



MICKLEOVER PRIMARY SCHOOL

Name of Policy: Anti-Bullying Policy

Date of Policy: November 2019

Member of Staff responsible: A Jones

Review date: November 2020

Signature: _____ **Chair of Governors**

Date Approved: _____

At Mickleover Primary School

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Anti-Bullying Policy

HOW THIS POLICY WAS DEVELOPED

This policy has been developed in conjunction with the behaviour policy and with the support of SMT, governors and staff.

At Mickleover Primary school we are committed to ensuring that pupils learn in a supportive, caring and safe environment without fear. The ethos of our school fosters high expectations of outstanding behaviour and we will challenge any behaviour that falls below this.

However, through this policy, we recognise that bullying can happen from time to time and make children's lives unhappy and hinder learning. As such we aim to work to prevent bullying and, if it does happen, pupils and parents should be assured that they will be supported through a consistent and constructive school response.

SCHOOL STATEMENT OF INTENT

This school believes that:

- Bullying is undesirable and unacceptable.
- Bullying is a problem to which solutions can be found.
- Seeking help and openness are regarded as signs of strength not weakness.
- All members of the school community will be listened to and taken seriously.
- Everyone has the right to work and learn in an atmosphere that is free from fear.
- All of us have a responsibility to ensure that we do not abuse or bully others.
- Young people should talk to an adult if they are worried about bullying and have a right to expect that their concerns will be listened to and treated seriously.
- Young people should be involved in decision making about matters that concern them.
- We all have a duty to work together to protect vulnerable individuals from bullying and other forms of abuse.

AIMS OF THIS POLICY

- To assist in creating an ethos in which attending school is a positive experience for all members of the school community.
- To make it clear that all forms of bullying are unacceptable at school.
- To enable everyone to feel safe while at school and encourage pupils to report incidences of bullying.
- To deal effectively with bullying.
- To support and protect victims of bullying and ensure they are listened to.
- To help and support bullies to change their attitudes as well as their behaviour and understand why it needs to change.
- To liaise with parents and other appropriate members of the school community.
- To ensure all members of the school community feel responsible for combating bullying.

OBJECTIVES

- To ensure all parents and pupils have received and had opportunity to comment upon the school anti-bullying policy.
- To maintain and develop effective listening systems for pupils and staff within the school.

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- To involve all staff in dealing with incidents of bullying effectively and promptly.
- To equip all staff with the skills necessary to deal with bullying.
- To involve the wider school community (eg midday supervisors) in dealing effectively with, and if necessary referring, bullying incidents.
- To communicate with parents and the wider school community effectively on the subject of bullying.
- To acknowledge the key role of the class teacher/teaching assistants in dealing with incidents of bullying.
- To ensure that all incidents of bullying are recorded and appropriate use is made of the information and where appropriate shared with relevant organisations.

DEFINITION OF BULLYING

Bullying can be defined in a number of ways. We follow the DCSF Safe to Learn (2007) guidance which defines bullying as

“Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally”.

Bullying can be direct or indirect and includes;

Verbal bullying – name-calling, taunting, mocking, making offensive comments and teasing

Physical bullying – kicking, hitting, punching, pushing and pinching,

Emotional bullying - producing offensive graffiti, excluding people from groups, spreading hurtful and untrue rumours, being forced to do things against own will and taking belongings or money

Cyber bullying – offensive text messaging and e-mailing and sending degrading images by phone or the internet

Bullying can take place between pupils, between pupils and staff; or between staff; by individuals or groups; face to face, indirectly or using a range of cyber bullying methods. It can happen in isolation or quite often in the presence of others.

For specific examples of bullying, please see Appendix 1

Peer on peer abuse

Context and Definition

Peer abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others.

All staff should recognise that children are capable of abusing their peers.

All staff should be aware of safeguarding issues from peer abuse including:

- bullying (including cyberbullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- sexting (also known as youth produced sexual imagery); and

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- initiation/hazing type violence and rituals.

This abuse can:

- Be motivated by perceived differences e.g. on grounds of race, religion, gender, sexual orientation, disability or other differences
- Result in significant, long lasting and traumatic isolation, intimidation or violence to the victim; vulnerable adults are at particular risk of harm

Children or young people who harm others may have additional or complex needs e.g.:

- Significant disruption in their own lives
- Exposure to domestic abuse or witnessing or suffering abuse
- Educational under-achievement
- Involved in crime

Stopping violence and ensuring immediate physical safety is the first priority of any education setting, but emotional bullying can sometimes be more damaging than physical.

School staff, alongside their Designated Safeguarding Lead and/or Deputy, have to make their own judgements about each specific case and should use this policy guidance to help.

Responsibility

Keeping Children Safe in Education (KCSIE), 2018 states that 'Governing bodies and proprietors should ensure their child protection policy includes procedures to minimise the risk of peer on peer abuse and sets out how allegations of peer on peer abuse will be investigated and dealt with'. It also emphasises that the voice of the child must be heard.

'Governing bodies, proprietors and school or college leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback. Ultimately, all system and processes should operate with the best interests of the child at their heart.'

Peer on Peer abuse is referenced in the Safeguarding and Child Protection Policy.

The sensitive nature and specific issues involved with peer on peer necessitate separate policy guidance.

Peer on Peer Abuse Policy and Procedural Guidance dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to the impact on that individual child's emotional and mental health and well-being.

SPECIFIC SCHOOL TARGETS

- To ensure all governors, parents, pupils, teaching and non-teaching staff have seen and had the opportunity to discuss the policy.
- To ensure all staff are familiar with reporting incidents procedures and a summative record sent to the LEA.
- To ensure all incidents of bullying are recorded.
- To ensure every pupil receives regular Circle Time opportunities.
- To train pupils to use pupil mentors and peer mediators at playtimes.
- To improve the behaviour of all children in school

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CODE OF CONDUCT

We recognise that all adults in the school are in effect role models for the students. The way in which we behave towards each other and to students is particularly important in terms of providing positive role models. Therefore, as adults we must:

- show respect for every student and other colleagues within the school community as individuals
- be aware of vulnerable students
- criticise the behaviour rather than the student
- avoid favouritism
- be seen to be fair
- avoid labelling
- have high expectations of students
- never give students ammunition to use against each other
- actively seek to develop a praise culture within the school.

Young people also have a responsibility to role model appropriate behaviour for their peers. We therefore believe that all students must:

- show respect for their fellow students and adults working within the school community
- support and be sensitive to others when they may be feeling vulnerable
- actively seek to develop a praise culture within the school
- actively support the school anti-bullying policy
- take responsibility for their own behaviour

EQUAL OPPORTUNITIES STRATEGIES TO REDUCE BULLYING

Every member of the school community is entitled to expect equality of protection from bullying as well as protection and support from school policies and procedures designed to ensure that the school remains a safe environment in which to teach and learn.

PROCEDURES AND DEALING WITH INCIDENTS – A WHOLE SCHOOL APPROACH

a) Role of pupils in recording a bullying incident

Follow the school guide to reporting and dealing with bullying incidents. (See Appendix 2 for Anti-Bullying Immediate Response Chart)

b) Guidance for parents (See Appendix 4)

c) Role of staff

Follow the school guide to reporting and dealing with bullying incidents. (See Appendix 2 & 3 for Anti-Bullying Immediate Response Chart and School Bullying Incident Form)

d) Sanctions

The school will follow procedures within the behaviour policy however in accordance with the revised DfES Guidance of January '03, Improving Behaviour and Attendance: Guidance on Exclusion from Schools and Pupil Referral Units, Para.1:6 states:

“In cases where a head teacher has permanently excluded a pupil for persistent and defiant misbehaviour (which would include racist or homophobic bullying)....the Secretary of State



would not normally expect the governors' Discipline Committee or an Independent Appeal Panel to reinstate the pupil."

However, Governors would need to examine the evidence that a wide range of strategies had been tried and failed to affect a positive change in the bullying behaviour.

- e) SMT to undertake an annual analysis of bullying incidents recorded and address any patterns emerging

STRATEGIES TO REDUCE BULLYING

The school will adopt a range of strategies to prevent and reduce bullying, to raise awareness of bullying and support victims and bullies. Including:

- Co-operative group work.
- Circle Time.
- Circle of Friends.(where appropriate)
- Peer mentoring
- Anti-bullying Weeks and external workshops
- Midday supervisor training
- Buddy systems.
- PSHE programmes
- SEAL programme - including anti-bullying themes for Reception and assemblies
- Cyber bullying and e-safety training for all pupils linked to the computing curriculum

CONFIDENTIALITY

School staff cannot promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to pupils. Child protection procedures must be followed when any disclosures are made.

It is very rare for a pupil to request absolute confidentiality. If they do, in situations other than those involving child protection issues, staff must make a careful judgement whether or not a third party needs to be informed. This judgement will be based upon:

- The seriousness of the situation and the degree of harm that the pupil may be experiencing.
- The pupil's age, maturity and competence to make their own decisions.

Where it is clear that a pupil would benefit from the involvement of a third party, staff should seek consent of the pupil to do so. If appropriate, staff might inform the third party together with the pupil. Unless clearly inappropriate, pupils will always be encouraged to talk to their parent/guardian.

An underlying principle in supporting pupils in our school is that all children are listened to sensitively and objectively and all incidences of bullying will be taken seriously.

Although the school cannot guarantee confidentiality pupils will be informed of national and local helplines, if appropriate, where confidentiality can be maintained.

SUPPORT FOR PUPILS WHO EXPERIENCE BULLYING

See Appendix 5



There is also a school leaflet for parents on how to deal with bullying (updated November 2019), which has been published on our school website, giving contact details in school of staff who can support pupils and their families.

Legislative links

Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011

This policy has been written in accordance with guidance, including, but not limited to:

- DfE (2017) 'Preventing and tackling bullying'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- **[New]** DfE (2018) 'Mental health and wellbeing provision in schools'

This policy takes full account of the school's legal obligations under the Education Inspections Act of 2006 to :

- promote the well-being of pupils in school
- develop a policy which encourages good behaviour and respect for others on the part of pupils and, in particular preventing all forms of bullying amongst pupils
- establish procedures for dealing with complaints about bullying

Schools in England have a legal duty to ensure the safety of all children and young people and to prevent all forms of bullying. Head teachers also have powers to respond to bullying outside

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of school premises including cyberbullying, and to search for and confiscate items that may have been used to bully or intimidate (The Education and Inspections Act 2006: The Education Act 2011).

The statutory duty on schools to promote good behaviour Education and Inspections Act 2006 Section 89 <http://www.legislation.gov.uk/ukpga/2006/40/section/89>

The power to tackle poor behaviour outside of school Education and Inspections Act 2006 Section 89(5) <http://www.legislation.gov.uk/ukpga/2006/40/section/89>

The Equality Act 2010

Schools as public bodies have duties under The Equality Act 2010 to

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity
- Foster good relationships between people.

The Department for Education has published [advice for schools on the Equality Act 2010](https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools).

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

View the [Equality Act 2010](http://www.equalities.gov.uk/equality_bill.aspx) http://www.equalities.gov.uk/equality_bill.aspx

In Spring 2012 the Department for Education published '**Preventing and tackling bullying in schools - advice for headteachers and governing bodies**'. This makes the legal duties of schools and colleges clear and is essential reading for all school staff. It was last updated in July 2017.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

'Keeping children safe in education: Statutory guidance for schools and colleges'

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Published in April 2014, and **updated in September 2016**, by the Department for Education (DfE). This statutory guidance sets out what schools and colleges in England should do, and the legal duties they must comply with, to safeguard and promote the welfare of children.

Ofsted inspect and regulate services which care for children and young people, including schools. The [revised Ofsted framework](#) includes a strong focus on bullying with inspectors looking at schools' actions to tackle all forms of bullying and harassment, including cyber-bullying and prejudice-based bullying relating to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability.

SAFEGUARDING CHILDREN AND YOUNG PEOPLE

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is



experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.

CRIMINAL LAW

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. If school staff feel that an offence may have been committed they should seek assistance from the police. For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

OTHER LEGISLATION

The Education Act 2002

Places a duty on school governing bodies in England and Wales to promote the safety and wellbeing of children and young people in their care.

All state schools must have a behaviour policy in place which includes measures to prevent all forms of bullying among pupils. The policy is decided by the school. Staff, parents and pupils must be made aware of it.

View the [Education Act 2002](#)

The Special Educational Needs and Disability Act 2001

Part 2 the Special Educational Needs and Disability Act 2001 amends Part 4 of the Disability Discrimination Act 1995. It prohibits schools in England, Wales and Scotland from discriminating against disabled children through admissions, education services or exclusions.

View the [Special Educational Needs and Disability Act 2001](#)

The Race Relations (Amendment) Act 2000

Requires schools in England, Wales and Scotland to draw up a race equality policy and ensure that policies don't discriminate against racial groups.

View the [Race Relations \(Amendment\) Act 2000](#)

The Disability Discrimination Act 1995

Allows claims of discrimination due to disability to be brought in England, Wales and Scotland.

Part 4 of the Disability Discrimination Act 1995 was amended to apply to schools by Part 2 the Special Educational Needs and Disability Act 2001.

View the [Disability Discrimination Act 1995](#)

BULLYING OUTSIDE SCHOOL PREMISES

- The **headteacher** has a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the **headteacher** the power to regulate pupils' conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member.

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- Teachers have the power to discipline pupils for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.
 - Where bullying outside school is reported to school staff, it is investigated and acted on.
- In all cases of misbehaviour or bullying, members of staff can only discipline the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff, e.g. on a school trip.
- The headteacher is responsible for determining whether it is appropriate to notify the police, or the anti-social behaviour coordinator, of the action taken against a pupil.
- If misbehaviour could be of a criminal nature, or poses a serious threat to a member of the public, the police are always informed.

Information taken from *DfE document Preventing and Tackling Bullying* www.education.gov.uk

Sources of further information support and help

There is a vast amount of information and guidance available about bullying that can provide a wide range of support and help. The following list is just a small selection of the support available

Name of external organisation- Telephone number and Website:

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General bullying issues with expertise in SEND bullying:

The Anti-Bullying Alliance

Anti-bullying Alliance 0207 843 1901

www.anti-bullyingalliance.org

<http://www.anti-bullyingalliance.org.uk/anti-bullying-week/info-for-parents-and-carers/>

Mencap www.mencap.org.uk 0808 808 1111

Lines open 9am to 5pm, Monday to Friday

<https://www.mencap.org.uk/get-involved/campaigning/hear-my-voice/hear-my-voice-hate-crime>

Expertise in homophobic bullying and LGBT issues:

Stonewall

<http://www.stonewall.org.uk/>

08000 502020

EACH (EDUCATIONAL ACTION CHALLENGING HOMOPHOBIA)

[HTTP://WWW.EACHACTION.ORG.UK/](http://WWW.EACHACTION.ORG.UK/)

ACTIONLINE **0808 1000 143**

Schools Out

<http://www.schools-out.org.uk/>

📞 Helpline

FEMALE: Sue Sanders 07960 493 544

MALE: Tony Fenwick 01582 451 424

Expertise in cyber-bullying

BeatBullying

<http://www.beatbullying.org/>

You can email BeatBullying about general queries at: hello@beatbullying.org

You can telephone BeatBullying on: 0208 771 3377 (9.00am to 6.00pm).

ChildNet

<http://www.childnet.com/>

or for more specific focus for Primary School children on how to stay safe on the internet-

<http://www.childnet.com/young-people/primary>

Derby City bullying policy

<http://www.derby.gov.uk/education-and-learning/schools-and-colleges/bullying-and-harassment-policy/>

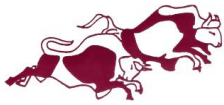
Kidscape 020 7730 3300 (general enquiry number)

08451 205 204 (helpline for adults only)

www.kidscape.org.uk

Childline 0800 1111 (helpline for children)

www.childline.org.uk



Parentline Plus 0808 800 2222

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

NSPCC Tel 0808 800 5000.

www.nspcc.org.uk

Child Exploitation and Online Protection (CEOP) website for parents and pupils

www.thinkuknow.co.uk

Stop Cyber Bullying

http://www.stopcyberbullying.org/prevention/parents_role.html

Government guide for parents on cyberbullying.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444865/Advice_for_parents_on_cyberbullying.pdf

This policy is linked to the following policies:

Safeguarding Policy

E-safety Policy

Behaviour Policy

PSHE Policy

Child protection policy (and child-friendly version of the Behaviour Policy)

Equality Policy

MONITORING ARRANGEMENTS

This policy will be evaluated and updated every year. The views of pupils and staff will be used to make changes and improvements to the policy on an ongoing basis and areas for development will be highlighted in the School's Development Plan.



APPENDIX 1 - SPECIFIC EXAMPLES OF BULLYING

Racist bullying – an incident which is perceived to be racist by the victim or any other person. This can be in the form of:

- verbal abuse, name calling, racist jokes, offensive mimicry
- physical threats or attacks
- wearing of provocative badges or insignia
- bringing racist leaflets, comics or magazines
- inciting others to behave in a racist way
- racist graffiti or other written insults, even against food, music, dress or customs
- refusing to co-operate in work or play.

Macpherson report 1999

Sexual bullying – this is generally characterised by:

- abusive name calling
- looks and comments about appearance, attractiveness, emerging puberty
- inappropriate and uninvited touching
- sexual innuendos and propositions
- pornographic material, graffiti with sexual content
- in it's most extreme form, sexual assault or rape.

Sexual orientation – this can happen even if the pupils are not lesbian, gay or bisexual. Just being different can be enough. This can be in the form of:

- use of homophobic language
- looks and comments about sexual orientation or appearance.

SEN or disability – These pupils are often at greater risk of bullying. This can be characterised by:

- name calling
- comments on appearance
- comments with regard to perceived ability and achievement levels.

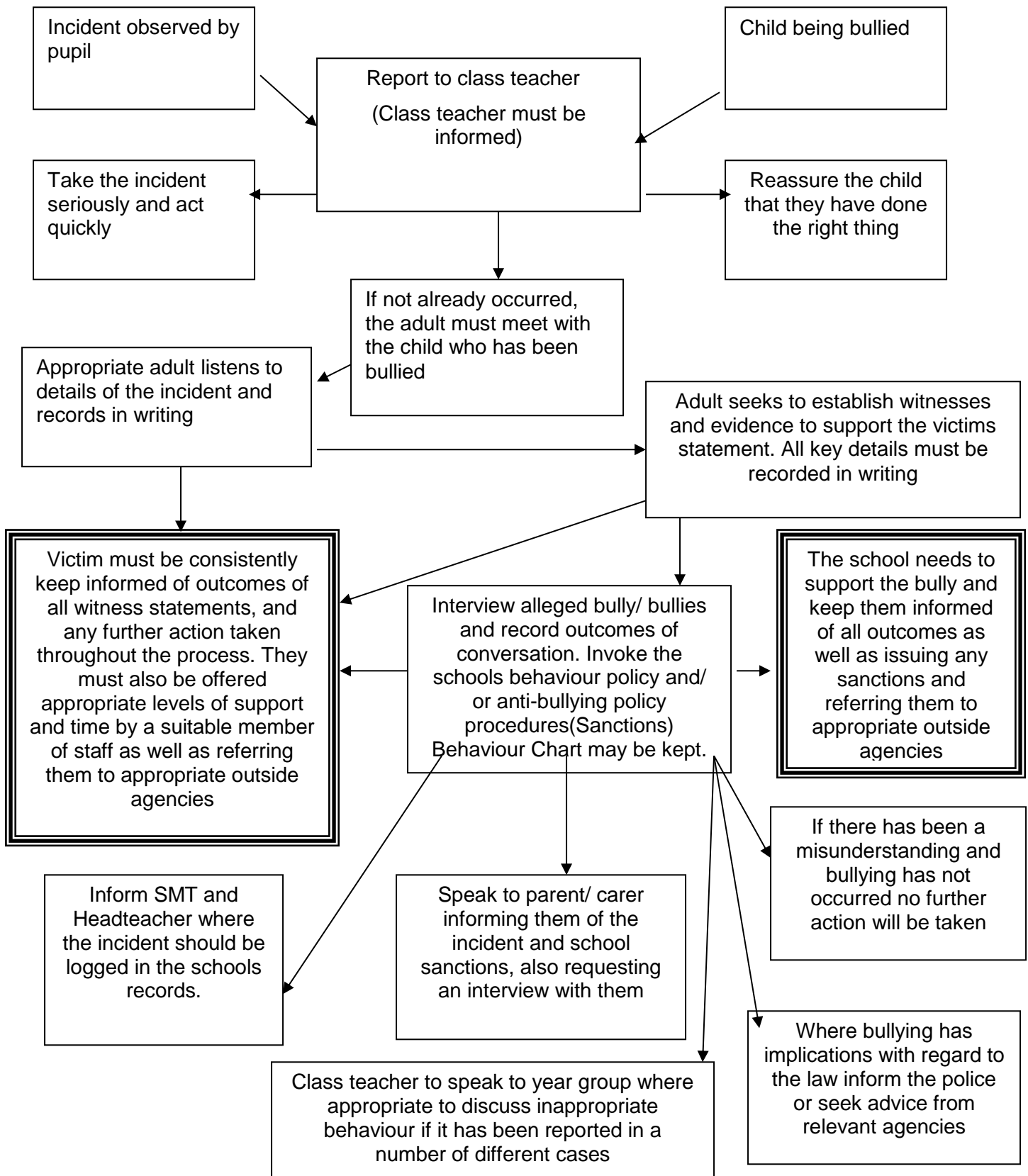
The need for adult sensitivity should be taken into account in a number of instances, e.g. when grouping children, marking children's work, sharing of results and assessment arrangements as well as an awareness of appropriate language being used when addressing pupils.

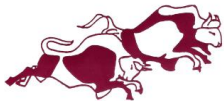
Text Bullying – Pupils receiving threatening or disturbing messages from possibly anonymous callers. (Mobile Phones are not allowed to be brought into Mickleover Primary School. On very rare occasions where this is necessary on occasions, the pupils leave their phone in the office and need written permission from their parent/carer.) It is likely that a growing number of children will be using mobile phones out of school.

Cyber Bullying – Children receiving abusive messages or images via email or social networking sites. Within school children have restricted access to both of these.



APPENDIX 2 - ANTI-BULLYING IMMEDIATE RESPONSE CHART





APPENDIX 3 - SCHOOL BULLYING INCIDENT FORM

This report will be held in strict confidence and will not be made available to any outside persons or agencies.

Report from _____ School name _____

Date of incident _____ Time of incident _____

Ethnic origin of victim _____ Ethnic origin of perpetrator _____

Male ☐ Female ☐

Male ☐ Female ☐

Indicate type of incident – please tick

Verbal		Physical	
Name-calling		Kicking	
Taunting		Hitting	
Mocking		Punching	
Making offensive		Pushing	
Teasing		Pinching	
Other (please state)		Other (please state)	
Emotional		Cyber	
Offensive graffiti		Offensive text messages	
Excluding from group		Offensive e-mails	
Spreading rumours		Sending degrading images	
Being forced to do		Other (please state)	
Taking			

If you feel the bullying incident was in any way motivated by any of the following please indicate with a tick.

Appearance ☐ Disability ☐ Home circumstances ☐

Gender ☐ Race/ethnic origin ☐ Medical condition ☐

Religion ☐ Sexuality ☐



Brief description of incident

Action taken

Did the incident lead to the perpetrator(s) being excluded? yes/no

Have you had contact with the victim's parent/carer? yes/no

Have you had contact with the perpetrator's parent/carer? yes/no

Have you reported this incident to any other agencies? yes/no

If 'yes' which agencies?

Signed _____ Date _____

Return to Assistant Headteacher KS1



APPENDIX 4 - GUIDANCE FOR PARENTS

If your child has been bullied:

- Calmly talk with your child about his/ her experiences.
- Make a note of what your child says including who was involved, how often the bullying has occurred, where it happened and what happened.
- Reassure your child that he/ she has done the right thing to tell you about the bullying.
- Explain to your child that should any further incidents occur he/she should report them to a teacher immediately.
- Make an appointment to see your child's teacher.
- Explain to the teacher the problems your child is experiencing.

When talking with teachers about bullying:

- Try to stay calm and bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident.
- Be as specific as possible about what your child says has happened, give dates, places and names of other children involved.
- Make a note of what action the school intends to take.
- Ask if there is anything you can do to help your child or the school.
- Stay in touch with the school and let them know if things improve as well as if problems continue.

If you are not satisfied:

- Check with the school anti-bullying policy to see if agreed procedures are being followed.
- Discuss your concerns with the parent governor or other parents.
- Make an appointment to discuss the matter with the Head teacher and keep a record of the meeting.
- If this does not help write to the Chair of Governors explaining your concerns and what you would like to see happening.
- Contact the Director of Education for your authority in order to ensure the Governors respond to your concerns.

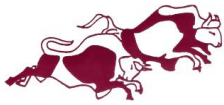
If your child is bullying others:

- Talk with your child and explain that what he/she is doing is unacceptable and makes other children unhappy.
- Discourage other members of your family from bullying behaviour or from using aggression or force to get what they want.
- Show your child how he/ she can join in with other children without bullying.
- Make an appointment to see your child's teacher and explain the problems your child is experiencing as well as discussing how you can work together to stop him/ her bullying others.
- Regularly check with your child how things are going at school.
- Give your child lots of praise and encouragement when he/ she is co-operative or kind to other people.



If your child is experiencing any form of electronic bullying:

- Ensure your child is careful whom they give their mobile phone number and e-mail address to.
- Ensure they know and are happy who they invite as friends onto their social networking sites.
- Check exactly when a threatening message was sent or posted. It may be possible to print the evidence.
- Where necessary report incidents to the police.



APPENDIX 5 - SUPPORT FOR PUPILS WHO EXPERIENCE BULLYING

If you are being bullied

- Tell an adult or somebody you trust what has happened straight away.
- Get away from the situation as quickly as possible.
- Try to stay calm and look as confident as you can.
- Be firm and clear – look them in the eye and, if possible, tell them to stop and tell them how you feel.

After you have been bullied

- Tell a teacher or another adult you trust within school.
- Tell your family.
- If you are scared to tell a teacher or adult on your own, ask a friend to go with you.
- Keep on speaking until someone listens and does something to stop the bullying.
- Don't blame yourself for what has happened

When you are talking to an adult about bullying, be clear about

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

If you experience bullying by mobile phone, text messages e-mail or via social networking sites

- Don't retaliate or reply
- Save the evidence do not delete anything
- Make sure you tell an adult who you trust
- Contact your service provider or look at their website to see where to report incidents
- Be careful who you give your mobile phone number or e-mail address to
- Make a note of exactly when a threatening message was sent.