



Anti-Bullying Policy

Audience	Classroom based staff Parents Pupils Governors
Co-ordinated by	A Woodcock / K Sullivan / V Powell / P Broadridge
Date written / reviewed	June 2025
Approved	Full Governing Board – 3 June 2025
Date of next review	June 2027
To be reviewed by	Inclusion deputy / PSD lead
Associated Governing Body Committee	Curriculum Committee

Introduction

This policy sets out Greswold's preventative and reactive strategies to deal with bullying. Greswold's policy is consistent with the DfE's (Department for Education) Preventing and Tackling Bullying (July 2017). This policy pays due regard to the new statutory guidance on Relationships, Relationships and Sex Education and Health Education (2019) (last update September 2021). It also pays due regard to the Equality Act 2010 and the Public Sector Equality Duty, guidance for public authorities (December 2023). This policy applies to all members of the school community. It applies within the school building and school grounds. It also applies to members of the school community when on visits outside school, including residential visits.

Definition

Bullying is the use of aggression with the intention of hurting another person. The definition of bullying adopted by Greswold is based on the guidance from Preventing and Tackling Bullying published by DfE (July 2017). This defines bullying as follows:

'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.'

The four main types of bullying are:

- physical (hitting, kicking, theft)
- verbal (name calling, racist remarks)
- indirect / emotional (spreading rumours, excluding someone from social groups)
- cyber-bullying (via text messages, social media, gaming or other online activity)

Anti-Bullying Policy

Bullying may be motivated by:

'prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.'

The terminology to be used when referring to incidents of bullying is:

- person (or child) who is bullied, target of bullying (rather than 'victim');
- witness or bystander;
- person doing the bullying/using bullying behaviours (rather than 'bully').

Consultation

The whole school community have been involved in formulating this policy. Before formulating this policy, the children's perceptions of what constitutes bullying and the types of people who demonstrate bullying behaviours were sought by means of pupil discussions. *Their experiences of bullying, where incidences had occurred, were also sought through our HRBQ online survey (last carried out in 2022)* Staff and Governors were also given the opportunity to have input into the policy.

Aims and Objectives

At Greswold we aim to create a caring atmosphere where everyone feels happy and feels safe. Through the procedures set down in this policy and the teaching outlined, we aim to:

- Develop in children the attitudes and values that will prevent bullying behaviour occurring.
- Develop the children's social, emotional and behavioural skills to deal with incidents of bullying and keep them safe.
- Ensure a consistent school response to any bullying incidents that may occur.
- Address legal obligations concerning bullying which rest with the school.

Relationships, Relationships and Sex Education and Health Education (2019) Statutory Guidance

Our curriculum complies with the statutory guidance issued in July 2019. This states that pupils must know:

Respectful Relationships

- *That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.*
- *About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.*

Anti-Bullying Policy

Online Relationships

- *That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.*
- *The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.*

Mental Wellbeing

- *That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.*
- *Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).*

Internet Safety and Harms

- *That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.*

Implementation and Teaching Resources

PSD lessons are used to raise awareness of the Anti-Bullying Policy amongst pupils and our school values of BRICKS (Belonging, Respect, Independence, Curiosity, Kindness and Success) are also used to reinforce children's understanding of bullying and how to combat it. As part of a planned PSD scheme of work, the nature of bullying is explored with the children– what it is; how it feels; why people bully; how we can prevent and respond to it; and how children can use their social, emotional and behavioural skills to tackle this crucial problem.

The main formal teaching about bullying occurs in the second half of the Autumn Term to coincide with National Anti-Bullying Week in November. To promote positive behaviour and encourage positive relationships in school, our anti-bullying week has developed into Kindness Week, which is often linked the yearly national theme. The main resource used to teach the children about bullying is the Jigsaw scheme of work, however the PSD lead and class teachers also use other resources in support of this. 'Celebrating Difference' is the key unit in which children learn about bullying. This resource ensures a whole-school approach with clear progression throughout. Below is outlined the focus in each year group:

- Foundation Stage – A focus on belonging/celebrating similarities and differences and standing up for myself
- Year 1 – What is bullying and what can I do about it?
- Year 2 – Why does bullying happen and standing up for myself
- Year 3 – Being a witness to bullying and what I can do
- Year 4 – Understanding bullying – how it feels to be a target and to witness bullying

Anti-Bullying Policy

- Year 5 – Racism, rumours and name-calling and the difference between direct and indirect bullying
- Year 6 – Disability, power struggles and why people might bully

Over the course of the week, in addition to developing their understanding of bullying, the children are given opportunities to consider what being kind involves and the benefits of being kind to one another.

As new resources become available, the PSD Subject Leader will aim to purchase those deemed suitable.

Roles and Responsibilities

The implementation of this policy is the responsibility of all members of the school community.

The Head Teacher:

- Has a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and staff and to bring these procedures to the attention of staff, parents and pupils at least once a year.

Class Teachers are responsible for:

- Dealing with incidents of bullying in their class by following the procedures set down in this policy.
- Logging any incidents of bullying on SIMS.
- Keeping records of any incidents of bullying using the 'Bullying Incident Form' (see appendices and sending a copy to the Head Teacher.
- Communicating with parents about incidents of bullying.
- Informing the Head Teacher or her representative of cases of bullying.

Pupils are responsible for:

- Complying with the Behaviour Policy which does not permit bullying behaviours.
- Telling a parent, teacher or another member of staff if they feel they are being bullied or witness an incident of bullying.

Parents / Carers are responsible for:

- Informing the school if they think their child is being bullied or is using bullying behaviours.
- Working with the school to support their child when incidents of bullying occur.
- Supporting the school staff's implementation of this policy.

Governors are responsible for:

Anti-Bullying Policy

- Supporting the Head Teacher in all attempts to eliminate bullying from our school. This includes supporting action taken against pupils who bully others.

Monitoring and Review

The PSD Subject Leader will review this policy ~~annually~~ every two years in conjunction with the Senior Leadership to ensure it reflects current practice. The impact of the policy upon pupils will be reviewed by several measures:

- Monitoring incidences of bullying reported by members of staff.
- Structured discussions with members of the School Council.
- Responses to a specific question in the annual questionnaire to pupils focusing on if they feel safe.

Anti-Bullying Policy

Identifying Incidents of Bullying

As outlined in the 'Definition' section, bullying can be physical, verbal or indirect / emotional and it can also take place online (cyberbullying). It can be perpetrated by a single person or a group.

Examples of bullying behaviour include:

- Name calling.
- Malicious gossip.
- Damaging or stealing property.
- Coercion into acts they do not wish to do.
- Violence and assault.
- Pinching/kicking.
- Jostling.
- Teasing.
- Intimidation.
- Extortion.
- Ostracising.

It is important to recognise difference between bullying and unkind behaviours such as bossiness and boisterous behaviour.

Bullying • Often focused on a younger, smaller or more timid child, increasingly relying on threat and force. • Wilful, conscious desires to hurt, threaten and frighten.	Bossiness • Bossing whoever is around at the time. • Usually grows out of it as they mature and learn social skills
Bullying • Play spoiling other children's activities, showing violence and hostility. • Rough intimidating behaviour.	Boisterous behaviour • More natural, uncontrolled - not vindictive - high spirits, not unfriendly

Cyberbullying

Cyberbullying includes bullying via text message, via instant-messenger services and social network sites, via online gaming, via email, and via images or videos posted on the internet or spread via mobile phone. It can take the form of any of the previously discussed types of bullying, i.e. technology can be used to bully for reasons of race, religion, sexuality, disability, etc.

Growing evidence is emerging and UK studies indicate that one in five children have experienced at least one form of cyberbullying (Census 2021). 60% of children and young people have witnessed some form of cyberbullying although most have done nothing about it. Prolonged campaigns of harassment can occur aimed at both pupils and staff.

Anti-Bullying Policy

There is some evidence of a strong transition in cyberbullying; those who have been bullied can go on to do the bullying themselves.

Sexual Harassment

In the 'Review of Sexual Abuse in Schools and Colleges' (Ofsted 10th June 2021) it has revealed that sexual harassment and online sexual abuse are prevalent among children and young people to the point that 'it needs addressing for all children and young people. It recommends that schools, colleges and multi-agency partners act as though sexual harassment and online sexual abuse are happening, even when there are no specific reports.'

The review recommends that all children need support to understand about puberty, healthy sexual development and healthy relationships; to recognise harmful sexual behaviour; to learn about consent, and to feel confident that their school is a safe environment where they can confidently share any concerns.

Schools have a legal duty* to create an environment where sexism is not tolerated; where personal space of students and staff is respected; where sexist language and comments are challenged; and where students and staff feel empowered to say no to any unwanted touch.

**6 - Under the Equality Act 2010 schools as public bodies must eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act.*

Causes of bullying

The reasons a child chooses to bully another are varied, but may include:

- They may think that it is just a bit of fun.
- They may not have been taught that it is wrong to bully others.
- They are unhappy at school or elsewhere.
- They have been encouraged to bully by their friends.
- They have themselves been bullied in the past.
- Prejudice against particular groups.

How to identify bullying

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Staff should be aware of signs that a child is being bullied.

Other signs may include:

- Appearing withdrawn.
- Deterioration of work.
- Spurious illness.
- Isolation.
- Desire to remain with adults.
- Erratic attendance.

Anti-Bullying Policy

- General unhappiness/anxiety/fear.
- Late arrivals.
- Bed wetting (mentioned by child or carer).

Staff

Members of the school workforce suffering from or concerned about bullying are advised to speak to their line manager or another appropriate senior member of staff. They can also contact their trade union or professional association for support and advice. For more guidance about cyberbullying see the DfE document 'Cyberbullying: Advice for head teachers and school staff' (DfE 2014).

Responses to Incidents of Bullying

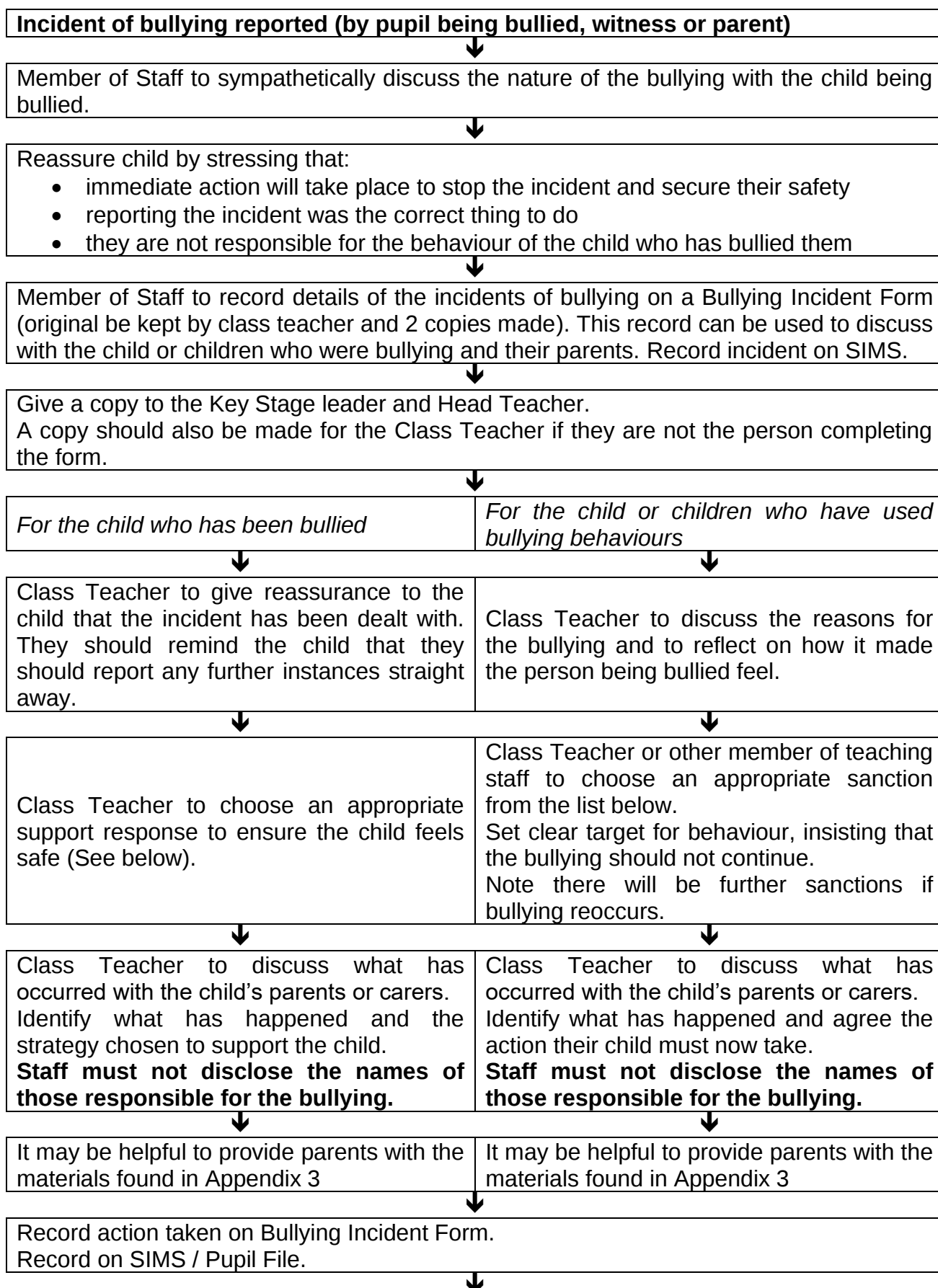
All incidents of bullying will need to be dealt with on an individual basis. When a member of staff receives information, either directly or indirectly, that a child may have been the victim of a bullying incident, this report will be taken seriously and investigated. The response will reflect the nature and seriousness of an incident of bullying. For all incidents, the procedure below should be followed. Note that 'Member of Staff' is used to refer to the person dealing with the incident. This will normally be the child's Class Teacher but could equally be another member of teaching or non-teaching staff.

Restorative Justice

This approach is not just a behaviour management tool but is part of the school's ethos. The goal is to place value on relationships and focus on repairing relationships that have been injured. The victim and the wrongdoer have the opportunity to share with one another how they were harmed, as victims, or how they will work to resolve the harm caused, as wrongdoers. The focus is on mutually respectful relationships. Restorative practices allow individuals who may have committed harm to take full responsibility for their behaviour by addressing the individual(s) affected by the behaviour. Taking responsibility requires understanding how the behaviour affected others, acknowledging that the behaviour was harmful to others, taking action to repair the harm, and making changes necessary to avoid such behaviour in the future.

Anti-Bullying Policy

Please note that this diagram only covers incidences of bullying between children.



Anti-Bullying Policy

One week after the incident

For the child who has been bullied	For the child or children who have bullied
↓	↓
Class Teacher to check if the child feels safe and if there have been any further incidents. Remind the child that they should report any further incidents.	Class Teacher to remind the child / children about the incident. Review behavioural target and give praise for positive action e.g. trying to get along. If there have been further incidents, more serious disciplinary responses may be needed. See below.
↓	↓
Check with parents to see if they feel their child is feeling safe. Encourage them to come in again if any instances reoccur.	Give feedback to the parent about how their child is managing their behaviour.

If Parents are not happy with how the school deals with incidences of bullying, please see our Complaints Policy.

Anti-Bullying Policy

Support responses (For the child who has been bullied)

There are a number of strategies that can be set in place to support the child who has been bullied. The nature of support will depend upon the child and the nature of the incident. Class Teachers can consider one of the following strategies:

- Restorative Justice
- Discussion / counselling with Learning Mentor.
- Befriending with another child.
- Assertiveness training which could be delivered by Learning Mentor.
- Creation of a support group or 'Circle of Friends'.
- Peer mediation.
- School-based mediation between the perpetrator and the person being bullied (provided this does not increase the person being bullied's vulnerability).

Disciplinary responses (For the child or children who have done the bullying)

In all incidences of bullying, parents will be informed. For more serious incidents, the formality of the meeting will increase and senior staff will also be involved.

If incidents of bullying reoccur, or are of a serious nature, the following actions may be taken:

- Restorative Justice
- Debits, progressing to
- Child kept in at playtime for a given period, progressing to
- Child put on report, progressing to
- Child's parents requested to meeting with Class Teacher and Key Stage Leader to discuss the bullying behaviour, progressing to
- Removal of privileges (e.g. School Visits, Clubs, Discos), progressing to
- Child's parents requested to meeting with Class Teacher and Head Teacher to discuss the bullying behaviour, progressing to
- Temporary exclusion, progressing to
- Permanent exclusion.

Our response can start at any level according to the seriousness of the incidents.

Where incidents occurring outside school, but concerning our pupils, come to our attention, parental involvement plays an even more important role.

Anti-Bullying Policy

Appendix 1: Bullying Incident Form

Before filling out this form please think – is it bullying? Is the incident:

An ongoing issue? [] Deliberate? [] Involving an imbalance of power []

Bullying involves all of these three features

		Name / Names	Class
The pupil / pupils that has been bullied:			
The pupil / pupils that have been using bullying behaviours:			
Witness / witnesses to the behaviours (if appropriate):			
Name of person completing form:		Date:	/ /
Types of bullying behaviour involved:			
Physical (e.g. hitting, kicking, theft) []	Verbal (e.g. name calling, racist remarks) []	Indirect / emotional (e.g. spreading rumours, excluding someone from social groups) []	Cyberbullying (please state type) []
A brief description of the bullying incidents:			
Approximately how long has this been going on for:			
Has this been reported to a member of staff before?			
If so, when?		To who?	
Action to be taken:			

Anti-Bullying Policy

Copy to: Head Teacher, Key Stage Leader, Class Teacher, Pupil's File

Anti-Bullying Policy

Appendix 2: Advice for parents

This appendix has some useful information for parents to help them deal with incidents of bullying. The information has been drawn from a number of sources which are credited in the text. The advice is that of the respective author and, while in-keeping with Greswold's policies and ethos, has not been written by Greswold staff.

Suggestions for information teachers may pass onto parents

All information for parents *pages 11-19*

For parents who are seeking general information about bullying *pages 11-12*

For parents who want help identifying the signs of bullying *page 13*

For parents who want advice about what to do if their child is being bullied *pages 14-15*

For parents who want advice about what to do if their child is using bullying behaviours *pages 16-18*

Useful websites for parents *page 19*

Please note that this policy may be passed on to any member of the school community if they want clarification as to how we deal with bullying.

Anti-Bullying Policy

Information about Bullying

At Greswold we aim to tackle bullying by trying to prevent it from happening in the first place and by tackling it consistently, fairly and effectively when it does. The activities that your child will be doing at school over the next few weeks are part of this preventative work, and will help all the children to understand what bullying is, how it feels and what to do if it happens to them or they see it happening.

In this school we believe that bullying is deliberately unkind behaviour (which can include physical hurting, threatening behaviour and intimidation – including such means as anonymous notes and texts, leaving people out, putting people down, rumour-spreading and deliberately embarrassing and humiliating others). Not all unkind behaviour is bullying, however. The key characteristics that turn unkindness into bullying are:

- that it is repeated and goes on over time;
- that it is deliberate and not accidental;
- that it involves the person doing the bullying having some sort of power over the person experiencing the bullying (either because they are bigger, stronger, have more friends or have something the other person wants).

Most children both use and experience bullying behaviour at one time or another and, of course, all children can change their behaviour.

We know that there are three groups of children involved in any bullying that goes on: the child who gets bullied, the child or children doing the bullying, and the children who watch the bullying – the witnesses.

Examples of bullying behaviour include:

- Name calling.
- Malicious gossip.
- Damaging or stealing property.
- Coercion into acts they do not wish to do.
- Violence and assault.
- Pinching/kicking.
- Jostling.
- Teasing.
- Intimidation.
- Extortion.
- Ostracising.

Anti-Bullying Policy

What to do to help your child – some general suggestions

- Make time to talk about friendships, social life, schoolwork and so on when your child is feeling relaxed and open and will not interpret your interest as intrusive. Remember that children like and need some private time and space.
- Watch out for signs of changes in their attitude to school attendance or work, frequent headaches or tummy aches, unexpected and unusual anger or crying, being unusually withdrawn, or other behaviours.
- Keep the channels of communication open but don't pressurise your child – let them take their time and use their own words.
- If your child tells you that they are unhappy because someone is unkind to them or bullying them, do listen carefully and make sure they understand that you care how they feel and take it seriously.
- Make sure that your child understands that there is nothing wrong with them and that you respect them for being brave enough to tell someone.
- Try not to suggest that your child becomes different from how they are, for example by being more assertive, or fighting back. They may feel that they are not good enough 'as they are' and this is not true. They need to know that it is the children doing the bullying who have to change their behaviour.
- If you are concerned, make an appointment to visit your child's teacher. We will take your concerns seriously, listen to what you have to say, support and help your child and act within our anti-bullying policy. When we have found out about what has happened, we will tell you what we have found out and what we have done to help your child.

Anti-Bullying Policy

How could I tell if my child is being bullied?

When a child is being bullied their behaviour often changes. Adults often consider changes in a child's behaviour to be linked to growing pains. However, there are a number of quite distinctive signs that a child is being bullied, including any one or more of the following.

- bruises
- broken or missing possessions
- becoming withdrawn – not talking, or spending more time alone
- changes in eating habits
- changes in behaviour – becoming aggressive at home
- sleeping badly
- complaining of headaches or stomach aches
- wetting the bed
- worrying about going to school
- suddenly doing less well at school

Taken from <https://www.bullying.co.uk/advice-for-parents/how-to-spot-the-signs-of-bullying/>

Try to avoid jumping to conclusions. Most of these symptoms could have another explanation which is not linked to bullying, for example a child may lose possessions if they do not look after them. However, it is often the **change in behaviour or a number of the symptoms** occurring that would indicate bullying may be the cause. Something else could be bothering your child, for example a new baby. Talking to your child will help you to determine if this is the case.

Anti-Bullying Policy

What should I do if my child is being bullied?

If you think your child is being bullied, it is best to ask them directly. However, it is also important to remain calm and allow your child the time and space to talk about what is happening for themselves. Even if your child doesn't tell you that they are being bullied, reassure them that you will always be there to help them.

- Remain calm.
- Encourage your child to talk about what is happening.
- Be there for your child. Listen to them.
- Take the bullying seriously. The problem may be easy to sort out, and it may even seem trivial to you, but you need to let your child know you are on their side.
- Reassure them that it's not their fault and that you love them. Talk together about what you can both do to stop the bullying
- Don't blame (either yourself or your child). It's happened, now's the time to deal with solving the situation positively.
- You may wish to encourage your child to discuss the matter with their teacher themselves or make contact yourself to make them aware of the problem. The sooner this is done, the sooner we can start working on a solution.
- When talking to a teacher, try to address the issue calmly. It's natural to feel angry but there isn't any point in being confrontational with the teacher. Discuss the problem and try to come to a resolution. If you feel the issue isn't being dealt with effectively, you may need to contact a more senior member of staff.
- If your child tells you about being bullied, keep a record of every incident, noting down what happened with dates and times. This will be useful evidence to take to school if the bullying continues.

Adapted from <https://anti-bullyingalliance.org.uk/tools-information/advice-and-support/advice-parents-and-carers/how-can-i-help-my-child-if-they-are>

Bullying can be a difficult subject for children to talk about. Try to take a gentle approach.

Your child may deny being bullied. This could be an excuse not to talk about it. Or it could also be because she or he feels guilty about making a fuss over 'nothing', or that they 'deserve' it in some way. Let your child know that no child deserves to be bullied, and that:

- threats
- verbal abuse
- racist or sexist name calling
- being left out and ignored; or
- any harassment

are all forms of bullying, as well as the physical ones like kicking or hitting.

Your child may be afraid to say anything in case the bullying gets worse. 'Don't tell' is a threat often used in bullying or other abusive behaviour. Reassure your child that asking for help is not telling tales and that you will not do anything too hasty.

Your child may be too distressed to talk about it. Try to avoid pumping the child for too much information all at once as this could make matters worse. Say you know that bullying

Anti-Bullying Policy

can be very upsetting. Let your child know that you want to help, and are willing to listen any time she or he wants to talk.

It may be that your child does not feel able to talk to you. This is not a rejection of your help but they may find it easier to talk to someone who is not involved.

You may feel distressed yourself. Bullying can be very upsetting for parents as well as for children. It's OK to say to your child that you feel upset or angry about the bullying, but try to stay calm so that your child feels supported - your child is more likely to open up if feeling supported.

Taken from <https://www.familylives.org.uk/>

Tips for building your child's self esteem

- Listen to your children – value their feelings and opinions.
- Accept and acknowledge feelings and needs – yours and theirs.
- Take time to be with your child and focus on them.
- Value your children for who they are and show you love them.
- Give them choices and responsibility they can manage.
- When something upsets you make it clear that it's their actions that are the problem and not them.
- Appreciate what they do

Anti-Bullying Policy

What should I do if my child is bullying others?

If you find out that your child is bullying others, it's likely to be a shock. Do try to stay calm, though, so you can get to the bottom of what's going on.

- Discuss what has been going on with your child and find out their side of the story. Children bully for a number of reasons. It may be that they are being bullied themselves, or he may be trying to get attention or become popular with a group.
- Help your child to understand how their actions are affecting other children. You may need to talk about this over a period of time. They need to know that bullying is totally unacceptable.
- If the bullying is happening at school, talk to your child's teacher to get a better picture of what is going on and what can be done.
- If there are other children involved in the bullying, they may be putting pressure on each other. It may help to speak to their parents - they will probably be as anxious as you are to put an end to the problem.

Adapted from <https://childmind.org/article/what-to-do-if-your-child-is-bullying/>

If you think your child is bullying other children it is important to:

- Remain calm.
- Don't condemn your child, but try to quietly find out what is happening, and why. (see below)
- Condemn your child's bullying behaviour, but avoid labelling your child a 'bully'.
- Ask your child if they understand the harm they may be causing, including any possible consequences to themselves.
- Talk to your child's teacher as soon as possible.
- Seek help and support to resolve any underlying issue(s).
- Co-operate with the school about their behaviour. Arrange for regular reports to update you on your child's progress.
- Ensure that your child apologises to everyone who was affected by their behaviour.
- Set positive goals for your child, praise them when they achieve these and reward good behaviour.

There are a number of different traumas children may experience in their lives, any of which may lead to them bullying other children for a short period of time and possibly a lot longer if the issue(s) remain unresolved.

These may include:

- Arguments between parents.
- Parents getting divorced.
- Death of a relative or someone close to them.
- Being bullied by a brother or sister.
- Being bullied by other children.
- Watching disturbing films/programmes on TV or video (meant for adult viewing).

Anti-Bullying Policy

Other reasons why children exhibit bullying behaviour may be:

- An inability to make friends or maintain friendships.
- Being used to getting their own way at home, but not at school.
- Schoolwork is not challenging them enough.
- They are behind with their schoolwork.
- They have friends who are part of a bullying gang and don't want to be bullied themselves.

Taken from <https://www.bullying.co.uk/advice-for-parents/>

Suggestions:

Try to avoid calling your child a 'bully'. The more people 'label' a child as a bully, the more she or he will think of themselves in this way and the harder it is for him or her to change his or her behaviour.

Be clear that you love your child - it is the bullying behaviour you want changed. Explain how you feel, for example:

'When you call X names, I feel angry and upset because you are hurting someone. I would like you to stop the name calling.'

Discuss with your child how they think they might change their behaviour and what help they might need to do so. If they are part of a group who is bullying they may be under pressure and worried that they will be bullied too.

Sometimes, addressing the cause helps to change the behaviour. There are many reasons for bullying behaviour.

A child may not know any better - young children, especially, need to be told that hurting another child is not acceptable. Help them learn that using threats or force is not the way to get what they want.

Older children need to be told that:

- name calling
- nasty teasing
- spreading rumours about someone
- ignoring someone all the time

are all forms of bullying, as well as physical things like kicking or hitting or damaging possessions. This is done in school, but can be reinforced by parents.

Sometimes children who bully don't even realise the anguish they are causing to others. Help your child develop empathy - that is, a feeling of what it might be like for others. Being sensitive to your child's needs will help him or her learn about being sensitive to others.

Anti-Bullying Policy

They may be copying older brothers or sisters or other relatives they look up to. Try to set a good example yourself and, if necessary, help your child find positive role models to follow.

Bullying is sometimes attention-seeking behaviour. Show your child approval just for being who they are, take an interest in them and show that you notice them when they are doing kind and positive things, not just when they are being 'naughty'.

It could be a cry for help - your child could be deeply frustrated with school work and might be taking it out on others. She or he could be struggling with a condition such as dyslexia, for example, that has not been diagnosed. Support him or her in getting the help he or she needs from the school.

Your child could be feeling very unhappy or insecure. Talk through any family problems that may be affecting your child.

Children who bully are often suffering from low self-esteem. Give your child love and reassurance rather than hostility or criticism and do things that will help build his or her self-esteem, such as making her or him feel special or giving him or her small jobs or tasks in the home or garden that will help him or her feel a sense of achievement.

Some children who bully are of above average intelligence and good at wielding power and manipulating people. Help your child develop team and leadership skills by using their abilities in a more useful direction such as through sport or other activities.

You may not be surprised that your child has been accused of bullying because they have been aggressive to you or their brothers and sisters for sometime. Now it seems to be getting worse because they are aggressive in school. It is fine to seek help to sort this out for you and your child.

Taken from <https://www.familylives.org.uk/>

Anti-Bullying Policy

Useful websites

If you would like further advice, the following organisations offer a range of support.

Anti-Bullying Alliance

Information for school staff, young people and parents. They organise the national anti-bullying week and provide materials to support schools in their delivery.

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

Anti-bullying Network

Information sheets for young people, parents and school staff as well as information and links to relevant organisations.

www.antibullying.net

Bullying UK

Sections on advice for parents, pupils, teachers and youth workers, legal advice, school projects, problem page for children and young people, mobile phone bullying, racist bullying, safety in cyberspace, help for bullies, tips, links, sample letters, anti-bullying policies, outside-school issues, advice from a governor, guidelines from National Association of Head Teachers and DfES.

Tel: 0808 800 2222

www.bullying.co.uk

Childline

24-hour helpline for children and young people in the UK. Also teachers' packs, quizzes, stories, information sheets, policy and campaign information.

Tel: 0800 1111

www.childline.org.uk

Kidscape

Frequently asked questions on bullying for children and young people, information and training for parents and professionals, anti-bullying policies and related guidelines, peer support schemes, publications and links.

Tel: 020 7730 3300

www.kidscape.org.uk

Family Lives

Support for anyone parenting a child and for professionals, wide range of topics, training, information for children (7–11) and for young people (11–16), quiz, factsheets, leaflets, other publications, news.

Tel: 0808 800 2222

<http://familylives.org.uk/>

Anti-Bullying Policy

Appendix 3: Acknowledgements

Parts of this policy are adapted from the following sources:

- TeacherNet
- Bottisham Primary School
- Milton Primary School
- Wokingham District Council
- Thursby Primary School
- St. Bede Primary School

Anti-Bullying Policy