by another individual or group where the relationship involves an imbalance of power.

Bullying is therefore:

- Deliberately hurtful
- Repeated over a period of time either short or long term
- Difficult to defend against

Bullying may be:

- physical (hitting, kicking, pushing or any use of violence),
- emotional/indirect (being unfriendly, spreading rumours, excluding someone from social groups),
- verbal (name-calling, sarcasm, spreading rumours, teasing),
- racist (racist taunts or gestures),
- sexual (unwanted physical contact, sexually abusive comments),
- homophobic or transphobic (because of, or focussing on the issue of sexuality),
- Cyber-bullying (see below)

Bullying may also be related to religion, culture, social or other differences, SEND, appearance or health condition, weight, home circumstances, sexual orientation, sexism.

Bullying can take place in the classroom, playground, dining room, toilets, on the journey to and from school, on residential trips and in cyberspace. It can take place in group activities and between families in the school community.

Cyber-bullying

Cyber-bullying is an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend himself/herself.

By cyber-bullying, we mean bullying by electronic media:

- bullying by texts or messages or calls on mobile phones
- threatening, abusive, defamatory or humiliating material on websites, to include

- blogs, personal websites, social networking sites, YouTube
- emailing abusive or threatening messages
- hijacking or cloning e-mail accounts
- making threatening, abusive or humiliating remarks in chat rooms or on social media, to include Facebook, Twitter and YouTube.
- Misuse of technology, eg camera and video facilities, Ipad, games consoles.

We will use, as appropriate, the full range of sanctions if pupils bully fellow pupils or if staff are harassed in this way, both in or out of school.

Eden will use its power of confiscation where necessary to prevent pupils from committing crimes or misusing devices and equipment. The power to examine data or files and delete these, where there is good reason to do so, without parental consent, is provided for in the Education Act 2011.

All members of the school community are aware that they have a duty to bring to the attention of the Head any example of cyber-bullying or harassment that they know about or suspect.

Prevention of Bullying

Preventing and raising awareness of bullying is essential in keeping incidents of bullying in our school to a minimum.

Through our policies, communications, meetings and curriculum we ensure that all members of the school community have a good understanding of the definition of bullying.

Eden Primary aims to prevent bullying by:

- Modelling and teaching positive social behaviour
- Creating a purposeful, safe and calm environment and aiming to avoid disruption or opportunities for bullying
- Dedicated assemblies, curriculum and classwork to raise awareness and understanding of bullying so all pupils are clear about the roles they can take in preventing bullying, including the role of bystanders.
- Curriculum activities to develop children's social and emotional skills and develop awareness and celebration of diversity
- Regular class discussions, meetings or circle times to discuss related issues
- Following the PSHE curriculum
- E safety curriculum for children and workshops for parents.
- Annual 'Anti-Bullying Week.'
- Workshops for children and parents run by outside agencies
- Emotional literacy or social skills groups or support for children
- Raising self-esteem for all pupils
- Regular work on diversity, difference and SEND
- Constant monitoring and careful supervision of all school areas, inside and out, to ensure a safe and secure environment is maintained.

- Adapting the school environment, routines and programme to address concerns
- Playground Guidelines
- Involving pupils and parents in promoting respect for all and encouraging the reporting of bullying.
- School and class based displays to promote understanding of the school anti-bullying policy
- Ensuring Eden is a school where children can talk to someone about bullying
- A range of systems to encourage children to report concerns such as circle time, worry boxes, pupil surveys, school council
- Staff readiness to listen, take seriously and act on concerns raised by children or adults
- Regular staff training to ensure a consistent approach, evaluation of the effectiveness of the policy and, where necessary, updating it.
- Early intervention by staff
- Yearly surveys of children, staff and parents.

The **Behaviour and Relationships Policy** is adhered to consistently to develop positive relationships, celebrate and reward expected positive behaviour and to use relevant sanctions and actions to prevent inappropriate and unacceptable behaviour and bullying.

Staff get to know all pupils well and should be aware of issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place. They remain vigilant about bullying behaviours and approach this in the same way as any other category of Peer on Peer Abuse by acting swiftly and raising any cause for concern. Children may not be aware that they are being bullied because they may be too young or have a level of Special Educational Needs or a disability. Children may in some cases find it hard to adequately communicate about bullying they may be experiencing.

Staff must be aware of those children who may be vulnerable pupils; either those who display a propensity to be unkind to others, or those who may be more likely to be a target of unkind behaviour from others.

Staff are vigilant about friendship groups. Friendship groups may bring about the imbalance of power and must be led towards welcoming others to join them and not excluding others from their group. Staff reinforce a general message that children do not have to be close friends with everyone else, but they must be respectful of everyone else's feelings and be kind to each other always.

Children are taught not to be by-standers and to report any incident of bullying they are aware of, preferably to a relevant adult at the school or to their parents, who are then responsible for letting the school know.

Parents and governors are asked not to be by-standers and to report any incident of bullying they are aware of to the Head Teacher as soon as possible

Staff are vigilant about signs of bullying. Pupils who are being bullied may show changes in behaviour such as becoming withdrawn and anxious, feigning illness, taking more absence

than usual or requiring closer contact with adults. There may be evidence in their work behaviours or a lack of concentration. See **Appendix 1** for additional detail.

All school staff should be alert to any signs of bullying and act promptly and firmly against it in accordance with school policy.

We are committed to creating and maintaining an inclusive school ethos in which bullying is not acceptable and we take particular steps to help prevent bullying, including, in addition to those detailed above:

- openly discussing difference eg religion, ethnicity, gender, disability, sexuality or appearance-related difference.
- openly discussing different family situations, such as looked after children or children who may be carers
- teaching children that any prejudice-based language is unacceptable
- including in staff training, help to understand the needs of vulnerable pupils, those with health difficulties, Special Educational Needs and/or disability, and lesbian, gay bisexual and transgender (LGBTQ+) pupils
- planned work with police, social services and Child and Adolescent Mental Health Services (CAMHS) as appropriate

Eden Primary takes part in Anti-bullying week each year. Anti-bullying work forms part of the planned programme of PSHE work in every year group.

Dealing with Reported Incidents of Bullying

All incidents of bullying reported or witnessed that occur in our school are taken seriously and dealt with urgently and consistently.

A pupil or parent may report an incident to any member of staff.

As well as watching out for the signs of bullying, staff will encourage children to feel safe and secure when reporting bullying, whether they are the subject of the bullying or if they see it happening.

The responsibility for ensuring all incidents are consistently dealt with lies jointly with the class teacher and the Head Teacher, who is in charge of the recording and overseeing of incidents. This may be delegated to the Deputy Head Teacher or Inclusion Lead when needed.

Each bullying incident will be treated according to the individual case and a method of resolution will be determined that fits the individual situation.

Our approach to dealing with bullying is closely related to the procedures for dealing with unacceptable behaviour outlined in our Managing Behaviour and Relationships Policy. Incidents of bullying are considered unacceptable behaviour and the relevant sanctions from our behaviour policy will be triggered as well as additional action plans.

The following steps will be taken when dealing with incidents of bullying:

- If an incident of bullying is suspected or reported the incident will be dealt with immediately by the member of staff who has been approached.
- This member of staff will immediately (within the same working day or early the next day if needed) gather information from the person who reported the incident using the checklist in Appendix 2
- A clear account of the incident will be recorded on CPOMS and the Head Teacher (or another member if SLT in her absence) will be immediately alerted.
- The Head Teacher or a delegated member of SLT assigned to the case will then investigate and interview/counsel all concerned and record all further information and discussion on CPOMS. See Appendix 2: Investigating a Bullying Incident.
- Parents or carers of those involved will be kept informed
- Measures to stop the bullying behaviour will be used as appropriate in consultation with all parties involved.
- Involvement and advice of appropriate outside agencies may be sought
- The Head Teacher will decide on a plan of action, including consequences, sanctions, restorative measures and behaviour support plans, which will be shared on CPOMS and with the children involved, the class teacher, parents and all other relevant adults.
- Regular monitoring will occur after the incidents to ensure it is not continuing. After an incident / incidents have been investigated and dealt with, each case will be monitored by the Class Teacher and an assigned member of the Senior Leadership Team to ensure repeated bullying does not take place.

Sanctions and Consequences

Any agreed sanctions or restorative measures will be implemented not only to resolve the situation but to ensure that all children and members of the school community see that bullying behaviour is unacceptable. This will be done in a way that protects and supports all individuals, and respects confidentiality where appropriate.

The following consequences may be applied for bullying behaviours (See Managing Behaviour and Relationships Policy):

- Reminders of the school rules of Ready, Respectful and Safe, what the rules mean and a clear explanation of why the behaviour does not comply with the school rules

- Warnings: verbal reprimand
- Meeting with a member of staff to discuss what has happened, agree next steps and repair any damage
- Discussion with Head Teacher/Deputy Head Teacher/Inclusion Lead and parents
- Apologising verbally or in writing
- Reflecting on behaviour verbally or in writing
- Restorative conversations between all parties involved, those harmed and those who have harmed.
- Exclusion from certain areas of the school premises and certain activities, privileges or parts of the school day
- Agreed Positive Strategies Plan to support an individual with their behaviour
- Risk Assessment
- Additional teaching of expected behaviours with a member of staff
- Regular meetings with HT, DHT or Inclusion Lead
- Regular meetings/conversations with parents
- Interventions with relevant agencies
- Internal exclusion outside the child's class with another member of staff, in another class or with a member of SLT
- Fixed term or permanent exclusion where there is a risk of serious harm to others

Children Who Have Been Bullied

The consequences or sanctions related to incidents of bullying will be made clear to the child or children who have been bullied and where relevant to the rest of the class.

Children who have been bullied will have immediate and regular opportunities to discuss the experience with a member of staff of their choice.

Opportunities for restoring self-esteem and confidence will be provided.

Continuous support will be offered and the SLT and teachers will consider how best they can support anyone who has experienced bullying through for example emotion coaching,

regular check-ins, opportunities to develop and strengthen social skills and self-esteem, developing strategies to speak up and feel stronger.

All efforts will be made to reassure and support those who have experienced bullying.

Where deemed necessary a safety plan and/or Risk Assessment will be put in place.

Intervention will be put in place to support and empower pupils who have experienced bullying and to avoid developing a view of themselves as victims.

Those affected by bullying must feel supported and protected: swift resolution must be found for the problem and where possible and appropriate children should be reconciled.

Children Who Bully

Children who bully will be required to engage in conversations about what happened and their involvement in bullying behaviours. It is important to clearly establish the wrong doing and the need to engage with all steps to stop the bullying behaviours and change attitudes.

Parents will be expected to fully engage to help support a change of attitude and behaviour.

Eden will also work from the perspective that children's behaviour is explicable and communicates underlying concerns or issues. A child who is bullying is often telling us something about their own situation. It is important to understand and help the child to solve his or her own difficulties. This involves appropriately chosen consequences or sanctions together with strategies, guidance and care. Punishment alone is not an effective tool.

In some cases, outside agencies may be requested to support the school or family in dealing with a child continually demonstrating unacceptable behaviour towards others. e.g. police, counsellor, psychotherapist.

In serious cases (this is defined as children displaying an on-going lack of response to sanctions, no change of behaviour by the child who is bullying and an unwillingness to alter their behaviour choices and attitudes), support from behaviour outreach, counselling, reduced timetables, or even fixed-term or permanent exclusion will be considered.

If a child is bullying is due to his/her SEND the school may seek support and advice from external agencies to help manage this situation and to determine the most appropriate consequences and sanctions.

Recording and Reporting

All incidents that are reported will be recorded in writing by the school in CPOMS.

The Safeguarding Governor will be informed at monitoring visits/meetings of any incidents of bullying recorded in CPOMS along with sanctions, consequences and next steps. Confidentiality will be maintained.

Governors will be informed about incidents of bullying as part of the termly report to the Governing Body.

Role of Teaching Staff

- To support all children in their class and establish a climate of trust and respect for all.
- To create a calm, purposeful and safe classroom environment.
- To take all forms of bullying seriously and intervene to prevent incidents from taking place or continuing.
- To deal with issues immediately according to policies.
- To record all incidents in CPOMS and communicate in a timely and efficient manner with the Head Teacher.

Role of the Head Teacher

- To be responsible for embedding anti-bullying and discrimination awareness in policies and practices of the school.
- To oversee the implementation of the school anti bullying policy and strategies.
- To set a school climate of mutual support and respect that is friendly and welcoming.
- To ensure all staff are aware of school policy and how to deal with incidents of bullying.
- To ensure that all children understand what bullying is and that it is unacceptable behaviour.
- To make children aware of the nature and impact of bullying.
- To ensure that all parents know what bullying is and how to support the children and the school.
- To use assemblies as methods of preventing bullying and responding to incidents
- To develop curriculum to prevent and address bullying.

- To ensure that children, parents and governors are actively encouraged to immediately report any incident of bullying to responsible adults working in school.
- To report to the Governing Body on incidents of bullying and the effectiveness of the policy.

Role of Parents and Carers

- Parents have an important part to play in supporting the anti-bullying policy. They are expected to fully support the school's policies on behaviour and anti-bullying to ensure consistency and effectiveness of support and strategies used.
- The school will inform parents of the school's behaviour and anti-bullying policies and of ways they can support their child and the school. (see Appendix 3: Ways that parents and carers can support the Anti-Bullying Policy)
- A copy of the anti-bullying policy is available on the school website.
- Parents have a responsibility to understand and use appropriately the terms and definition of bullying set out in our policy.
- Parents should contact their child's class teacher immediately if they are concerned that their child or any child might be being bullied or suspect that their child or any child might be showing or engaging in bullying behaviour.
- Parents are expected to actively encourage their children to be positive and kind members of the school community.
- Parents are required to work closely with the school and co-operate fully should their child be exhibiting bullying behaviours.

Role of Governing Body

- The Governing Body (GB) supports the Head Teacher in attempts to prevent and eliminate bullying.
- Members of the GB understand the definition of bullying.
- The GB does not accept bullying in the school and ensures that any incidents of bullying are taken very seriously and dealt with appropriately.
- The GB monitors incidents of bullying that occur and reviews the effectiveness of the school's policy
- The GB requires the Head Teacher to keep accurate records of all incidents of bullying and report to the GB about the effectiveness of the anti-bullying policy on request and on the number of incidents termly at FGB meetings

- The GB responds as soon as practical to any request from a parent to investigate incidents of bullying. Governors are aware of the school policy and know how the school deals with incidents of bullying. The GB may ask the Head Teacher to conduct an investigation and report back to the Chair of Governors.

Monitoring and Evaluation of this Policy

The policy is the result of continuous consultation with pupils, parents and governors, staff discussion, auditing of behaviour and training. It reflects best practice and current practice within the school and is in line with the school's values, ethos and approach to managing relationships and behaviour.

The policy will be regularly evaluated and updated in terms of implementation and effectiveness to ensure that it fully reflects school practice, changing context and needs and follows statutory advice.

This Anti-Bullying Policy will be reviewed by the Head Teacher and Full Governing Body or Achievement Committee every two years.

Evidence used for monitoring and evaluation will include:

- Regular slot in SLT meeting every week devoted to analysis of behaviour and bullying incidents
- Senior leaders and school staff regularly evaluate the impact of the Anti-Bullying policy and take steps to address any issues found. This includes six weekly auditing of incidents of bullying in SLT meeting
- Whole school objectives are detailed in the School Development Plan each year. Clear records are kept of shorter term goals and the progress that is being made towards these. Objectives are addressed in assemblies, classroom activities, weekly staff briefings and staff training, and through parent meetings and consultations.
- The HT reports incidents of bullying to the GB every term to include numbers of bullying incidents.
- Class and whole school record keeping systems analysis and evaluation
- Classroom and lesson observations and learning walks
- Playground and communal space observations in all areas of the school
- Behaviour and relationship management including anti-bullying will often be included as a target in staff appraisal.
- Regular CPD, staff training and discussion
- Surveys of pupils, staff and parents including annual surveys, regular surveying of and discussion with children, gathering feedback from parents, parent partnership groups, meetings with EPG reps, etc.
- Safeguarding and SEND records and logs on CPOMS
- Governor visits and conversations with staff and pupils.
- Case studies

Appendix 1: Signs and Symptoms of bullying

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school or begs to be driven to school
- doesn't want to come to school
- is alone all the time
- is not doing well in school
- doesn't want to talk to anyone
- is aggressive
- shows unusual behaviour
- appears depressed
- becomes withdrawn anxious, or lacking in confidence
- cries themselves to sleep at night or has nightmares
- starts stammering
- feels ill in the morning
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- is bullying other children or siblings
- stops eating
- starts swearing or using aggressive language for no apparent reason
- is frightened to say what's wrong
- gives improbable excuses for any of the above

These signs and behaviours **could** indicate other problems, but bullying should be considered a possibility and should be investigated.

Appendix 2: Checklist for staff investigating an incident of bullying, a discriminatory incident or ongoing bullying behaviour

- What is alleged to have happened, from the perspective of all those involved?
- Who was involved – is there or are there apparent targets? If so who is it/are they?
- In what way did the targets suffer?
- How did the incident start? Was it spontaneous or premeditated?
- When did the incident take place?
- Where did the incident take place?
- Who witnessed the incident (pupils, parents, staff and others)
- Who reported it to whom and when?
- Is there any background to this incident?
- Is there any other reason for considering this to be bullying behaviour?

- Why does the reporter or investigator of the incident perceive this to have been a bullying incident?
- To what extent did the incident affect others?
- What was the response of the target(s) if such exist?
- What does/do the target(s) wish to see resulting from the investigation?

Appendix 3: Ways that parents and carers can support the Anti-Bullying Policy

DO look out for unusual behaviour in children - be aware of the signs of bullying.
DO take an active role in your child's education; ask how their day has gone, who they have spent their time with, etc.

DO tell us straight away if you are worried your child may be the target of bullying.

DO tell us straight away if you think your child may be bullying another child

DO reassure your child it is not their fault if they are being bullied

DO reassure your child that sharing information will be dealt with sensitively to prevent any escalation of bullying

DO encourage and support your child to share information about bullying they have seen towards others so as not to be a bystander

DON'T use the term bullying too readily unless you are sure that what is happening fits the definition; an incident of unkindness is not bullying

DON'T approach another child directly about their behaviour.

DON'T involve siblings in the incident.

DON'T encourage your child to fight back.

DON'T approach other parents directly. Deal with it through the school.

DON'T share bullying information about particular children with groups of parents or publicly malign a particular child

Appendix 4: Advice for children

What can you do if you are being bullied?

Wherever you are in school, you have the right to feel safe. Nobody has the right to make you feel unhappy. If someone is bullying you, it is important to remember that it is not your fault and there are people who can help.

- Try to respond assertively by saying , 'When you...I feel....I would like you to...'
- Be confident - stand up to them, look at them directly in the eye, tell them to stop and mean it.
- Stay with your friends in a group
- Walk away as quickly as you can.
- Tell someone you can trust – it can be a teacher, a teaching assistant, another member of school staff, a parent, a friend, a brother, a sister or a relative
- Ask a friend to go with you when you tell someone

- When you tell an adult about the bullying give them as many facts as you can such as What? Who? Where? When? Why? How?
- Keep on speaking out until someone listens and helps you.
- Never be afraid to do something about it
- Don't suffer in silence.
- Don't blame yourself for what is happening.
- Call a helpline

What can you do if you see someone else being bullied?

Ignoring bullying is irresponsible. Don't be a bystander. Staying silent means the person bullying may continue bullying and gives them more power. There are ways you can help without putting yourself in danger.

- Don't rush over and try to deal with things yourself
- Don't join in.
- If it is safe to do so, encourage the bully to stop bullying
- If you can, let the bully know you do not like their behaviour
- Shout for help
- Let the person who is having difficulty know that you are nearby and watching/listening.
- Tell a member of staff as soon as you can
- Try and befriend the person being bullied
- Encourage the person to talk to someone and get help, you can offer to go with them
- Ask someone you trust about what to do.