



**Northbourne Park School**  
**Anti-Bullying Policy**

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Head DoPECA	May 2010	May 2012	Safegurading	Teaching Staff	1	SMT
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This Policy should be read in conjunction with the following NPS Policies:

*Spiritual, Moral, Social and Cultural (SMSC)*  
*Boarding Staff Handbook*  
*Statement of Boarding Principles & Practice*  
*Anti-bullying*  
*Attendance & Truancy*  
*Child Protection*  
*Confidentiality*  
*Cyberbullying*  
*E-Safety*  
*Medical Care*  
*Missing Child Procedure (Prep)*  
*Missing Child Procedure (Pre-Prep)*  
*Photographic Images*  
*Safe Handling & Restraint (Prep)*

*Safe Handling & Restraint (Pre-Prep)*  
*Safeguarding and Child Protection Policy*  
*Security*  
*Supervision of Pupils*  
*Discipline (Prep)*  
*Discipline (Pre-Prep)*  
*School Rules*  
*SEN*  
*Equal Opportunities and Inclusion*  
*Parental Responsibility Guidance*  
*Prefect*  
*Accidents Reporting Procedures*  
*EYFS Policy*

### **SECTION 1. A Statement of Principles**

The ethos of Northbourne Park School aims to create amongst all who work or study here a mutual respect and understanding of the needs of others. The School recognises that good order and discipline are essential to the provision of high standards of education. Pupils cannot learn, and teachers cannot teach, where appropriate standards of behaviour are not normal.

The School acknowledges:

- The importance of Government guidance on Bullying, including *Don't Suffer in Silence*(2002), *Safeguarding Children in Education* (2004), *Healthy Minds* (2005), *Tackling Cyberbullying* (2006) and *Safe to Learn - Embedding Anti-Bullying Work in schools*.
- The significance of the Bradford v Smart judgement (2002) is that a school may, on occasion, be in breach of its duty of care if it fails to take such steps as are within its power “to combat harmful behaviour of one pupil towards another **even when they are outside school**”
- That a strong and effective management team, working in partnership with teachers, is essential to the establishment and maintenance of acceptable standards of behaviour.
- That Governors have a responsibility to support the school in maintaining high standards of behaviour.
- That pupils are entitled to a safe and orderly learning environment to assist them in achieving their full potential.
- That parents and/or guardians have an important role to play in supporting the school in its work to maintain high standards of behaviour. Consistency between school and parent expectations of behaviour is essential.

Bullying is an insidious form of behaviour that has no place at *Northbourne Park School*. The school is committed to combating bullying and this policy recognises the need to respect and support each individual in this area.

To this end it believes that:

- i. Physical, verbal or emotional abuse of any member of the community is not acceptable at the school.

(Such behaviour is regarded as a most serious breach of school discipline).

- ii. All instances of bullying behaviour should be reported.

The school undertakes to ensure that:

All reported instances of bullying will be recorded and appropriate action will be taken.

- Help will be made available both to the victim(s) and to the bully (ies).
- The school seeks to prevent bullying by developing sound positive relationships between people using all the resources available to it as a school.

It aims also to raise the self-esteem of each individual and actively support each pupil at each stage of his/her development.

(The Form teacher is charged with the day-to-day care and welfare of a pupil. The Form Tutors report to the Deputyhead as their line manager. The Deputyhead reports to the Headmaster.

The school places the highest priority on the effective communication, implementation and maintenance of its anti-bullying strategy throughout the school community, through the publication of this document

- Digitally on the School Policy Library (for staff) and
- Digitally on the school website, (for all current and prospective and parents and pupils) and
- Through hard paper copies available from the Pre-Prep and Prep School Offices.

Condensed advice for pupils is also printed in the *NPS Pupil Prep Diaries*, (see below.)

## **SECTION 2. Aims and Objectives of the NPS Anti-Bullying Policy: the Safety of Pupils**

- To define clearly those actions which the school understands as 'bullying' and to present this to pupils, school employees, parents, governors and the outside community.
- To demonstrate that Northbourne Park School takes bullying seriously and will not tolerate it.
- To establish measures to prevent all forms of bullying throughout the school, in its boarding houses, and on off-site activities.
- To support those involved in actions to identify and protect those pupils who might be bullied or who disclose experiences of bullying.
- To demonstrate that the safety, happiness and educational success of pupils is enhanced by dealing positively with bullying.
- To encourage pupils to tell someone that they, or someone they know, is being bullied.

## **SECTION 3. Definitions of Bullying**

Bullying occurs when someone is intentionally made to feel physically or mentally injured. Bullying can cause serious psychological damage and even suicide (although bullying is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour).

- It is meant to be hurtful
- It may be physical (e.g. hitting, kicking, spitting)
- It may be verbal (e.g. teasing, spreading rumours)
- It may be indirect (e.g. excluding someone by not talking to them or leaving them out of a group)
- It may be manipulative (e.g. getting someone else to tease or hit someone)
- It may involve complicity in someone else's action (e.g. as a bystander who looks the other way).
- It may be racial, religious, cultural, sexual / sexist, homophobic, Special Educational Needs related, disability and cyber (social websites, mobile phones, text messages, photographs and email).

Bullying is often hidden. It may involve actions or comments that are racially deprecatory, sexist, homophobic or which focus on disabilities. It can happen anywhere and at any time.

### **Physical Bullying**

This may involve:

- Hitting or kicking someone
- Jostling, bumping, or pushing someone
- Spitting at someone
- Invading someone's body space
- Physically humiliating someone
- Firing darts or pellets at someone
- Taking or damaging or hiding someone's property
- Invading someone's living space or intruding on their space

(If physical bullying involves assault, actual bodily harm or wounding it is a criminal offence).

### **Verbal Bullying**

This may involve:

- Spoken comments
- Written notes
- Emails or text messages
- Improper use of social networking websites
- Phone calls
- The defacing of notices
- Name-calling, spreading rumours, publicly blaming someone for something they haven't done
- Circulating unflattering drawings or photographic images of someone

### **Indirect or Manipulative Bullying**

This may involve:

- Ostracising a fellow-pupil by refusing to sit alongside him/her in class, in the Dining Room, etc. (or by moving away when he/she comes and sits down)
- The manipulation of social networks to ostracise, marginalize or intimidate individuals
- Encouraging others to become the agents of physical or verbal bullying against one's intended victim.

### **Racist, Sexist or Homophobic Bullying**

Racism, sexism, homophobia and the exploitation of disability are palpably in conflict with the *NPS Equal Opportunities Policy* and contrary to its social and moral principles. Bullying that focuses on an individual's body shape, appearance and hair colour or alleged sexual attractiveness (or lack of it) similarly are contrary to *NPS Equal Opportunities Policy* and is in conflict with its social and moral principles.

Bullying of this sort may include:

- Spoken comments about someone (their friends or a member of their family), or about some group of students
- Written notes about someone (their friends or a member of their family), or about some group of students
- Emails, web postings or text messages about someone (their friends or a member of their family), or about some group of students
- Phone calls about someone (their friends or a member of their family), or about some group of students
- The defacing of notices with snide remarks about someone (their friends or a member of their family), or about some group of students.

### **Cyberbullying**

The school is also aware of the pernicious effects of cultural, religious and cyberbullying and the opportunities that exist for bullies to manipulate relationships through email, websites and social networking sites.

The Headmaster regularly briefs the school on the inherent dangers of this kind of communication, which also forms part of the Prep School e-Safety course at the beginning of each year in ICT lessons.

All teachers and particularly Form Tutors need to be proactive in listening and asking the right questions concerning this more hidden and insidious form of bullying. Form Tutors make it their business to ask pupils about their involvement in Social Networking Sites and as to whether they are comfortable with it.

Please refer to the *NPS Cyberbullying Policy* for more information.

## **SECTION 4: Signs and Symptoms of Bullying**

A child may indicate by signs or behaviour that he/she is being bullied. Parents and teachers should be aware of these possible signs and they should investigate if a child:

- Is unwilling to return to school from home
- Becomes withdrawn or anxious as a period at home draws to a close
- Expresses anxiety about his/her appearance (hair colour, body shape, clothing)
- Changes established habits (e.g. giving up music lessons or support of a local football team, changing their accent or vocabulary)
- Has possessions which go “missing” or returns home with clothes or books damaged
- Has few friends
- Is little liked or neglected in social contacts in the class
- Asks for significant increases in the tuck or pocket money he/she is given
- Begins to do poorly in school work
- Becomes aggressive, disruptive or unreasonable
- Becomes excessively eager to please
- Is bullying siblings or other children
- Exhibits diminishing levels of self confidence
- Chooses the company of adults in preference to that of peers
- Demonstrates emotional problems
- Has problems with siblings at home
- Displays repressed body language and poor eye-contact
- Begins stammering or truanting
- Shows reduced interest in personal hygiene or grooming
- Complains of headaches or stomach cramps
- Has unexplained cuts or bruises
- Has difficulty sleeping or experiences nightmares
- Runs away or talks of suicide

## **SECTION 5: A Statement of Intent**

Northbourne Park School is committed to providing a caring, friendly, and safe environment for all its pupils, so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at this school. The school recognises that there are strong bonds of loyalty between friends, but bullying is too damaging to be kept hidden. Ours is a TELLING SCHOOL. This means that anyone who knows that bullying is happening is expected to mention it to an adult they trust. This is NOT “dobbing in” or “grassing”.

## **SECTION 6: Responsibilities**

### **The Governors**

The Governors will discuss, review and endorse the *NPS Anti-Bullying Policy* and seek the Headmaster’s annual report on the working of the policy.

### **The Headmaster**

The Headmaster has a legal duty to safeguard and promote the welfare of children, and so to ensure that procedures exist to prevent bullying arising among pupils.

He will be mindful of the duty placed upon the school to:

- Protect children from maltreatment
- Prevent impairment of children's health or development
- Ensure that children are growing up in circumstances consistent with the provision of safe and effective care
- Enable children to have optimum, life chances and to enter adulthood successfully
- Ensure that the strategies and procedures of the *NPS Anti-Bullying Policy* represent good standards of practice
- Discuss development of the strategies and procedures with the Senior Management Team
- Ensure that the Boarding team has an opportunity to review the strategies and policies
- Ensure that the school's procedures are brought to the attention of all staff, parents, pupils and governors
- Ensure the appropriate training is available to all involved in raising the profile of the *NPS Anti-Bullying Policy*
- Report annually to the Governors on the incidence of and response to bullying in the school.
- Be responsible for drafting the *NPS Anti-Bullying Policy* and for presenting it for discussion by the SMT
- Be responsible for the day-to-day management of the policy and systems
- Support the teachers in the counselling of both bullies and victims, and formulating solutions to particular problems
- Keep the Chairman of Governors informed of incidents and discuss with him how best to involve parents in the solution of individual problems
- Raising awareness of staff through training, taking action to reduce the risk of bullying at times and places where it is most likely
- Arrange relevant staff training in anti-bullying
- Ensure that the discussion of bullying is properly dealt with in the school's PSHEE programme, assemblies, projects, drama, stories, literature, historical events, current affairs and so on
- Seek to develop ways of encouraging pupils to let it be known if they are being bullied or have witnessed bullying (*in line with the School's 'Statement of Intent' – Section 5*)
- Ensure that bullying is recorded and that Form Tutors regularly review the *Pupil Record Files*.

- Organise a *Notifiable Incidents Annual Review Meeting* with the Headmaster and Deputyhead, to identify patterns of bullying behaviour to locations in School, times of the School day and other pupils involved, perhaps as bystanders.
- To ensure that a culture of *Notifiable Incident Reporting* continues at the school amongst all staff
- Dovetailing the *NPS Anti-Bullying Policy* with the *NPS Discipline Policy (Prep and Pre-Prep)*, (with support for the victim and the bully)
- Make explicit the sanction for bullying at *Northbourne Park School*
- Arranges for there to be a nominated School Listener, Nigel Hale, the School Chaplain, who is available as a listening ear for pupils or they can contact under the email 'School Listener'.

### **Head of Boarding**

The Head of Boarding will:

- Be responsible for discussing the *NPS Anti-Bullying Policy* with members of the boarding team (including cleaners) and boarders
- Be responsible for ensuring that boarders are supported by the *NPS Anti-Bullying Policy* and that its procedures are followed
- Deal with and record any incidents of bullying that are disclosed or discovered
- Support and counsel those who bully, are bullied and those who fail to intervene when witnessing bullying
- Involve the Matrons and Form Tutors in the care and supervision of both bullies and victims
- Alert Form Tutors to bullying problems in the boarding houses which may have an impact on behaviour and performance in their classes.
- Put into practice methods that ensure the thoughtful allocation of accommodation (especially where rooms are shared) and the effective supervision of all areas of the houses in which pupils live or are accommodated
- Report any incidents of bullying using the *Notifiable Incidents Form*.
- Put into practice methods for encouraging pupils to tell someone if they are being bullied (*in line with the school's 'Statement of Intent' – Section 5*)
- Give priority to the care of pupils, which must always be placed above the efficient discharge of administrative tasks.

### **Heads of Department**

All Heads of Department will:

- Be responsible for ensuring that those who teach within their departments are mindful of the particular opportunities for bullying that exist within classes within their academic discipline and



that the department has considered appropriate strategies for countering bullying in those circumstances.

- Support those who work within their department in their efforts to ensure that bullying within the classroom is dealt with effectively.

### **Teaching Staff**

All teaching staff will:

- Know the definition of Bullying (*Section 3*)
- Know the School's Anti-Bullying policy and procedures (*Section 8*)
- Deal with incidents according to the procedures
- Participate in the care and supervision of pupil behaviour, especially between lessons, at break and lunchtimes, at the beginning and ends of the days and in the Dining Rooms.
- Be formally responsible for the supervision of pupil behaviour in their classroom and alert to pupil behaviour as they move around the school. Teachers will begin and end their classes punctually and not leave students unsupervised.
- Be formally responsible for the supervision of pupils in their extra-curricular activities. Teachers will begin and end their extra-curricular activities punctually.
- Participate in the supervision of pupils on buses/minibuses when travelling to and from home and on matches/trips.
- Take responsibility for the full implementation of this policy on off-site activities when they are in a supervisory role.
- Never let any incident of bullying pass unreported (whether on site, or during an off-site activity).

### **Support Staff**

Support Staff will:

- Know the definition of Bullying (*Section 3*)
- Know the *NPS Anti-Bullying Policy* and its procedures
- Deal with incidents according to the procedures

### **Pupils**

All pupils should:

- Know the definition of Bullying (*Section 3*)
- Be aware of the *NPS Anti-Bullying Policy* and know and understand its "Statement of Intent"

- Inform a trusted person (e.g. teacher, Form Tutor, Matron, Head of Boarding) if they are being bullied or if they are aware of bullying
- Reject the idea that disclosing bullying is “dobbing in” or “grassing”

### **Parents(and Guardians)**

All parents/guardians should:

- Know the definition of Bullying (*Section 3*)
- Be aware of the *NPS Anti-Bullying Policy* and its “Statement of Intent”
- Be mindful of the signs and symptoms of bullying (*Section 4*)
- Contact their son/daughter’s Form Teacher or Head of Boarding if they suspect that he/she is being bullied

## **SECTION 7: Anti-Bullying Education**

The school will raise the awareness of the nature, causes and the anti-social quality of bullying through its PSHEE programme, school assemblies, chapel and form tutorials.

The **Deputyhead** is responsible for initiating and developing the *NPS Anti-Bullying Induction Programme* at the beginning of each academic year, enlisting the ideas of the pupils to combat bullying, and also as part of the PSHEE programme.

The **Head of Boarding** is responsible for ensuring that anti-bullying material is covered in Boarding Forums and in discussions between pupils and the Boarding Team.

**Heads of Department** are responsible for identifying areas within the subject curriculum that offer opportunities for the discussion material that may be significant in situations where bullying could arise (e.g. race in Geography; sexual orientation in Biology; culture in Religious Studies). The pedagogic methodology used in their department should be developed to foster positive relations between people.

**Teachers** must exploit every opportunity to promote the school’s anti-bullying strategy, within the classroom. They must not avoid the discussion of bullying when it is pertinent (but must consider carefully the most appropriate strategy for developing any discussion).

Throughout the curriculum it is expected that classroom organisation and management promote co-operative activity and discussion among pupils. All teachers are responsible for ensuring that students learn to listen to one another, to respect opinions they do not themselves hold, and for fostering an appropriate degree of assertiveness that permits students to express their own opinions.

## **SECTION 8: Procedures**

### **Suspicion of Bullying**

Pupils who are being bullied may show changes in behaviour (see **SECTION 4**). All staff should be aware of the possible implication of such behaviour change and report promptly any suspicions of bullying using the *Notifiable Incidents Form*.

Parents too should be aware of the possible implication of such behaviour change: they may wish to discuss their observations with their son/daughter or may choose to report any suspicions to the pupil's Form Teacher.

When a Form Teacher is advised of suspicions that a pupils is being bullied he/she will always inform the the Deputy Head and the Headmaster using the *Notifiable Incidents Form*, and in particular:

- 8.1 Make a note of the reported suspicion on the Pupil Record File (dating the entry).
- 8.2 Assess the suspicions in the light of their own observations of the pupil's behaviour and make a note of their evaluation on the Pupil Record File.
- 8.3 Consider as to whether there are any Special Needs considerations which might be relevant.
- 8.4 Make appropriate enquiries of the pupil (either directly, or indirectly through the pupil's Form Tutor) and record the result of those enquiries on the Pupil Record File (dating the entry).
- 8.5 Alert the pupil's Form Tutor to the report and the result of subsequent enquiries.
- 8.6 If the pupil acknowledges that he/she is being bullied, follow the procedure outlined at 8.2
- 8.7 If the pupil denies that he/she is being bullied, consider alerting subject teachers or matrons of the need to keep a quiet eye on the pupil.
- 8.8 Remind all parties alerted that they should inform the Form Teacher of any grounds for persisting or developing concerns

## **SECTION 9: Disclosure of Bullying by one who considers himself/herself a victim**

Disclosure to a teacher, a Form Tutor , a Matron, a Doctor, peripatetic music staff or a member of the school's support staff or to a parent.

The person hearing the disclosure will:

- Always take what is said seriously
- Not promise to keep secret what is said secret
- Reassure the pupil that disclosure is in line with the school's Statement of Intent (Section 5)
- Listen without initially making notes
- Determine what action the pupils would like to see taken

- Explain what will happen next (the Deputy Head must be informed as quickly as possible: no-one who is not directly involved in the care of the child should be informed)
- Ensure that the pupils feels safe and is not in danger of significant harm
- Once the initial disclosure is concluded, make a record of key points: what happened, who was involved, who saw what happened, where it happened, previous occasions when it has happened
- Pass the record of the disclosure (signed and dated) to the Headmaster using a *Notifiable Incident Form* with any extra notes you have taken.

**The member of staff will always complete a *Notifiable Incident Form* in cases of suspected or alleged bullying.**

Where serious bullying is disclosed, the **Headmaster** will

- Discuss with the pupil concerned the recorded disclosure, making sure it is both full and accurate, and discussing any other thoughts the disclosure has brought to mind
- Consider the disclosure in the light of their own knowledge of the pupil's life and note any thoughts on the record.
- Consider the pupils' Special Educational Needs might be relevant, for example in the case of ADHD, Autistic spectrum, dyslexia or other conditions.
- Evaluate the pupil's emotional state, reassuring him/her that it is always right to disclose bullying (as specified in the Statement of Intent), and giving priority to stabilising the pupil's emotions and protecting him/her from further trauma
- Ring the pupil's parents or guardians explaining what has come to light and outlining the way in which matters will be taken forward. Any available observations from the parents should also be noted (dating the entries)
- Request that the Form Tutor or Head of Boarding seek out the pupil at frequent intervals over the next few weeks to ensure that all is well and make a written note of each contact.
- Seek advice with parents to develop support for the victim, calling upon some (or all of the following): Matrons, Form Tutor, teachers for further support. (Ongoing discussion to support and monitor the victim will be essential).
- Advise parents as to the way in which the issue will be taken forward. (The Headmaster may wish to talk again to the pupil, or may proceed on the basis of the written records of the disclosure).
- Ring the pupil's parents to inform or to up-date them of developments in the investigation.
- Examine the written records of the disclosure and discuss matters further with the pupils concerned.

- Interview those alleged to have bullied the pupil. In particular, they will initially be interviewed individually (not as a group) and where appropriate, supported by their Form Tutor or by another teacher acceptable to them. The supporting teacher will keep notes of the interview.
- Determine any punishment that is appropriate in consultation with the Form Teacher, which in severe case or in cases of repeated bullying could attract strong sanctions including in the most severe case, permanent exclusion of the bully from the school.

### **SECTION 10: Witnessing an incident that prima facie involves bullying**

A teacher who witnesses an incident that prima facie involves bullying should deal with the incident immediately and directly.

A teacher should:

- **NEVER IGNORE** any behaviour that is prima facie (i.e. on the face of it) bullying.
- Challenge behaviour that is prima facie bullying.
- If satisfied that the behaviour is **not intended** to cause physical or mental injury, explain how the behaviour might cause such injury, and ensure that the pupil is clear that such behaviour is not to be repeated.
- If inclined to believe that the behaviour is intended to cause physical or mental injury, challenge it and apply an appropriate sanction.
- Report the incident to the Form Teacher of those involved noting any punishments given. If satisfied that the incident involved bullying, report it to the Form Tutor using a '*Notifiable Incidents Form*'.

### **SECTION 11: Advice to Pupils**

We all know that bullying goes on in every school, but it's the way it's dealt with which makes the difference between life being good or bad. Bullies can be very cunning and expert at getting away with it.

Bullying includes

- People calling you names
- Making things up to get you into trouble
- Hitting, pinching, biting, pushing and shoving
- Hiding your belongings
- Taking things away from you (e.g. your tuck)
- Damaging your things
- Using your clothes, toiletries and DVDs against your wishes
- Stealing your money
- Taking your friends away from you
- Spreading rumours (by gossip, text-message, voice-messaging, e-mail or the use of abusive websites )

- Threats and intimidation

## A Statement of Intent

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If you are being bullied (or know someone who is) tell a friend, tell a teacher or tell your parents. It won't stop unless you do. It is hard to do this so if you don't feel you can do it in person it might be easier to write a note to your parents explaining how you feel, or perhaps confide in someone outside your family, like a grandparent, aunt, uncle or cousin.

Your Form Teacher needs to know what is going on so try to find a time to tell him/her when it won't be noticeable. If you don't feel you can do that, then contact another member of staff that you trust.

Try to stay in areas of the school where there are plenty of other people. Bullies don't like witnesses. If you are hurt at school, tell a teacher, or matron immediately and ask for it to be written down.

If you have a mobile phone, be careful who you give your number to. If you receive threatening phone calls, voicemails, text-messages or emails then tell your Form Teacher. It is a criminal offence to send offensive or threatening messages and if it continues, it can also amount to harassment. The police can, and do, take action. You must also speak to your Form Teacher if abusive things about you are published on interactive networking websites (like bebo.com), message boards or cyber-gripping websites.

If you see anyone else being bullied, please tell someone about it. Don't be tempted to try and sort it out yourself. Remember, people who are being bullied need friends so if you can help someone who is unhappy please do so.

If people are making nasty remarks about you then it may be because they are jealous or insecure.

The bullies work out what buttons to push to make you upset. They may make remarks about:

- Your weight
- Your looks
- The clothes you wear
- The colour of your hair
- The sound of your voice
- Your family
- Your schoolwork
- Your ethnic background
- If you have a disability
- If you are a different colour
- If you have dyslexia, dyspraxia or ADHD

One way of dealing with remarks is simply to say ... yeah, whatever ... each time so that you show them that it isn't having the effect of upsetting you in the way they think. Or you can say clearly “I don't have to accept that”.

If there's a ringleader then it's possible that other people who used to be your friends avoid being seen with you. They could be worried that if they go around with you they'll get bullied in the same way. Try talking to them individually to see what's going on

To have friends you also need to be a friend, and you can do that by trying to be open and friendly with people and asking how they are. This isn't always easy because sometimes the people you are nice to aren't nice back. People love talking about themselves so if you come across as a good listener then people will enjoy your company.

### **Body Language**

Think about the last time you walked around school. How did you feel? Confident and powerful? Or timid and worried?

And how did you look to other people? Were you striding out purposefully with your head up, looking forward, or were you trying to make yourself look insignificant in the hope that the bullies wouldn't spot you?

Body language tells us a lot about other people. If you're trying not to be noticed and looking at the ground it can make you more noticeable. You look defensive and vulnerable. If you step out boldly you may not be very confident but you'll certainly look it.

### **Taking time off school**

Sometimes, when you're very unhappy you might want to stay at home to avoid the bullies because you're afraid of what they might do to you. Always tell your parents how upset you are so that they can help you. You need their support.

### **Asking for Help**

Sometimes bullying can make you feel very unhappy and upset and that life isn't worth living but you will come through it.

Childline and Bullying Online are available to help you 24 hours a day, 365 days a year. You can email Bullying Online on [help@bullying.co.uk](mailto:help@bullying.co.uk) or ring Childline on 0800 1111 at any time.

**END**