



## **Anti- Bullying Procedure 2021-22**

All staff should have access to this procedure and sign to the effect that they have read and understood its contents

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School:	Ark Greenwich Free School	Key Contact Name:	Ms Gainey
Key Contact Email:	vgainey@arkgreenwich.org	Key Contact Phone:	02083193692

### **POSITIONING WITHIN ARK OPERATIONAL MODEL**

<b>Component</b>	<b>Element</b>
<input type="checkbox"/> Strategic Leadership & Planning <input type="checkbox"/> Monitoring, Reporting & Data <input type="checkbox"/> Governance & Accountabilities <input type="checkbox"/> Teaching & Learning <input type="checkbox"/> Curriculum & Assessment <input checked="" type="checkbox"/> Culture, Ethos & Wellbeing <input type="checkbox"/> Pathways & Enrichment <input type="checkbox"/> Parents & Community <input type="checkbox"/> Finance, IT & Estates <input type="checkbox"/> Our People	Safeguarding



## Anti-Bullying Procedure

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## **1. Statement of Intent**

At Ark Greenwich Free School we have a policy of prevention. Preventing bullying makes it easier to respond to incidents when they occur. It also enables us to create an ethos in which the whole school community is clear that bullying is completely unacceptable and will not be tolerated. This policy should be used in conjunction with the School's Behaviour Policy.

### **Why do we need an Anti-Bullying Procedure?**

Persistent bullying can severely inhibit a child's ability to learn effectively. The negative effects of bullying can have an impact on a person for their entire life. This school wishes to promote a secure and happy environment free from threat, harassment and any type of bullying behaviour. Therefore, this procedure promotes practices within the school to reinforce our vision, and to remove or discourage practices that negate them.

## **2. Review of this Procedure**

**2.1** This procedure will be reviewed bi-annually. It may also be reviewed and amended, in consultation with all stakeholders, in the light of events or experience. The Stakeholders of this procedure are children, parents and carers, teaching, non-teaching, support, supply, peripatetic, contract staff and third-party contractors (whose employees or sub-contractors have access to school premises), governors, volunteers and trustees working in or on behalf of the school, including those from the Ark central team.

**2.2** Data from the monitoring and recording of incidents (including 'nil' returns) will also inform procedure review and will be seen by the governing body at governing body meetings.

## **3. Aims of this Procedure**

**3.1** The aim of the Anti-Bullying Procedure is to ensure that scholars learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will scholars be able to fully benefit from the opportunities available at the School.

**3.2** To assist in creating an ethos in which attending Ark Greenwich Free School is a positive experience for all members of our community.

**3.3** To make it clear that all forms of bullying are unacceptable at the Ark Greenwich Free School. To enable everyone to feel safe while at Ark Greenwich Free School and encourage scholars to report incidents of bullying.

**3.4** To deal with each incident of bullying effectively, taking into consideration the needs of all parties and of our community, and, as a result, to reduce the incidents of bullying.

**3.5** To support and protect victims of bullying and ensure they are listened to.

**3.6** To help and support children displaying bullying behaviour to change their attitudes and understand why it needs to change.

**3.7** To liaise with parents/carers and other appropriate members of the School community.

**3.8** To ensure all members of our community feel responsible for helping to reduce bullying.

#### **4 Objectives of the Procedure**

**4.1** Evidence that our whole community has ownership of the School's Anti-Bullying Procedure.

**4.2** To maintain and develop effective listening systems for children and staff within the Ark Greenwich Free School

**4.3** To involve all staff in dealing with incidents of bullying effectively and promptly.

**4.4** To equip all staff with the skills and information necessary to deal with incidents of bullying.

**4.5** To involve the wider school community (e.g. midday supervisors, part-time staff/volunteers) in dealing effectively with and, if necessary, referring bullying incidents.

**4.6** To communicate with parents/carers and the wider school community effectively on the subject of bullying.

**4.7** To acknowledge the key role of every staff member in dealing with incidents of bullying.

**4.8** To ensure that all incidents of bullying are recorded on Impero EdAware and, when necessary, Bromcom.

**4.9** To raise incidents of bullying violations from the safeguarding solution SENSO.

**4.10** To ensure information is gathered appropriately, and shared with relevant organisations as necessary.

**4.11** To promote emotional health and wellbeing across the whole School/setting and for all members of our community to role-model this in all situations.

#### **5 Definition of Bullying**

**5.1** Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. Bullying can be:

- a) **Emotional:** being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures).
- b) **Physical:** pushing, kicking, hitting, punching or any use of violence.
- c) **Racist:** racial taunts, graffiti, gestures.
- d) **Sexual:** unwanted physical contact or sexually abusive comments.
- e) **Homophobic:** because of or focussing on the issue of sexuality.
- f) **Verbal:** name-calling, sarcasm, spreading rumours, teasing.
- g) **Cyber:** all areas of internet, such as email and internet chat room misuse, mobile threats by text messaging and calls, misuse of associated technology, i.e. camera & video facilities.

**5.2** It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional 'joke' is played on someone. Children do sometimes fall out or say things because they are upset. When occasional problems of this kind arise, it is not classed as bullying. It is an important part of a child's development to learn

how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

**5.3** Bullying is a form of abuse and should never be tolerated or passed off as “banter” or “part of growing up”. Different gender issues can be prevalent when dealing with peer-on-peer abuse. This could, for example, include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

**5.4** Scholars 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 the school. These behaviours, however, do not mean that bullying is taking place. Likewise, bullying may occur without these behaviours appearing. Scholars must be encouraged to report bullying at the School. The School staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with the School’s Behaviour policy.

### **Some warning signs that a scholar is being bullied**

- Changes in academic performance
- Appears anxious
- Regularly feeling sick or unwell
- Wanting to visit the nurse regularly
- Reluctance to come to school
- Clothes/bags torn or damaged
- Money/possessions going missing
- Unexplained cuts and bruises
- Unexplained behaviour changes, e.g. moody, bad-tempered, tearful, unhappiness
- Loss of appetite
- Not sleeping
- Loss of weight
- Seen alone a lot
- Not very talkative

## **6. Practice and Procedures**

### **6.1 Statutory duty of schools**

The Principal has a legal duty under KCSIE 2020 to draw up procedures to prevent bullying among scholars and to bring these procedures to the attention of staff, parents/carers and scholars. Ark Greenwich Free School will develop protocols for the reporting and dealing with the prevention of bullying.

### **6.2 What we do to prevent bullying**

#### **6.2.1**

Everyone involved in the life of Ark Greenwich Free School must take responsibility for promoting a common antibullying approach. We aim to:

- a) Be supportive of each other
- b) Provide positive role models
- c) Convey a clear understanding that we disapprove of unacceptable behaviour
- d) Be clear that we all follow the rules and shared values of the Ark Greenwich Free School
- e) Be fully involved in the development of the Anti-Bullying Procedure and support anti-bullying practice
- f) Support each other in the implementation of this procedure



## 6.2.2

Train all staff, including teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents. All members of the school community are expected to report incidents of bullying.

All staff have a vital role to play as they are at the forefront of behaviour management and supporting children's sense of wellbeing. They have the closest knowledge of the children in their care, and should build up a relationship involving mutual support, trust and respect.

## 6.2.3 All Ark Greenwich Free School Staff will:

- a) Provide children with a framework of behaviour, including rules which support the whole school policy.
- b) Emphasise and behave in a respectful and caring manner to children and colleagues, to set a good tone and help create a positive atmosphere.
- c) Raise awareness of bullying through activities, stories, role-play, discussion, peer support, school council, PSHE etc.
- d) Through the Principal/DSL, keep the governing body informed.
- e) Record any concerns onto Impero EdAware.

## 6.3 Implementation

Ark Greenwich Free School procedures when dealing with incidents:

- a) If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- b) If it is likely that bullying may be occurring or has occurred, a clear account of the incident will be recorded on Impero EdAware and discussed with the DSL/Safeguarding Team.
- c) The DSL or named representative will interview all concerned and will record the incident.
- d) The class teacher/Head of Year will be kept informed and if it persists he/she will advise the appropriate staff members.
- e) Parents/carers will be kept informed.
- f) Sanctions will be used as appropriate and in consultation with all parties concerned.
- g) Data protection does not prohibit communication and information sharing, especially where there is a safeguarding concern

## 6.4 Scholars

### 6.4.1 Who are 'Bystanders' and 'Upstanders'?

**Bystanders** - someone who witnesses bullying, either in person or online, is a bystander. Friends, scholars, peers, teachers, school staff, parents, coaches, and other youth-serving adults can be bystanders.

People who are bullied often feel even more alone because there are witnesses who do nothing. When no one intervenes, the person being targeted may feel that bystanders do not care or they agree with what is happening. There are many reasons why a bystander may not interject, even if they believe that bullying is wrong. They may be afraid of retaliation or of becoming the target of bullying themselves. They might fear that getting involved could have negative social consequences.

**Upstanders** - An upstander is someone who sees what happens and intervenes, interrupts, or speaks up to stop the bullying.



There are many things that bystanders to bullying can do to become upstanders:

- Question the bullying behaviour e.g. changing the subject or questioning the behaviour can shift the focus.
- Inform an adult – teachers, school staff, family members.
- Reach out privately to check in with the person who was bullied to let them know you do not agree with it and that you care. It makes a difference.

#### **6.4.2 Scholars who have been bullied will be supported by staff:**

- a) Offering an immediate opportunity to discuss the experience with a member of staff of their choice/trusted adult
- b) Reassuring the pupil
- c) Offering continuous support
- d) Restoring self-esteem and confidence

#### **6.4.3 Scholars who have bullied will be helped by staff:**

- a) Discussing what happened
- b) Discovering why the pupil guilty of bullying became involved
- c) Establishing the wrong-doing and need to change, as well as suggesting strategies to assist change
- d) Informing parents/carers to help change the attitude of the scholar

#### **6.4.4 The following disciplinary steps can be taken:**

- a) Explanation why the inappropriate behaviour is unacceptable
- b) Reparation of damaged relationships
- c) Time away from an activity
- d) Meeting with staff, parent and child
- e) Missing another activity
- f) Time out from the classroom
- g) Pastoral support plan
- h) Official warnings to cease offending
- i) Detention
- j) Exclusion from certain areas of the school premises
- k) Minor fixed-term exclusion
- l) Major fixed-term exclusion
- m) Permanent exclusion

**6.4.5** Within the curriculum the School will raise the awareness of the nature of bullying through inclusion in PSHE, registration time, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

## **6.5 Support**

### **6.5.1 At Ark Greenwich Free School we will continue to support this procedure in the following ways:**

- a) We continue to address staff training needs, by organising regular training to tackle all forms of bullying, through e-safety/online and behaviour management training, and develop increased awareness on identifying homophobic, bi-phobic, and trans-phobic incidents.
- b) Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week.



- c) Provide systematic opportunities to develop scholars' social and emotional skills, including building their resilience and self-esteem.
- d) Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as through displays, assemblies, peer support, the school/student council, etc.
- e) Scholars made aware of bullying through specific forms of abuse such as radicalisation, cyberbullying, peer on peer relationship/abuse, social media, criminal exploitation, county lines, CSE, inappropriate content and use of social media.
- f) By including teaching about other forms of discrimination, prejudice and stereotyping in an age-appropriate way and in accordance with guidance so that scholars understand and appreciate diversity.

### **Anti-bullying advice to Parents / Carers**

- A great deal of bullying is CYBER-BULLYING. Please regularly monitor your child's use of texting, Facebook, Twitter and other social media sites. Access to these is out of the school's control when your child is not in school.
- TALK to your child on a regular basis, so any problem is easier to share.
- LISTEN to what they say.
- ENCOURAGE your child to feel good about themselves, realising that we are all different and equally important.
- If you believe your child is being bullied, or is a bully, talk to other adults at home or at school and explore the options. DON'T STAY SILENT.
- If your child is a victim assure them that it is not their fault and that you are going to do something to help.
- Be realistic in your expectations, sometimes on-going problems can take time to resolve.
- TRY to be co-operative with our school and not be aggressive. Without a good working relationship between parents and the school the situation could deteriorate, which won't help you or them.
- ALWAYS remember that children can't solve bullying on their own. They NEED the support of parents/carers and our school.

### **7. Remote learning**

Ark Greenwich Free School ensure that keeping scholars and staff safe during remote education is essential. Staff delivering remote education online should be aware that the same principles set out in the school's safeguarding and CP policy and Covid-19 addendum, behaviour policy, code of conduct, IT Acceptable User agreement and Home school agreement will apply.

### **8. Cyberbullying**

When responding to cyberbullying concerns, Ark Greenwich Free School, will:

- a. Act as soon as an incident has been reported or identified.
- b. Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- c. Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- d. Take all available steps where possible to identify the person responsible. This may include:
  - looking at use of the school systems
  - identifying and interviewing possible witnesses



- Contacting the service provider and the police, if necessary
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation
- Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content
- Confiscating and searching scholars' electronic devices, such as mobile phones, in accordance with the law and the school searching and confiscation policy.
- Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need
- Inform the police if a criminal offence has been committed

**8.1** Provide information to staff and scholars regarding steps they can take to protect themselves online. This may include:

- advising those targeted not to retaliate or reply;
- providing advice on blocking or removing people from contact lists;
- helping those involved to think carefully about what private information they may have in the public domain.

## **9. Equality Impact Statement**

We will do all we can to ensure that this procedure does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of all aspects of equality, as laid down in the Equality Act (2010).

This will include, but not necessarily be limited to: race, gender, sexual orientation, disability, ethnicity, religion, cultural beliefs and pregnancy/maternity. We will use an appropriate Equality Impact Assessment to monitor the impact of all our policies and this procedure may be amended as a result of this assessment.

## **10. Useful links and supporting organisations**

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- The BIG Award: [www.bullyinginterventiongroup.co.uk/index.php](http://www.bullyinginterventiongroup.co.uk/index.php)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)
- The Restorative Justice Council: [www.restorativejustice.org.uk/restorative-practiceschools](http://www.restorativejustice.org.uk/restorative-practiceschools)



## **Cyberbullying**

- Childnet: [www.childnet.com](http://www.childnet.com)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- The UK Council for Child Internet Safety (UKCCIS)  
[www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis](http://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis)
- DfE 'Cyberbullying: advice for headteachers and school staff':  
[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)
- DfE 'Advice for parents and carers on cyberbullying':  
[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)

## **Race, religion and nationality**

- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)
- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- Tell Mama: [www.tellmamauk.org](http://www.tellmamauk.org)
- Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)
- Show Racism the Red Card: [www.srrtc.org/educational](http://www.srrtc.org/educational)

## **LGBT**

- Barnardo's LGBT Hub: [www.barnardos.org.uk/what we do/our work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)
- Metro Charity: [www.metrocentreonline.org](http://www.metrocentreonline.org)
- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Proud Trust: [www.theproudtrust.org](http://www.theproudtrust.org)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

## **Sexual harassment and sexual bullying**

- Ending Violence Against Women and Girls (EVAW)  
[www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk)
- A Guide for Schools:  
[www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf](http://www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf)
- Disrespect No Body: [www.gov.uk/government/publications/disrespect-nobodycampaign-posters](http://www.gov.uk/government/publications/disrespect-nobodycampaign-posters)
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying:  
[www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-genderrelated/preventing-and-responding-sexual](http://www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-genderrelated/preventing-and-responding-sexual)
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying:  
[www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related](http://www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related)



# Ark Greenwich Free School

## **AGFS Anti-Bullying Charter** **Written by the Student Leadership Group (2020)**

### **Introduction**

It is important, as a scholar, that we can learn in a safe, friendly and comfortable environment to get the best education and school life possible. Whether it is calling someone hurtful names (racist remarks, comments about someone's appearance) or situations resulting in violence (hitting, kicking, theft), this is a form of bullying. Making someone feel uncomfortable by bullying indirectly, such as saying mean things about them or controlling, blackmailing, and manipulating people is bullying and it will not be tolerated in or outside of AGFS. Before you do something, think about the consequences leading up to that and how you would feel if you were treated the way you are treating another.

Verbal and indirect bullying could include emails, cyber-bullying, texting on mobile phones and social networking. You may begin to see a change in someone's previous behaviour or attitude as a result of their experiences with bullying. This could be from them being normally happy and lively to anxious and worried about future acts of bullying, keeping themselves away from crowds, mysterious absences or always trying to stick with an older/authority figure. Additionally, you may see changes in their work effort; these may include lack of concentration and opting out. We strongly encourage that scholars report any signs of bullying to school staff or via the [Sharp System](#). This is because all staff need to be able to take action and respond in line with the school behaviour policy.

### **To prevent bullying the school will:**

- Identify bullies
- Take into consideration the needs of the specific children, the victims as well as the bullies
- Create a method to deal with the different stages of bullying and the impact it has on the people being affected
- Make sure that all staff within the school environment are aware of the steps taken to deal with the different degrees of bullying
- Make sure to create awareness about the topic and make time for discussions on the children's mental, social and physical well-being
- Distribute this charter throughout the school environment (assembly, anti-bullying week)



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## **Consequences of bullying:**

If you are bullying someone there are many effects it can have on the person and yourself. You need to think of these effects before acting, as you are not capable of controlling someone else's emotions. Here are some consequences of bullying:

- The person's well-being - bullying someone can affect someone's physical/mental health causing them to become ill
- Education - bullying someone can affect their education as they may lose focus in class or try to avoid attended school altogether
- Depression - although you may not know it, bullying someone can deeply affect a person's mental health, resulting in depression and in worse cases, suicide
- Personality - bullying can result in a change in personality traits as the victim may start to become more weary of situations and who they talk to. It can also affect their friendships as they start to lose trust in people, they may become quieter and less confident as people put them down.

## **Who you can go to if you are getting bullied:**

If you feel uncomfortable in school and feel that someone is making you feel sad or you're fearful, you should speak up and say something. There is no harm in seeking help from another if you feel uncomfortable in school. Here are actions you can take if you are getting bullied:

- Tell a family member, a teacher or anyone you can trust - talking to someone about your situation can help a lot and help to resolve the situation.
- Your teachers are there to support you and be there for you so talk to them if necessary (this can be your form tutor or Head of Year).
- Don't let it affect you - It can be hard sometimes to ignore a bully but having a reaction is what they want so don't give it to them. You can only affect your emotions, not theirs.
- Stand tall - be confident in who you are. If someone's bullying you it's probably because they're jealous of you, so don't change who you are just for someone else.

## **Responses to bullying**

Staff may take the following actions when dealing with bullying incidents:

- If any signs of bullying are reported, the situation will be acted upon immediately by the member of staff in which the incident was reported to;
- A detailed summary of the incident will be recorded and sent to the safeguarding team;



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- A member of the pastoral team will take statements and interview any related scholars and will also record the incident;
- Parents will be updated and informed about any incidents and sanctions

## **Students who have been bullied will be supported by:**

- Offering an opportunity to share their experiences with the safeguarding team or any member of staff of their choice (this could be their form tutor);
- Encouraging the student;
- Providing ongoing support; and
- Bring back positivity and confidence into their mindsets.

## **Students who have been bullied will also be helped by:**

- Talking about their experiences;
- Finding out the reason why the student became a victim of the incident;
- Identifying the wrong acts and changes that need to be made;
- Encouraging parents to try to change the attitude of the scholar

## **The following punitive actions can be taken against bullies:**

- Detentions;
- Exclusion of certain activities or engagement with the school facilities;
- Student behaviour tracking;
- Internal exclusion;
- Fixed term exclusions;
- Permanent exclusion

## **Ways you can help**

If you see someone who is getting bullied it is fundamental that you notice it and do not ignore it. Sometimes, going to a teacher straight away isn't the best option as the person may not want to, so you should start off by approaching them in a friendly way and simply ask what the matter is.

If you can see someone being bullied, don't stay quiet, if you think it's wrong and you can see that they are affecting the person, tell them to stop. If they continue, then take further actions by telling a teacher or a parent/carer to resolve the situation as the person getting bullied may not have the confidence to do so.

If you are friends with the person who is bullying, tell them to stop. Don't be a follower, be a leader. If you can see that what a person is doing is wrong/, tell them to stop. Bullying isn't a trend and it is not cool. People have more respect for people who don't bully than people who do. Treat others the way you want to be treated. Speak to others the way you want to be spoken to. Respect is earned, not given.