



We dream big, show pride
and do our very best!

Anti-Bullying Policy

September 2020

Head Teacher: Mrs B. Tate- Brier

Anti Bullying Co-ordinator: Mrs L Stones

Anti Bullying Governor: TBC

This policy reflects the following guidance:

OFSTED Guidance for inspecting schools under the common inspection framework from 2019, including the clarification document for schools.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801429/Education_in_spection_framework.pdf

Further advice and references:

Keeping children safe in education Statutory guidance for schools and colleges

September 2020

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/830121/Keeping_children_safe_in_education_060919.pdf

Department of Education October 2014: 'Preventing and tackling bullying' - Advice for head teachers, staff and governing bodies.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444862/Preventing_and_tackling_bullying_advice.pdf

Ofsted Report 'No place for bullying' -How schools create a positive culture and prevent and tackle bullying. (Age group: 5–18 Published: June 2012 Reference no: 110179)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/413234/No_place_for_bullying.pdf

Introduction

Foljambe Primary School recognises there is a need to safeguard the welfare of all those within the school community and to encourage a culture of co-operation, acceptance and harmony both within and outside of school.

It is our duty “ **to promote children and young people’s wellbeing and statutory responsibilities to provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010 such a curriculum must: promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life.**”

We are committed to providing a caring, friendly and safe environment for all pupils so they can learn in a relaxed and secure atmosphere. We have high expectations of all pupils, staff and parents and strive to create a school community in which all children can fulfil their potential.

Bullying of any kind is unacceptable at Foljambe Primary School. If bullying does occur all incidents will be dealt with promptly and effectively. The school actively implements its anti-bullying policy and has clear pathways for reporting, which are known to all members of the school community. If a crime has been committed during the bullying incident, the Community Police Officer will be involved as appropriate. All reported incidents will be actioned by our Anti-Bullying Co-ordinator, Mrs Lisa Stones using our Bullying Incident reporting/recording Form (BIF) (See **Appendix**)

We celebrate diversity and promote cohesion within our community.

Bullying outside school premises:

Teachers have the power to discipline pupils for misbehaving outside the school premises “to such an extent as is reasonable”. 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 action 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.

Department of Education October 2014: ‘Preventing and tackling bullying’ - Advice for head teachers, staff and governing bodies.

What is Bullying?

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

‘Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.’ Anti-Bullying Alliance

Bullying can be physical or emotional and it can take many forms (for example, cyber-bullying). It is defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally

- often aimed at certain groups, e.g. because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (e.g. email, social networks and instant messenger)

Immediate physical safety and stopping violence are a priority; however, bullying can also occur because of prejudice against particular groups.

The Equalities Act 2010

The Equalities Act aims to offer protection from Hate Crime in the form of discrimination, harassment and targetisation. (links to Prevent strategy)

(https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)

This covers 9 areas, 7 of which are pertinent to Children and Young People. The 7 areas pertinent to C&YP are:

- *disability*
- *gender*
- *gender reassignment / transgender identity*
- *race*
- *faith*
- *sexual orientation/sexuality*
- *pregnancy/maternity*

The two areas which do not specifically affect Children and Young People are, Age and Marriage/civil partnerships, although these will be explored within the curriculum, for example in PSHE.

Some of the reasons pupils may be bullied link to the above areas covered by the Equalities Act 2010 and are as follows:

- Race, religion or culture
- Special Education Needs or disability. (*Further information on the overarching principles schools must adopt to tackle bullying of pupils with SEN and disabilities can be accessed here: <http://www.anti-bullyingalliance.org.uk/media/7434/overarching-principles-send-and-bullying.pdf>)*
- Appearance or health conditions
- Home circumstances and lifestyles including young carers and looked after children.
- Sexist or sexual bullying
- Gender

- Sexual orientation / Homophobic Bullying (*Further information relating to how Ofsted explore school actions to prevent and tackle homophobic and transphobic bullying can be found in **Appendix 5** and accessed in full here : http://www.schools-out.org.uk/wp-content/files_mf/1384363550OFSTEDexploringschoolsactionstopreventhomophobicbullying.pdf)*)
- Transgender status / Transphobic bullying

The following are examples of bullying behaviours:

- Emotional (being unfriendly, excluding, tormenting, threatening behaviour)
- Verbal (name calling, sarcasm, spreading rumours, teasing)
- Physical (pushing, kicking, hitting, punching or any use of violence)
- Written e.g. ridicule through drawings and writing e.g. on planners/PC's
- Incitement e.g. encouraging others to bully
- Extortion (demanding money/goods with threats)
- Racist (racial taunts, graffiti, gestures)
- Sexual (unwanted physical contact, sexually abusive comments)
- Homophobic (because of, or focussing on the issue of sexuality)
- Damage to Property e.g. theft of bags, tearing clothes, ripping books
- SEND (Special Educational Needs & Disability)
- Online/Cyber e.g. inappropriate texting/emailing. (*A type of bullying that happens online or through text messages or emails. It includes posting rumours on sites like Facebook, sharing embarrassing pictures or videos, and making fake profiles or websites.*)
- Sexting (*Definition: images or videos generated by children under the age of 18, or of children under the age of 18 that are of a sexual nature or are indecent.*) DfES See full guidance document '**Sexting in schools: advice and support around self-generated images. What to do and how to handle it**' <http://www.naace.co.uk/esafety/sexting>

What we will do as a school.

- Ensure the whole school community has an understanding of bullying and its consequences
- Appoint a designated member of staff as anti-bullying officer.
- Appoint an Anti-Bullying Governor
- Ensure that there are clear and consistent pathways for reporting incidents of bullying which are known to all members of the school community. (See Appendix *Flowchart)
- Develop a preventative approach to bullying. Students will be encouraged to recognise that not only do they have rights; the choices they make bring responsibilities.
- Implement a consistent system for recording incidents of bullying in line with OFSTED/DFE guidelines as referenced page 1.
- Review the anti-bullying policy annually in consultation with the whole school community.
- Identify and make safe (using student voice) areas in school where bullying could/has been known to occur.
- Be aware of factors which may cause some children to be more vulnerable than others. (See SEND principles)

Foster a clear understanding that bullying, in any form, is not acceptable. This can be done by:

- ✓ *Developing a child friendly policy*
- ✓ *Developing an adult friendly policy*
- ✓ *Regular praise of positive and supportive behaviour by all staff.*

- ✓ *Work in school which develops empathy and emotional intelligence.*
- ✓ *Any incidents are treated seriously and dealt with immediately. (support for both parties/sanctions where applicable)*
- ✓ *If a child is found to be the target of bullying outside school, then help and support will be offered and advice given on how to avoid further incidents in future. The targets and perpetrators parents will be informed. (DFE Guidance* as referenced on page 1)*
- ✓ *Work in partnership with the police should there be bullying incidents where a crime has been committed.*

How we will work with targets of bullying;

- Ensure that there are clear pathways for reporting bullying including confidential methods.
- Ensure that targets are listened to
- Ensure that strategies are put in place to support individual needs
- Ensure targets are consulted, and kept involved and informed

How we will work with those accused of bullying;

- Ensure that perpetrators are listened to
- Ensure that strategies are put in place to support individual needs
- Ensure perpetrators are consulted, and kept involved and informed
- Implement appropriate sanctions and learning programmes for example:
 - ✓ *counselling/instruction in alternative ways of behaving*
 - ✓ *adult mediation between the perpetrator and the target (provided this is safe for the target)*
 - ✓ *rewards/positive reinforcement for young people in order to promote change and bring unacceptable behaviour under control*
 - ✓ *fixed periods of exclusion*
 - ✓ *permanent exclusion (in extreme cases which may involve violence)*

How we will work with bystanders/upstanders:

- Ensure that they are listened to
- Ensure that strategies are put in place to support individual needs
- Implement appropriate learning programmes through the wider curriculum and raise awareness about the impact of bystanders. Introducing the concept of being an ‘upstander’ rather than a bystander empowering pupils to take appropriate action. **(See Appendix)**

Strategies we may use for a preventative approach;

- ✓ Teaching through curriculum – Universal Prevention approach
- ✓ Assemblies
- ✓ Peer mentoring
- ✓ Anti-Bullying Ambassadors
- ✓ Peer mediation
- ✓ Circle of Friends
- ✓ Circle Time

- ✓ Support from external agencies
- ✓ Sharing good practice with other schools (Rotherham Healthy Schools Good Practice Award and /or Silver Level Reaccreditation) See Appendix 8
- ✓ Participation in National Anti-Bullying Week /Healthy Schools Celebration Event

How we will educate the school community;

- Emphasise through all aspects of the whole school ethos and curriculum that bullying will not be tolerated.
- Ensure that the anti-bullying officer and governor attend appropriate training and development.
- Provide training opportunities for the whole school staff body.
- Ensure that students learn to recognise, respect and value the differences between groups of people within the school community (Social, Moral, Spiritual and Cultural education via the curriculum and links to British Values)

How will we work with parents and carers;

By ensuring that:

- there are clear pathways for parents/carers to report incidents of bullying, including who to actually report the concern to. **(See Appendix)**
- every opportunity is given to parents/carers to share their concerns.
- Where a parent/carer is dissatisfied with the schools handling of a situation then the head teacher will seek to resolve the situation informally. In the event of a formal complaint then the schools agreed complaints procedure will be invoked. **(see Appendix)**
- If after following the school's formal complaints procedure the parent/carer is still dissatisfied, the Local Authority complaints procedure for handling school complaints can be accessed here:

http://www.rotherham.gov.uk/info/200086/schools_and_colleges/352/get_help_if_a_child_is_being_bullied

How we will support staff:

- We will ensure appropriate agencies contact details who can support staff are available in the staff handbook and /or section of the school website and on notice boards in the staff rooms e.g. Westfield Counselling Helpline 0800 092 0987 (LA maintained school staff)
- Human Resources and Union Representatives.
- Cyberbullying of staff within the school community references:

Department of Education: Cyberbullying: Advice for head teachers and school staff

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf

Safer Internet Organisation: E-safety policy advice and signposts -

Rigorous e-safety policies and procedures are essential to safeguarding children online.

<http://www.saferinternet.org.uk/advice-and-resources/teachers-and-professionals/esafety-policy>

Support Agencies we may consult are:

N.B You could list agencies that support your school with regard to Anti-Bullying matters see Appendix 6 E.g.

Local authority

Rotherham School Improvement Service

Educational Psychology Service

External sources of advice and support

The Anti-Bullying Alliance

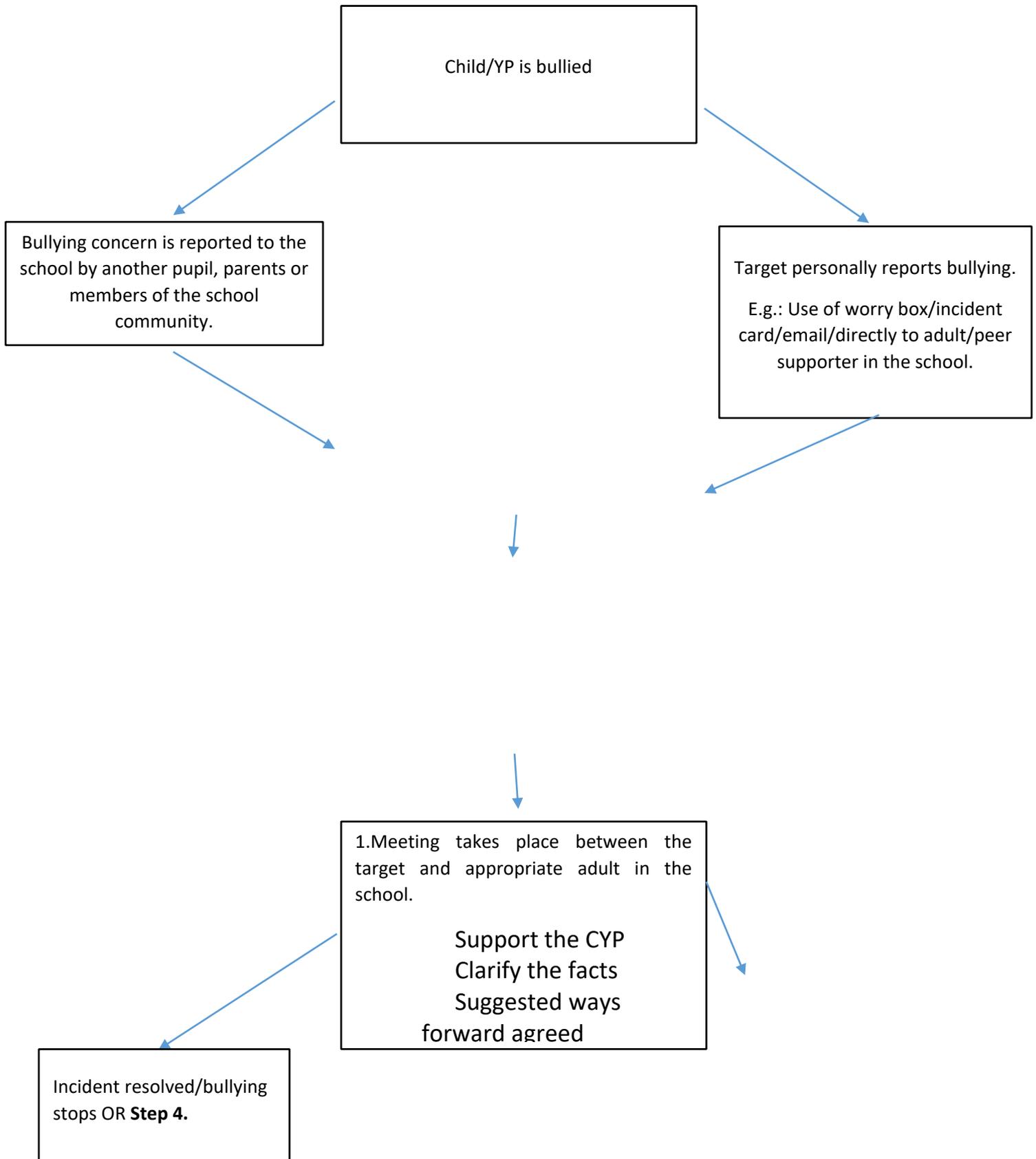
Think you know (Online Bullying)

ChildLine

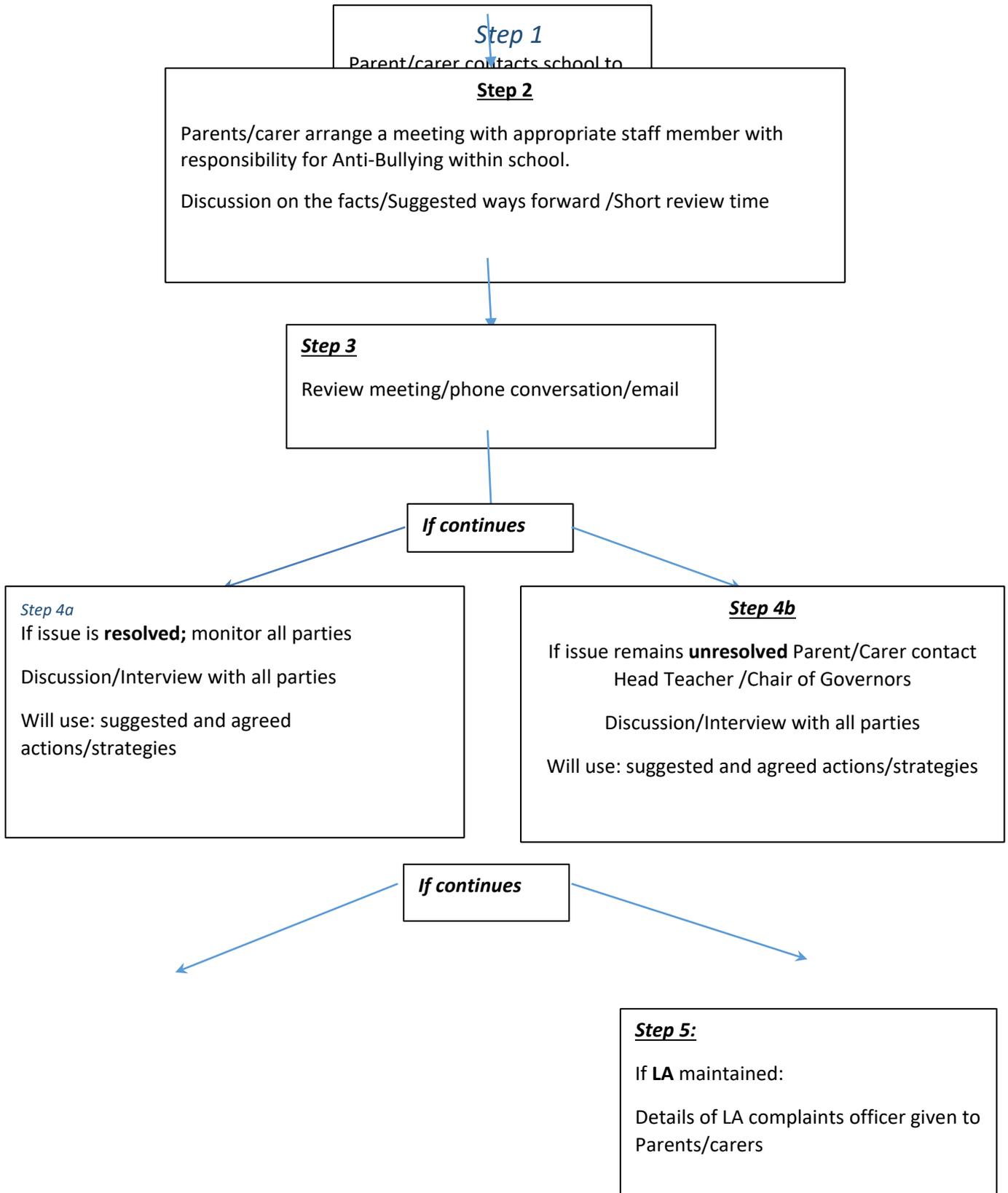
Kidscape

Appendix 1 Recommended procedures in school for reporting bullying: *Pathways of help*

(All schools will have their own referral procedures. It is important to provide feedback to both Parents/Carers and pupil on an agreed basis)



Appendix 2 PATHWAYS OF HELP- Parents/carers



Appendix 3. Ofsted Exploring the school's actions to prevent and tackle homophobic and transphobic bullying Published: September 2013

http://www.schools-out.org.uk/wp-content/files_mf/1384363550OFSTEDexploringschoolsactionstopreventhomophobicbullying.pdf

1. Inspectors should make sure that questions are age-appropriate and asked in the right context.

2. With primary pupil's inspectors might explore whether:

- pupils ever hear anyone use the word 'gay' when describing something, or whether they have been told by teachers that using the word 'gay', to mean something is rubbish, is wrong, scary or unpleasant and why it is wrong
- pupils ever get picked on by other children for not behaving like a 'typical girl' or a 'typical boy'
- pupils have had any lessons about different types of families (single parent, living with grandparents, having step-parents, having two mums or two dads)
- pupils think if there is someone born a girl who would rather be a boy, or born a boy who would like to be a girl, they would feel safe at school and be included.

3. With senior leaders, and when looking at documentary evidence:

Inspectors might explore:

- whether they are aware of any instances of homophobic or Transphobic language in school, whether this is recorded and how it is acted upon
- whether there is any homophobic language used against staff
- whether the school's bullying and safeguarding policies and equality objectives address gender identity and sexuality
- whether training has been provided for staff in how to tackle homophobic/transphobic bullying, including language
- whether the school has taken any action to ensure that provision meets the needs of lesbian, gay, bisexual and transgender (LGBT) pupils, for example in sex and relationships education and other
- aspects of PSHE, including providing age-appropriate advice and guidance
- how the school seeks to support LGBT pupils and those from LGBT families whether policies promote safety for all groups of pupils regardless of sexuality or gender identity, including the use of language
- whether there is specific mention of gender identity and sexuality in the equality, diversity, behaviour and bullying policies
- whether policies include reference to carers as well as parents.

4. With governor's inspectors might explore:

- how the school meets its statutory duty to prevent all forms of prejudice-based bullying, including homophobia and transphobia
- whether they are aware of any homophobic/transphobic bullying or language in school and whether incidents are followed up effectively
- how they ensure that sexuality and gender equality are covered within the school's behaviour guidelines and policies.

Appendix 4: Support Agencies we may consult

Rotherham School Improvement Service healthyschools@rotherham.gov.uk Call: 01709 334005

Ann Foxley-Johnson: The Anti-Bullying Company theantibullyingco@gmail.com

Sherran Finney: RLSCB Learning & Development Officer, Rotherham Local Safeguarding Board
sherran.finney@rotherham.gov.uk

Rotherham Educational Psychology Service – l.morris@rotherham.gov.uk

Russell Oxley: Rotherham LGBT Youth Group: Rotherham LGBT Youth Group is safe, secure and confidential place for LGB&T young people aged 13 to 19 to meet. Contact: Russell Oxley Email: russell.oxley@rotherham.gov.uk Call/Text: 07748 143280

Rotherham MIND; Rotherham & Barnsley Mind is committed to promoting good mental health and emotional well-being by providing high quality support in a variety of settings.

<http://www.rbmind.co.uk/> Call: 01709 554755

Safe Havens - a young person's mental health and emotional well-being support service, which is available to young people, aged 11-16 at some Rotherham Secondary Schools and Young People's Centres. www.safehavens.org.uk

External Agencies

Anti-bullying Alliance: the alliance brings together over 60 organisations into one network with the aim of reducing bullying. Their website has a parent section with links to recommended organisations who can help with bullying issues. www.anti-bullyingalliance.org.uk

Kidscape: They equip young people, parents and professionals with the skills to tackle bullying and safeguarding issues across the UK. www.kidscape.org.uk Call:02077303300

ChildLine: advice and stories from children who have survived bullying Call: 08000 1111
www.childline.org.uk

Bullying on line: www.bullying.co.uk

The Diana Award: The Diana Award: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.
<http://www.antibullyingpro.com/>

The BIG Award: The Bullying Intervention Group (BIG) offer a national scheme and award for Schools to tackle bullying effectively. <http://www.bullyinginterventiongroup.co.uk/>

DITCH THE LABEL: One of the UK's largest and most ambitious anti-bullying charities. They provide support to thousands of young people aged 13-25 through their work and partnership with schools, colleges, parents/guardians, young people and other youth organisations.
<http://www.ditchthelabel.org/>

Online Bullying

Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers. www.thinkyouknow.co.uk

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves <http://www.childnet.com/>

Digizen: provides online safety information for educators, parents, carers and young people.

Advice on Child Internet Safety 1.0: The UK Council for Child Internet Safety (UKCCIS) has produced universal guidelines for providers on keeping children safe online.

Cyberbullying.org - one of the first websites set up in this area, for young people, providing advice around preventing and taking action against cyberbullying. A Canadian based site www.cyberbullying.org

Chatdanger - a website that informs about the potential dangers online (including bullying), and advice on how to stay safe while chatting www.chatdanger.com

Know IT All for Parents – a range of resources for primary and secondary schools by Childnet International. Has a sample family agreement www.childnet-int.org/kia/parents

Sexting : “Cyberbullying” A qualitative study of children, young people and ‘sexting’ A report prepared for the NSPCC 2012 <http://www.nspcc.org.uk/globalassets/documents/research-reports/qualitative-study-children-young-people-sexting-report.pdf>

LGBT&Q:

Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education. www.schools-out.org.uk

Stonewall: An LGBT equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers. <http://www.stonewall.org.uk/about-us>

EACH: (Educational Action Challenging Homophobia): provides a national freephone Action line for targets of homophobic or transphobic bullying and training to schools on sexual Orientation, gender identity matters and cyber homophobia. <http://www.each.education/>

Mermaidsuk.org.uk – family and individual support for teenagers and children with gender identity issues. www.mermaidsuk.org.uk

SEND

Anti-bullying Alliance SEND programme of resources: Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.

<http://www.anti-bullyingalliance.org.uk/send-programme>

Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people. www.mencap.org.uk

Changing Faces: Provide online resources and training to schools on bullying because of physical difference. <https://www.changingfaces.org.uk/>

Racism

Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism. <http://www.theredcard.org/>

Kick it Out: Uses the appeal of football to educate young people about racism and provide education packs for schools. www.kickitout.org

Anne Frank Trust: Runs a school's project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity. www.annefrank.org.uk

Parents

Parentline Plus – advice and links for parents www.parentlineplus.org.uk Call: 08088002222

Parents Against Bullying Call: 01928 576152

Appendix 5: Record of Bullying Incident Form (BIF)

Bullying Incident Form BIF							
<p>This form is to be completed by a member of staff ONLY then forwarded to Anti-Bullying Coordinator: **INSERT STAFF RESPONSIBLE HERE who will log the incident and refer as school AB policy where appropriate.</p>							
<p>Bullying behaviour can be defined as: <i>‘Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally involving an imbalance of power’ adapted from DfES definition</i></p>							
Verbal	Physical	Online	Emotional	Racist	H-Phobic	Sexual	SEN/D
Method of reporting:							
<i>Target</i>	<i>Peer</i>	<i>Parent/ Carer</i>	<i>Support Staff</i>	<i>SMSA</i>	<i>Teacher</i>	<i>Community</i>	<i>Confidential Egg: Worry box/report button</i>
Aggressor/s							
Target/s							
When (date/time)							
Where (Location: classroom/bus/playground etc.)							
Details of incident:							

Please indicate what action was taken to support target/aggressor:							
Meeting with all parties		Restorative Enquiry					
Peer support/buddy mentors		External agency involvement					
Support from staff		Other (specify)					
Please indicate the level of parental involvement of both target(s) and aggressor(s)							
Phone call parent/carers		Meeting/ discussions in school with parents/carers					
Letter/email to parents/carers		Other (<i>please specify</i>)					
Agreed actions as a result/further comments: (e.g. copy and paste email)							
Please indicate if any follow-up/preventative work as a result of the incident:							
Whole school Campaign		Group work					
Whole class Awareness		Individual support					
Restorative Meeting held		Review of policy and procedures					
Other (<i>please specify</i>)		Involve external Agencies					
Please indicate when you intend to review the effectiveness of the action taken:							
<i>Within 24 hours</i>	<i>48 hours</i>	<i>1 week</i>	<i>Fortnight</i>	<i>1 month</i>	<i>Half-Term</i>	<i>Full Term</i>	<i>Other</i>
Completed by							
Date.....							
Copies to: (<i>initials</i>)							
<i>Head teacher</i>	<i>Head of Year</i>	<i>Class teacher</i>	<i>Pastoral Team</i>	<i>Other</i>			

Appendix: 6 Ofsted 2019 Grade descriptors for behaviour and attitudes

Outstanding (1) *

The school meets all the criteria for good in behaviour and attitudes securely and consistently.

* Behaviour and attitudes are exceptional. In addition, the following apply:

* Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.

* Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the wellbeing of other pupils.

* Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education.

Good (2)

* The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school.

Leaders support all staff well in managing pupil behaviour. Staff make sure that pupils follow appropriate routines.

* Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.

* There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs

Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.

* Pupils have high attendance, come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.

* Fixed-term and internal exclusions are used appropriately. The school reintegrates excluded pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately as a last resort.

* Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.

Requires improvement (3)

* Behaviour and attitudes in the school are not good. * Pupils are safe and they feel safe.

Inadequate (4)

Behaviour and attitudes are likely to be inadequate if any one of the following applies.

* Leaders are not taking effective steps to secure good behaviour from pupils and a consistent approach to discipline. They do not support staff adequately in managing behaviour.

* Pupils' lack of engagement and persistent low-level and/or high-level wilful disruption contribute to reduced learning and/or disorderly classrooms.

* A significant minority of pupils show a lack of respect for each other and/or staff and a lack of self-discipline. Pupils frequently ignore or rebut requests from teachers to moderate their conduct. This results in poor behaviour around the school.

* Pupils show negative attitudes towards the value of good manners and behaviour as important factors in school life, adult life and work.

* Attendance is consistently low for all pupils or groups of pupils and shows little sign of sustained improvement.

* Incidents of bullying or prejudiced and discriminatory behaviour, both direct and indirect, are frequent.

* Pupils have little confidence in the school's ability to tackle harassment, bullying, violence and/or discriminatory behaviour successfully.

Appendix 7

10 WAYS TO BE AN UPSTANDER

1. Help others who are being bullied by being friendly towards them, even if this person is not your friend. Go over to them. Help him to talk to an adult about any bullying that has occurred.
2. Stop untrue or harmful messages from spreading. If someone tells you a rumour that you know is untrue or sends you a message that is hurtful to someone else, stand up and let the person know this is wrong.
3. Get friends involved. Let people know that you are an **upstander** and encourage them to be one too.
4. Build relationships outside of your circle. Include someone who is alone. Show support for a person who is upset at school, by asking them what is wrong or bringing them to an adult who can help.
5. Be aware of the anti-bullying policy at your school and keep it in mind when you witness bullying.
6. Reach out to new people at your school. Make an effort to introduce them around and help them feel comfortable.
7. Refuse to be a '**passive bystander**'. By being an '**active bystander**', if you see friends or classmates laughing along with the bully you tell them that they are contributing to the problem. Let them know that by laughing they are also bullying the victim.
8. Respect others' differences and help others to respect differences. It's natural for people to be different – that's what makes all of us unique.
9. Consider developing anti-bullying initiatives with staff support. Discuss the "hot spots" where bullying most likely occurs (ex. The bus, toilets an unmonitored hallway) and what can be done on a school level to make sure everyone is safe and supported.
10. Educate yourself and your community about bullying by ensuring there is an CYP friendly and adult friendly policy in your school.

