

ANTI-BULLYING POLICY

This policy covers all pupils including the Early Years Foundation Stage (EYFS)

INTRODUCTION:

St David's School is committed to eradicating bullying by acting firmly whenever evidence of bullying is found.

This policy applies to all pupils and all members of the School community irrespective of their age or whether or not a pupil is in the care of the School when/if bullying behaviour occurs. Staff must be aware that bullying can happen both inside and outside of school and online.

This policy takes account of current legislations and guidance including:

[Independent Schools Statutory Regulations 2019](#)

[Working together to Safeguarding children 2023](#)

[Public Order Act 1986](#)

[The Malicious Communications Act 1988](#)

[The Children Act 1989](#)

[Protection from Harassment Act 1997](#)

[The Communications Act 2003](#)

[DfE guidance 'Preventing and Tackling Bullying](#)

[The Equality Act 2010](#)

[The Education and Inspections Act 2006, 2011](#)

[The Education \(Independent School Standards\) Regulations 2014](#)

[Keeping Children Safe in Education 2025](#)

[Searching, screening and confiscation in schools \(2023\)](#)

[When to call the Police: Guidance for Schools and Colleges](#)

DEFINITION OF BULLYING FOR PURPOSES OF THIS POLICY:

There is no legal definition of bullying, however, it is [usually defined as](#) behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation
- often involves an imbalance of power

A good way to remember this is with the acronym S.T.O.P. - several times on purpose.

AIMS:

- To make clear the school's zero tolerance approach to bullying
- To ensure that pupils feel safe from bullying
- To ensure that staff and pupils can recognise bullying behaviour
- To outline procedures for reporting, recording and managing incidents of bullying
- To outline the School's response to bullying, in terms of both the sanctions applied and the support available.
- To outline the School's anti-bullying strategy, which is designed to both ensure that incidents are reported and dealt with appropriately, and to reduce incidents of bullying
- To provide staff and pupils with strategies for identifying, preventing and dealing with aspects of bullying.

STATEMENT:

Bullying will not be tolerated in any form at St David's School. Pupils are encouraged to speak out if they are being bullied or aware of someone who is being bullied. All allegations of bullying will be investigated, whether they occur in or out of school, and where there is evidence it has taken place (e.g. corroborating witness statements), sanctions will be applied.

The Positive Behaviour Policy will be followed with red cards given and appropriate follow up sanctions, depending on the severity of the bullying. Sanctions can include internal exclusion, missing after school activities, suspension or expulsion if there are aggravating factors or the behaviour is repeated after lower level sanctions have been applied.

Some behaviours outlined in this policy may, by some, be considered to be harmless 'banter' or 'just having a laugh'. St David's School rejects this characterisation and will respond with sanctions as outlined in this and our Behaviour policies.

At St David's School, we respond to and record as bullying incidents where hurtful behaviour is repeated. The exception to this is that in incidents where discriminatory language used (e.g. racist, homophobic, misogynistic slurs), the School will sanction after one incident.

Bullying behaviour which continues after a sanction or a warning about that behaviour is of particular concern, and liable to serious sanctions.

SPECIFIC AREAS OF RESPONSIBILITY:

Governing Body

The Board of Governors will ensure that the School has a policy, and this is known to all members of staff. The Board of Governors will also ensure that bullying is prevented in so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy. The Governors monitor the implementation and effectiveness of the policy through regular Educational and Welfare Committee updates.

Head Teacher

The Head Teacher has a legal duty to draw up procedures to prevent bullying among pupils and will:

- Ensure that all staff have an opportunity to discuss strategies and review them
- Determine the strategies and procedures
- Discuss development of the strategies with the School Leadership Team
- Ensure appropriate training is available
- Ensure that the procedures are brought to the attention of all staff, pupils and parents/guardians

Pastoral Assistant Head will:

- Be responsible for the day-to-day management of the policy and systems
- Arrange relevant staff training including anti-bullying strategies
- Report to the Head Teacher as appropriate
- Keep the SLT and relevant form teachers informed of all incidents
- Report annually to the Governing Body to review the effectiveness of the policy
- Be responsible for liaising with staff over all incidents involving pupils
- Be involved in any agreed strategy to achieve a solution
- Work with Form Teachers to support pupils who have been targets, perpetrators and witnesses, as necessary
- Communicate with parents in relation to any bullying concerns relating to pupils or support the Form teacher to do this
- Investigate, record and complete a follow up of each incident or work with other colleagues to do so

Deputy Head Teacher/other SLT Members will:

- Be responsible for ensuring that the School's positive strategies are implemented
- Know the School's procedures and deal with any reported incidents.
- Liaise with parents and other colleagues in order to enact the procedures outlined in this policy

Teachers and Teaching Assistants will:

- Be responsible for ensuring that the School's positive strategies are implemented
- Know the School's procedure and deal with any reported incidents
- Be responsible for liaising with staff over incidents involving pupils in their class or classes they teach
- Be involved in any agreed strategy to achieve a solution
- Participate in the anti-bullying programme in the PSHE Jigsaw Scheme of Work as required
- Be aware of how anti-bullying is taught within the curriculum
- Be observant and ask pupils what is happening to them
- Deal with incidents according to this Policy
- Never let any incidences of bullying pass by unreported, whether on-site or during an off-site activity

TYPES OF BULLYING

Bullying may take various forms, including but not limited to:

TYPE	EXAMPLES MAY INCLUDE
Physical	The threat of or use of violence of any kind e.g. kicking, hitting, pushing, and physically intimidating behaviour or interference with personal property.
Verbal	Teasing, name calling, mockery, insults, use of discriminatory language. This can be online, in person, or both (see Cyber-bullying below).
Psychological/Emotional	Excluding/ostracising someone from a group, activity, or place, spreading rumours, or humiliating someone. This can be online, in person, or both.
Cyber-bullying	Using digital technologies to scare, anger or shame those targeted. It can take place on social media, messaging platforms, gaming platforms and mobile phones. Examples include spreading lies about or posting embarrassing photos* or videos of someone on social media, sending hurtful, abusive or threatening messages, images or videos via messaging platforms or impersonating someone and sending mean messages to others on their behalf.
Sexual harassment**	This may include making inappropriate comments about appearance and attractiveness, uninvited propositions, uninvited touching and using innuendo or inappropriate imagery (e.g. showing pornographic material). This can be online, in person, or both.
Racist	Where bullying behaviour focuses on race, ethnicity, nationality or culture. This can be online, in person, or both.
Misogynist	Hostility and abuse directed towards women and girls, such as negative stereotypes, comments about inferiority, and sexist slurs. This can be online, in person, or both.
Homophobic	Bullying directed at someone who is or is perceived to be lesbian, gay, bisexual or trans (LGBT). This can be online, in person, or both.

*note that the sharing (sending or posting online) of nude or semi-nude images, videos or live streams including in group chats or in direct messages, is a criminal offence. By sending an explicit image, a young person is producing and distributing child abuse images and risks being prosecuted, even if the picture / video is taken and shared with the permission of those involved. This behaviour constitutes a safeguarding concern for both the pupil who has distributed this content, any pupil receiving it and those in the photo(s) / video(s) concerned and must be reported immediately to the Designated Safeguarding Lead. Further details on these matters can be found in the Online Safety policy. The School reserves the right to review electronic material held or accessed by any pupil including their email account and their mobile electronic device.

**note that uninvited touching may constitute sexual assault and should be reported immediately to the Designated Safeguarding Lead for further investigation. Likewise, 'upskirting' (taking a photo under someone's clothes) has been a criminal offence since 2019 and must be immediately reported to the Designated Safeguarding Lead for referral to external agencies.

FURTHER INFORMATION ABOUT BULLYING

Bullying may take many forms. It can involve manipulating a third party to tease or torment someone, or actions that fall short of direct participation, where someone encourages others to bully, or joins in with laughing at a target.

Bullying is often hidden and subtle. It can also be overt and intimidating and often involves an imbalance of power between the perpetrator and the target whether that be a physical, psychological or intellectual imbalance, or by the perpetrator having the capacity to socially isolate the target. Bullying can sometimes amount to child-on-child abuse, which is defined as abuse by one or more pupils against another pupil.

Bullying is often motivated by prejudice against particular groups and may involve actions or comments regarding a person's race, religion, gender, sexual orientation, special education needs or disabilities (SEND), or because of a child's familial circumstances, such as they are adopted, in care or that they have caring responsibilities. Bullying may be motivated by actual differences between pupils, or perceived differences. For example, bullying can still be homophobic if directed towards a pupil that is perceived to be gay, whether or not this is the case.

Bullying can have a significant psychological, emotional, and/or physical effect on a target causing damage to self-esteem and confidence. The **persistent** use of unkind comments or actions which may seem trivial in isolation but that, taken together, create a climate where the target feels unworthy, inferior, or excluded can also have a harmful effect.

While this policy focuses mainly on the bullying of pupils by other pupils, it is recognised that bullying can happen anywhere and at any time and can involve anyone - pupils, other young people, staff and parents.

All staff should understand, that even if there are no reports of bullying it does not mean it is not happening, it may be the case that it is just not being reported. Bullying and suspected bullying of pupils must always be reported to the relevant form teachers or members of the SLT.

If staff have any safeguarding concerns regarding bullying (see below), they must speak to the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL).

Signs of Bullying

Signs of bullying can be difficult to interpret as many of them are the same as signs of other stress related difficulties. Changes in behaviour that may indicate that a pupil is being bullied include:

- Poor attendance or unwillingness to attend school (known as Emotionally Based School Avoidance).
- Displays of excessive anxiety, becoming withdrawn or unusually quiet, disruptive or aggressive.
- Failure to produce work, or producing unusually poor work, or work that appears to have been copied, interfered with or spoilt by others.
- Books, bags, money and other belongings suddenly go "missing", or are damaged.
- Change to established habits (e.g. giving up music lessons, change to accent or vocabulary, changes to sleep pattern).
- Diminished levels of self-confidence.
- Frequent visits to the office with symptoms which may relate to stress or anxiety, such as stomach pains or headaches.
- Having unexplained injuries, such as cuts and bruises or giving an odd explanation about how injuries happened.
- Choosing the company of adults rather than other pupils.
- Often being seen alone.
- Self-harm.
- Suicidal thoughts or comments.
- Running away from away from home or school.

Although there may be other causes of some of the above symptoms, bullying should be considered as an explanation, and appropriate investigation of this possibility by pastoral staff (e.g. Form Teacher, Pastoral Assistant Head or SLT).

SAFEGUARDING AND WORKING WITH EXTERNAL AGENCIES

A pupil's behaviour towards another may be of such a nature that safeguarding concerns are raised. It is also possible that a crime may have been committed.

The School's policy and procedures regarding Child on Child abuse are set out in the Child Protection and Safeguarding Policy and in our Child on Child Abuse Policy. If there are safeguarding concerns about a pupil's welfare, because they are the target or perpetrator of bullying, these must be reported to the Designated Safeguarding Lead or Deputy in accordance with the Child Protection and Safeguarding Policy. In these cases, the Designated Safeguarding Lead will consider, in discussion with the Safeguarding Team,

whether a referral should be made to external agencies, such as the police/children's social care, in line with the advice in Keeping Children Safe in Education, and the National Police Chiefs' Council's advice for schools on when to call the police.

The School will always treat a bullying incident as giving rise to a child protection concern when there is reasonable cause to believe that a pupil (whether target or perpetrator) is suffering or likely to suffer significant harm.

BOUNDARIES

Section 90 and 91 of the Education and Inspection Act of 2006 states that the school disciplinary power can be used to address pupils' conduct when they are not on school premises; therefore, bullying incidents occurring off the School premises will be investigated and acted upon if reported to school staff.

Where any form of cyber-bullying affects another pupil in the School or may bring the reputation of the School into disrepute, the School reserve the right to be involved whether the electronic material was produced within the School or outside. Pupils must be aware that some forms and levels of cyber-bullying are illegal, and the School will inform the police when necessary.

ANTI-BULLYING STRATEGY

Our response to bullying does not start at the point at which a pupil has been bullied. We take the following proactive preventative measures in order to create an inclusive, respectful environment which reduces the likelihood of bullying, ensures that all members of the community can recognise and report it, and which includes pupil voice to ensure staff have a full understanding of the pupil experience.

Staff Training

Staff undertake training on bullying and there are regular reminders of the action required in response to an incident of bullying.

This includes the recognition that certain pupils may be more at risk of bullying than others and may require additional support when dealing with an incident of bullying.

New staff induction includes the requirement to read the Anti-Bullying Policy and information about how bullying should be reported is shared as part of this process.

Staff Expertise

We have a strong and experienced pastoral team of Teachers, Teaching Assistants, Support Staff and Senior Leaders at St David's School. Staff are trained to handle any incidents as an immediate priority and are alert to possible signs of bullying and know when to apply our Child Protection and Safeguarding policy to bullying incidents.

We also benefit from the expertise of our ELSA practitioner and a trained School Counsellor who are an important part of our pastoral support service, providing specialist skills of emotional literacy, assessment and counselling.

Behaviour Management and Supervision of pupils

All teachers have, or are supported to, develop strong behaviour management skills and this means pupil behaviour in lessons is very good. Techniques such as seating plans are used to ensure behaviour is good, but also that a target and perpetrator can be separated in the classroom where necessary.

All staff on the duty rota provide active supervision while on duty, and all staff are alert for possible poor, unkind or bullying behaviour as they move around the school while undertaking their job role. Staff understand that they must intervene and/or report any incidents they witness or suspect.

Anti-bullying Education

Assemblies, House Assemblies, Form Time and PSHE lessons cover topics such as how to recognise and respond to bullying. Pupils are regularly reminded about how to report concerns around bullying behaviour or discrimination.

Education includes the essential role that bystanders play in either perpetuating or reducing the incidence and impact of bullying depending on whether they step in/report the incident or not. Pupils who witness bullying are encouraged to report this by speaking to a member of staff.

At St David's School, our School Values help to guide pupils to embody the core characteristics of the St David's Way and find their SPARK:

Strength - We work hard to be the best version of ourselves

Perseverance - We always keep trying to achieve our goals

Ambition - We aim high and embrace challenge

Respect - We are responsible and kind

Knowledge - We are curious and ask questions.

As a school, we use Zones of Regulation for pupils to identify their emotions and develop strategies to manage these. The assembly programme also supports anti-bullying education, particularly in Anti-Bullying Week (in the Autumn Term) which is championed by our Unity Dragons – our ambassadors who promote diversity, equality, inclusion and wellbeing.

Trend Analysis

At St David's School, all reported incidents of bullying are logged within a bullying log by the Headteacher. Those which meet a safeguarding threshold are also recorded on MyConcern. This log allows data about trends to be drawn out and analysed so as to enable staff to actively respond to live concerns/patterns of behaviour.

Pupil Voice and Leadership

Pupils are frequently reminded of who can support them should they be concerned or need to report an incident. Pupil voice is used to build understanding of positive relationships and interactions. In addition, pupils in Forms 3-6 have access to a Wellbeing room on Google Classroom which allows them to report any worries digitally and they undertake an annual survey which further explores their wellbeing.

Emotional Support for Pupils

Emotional support is available from form teachers, subject teachers and SLT. Additional pastoral support includes ELSA and referral to an external counsellor. Further support from external support services, such as CAMHS, can also be sought with consent and agreement from families. The Pastoral Assistant Head co-ordinates all required support.

RESPONDING TO AN INCIDENT OF BULLYING: PROCEDURES FOR STAFF

This section covers the procedure staff must follow in response to witnessing bullying, suspecting bullying, or receiving a report or allegation of bullying from a pupil, parent or other member of the community.

All incidents of bullying or suspected bullying must be reported to the Pastoral Assistant Head. This should happen as soon as possible, and certainly within 24 hours during term time. If any member of staff believes that the incident raises a safeguarding concern about any pupil, this must be reported to the Designated Safeguarding Lead immediately.

When an incident is reported, the pupil's Form Teacher will carry out an investigation to establish what has happened. The investigation will be overseen by the Pastoral Assistant Head/Deputy Head/Head Teacher if necessary.

During the investigation, depending on the age of the pupil, staff will either ask the pupil to give a verbal account which will be recorded as told to a member of staff, or a pupil will provide a written account. Members of staff who have witnessed an incident or had a report of an incident will also be asked to provide a written statement.

When speaking to a pupil who may have been the target of bullying, members of staff should be sensitive to their worries, and ensure the conversation takes place somewhere that other pupils cannot hear it. The member of staff should listen carefully, avoid asking leading questions and make written notes during or immediately afterwards, recording the pupil's exact words where possible. The target should be offered reassurance that things will get better and that they were right to report the bullying.

When speaking to a pupil who may have been the perpetrator of bullying, members of staff should be sensitive to their worries, and ensure the conversation takes place somewhere that other pupils cannot hear it. The pupil should have the opportunity to give their own account of the incident in a supportive environment.

Staff are to fill in the 'Allegation of Bullying/Child on Child Abuse' form (see Appendix A) and write a full account of the allegation/incident, actions and resolutions. A pupil or witness's account may be attached if supplied. This report is to be completed even if it is a single incident (rather than 'repeated' as in the definition

of bullying) as this enables the school to identify patterns of behaviour and ensure the single incident does not become the first of a series. This report is to be kept by the Form Teacher and Pastoral Assistant Head. Copies of the report are also to be given to the Head Teacher as soon as possible, preferably on the same day.

Sanctions will be applied in line with this policy and the Positive Behaviour policy. The perpetrator will also be supported to reflect on their actions, for example through discussion with a member of staff about kindness and respect. The school values SPARK help to shape these discussions.

Further actions may be implemented via a behaviour support plan which are personalised and designed to support both the perpetrator and the target, with the aim of changing the bullying behaviour.

The parents of the perpetrator(s) and target(s) will be notified about what has happened and kept updated on any actions by a member of staff involved in the investigation, most likely the Deputy Head or Head Teacher.

Restorative justice may be used sensitively with permission from both the pupils and parents of those involved.

In a case where a target is so distressed or worried that they cannot fully report an incident, or their comments indicate that going forward with school policy on addressing the behaviour would put them at risk, and they cannot be reassured sufficiently to overcome these fears, this should be recorded as a safeguarding concern and the advice of the Designated Safeguarding Lead sought. The response to this is likely to involve discussion with the target's parents and actions to support their emotional health and wellbeing in school (e.g. referral to counsellor, support by pastoral staff), as well as reminders about sources of support outside of school such as Childline.

All incidents of bullying will be recorded within the bullying log by the Head Teacher. Issues regarding pupils will be raised in staff meetings under the Pastoral agenda item and monitored closely by all staff in both lessons and during less structured times in the school day. The Pastoral Assistant Head/Deputy Head/Head Teacher will monitor and evaluate whether any actions taken have been effective in stopping the bullying as well as to check on whether the target needs further support. Should there be a safeguarding concern, the Designated Safeguarding Lead will also consider whether a referral to external agencies is required (see Safeguarding section above). However, in many cases it will be possible to resolve such issues internally under this policy and the School's Positive Behaviour Policy.

Advice to Parents/Guardians

The School aims to ensure parents are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. Parents should feel confident that the School will take any complaint about bullying seriously and resolve the issue in a way that protects and supports the child. The School also expects all parents to reinforce the value of kindness and respect for others at home, supporting any sanctions applied by the school for bullying behaviour. The leaflet 'St David's School Anti-Bullying Guide for Parents and Carers' is given to all parents in the Starter Pack when their child joins the school (see Appendix B).

If parents know or suspect that their child, or another pupil, is being bullied, they should contact the School without delay, usually via the form teacher, but the concern can be raised to any member of staff that a parent feels comfortable in approaching. All such concerns will be investigated in line with the procedures outlined in this policy.

The guiding principles of all the adults involved must be to resolve conflict or misunderstanding, amend behaviour patterns appropriately, and help the pupils involved to move on.

Experience has shown that incidents dealt with in line with this policy result in an end to the bullying. Where this does not happen on the first occasion, sanctions are escalated until the bullying stops or the perpetrator is required to leave our community. We therefore encourage further reports, should unkind behaviour continue after sanctions have been applied.

Advice to Pupils:

Procedure for pupils either observing or being bullied:

- Be firm and clear. Look the person in the eyes and tell them "Stop, I don't like it"
- Get away from the situation as quickly as possible
- Tell an adult what has happened straight away.

After an incident of bullying:

- Tell a teacher or another adult in the School
- Tell your family
- Ask a friend to come with you if you need support in telling a teacher or an adult
- Keep on speaking up until someone listens
- Do not blame yourself for what has happened.

When talking about bullying with an adult be clear on:

- What has happened to you?
- How often this has happened to you?
- Who was involved?
- Who saw what happened to you?
- Where it happened to you?
- What you have done about it already?

KEY CONTACTS:

- The School Leadership Team member with responsibility for anti-bullying; Mrs Jude Mitchell - Pastoral Assistant Head jmitchell@stdavidsschool.co.uk
- EYFS staff member with responsibility for anti-bullying; Mrs Colette Haddad- Head of Early Years colettehaddad@stdavidsschool.co.uk
- Form Teachers

LINKS:

This policy is to be read in conjunction with the following related policies:

Acceptable use Policies – Pupil and Staff
 Child on Child Abuse Policy and Procedures
 Child Protection and Safeguarding
 Code of Conduct for Staff
 Computing, Mobile Device and Cameras
 Equality
 Exclusion
 Online Safety
 Pastoral Care
 Positive Behaviour
 Relationships, Health and Sex Education
 Staff Handbook

Policy re-written by	S Syradd	January 2026
Reviewed and approved by	SLT	January 2026
Reviewed and approved by	St David's Policy Sub Committee	March 2026
Reviewed and approved by	EWC	May 2026
To be reviewed and approved by	Board	June 2026
Next Review (every year)	S Syradd	January 2027

How is bullying dealt with at St David's?

- Children are taught how to recognise and deal with bullying in Form time, PSHE lessons, assemblies and during Anti-Bullying Week in November. Activities include circle time, role play, presentations, stories and discussions.
- Children are taught what to do if they are a target of, or witness to, bullying.
- When allegations of bullying are made, the Form Teacher, the Pastoral Assistant Head or another senior member of staff speaks to both the alleged perpetrator, the target and any witnesses to establish what is happening.
- The Form Teacher and/or the Pastoral Assistant Head work with the children either individually or together to resolve the problems and prevent further occurrences. Where necessary, sanctions are imposed to impress upon the perpetrator the seriousness of their actions.
- A member of staff will notify the parents of the perpetrator and target to share information and discuss how to best support their child.
- All staff are informed so they can be vigilant and the situation is monitored by key members of staff.
- The target is informed of the actions that have been taken so they know the bullying is being addressed.

Cyber-bullying



Text-bullying

Bullying can also occur through your child's mobile phone, via the internet and through online gaming.

It is crucial to monitor your child's use of chatrooms or instant messaging systems, as well as the age limits on certain sites.

If your child does receive nasty or threatening messages from another child at St David's, please inform the school immediately.

We will take this as seriously as we would an incident that occurs within school.

Further information and advice

Our Anti-Bullying Policy is on our school website and accessible for all to read.

Below is a list of helplines and websites which can offer valuable support to parents and children.

Childline 0800 1111

Kidscape 0300 102 4481

Family Lives 0808 800 2222

www.childline.org.uk

www.familylives.org.uk

www.antibullyingalliance.org.uk

www.nationalbullyinghelpline.co.uk



ST DAVID'S
PREPARATORY SCHOOL

St David's School Anti-Bullying Guide for Parents and Carers

At St David's School we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected. We listen to each other and every voice is heard.

Our broad, balanced, creative curriculum and enrichment activities provide opportunities for all to achieve and succeed.

At St David's School we celebrate our achievements, differences and cultural diversity. Together we take pride in making a positive contribution to our school and the wider community.



What is bullying?

There is no legal definition of bullying, however, it is usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation
- often involves an imbalance of power

A good way to remember this is with the acronym **STOP** - *several times on purpose*.

Many definitions also add that the relationship between the perpetrator and target involves an imbalance of power. To tackle bullying, parents and staff at St David's need to work in close partnership.

Different types of bullying

Bullying may take a variety of forms including:

Physical Bullying

Hitting, kicking, pushing and stealing

Verbal Bullying

Name calling, swearing, racist, misogynistic or homophobic remarks, threats and making fun

Emotional/Psychological Bullying

Leaving someone out and spreading rumours

Why do children bully?

Children bully for many reasons including:

- they may be unhappy or going through a difficult time
- to make themselves more popular
- to gain a sense of power or control
- pressure from friends

Perpetrators must not be allowed to continue their behaviour, but they also need help to change.

How might I know if my child is being bullied?

If you think your child may be being bullied, these are some of the possible signs to watch out for:

Your child may:

- be frightened to walk to or from school
- not want to go to school
- become withdrawn
- change their usual behaviour
- cry themselves to sleep
- begin to do poorly in schoolwork
- come home regularly physically hurt or with damaged clothes

How can I support my child if they are being bullied?



- **Reassure** your child that they have done the right thing in telling.
- Talk **calmly** with your child and **listen** to what they say.
- Explain to your child that they must **report any further incidents to a member of staff**.
- Make an appointment straight away to **see your child's Form Teacher**. Do **not** approach the perpetrator or their parents.



How can I support my child if they are bullying others?

- **Listen** to your child's explanation.
- **Explain** why their behaviour is unacceptable.
- **Praise** and encourage **positive behaviour**.
- **Talk** regularly to your child's **Form Teacher** about their behaviour.