

Pirbright Village Primary School



Anti-Bullying

Reviewed	Annually
Next Review Date	Spring Term 2027

Bullying may be defined as

“Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally where the relationship involves an imbalance of power.”

Providing a safe and happy learning environment is a prerequisite and integral to achieving the wider objectives of school improvement: raising attainment, improving school attendance; promoting equality and diversity; and ensuring the well-being of all members of the school community.

This policy refers to pupils but it is intended to apply to everyone in and interacting with the school community. No-one should suffer the pain and indignity that bullying can cause.

Bullying can seriously damage a young person's confidence and sense of self-worth, and they will often feel that they are at fault in some way. It can lead to serious and prolonged emotional damage for an individual. Those who conduct the bullying or witness the bullying can also experience emotional harm, and the impact on parents and school staff can be significant.

Pupils are bullied for a variety of reasons – and for no reason.

Specific types of bullying include bullying related to:

- race, religion or culture
- special educational needs (SEN) or disabilities
- appearance or health conditions
- sexual orientation
- home circumstances or financial differences
- sexist or sexual bullying
- gender discrimination
- individual mental health conditions
- young carers or looked-after children
- school staff, whether by pupils, parents or other staff

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.

Bullying includes:

Name-calling; taunting; mocking; making offensive comments; kicking; hitting; pushing; taking belongings; inappropriate text messaging and emailing; sending offensive or degrading images by phone or via the internet; producing offensive graffiti; gossiping; excluding people from groups; and spreading hurtful and untruthful rumours. It is epitomised by an imbalance of power between bully and victim.

Although sometimes occurring between two individuals in isolation, it quite often takes place in the presence of others. Pupils not directly involved in bullying can be unsure of what to do.

Different roles within bullying have been identified:

- The ring-leader, the person who through their social power can direct bullying activity
- Assistants, who actively join in the bullying (sometimes because they are afraid of the ring-leader)
- Reinforcers, who give positive feedback to the bully, perhaps by smiling or laughing.

- Outsiders/bystanders, who stay back or stay silent and thereby appear to condone or collude with the bullying behaviour
- Defenders, who try and intervene to stop the bullying or comfort pupils who experience bullying

Education Acts:

There are a number of statutory obligations on schools with regard to behaviour which establish clear responsibilities to respond to bullying. The Education and Inspections Act 2006:

- provides that every school must have measures to encourage good behaviour and **prevent all forms of bullying** amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents;

See also Appendix 1.

Anti-discrimination law:

- Schools must also follow anti-discrimination law. This means staff must act to prevent discrimination, harassment and victimisation within the school.

Managing Bullying:

- While the school actively teaches that bullying is **S.T.O.P. (Several Times on Purpose)**, any confirmed or persistent incident of bullying is classified as a **Severe / Confrontational Behaviour** under the school's behaviour policy. This automatically triggers the immediate prioritisation of safety, the involvement of senior leadership, and formal parent notification.
- Prejudiced, exclusionary, or bullying language directly violates our core values of **Respect** and **Nurturing**. As outlined in *Annexe A* of the behaviour policy, behaviours such as spreading hurtful words or intentionally excluding others are actively challenged using consistent adult language scripts to redirect pupils toward relational choices.

Successful schools take a proactive approach to bullying, focusing on prevention and effective strategies to deal with incidents:

- **use the school curriculum to plan and openly discuss differences between people that could motivate bullying**, such as religion, ethnicity, disability, gender or sexuality. Teach children that using any prejudiced language is unacceptable;
- **involve pupils**. All pupils understand the schools' approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders *See also Appendix 2 – Children Friendly Anti-Bullying Policy*;
- **create an inclusive environment**. Schools should create a safe environment where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination;
- **make it easy for pupils to report bullying** so that they are assured that they will be listened to and incidents acted on. Pupils should feel that they can report bullying which may have occurred outside school including cyberbullying;
- **involve parents** to ensure that they 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

feel confident that the school will take any complaint about bullying seriously and resolve the issue in a way that protects the child, and they reinforce the value of good behaviour at home;

- **implement disciplinary sanctions.** The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable;
- **regularly evaluate** and update their approach to take account of developments in technology, for instance updating 'acceptable use' policies for computers / internet;
- **use specific organisations or resources for help with particular problems.** Draw on the experience and expertise of anti-bullying organisations with a proven track record and / or specialised expertise in dealing with certain forms of bullying;
- **provide effective staff training.** Anti-bullying policies are most effective when all school staff understand the principles and purpose of the school's policy, its legal responsibilities regarding bullying, how to resolve problems, and where to seek support.
- **work with the wider community** such as the police and children's services where bullying is particularly serious or persistent and where a criminal offence may have been committed. Successful schools also work with other agencies and the wider community to tackle bullying that is happening outside school;
- **celebrate success.** Celebrating success is an important way of creating a positive school ethos around the issue.

Through our preventative approach to bullying, Pirbright Village Primary School prioritises the following:

Pupil engagement is achieved by:

- living our school values
- developing school 'listening' strategies
- being clear about how the pupil voice fits into the overall strategy
- demonstrating respect for views
- engaging in honest debate, showing where the boundaries are
- ensuring everyone feels valued

We encourage pupil participation through:

- school and class charters
- school-wide objectives and groups: School Council, Wellness Ambassadors, and Peer Mediators
- participating in whole school Anti-Bullying Week annually including Odd Socks Day to promote difference and diversity
- conversations and conferences
- face-to-face discussions with individuals, small groups of children, class groups
- circle times
- a restorative approach
- PSHE curriculum
- art, posters, drama and interactive exercises
- visual symbols and puppets or dolls for very young children
- workshops / theatre groups / video Clips

- NSPCC workshops and training in assemblies
- promotion of informative / interactive websites/safer internet day
- brainstorming sessions to explore issues of bullying
- children and young people representation on community groups / councils

The school works towards the prevention of bullying behaviour through:

School Culture:

To prevent bullying the school creates effective learning environments in which:

- the contribution of all pupils is valued
- all pupils can feel secure and are able to contribute appropriately
- stereotypical views are challenged and pupils learn to appreciate and view positively differences in others whether arising from race, culture, gender, sexuality, ability or disability
- pupils learn to take responsibility for their actions and behaviours both in school and in the wider community
- all forms of bullying and harassment are challenged
- pupils are supported to develop their social and emotional skills
- the curriculum / all the planned learning activities promote anti-bullying values.
- specific curriculum areas such as PSHE, Citizenship make a significant contribution to anti-bullying work
- assemblies and class circle time are used as teaching opportunities for anti-bullying principles and practice through the Value of the Month
- transition is planned and delivered:
 - at planned times (e.g. for year 6, 3 and R pupils)
 - for individuals arriving at other times in the school year
 - for individuals needing specific support.
 - for class mix-ups every two years

Leadership:

- The school leadership team promote an open and honest anti-bullying ethos, which secures whole-school community support for the Behaviour and Anti-bullying policy
- Staff actively demonstrate positive behaviour and set a positive context for anti-bullying
- Positive links with other schools in our academy and other agencies are established
- The School Leadership Team build staff understanding and engagement with anti-bullying strategies and actions
- CareTeam/PEDALS/HSLP activities to support and care for vulnerable pupils and families
- Gratitude interactive staff room display and random acts of kindness gifts to promote and value kind acts towards each other.

Curriculum opportunities:

- School staff use class time to raise awareness of and tackle bullying
- PSHE is used to discuss issues around diversity and anti-bullying (JIGSAW Curriculum)
- Materials relating to 'the school PHSE programme' are available to use to develop social and emotional skills in areas such as empathy and the management of feelings, which are highly relevant to reducing bullying (POSTERS - Child Friendly Anti-Bullying policy poster, Childline, Safer Internet Day)
- Creative learning through art, music, poetry, drama and dance develops an understanding of feelings and enhance pupils' social and emotional skills

Opportunities to raise awareness:

- opportunities throughout the school year and at certain times of the school day for raising awareness of the negative consequences of bullying
- Anti-Bullying Week (ABW) events in November of each year including whole school participation in Odd Socks Day
- Targeted small group or individual learning / counselling for those who display bullying behaviour as well as those who experience bullying
- Whole-school/Key Stage assemblies to raise awareness of the school's anti-bullying policy and develop pupils' emotional literacy
- Using events which can prompt further understanding of bullying, such as charities, theatre groups, exhibitions, and current news stories
- Safer Internet Day
- Kindness Ambassadors showcased on Kindness display

Pupil voice:

- Engaging pupils in developing, promoting and evaluating anti-bullying policy and practice
- School Council projects
- Circle / discussion times in class
- Wellness Ambassadors
- Peer Mediators trained in restorative approaches and supporting pupils on the playground buddies
- Value displays and tokens / Bubble Time and emotion boards in classes and corridors (where appropriate)

Responsibility and Celebration:

The School:

- Uses responsibility and celebration strategies to encourage pupils to behave well and take care of each other
- Communicates and celebrates the school commitment to anti-bullying through the Pupil Anti-Bullying Charter on display in classrooms
- Encourages individual pupils to take on responsibilities and specific roles in anti-bullying work, e.g. Peer Mediators and Wellness Ambassadors
- Uses targeted objectives from the SMSC Awards to enhance pupil well-being

Improving the school environment

- Using available data to identify how the school environment and travel to and from school can be made safer to reduce incidents of bullying
- Evaluating staff supervision patterns, in the playground, school buildings, and on school transport; the physical design of the school building, including investigating "blind spots" where bullying could take place
- Establishing "quiet play" areas in playgrounds or 'safe rooms' for use at break times
- Facilitating quality play areas / resources

Professional development

- Professional development, including information on gender equality and legal responsibilities, is available for all staff – teachers, support staff, temporary staff

Working with local authorities or other schools

- Working with the local authority to ensure that outside agencies such as the Education Welfare, Service, Child and Adolescent Mental Health Services, (CAMHS) and Education

Psychology Service are engaged with anti-bullying work; and pupil safeguarding has a high priority

- Working in partnership with other schools, especially within our academy

When an incident of bullying occurs:

When an incident of bullying occurs, the school anti-bullying strategies and intervention systems are managed through the **3Rs (Regulate, Relate, Reason)** to ensure emotional safety, clear boundaries, and long-term resolution:

1. **Regulate:** Before any investigation or resolution takes place, staff ensure that both the pupil who has experienced bullying and the pupil causing harm are helped to feel calm and safe. Staff utilize **The Zones of Regulation** language and tools to help pupils manage big feelings and lower threat levels.
2. **Relate:** Using **Emotion Coaching**, staff validate pupils' emotions while holding firm behavioral boundaries. Staff provide a safe space where pupils can share their feelings with a trusted adult, avoiding public confrontation or power struggles.
3. **Reason:** Once pupils are fully regulated, staff engage them in structured reflection to think together, find a solution, and actively repair harm through a restorative approach.

The school's anti-bullying strategies and intervention systems aim to:

- prevent, de-escalate and/or stop any continuation of harmful behaviour
- react to bullying incidents in a reasonable, proportionate and consistent way.
- safeguard the pupil who has experienced bullying and to trigger support for the pupil
- apply consequences to the pupil causing the bullying and ensure they learn from the experience, possibly through multiagency support
- seek to repair harm through restorative approaches

To ensure incidents are reported, we have clear and effective systems:

- Safe and varied routes to report bullying
- Effective and fair investigation
- Listening strategies
- Accurate recording
- Detailed restorative approach
- Clear communication with all stakeholders
- Follow up systems to ensure that agreements are sustained

Consequences & Repair:

In conjunction with our relational approach to behaviour, consequences for bullying are used to support learning and repair harm, not to punish. They are designed to be logical, proportionate, forward-facing, and entirely shame-free. Consequences must take account of any special educational needs (SEN) or disabilities that pupils may have, ensuring the sanction is reasonable and that the child understands and is in control of their actions.

Consequences for bullying have three main purposes, namely to:

- Impress on the perpetrator that what he/she has done is unacceptable;
- Deter him/her from repeating that behaviour;

- Signal to other pupils that the behaviour is unacceptable and deter them from doing it.

Consequences are intended to hold pupils to account for their behaviour, ensuring they face up to the harm they have caused and actively engage in restoring relationships. These forward-facing actions focus on what happens next and may include time to reset in a calm space, making direct amends, loss of privileges linked directly to the behaviour, or a supported restorative activity.

The school ensures that the needs of the pupil who has experienced bullying are fully addressed. We keep disruption to their learning to a minimum, ensure they retain access to their friends, and make them aware of the specific learning consequences and restoration plans put in place to protect them and resolve the issue.

Exclusions:

When other strategies and consequences do not resolve the problem, permanent exclusion may be justified in the most serious and persistent cases, particularly where violence is involved.

“Pupils must not be excluded from school for being bullied, even if the school believes they are doing so for the child’s benefit. The legislation on exclusion makes clear that “exclude...means exclude on disciplinary grounds”. Exclusions guidance explicitly says that children should only be sent home for health and safety reasons where “because of a diagnosed illness such as a notifiable disease he or she poses an immediate and serious risk to the health and safety of other pupils and staff”. Behavioural problems, even when related to a diagnosed condition such as ADHD or ASD, do not normally fall into this category.

Some pupils who have been subjected to bullying are provoked into violent behaviour. A pupil can be excluded for violent behaviour; it is a matter for the Headteacher’s judgement, taking account of the evidence available, all the circumstances of the case and the need to balance the interests of the pupil concerned against those of the whole school community. However, before deciding to exclude a pupil, it is recommended that the Headteacher always allows him or her to state their case, and checks whether the incident may have been provoked by, for example, racial or sexual harassment or a child’s SEN or disability. Where a pupil has retaliated after months of persistent bullying, this be considered differently from an unprovoked attack.”

Engaging parents:

The school develops successful home-school links and works with parents to

- Help them to understand the stance of the school as regards bullying
- Engage promptly with them when an issue of bullying comes to light, whether their child is the pupil being bullied or the accused perpetrator

Parents are made aware of how to

- Work with the school on bullying
- Seek help if a problem is not resolved
- Play a key role in supporting their child, developing coping strategies for them and building assertiveness skills in partnership with the school
- Support their child and the school if their child is causing the bullying

The School has a legally required complaints procedure which is available to parents.

Conferencing and Conversations:

The school will use restorative conferences and conversations to restore and repair. Staff utilize

Emotion Coaching steps (recognising feelings, validating emotions, setting behavioral boundaries, and problem-solving together) to guide the perpetrator through the accountability process. This means supporting the pupil to:

- Accept responsibility for the harm caused to the individual being bullied;

- Accept responsibility for the harm caused to others (for example staff, friends or family);
- Recognise the need to take action to begin to repair the harm caused;
- Agree to a range of actions – in conjunction with all those involved – which will be monitored over an agreed period of time.

These approaches are conducted privately wherever possible and are highly effective when used in tandem with supportive, logical consequences. Following any consequence or intervention, children are actively welcomed back into the learning environment to promote ongoing growth, relationships, and belonging.

Review and follow up to actions:

Actions are monitored over time to review whether the action has prevented recurrence of the bullying and to ensure that the pupil being bullied feels safe again.

An interview with the pupils involved and / or a standard review letter to parents to gather judgements on their satisfaction with how the bullying was dealt with.

Confidential reporting systems for pupils:

The School encourages pupils to report bullying in confidence using a variety of methods. However, if pupil safety is at risk then school staff cannot keep the information confidential.

A range of tactics are used by the school to encourage reporting:

- Bubble Time -which is addressed immediately
- Peer Mediators who are in the playground every day
- Restorative Approach forms
- Confidential phone numbers / helpline information
- Easy access to LSAs and Home School Link Worker
- Proactive class teachers, LSA's and Club Class staff

Systems are of value when:

- Pupils have confidence that their concerns will be treated promptly and seriously and that action will be taken which will not make their situation worse
- Pupils can access reporting routes easily
- Pupils know who will deal with their concerns and have trust both in them and the systems which the school uses
- Pupils are aware that malicious reporting, relating to pupils or staff, will be taken seriously

Reporting arrangements for parents:

Parents are frequently the ones to report bullying incidents to the school. Parent reporting systems are most effective when:

- Reception staff and other staff taking notes or receiving visitors have been trained in school systems and procedures and are clear about steps to be taken
- Reception and other staff are sensitive to the emotional needs of parents making contact with a school about incidents of bullying
- Parents have confidence that staff will act promptly, take the concern seriously and not take action which makes the situation worse for their child
- Staff take actions to agreed timescales and report progress to parents
- Parents are clear about how to take further action if they do not feel that their concern has been properly addressed.

Keeping records of bullying incidents enables the school to:

- Manage individual cases effectively
- Monitor and evaluate the effectiveness of strategies

- Celebrate the anti-bullying work of the school
- Demonstrate defensible decision making in the event of complaints being made
- Engage and inform multi-agency teams as necessary.

Bullying data is used to:

- Provide monitoring reports to pupils (through the school council, for example) and staff;
- Create evaluation reports for:
- Pupils, parents and staff in order to demonstrate openness and to celebrate progress;
- Governors in order for them to monitor the anti-bullying work of the school
- Maintaining Gold Healthy Schools status

Data and Evidence includes:

- Information relating to the incident
- The use of CPOMS to record incidents within and outside school
- Information on what action the school took and the impact this had on the bullying
- A range of data from pupil surveys including quantitative data and perception data
- Records of peer mentoring initiatives e.g Peer Mediators
- Parental complaints to the school or local authority regarding bullying
- Records of the Educational Welfare Service identifying where bullying is a factor in nonattendance at school
- Exclusions data related to bullying
- Transfer and admissions data, specifically requests for transfer due to bullying or harassment
- Information and evidence collected under the National Healthy Schools theme of “emotional health and well-being” (including bullying)
- Data from Ofsted reports
- Information contained in school improvement plans

The Anti-bullying policy is effective because the whole-school workforce:

- Understands the principles and purpose of the school anti-bullying policy
- Understands their responsibilities regarding bullying
- Are clear about their responsibility to resolve problems at the nearest level to the pupil
- knows what consequences and behaviour management strategies are in place and where to seek support
- Have the requisite knowledge and skills for preventing bullying and repairing harm
- Understands the needs of vulnerable pupils, including disabled pupils, those with special educational needs (SEN) or those with caring responsibilities
- Knows the procedures for referral
- Knows the procedures in relation to safeguarding and liaison with multi-agency teams

Personal, Social and Health Education (PSHE)

PSHE and Circle Time lessons taught in Reception through to Year 6, through our whole-school JIGSAW program, provide opportunities to explore a variety of areas associated with supporting pupils development to identify and understand anti-bullying. Relationships education (made statutory in 2017) helps to equip pupils with the knowledge and understanding to make informed choices and have successful friendships and relationships with others.

Citizenship:

Various topics within the Citizenship curriculum which are useful vehicles for teaching about issues related to the anti-bullying work of the school. British Values is covered in lessons and assemblies in which pupils explore the core values; democracy, the rule of the law, individual

liberty and mutual respect and tolerance of those with different faiths and beliefs. We also deliver regular '5 Minute Wonder' class assemblies which link closely to our work on SMSC.

Parents can contact Parentline Plus (0808 8002222) for further advice on helping their child to deal with bullying. Parentline Plus offers a 24-hour confidential and free line for parents, staffed by trained volunteers. There is extensive information on 'Parentline Plus' website, where the leaflet on helping parents worried about bullying – Be Someone to Tell – can be downloaded.

Appendix 1

The Anti-Bullying Charter principles mean:

For pupils who experience bullying that:

- they are heard
- they know how to report bullying and get help
- they are confident in the school's ability to deal with the bullying
- steps are taken to help them feel safe again
- they are helped to rebuild confidence and resilience
- they know how they can get support from others

For pupils who engage in bullying behaviour:

- consequences and learning programmes hold them to account for their behaviour and help them to acknowledge the harm they have caused
- they learn to behave in ways which do not cause harm in future, because they have developed their emotional skills and knowledge
- they learn how they can take steps to repair the harm they have caused

For schools:

- the whole school community is clear about the anti-bullying stance the school takes
- pupils, as well as staff and other members of the school, are fully engaged in developing and reviewing anti-bullying work in the school
- every chance is taken to celebrate the success of anti-bullying work
- The whole school takes part in Odd Socks Day to promote Anti-Bullying Awareness Week and celebrate differences
- all pupils are clear about the roles they can take in preventing bullying, including the role of bystanders

For heads, governors and other school staff:

- they develop whole-school policies which meet the law and school inspection requirements
- they promote a school climate where bullying and violence are not tolerated and cannot flourish
- they continually develop best practice based on knowledge of what works
- there is a review of the school anti-bullying policy every year and, as a result, the policy and procedures are updated as necessary
- curriculum opportunities are used to address bullying
- pupil support systems are in place to prevent and respond to bullying;
- they have addressed school site issues and promote safe play areas
- all staff take part in relevant professional development and are clear about their roles and responsibilities in preventing and responding to bullying
- all staff are aware of the importance of modelling positive relationships
- data systems gather useful information about the effectiveness of the anti-bullying work and this data is used for monitoring and evaluation and is shared with the school community;
- they work in partnership with parents, other schools and with Children's Services and community partners to promote safe communities

For parents:

- they are clear that the school does not tolerate bullying

- *they are aware of procedures to use if they are concerned their child is being bullied or does not feel safe to learn, including the school's complaints procedure*
- *they have confidence that the school will take any complaint about bullying seriously and investigate /resolve as necessary and that the school systems will deal with the bullying in a way which protects their child*
- *they are clear about ways in which they can complement the school on the anti-bullying policy or procedures*

THE EQUALITY ACT 2010

Under the Equality Act 2010, new duties on schools and other public bodies came into force in April 2011. The Act strengthens and simplifies existing equality legislation. The Act brings together existing duties not to discriminate on grounds of race, disability and gender which schools are already bound to comply with, and it extends these to include duties not to discriminate on the grounds of age, sexual orientation, religion or belief, and gender re-assignment. It places a requirement on governing bodies and proprietors of schools to eliminate discrimination and promote equal opportunities, some of which they will already be doing. It will apply to school policies for tackling prejudice based bullying.

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.

BULLYING OUTSIDE SCHOOL PREMISES

Head teachers have 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 head teachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. 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 should be investigated and acted on. The head teacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a pupil. If the

misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

The following websites may be useful:

www.anti-bullyingalliance.org.uk

www.antibullying.net

www.scre.ac.uk/bully

www.bullying.co.uk

www.childline.org.uk

www.kidscape.org.uk

www.parentlineplus.org.uk

Appendix 2



Anti-Bullying Policy

What is bullying?

- * Name calling
- * Physical hurting
- * Leaving a person out
- * Unkind words
- * Hurtful stories

Bullying is not
a one-off fight,
argument or
nasty
comment.

Several
Times
On
Purpose

What if I see bullying?



Do

- * Tell someone – a teacher, adult or friend
- * Tell the bully to stop
- * Use your bubble time name



Don't

- * Stand by and watch
- * Keep it to yourself
- * Get involved
- * Accept bullying

Pirbright adults will:

- * Listen to you
- * Support & guide you
- * Investigate
- * Log the incidents
- * Share the information
- * Involve your parents
- * Stop the bullying

