



CAMPBELL  
COLLEGE

Est 1894

# ANTI-BULLYING POLICY

## [STUDENT AND PARENT VERSION]

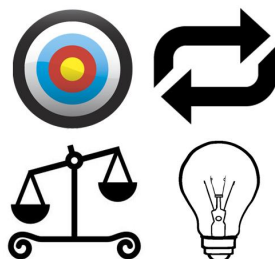
Revised: June 2017  
Next Revision: June 2019

**ALL staff have a responsibility to be alert to, and to deal with, bullying-type behaviour; however, Heads of Year will assume the lead role when dealing with incidents of bullying.**

<b>First Contact for bullying incidents:</b>	<b>Tutor / Head of Year</b>
<b>Further contact for bullying incidents:</b>	<b>Heads of Key Stage</b>
<b>Vice-Principal (Designated Teacher for Child Protection)</b>	<b>Mr C Oswald</b>
<b>Governor with responsibility for bullying incidents</b>	<b>Mr R Hassard</b>

## MISSION

- To ensure that every member of the school feels valued and respected, has positive feelings about the school, is able to concentrate on work and is free from any intimidation
- To develop a culture in which bullying is not tolerated and is challenged. Bullying can only thrive in a climate of silence. We will encourage all students to 'Speak Out' and not to 'Suffer in Silence'
- To inform students, staff and parents of the school's expectations and to foster a productive partnership, which helps maintain a bullying free environment
- To tackle incidents of bullying systematically, consistently and effectively



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Although not a definitive guide, some advice for parents and pupils is offered in two appendices:



### **APPENDIX 1**

### **GUIDANCE FOR PARENTS**

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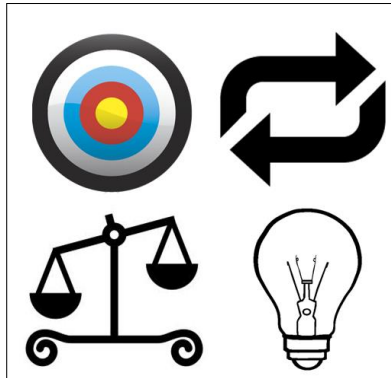
### **APPENDIX 2**

### **GUIDANCE FOR PUPILS**

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# 1. WHAT DOES BULLYING BEHAVIOUR LOOK LIKE?

At Campbell, we use the following graphic to help us recall and understand what bullying type behaviour looks like.



1) Bullying type behaviour may be targeted:



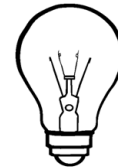
2) Bullying type behaviour may be repeated:



3) Bullying type behaviour may involve an imbalance of power:



4) Bullying type behaviour may be intentionally hurtful:



This has been adopted from the Northern Ireland Anti-Bullying Forum definition of bullying:

***“The repeated use of power by one or more people intentionally to harm, hurt or adversely affect the rights and needs of another or others”***

It is important that pupils, parents and staff understand what bullying type behaviour IS and also what it IS NOT.

## **2. WHAT ARE THE DIFFERENT TYPES OF BULLYING BEHAVIOUR?**

The following are unacceptable behaviours BUT only constitute bullying behaviours when they are recurrent/persistent, targeted with intent and where a power imbalance between students is evident.

### **Type of incident:**

1. **Physical** (includes jostling, physical intimidation, punching/kicking, any other physical contact which may include use of weapons)
2. **Verbal** (includes name calling, insults, jokes, threats, spreading rumours)
3. **Indirect** (includes isolation, refusal to work with/talk to/play with/help others, interfering with personal property) and includes Cyber-bullying: misusing mobile phones and internet programmes to humiliate, threaten and isolate another.

Students may be targeted on the basis of race, religion, culture, gender, perceived sexual orientation.

The 2003 Statutory Requirements (Education & Libraries NI Order) requires schools to “encourage good behaviour and respect for others” and in particular prevent all forms of bullying.

The Addressing Bullying in Schools Act (NI) 2016 requires schools to keep records of bullying incidents that occur:

- i. On the premises during the school day;
- ii. While travelling to or from the school during the term time;
- iii. While the pupil is in the lawful control or charge of a member of staff of the school; or
- iv. While the pupil is receiving educational provision arranged on behalf of the school and provided elsewhere than on the premises of the school.

## **3. WHAT SIGNS SHOULD WE LOOK OUT FOR IF WE THINK SOMEONE MAY BE EXPERIENCING BULLYING TYPE BEHAVIOUR?**

Students may

- be reluctant to go to school and complain of frequent minor illnesses
- become withdrawn at home
- have problems sleeping
- have unexplained cuts or bruises
- have books, schoolbags or clothing damaged
- have possessions go missing
- become uninterested in school work

#### 4. WHO SHOULD I SPEAK TO IF I AM CONCERNED ABOUT BULLYING?

##### I AM A PARENT

(GUIDANCE IS OFFERED IN APPENDIX 1)

**Tutors** would normally be the first point of contact with the College; however, all incidents of bullying behaviour will be monitored by the Head of Year, and dealt with jointly between the tutor and the Head of Year.

- **IF YOU HAVE CONCERNS IT IS BEST TO TALK DIRECTLY WITH THE HEAD OF YEAR.**

**THE FULL LINE OF REFERRAL IS**

**TUTOR → HEAD OF YEAR → HEAD OF KEY STAGE → VICE-PRINCIPAL → HEADMASTER**

**CONFIDENTIALITY**

**The College has a duty of care to all students, so confidentiality cannot be guaranteed when the information given could represent a safeguarding concern for any student. All information will be handled sensitively.**

##### I AM A STUDENT

(GUIDANCE IS OFFERED IN APPENDIX 2)

There are a number of people you can talk to at Campbell:

- A class teacher
  - A prefect / peer mentor
  - Matron
  - Your tutor
  - Your Head of Year
  - School Counsellor
  - Vice-Principals
  - A trusted adult
- 
- **YOUR TUTOR IS THE BEST PERSON TO TALK TO AS THEY WILL DEAL WITH CONCERNS INITIALLY, BUT YOU CAN TALK TO ANY MEMBER OF STAFF WHO WILL KNOW WHAT TO DO.**
  - **ANY INCIDENT OF BULLYING WILL THEN BE DEALT WITH BY A NUMBER OF PEOPLE WORKING TOGETHER: YOU, YOUR TUTOR AND YOUR HEAD OF YEAR.**

5. **WHAT IS THE COLLEGE DOING COLLECTIVELY TO HELP PREVENT BULLYING BEHAVIOUR?**

- Publication of the anti-bullying policy and recognition of the need to have the co-operation of parents
- Adequate provision within the Pastoral Care of the school; having a coherent and consistent framework to address bullying incidents
- Classroom management practices encourage a restorative ethos rather than punitive.
- The Curriculum content within LLW has a commitment to anti-bullying.
- Peer Mentoring system
- Staff supervision system encouraging good group dynamics whilst students are outside of class. Staff identification of 'Hot Spots' for concentrated supervision during break and lunch.
- Prefect Supervision
- School involvement in Anti-Bullying Week (where possible)
- Reward system which encourages good behaviour and conduct within the school community by celebrating achievement and success in all areas of school life.
- Co-ordination with Collaboration Schools to outline expectations and offer support on various sites.
- Co-ordination with Campbell College Junior School to create a consistent ethos across both schools and allow for smooth transition to Senior school
- Parent information evenings
- Yearly timetable of events to provide regular reminders to students and staff
- Weekly staff meeting to address any school issues
- Regular events to encourage a positive working environment for staff
- Content of Whole School, Year and House Assemblies
- A welcoming ethos and atmosphere built on the principles of inclusivity, respect for others and an embracing of diversity within their own school culture.

## **6. WHAT CAN WE DO INDIVIDUALLY TO HELP PREVENT BULLYING BEHAVIOUR?**

### **STAFF**

Our staff will

- be fair and consistent in the treatment of students
- be aware of the school's anti-bullying policy
- take opportunities to talk to classes about bullying and the effects on the target of bullying and the student exhibiting bullying behaviour
- foster in students: self-esteem, self-respect and respect for others
- be alert to signs of distress and other possible indications of bullying behaviour
- listen to children who have been bullied, take what they say seriously and act to support and protect them
- report suspected cases of bullying to student's Tutor and/or Head of Year
- follow up any complaint by a parent about alleged bullying, and report back within an agreed timescale
- deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures

### **STUDENTS**

We expect our students to:

- refrain from becoming involved in any kind of bullying
- not retaliate violently to any form of bullying – doing so may result in having to apply sanctions to them. There is never a valid reason for physical altercations.
- report to a member of staff any witnessed or suspected incidences of bullying, to dispel any climate of secrecy and help to prevent further incidences
- not suffer in silence but have the courage to 'Speak Out', to put an end to their own suffering or that of other potential targets

To encourage people to 'Speak Out' with confidence and to make the reporting of incidents as easy as possible, we aim to provide a wide range of initial contacts. Students may choose to discuss their concerns with any of the following:

Friends, Subject Teachers, Heads of Year, Housemasters, Personal Tutors, School Counsellor, Heads of Key Stage, Vice-Principals, Learning Support Staff, Prefects, Medical Staff, Support Staff.

### **PARENTS**

We ask our parents to support their children and the school by:

- watching out for signs of distress or unusual behaviour in their children, which might be evidence of bullying behaviour.
- advising their children to report any bullying behaviour and explain the implications of the bullying behaviour to continue unchecked, for themselves and other students
- advising their children not to retaliate violently to any forms of bullying behaviour – any form of physical altercation is not acceptable.
- informing the school of any suspected bullying behaviour, even if their children are not involved
- to be aware of the dangers of mobile phone messaging and social media sites and know how inappropriate contact or messages can be reported on-line (see E-safety Policy and Guidance)
- to support the College if an incident of bullying type behaviour occurs
- to understand that we cannot be responsible for issues that occur outside of school and at times when they are under the guardianship of their parents. The College will, however, offer support and guidance as necessary.

## 7. WHAT DOES THE SCHOOL DO WHEN BULLYING TYPE BEHAVIOUR OCCURS?

If bullying behaviour is witnessed or suspected, the Tutor and/or the Head of Year of the student who is a target of bullying type behaviour should be notified immediately.

The main aim of any intervention is to:

- **RESPOND** to the bullying taking place,
- **RESOLVE** the concern,
- **RESTORE** the well-being of all those involved, and
- **REPAIR** relationships / friendships so all can move on together

It is important that **all four** aims are addressed, and we believe that 'restore' and 'repair' are vital too. The reasons are discussed in Appendix 1).

It is vital that parents/guardians support the College, and allow us to address the issue. The best support you can give your son is to keep calm, tell his you, and we understand and that we will work together to make this better.

The procedure for dealing with the incident is:

1. **Gather** and clarify all the facts
2. **Check:**
  - a. That the behaviour constitutes bullying behaviour.
  - b. If there are records of any previous incident.
3. **Determine** the level of severity of the bullying. This will involve taking account of
  - a. The nature of the bullying behaviour
  - b. The frequency of the bullying behaviour
  - c. The duration of the bullying behaviour
  - d. The perceptions of the student being bullied (consider the distress suffered by the target)
  - e. The reasons behind the bullying type behaviour
4. **Act** on the basis of this initial assessment:
  - a. Choose an appropriate intervention
  - b. Ensure effective communication amongst all parties
  - c. Consider possible need for
    - i. Parental involvement
    - ii. SENCO involvement
    - iii. Risk Assessment
    - iv. External agency involvement (e.g. CPSS)
5. **Monitor** and evaluate the on-going effectiveness of your chosen intervention/strategy. (there may not be a 'quick-fix' so any intervention should be monitored)
6. **Record** details and action taken
7. **Review** outcomes to determine whether further action is required and progress accordingly.



## **8. WHY DO WE NEED TO ADDRESS BULLYING BEHAVIOUR?**

Campbell College regards bullying as unacceptable since it can cause unhappiness to members of the school community, preventing them from developing their full potential. People flourish in a secure and caring environment. Consequently, there is a collective responsibility amongst the Campbell community to contribute in whatever way possible to the protection and maintenance of such an environment.

Our School holds the following principles and values.

- Students have a right to learn in a safe and supportive environment, free from intimidation and fear.
- The welfare/well-being needs of all children and young people are paramount and students' needs, whether bully or targeted student, need to be separated from their behaviour.
- **When bullying concerns are identified our school will work in a restorative and solution focussed way to achieve the necessary change.**
- Students who are targeted will be listened to and supported.
- Students who engage in bullying behaviour will be listened to and supported to accept responsibility and change their behaviour.
- Staff will receive awareness-raising training regarding bullying prevention including effective, appropriate strategies for intervention
- Where a concern arises, staff will receive on-going support from Middle and Senior Managers with Pastoral responsibility.

Parents will be made aware of our school's practice to prevent and to respond to concerns through parent evenings, consultation processes and where necessary, their active participation in partnership with the school to resolve concerns involving their child.

## **9. WHAT HAS THIS POLICY BEEN BASED ON?**

This policy has been developed consistent with 2003 Statutory Requirements (Education & Libraries NI Order) which requires Board of Governors and Principals to consult with all key stakeholders (students, parents, and staff) regarding positive Behaviour and bullying prevention measures which must be in place. Specific articles of the Legislation include the following:

**ARTICLE 17 – DUTY TO SAFEGUARD AND PROMOTE THE WELFARE OF PUPILS**

**ARTICLE 18 – CHILD PROTECTION MEASURES**

**ARTICLE 19 – SCHOOL DISCIPLINE: MEASURES TO PREVENT BULLYING**

Reference DE Circular 2003/13

**WELFARE AND PROTECTION OF PUPILS EDUCATION AND LIBRARIES(NI) ORDER 2003**

**'Pastoral Care in Schools: Promoting Positive Behaviour' (2001)**

**'Safeguarding and Child Protection in Schools – A guide for Schools' (2017)**

## **ADDRESSING BULLYING IN SCHOOLS ACT (2016)**

This is not yet brought into operation, but when it is, it will define the duty of schools to address bullying that occurs:

- (a) on the premises during the school day
- (b) while travelling to or from the school in term time
- (c) while the pupil is in the lawful control or charge of a member of the staff, or
- (d) while the pupil is receiving educational provision on behalf of the school elsewhere than on the premises

## **10. HOW WAS THIS POLICY DEVELOPED?**

Bullying survey distributed to students / Use of student council / Discussion in LLW classes / Discussion within House Meetings / Parental opinion sought / Discussion with Housemasters / Review with whole staff / Review with Board of Governors / Review of policy through website for parents/consultation with the Education Authority and with a Northern Ireland Anti-Bullying Forum representative

## **11. HOW DOES THIS FIT IN WITH OTHER SCHOOL POLICES?**

This policy has links with a number of school policies, including:

- Pastoral Care
- Positive Behaviour
- E-Safety (which covers Cyberbullying)
- Relationships and Sexuality (which covers Homophobic Behaviour)
- Safeguarding and Child Protection
- Learning Support (SEN)
- Suspension and Expulsion
- Complaints

## **12. HOW DO WE MONITOR THE EFFECTIVENESS OF OUR POLICY?**

All incidents of bullying behaviour are recorded and the incident will remain open until we are convinced that the behaviour has stopped and that the target of the behaviour is confident that the behaviour has been dealt with effectively.

The team of Heads of Year meet along with the Heads or Key Stage and/or the VP to discuss the effectiveness of any actions taken and the time taken to deal effectively with the incident. The policy is also discussed during the College's Safeguarding Team meeting. We have implemented the recommendations of the NIABF (Northern Ireland Anti-Bullying Forum) and remain in contact with the Behaviour Support Team of the Education Authority and Child Protection Support Services, who act as a source of advice on how to improve our provision.

**This policy will be reviewed annually by the Board of Governors; however, the College may revise the policy at any time it considers necessary. The latest version will be available by contacting the College.**

*Adapted from  
"Preventing and dealing with bullying: 101 tips for parents" by Julie Casey MEd, CPsychol.  
FutureLink Publishing*

Bullying behaviour is a very rare occurrence at the College, but it is not to say that we should ever lower our guard because bullying-type behaviour can surface at any stage and will not be tolerated. Growing up is a difficult process: forming friendships and managing conflict is something that is not 'pre-loaded'. This is something that has to be learned. It is our duty to help young people develop an understanding of their behaviour and **learn** how to positively interact with others. Differences of opinion and conflict is something we all have to deal with in adult life so it is important that young people develop resilience and learn that conflict resolution and reforming relationships is a necessary skill for adult life.

The first, and most important point is that no school wants this to happen and we will always work together with parents and pupils to ensure bullying behaviour does not surface, and if it does to address it efficiently and effectively. **The key is teamwork.**

### **What bullying is**

We use the guidance produced by the Northern Ireland Anti-Bullying Forum (NIABF) to define what bullying **is**:

1. ...behaviour that goes on for a while or happens **regularly**
2. ...deliberate. The other person **deliberately** wants to hurt, humiliate or harm.
3. ...involves someone (or some people) who are stronger in some way than the person being bullied. The person exhibiting bullying behaviour has more 'power' in that they could be older, stronger or have a some form of 'hold' over the person they are bullying. There is a **power differential**.
4. ...is targeted. It is deliberately **targeted** towards a specific person (or persons)

### **What bullying is not**

It is also important to know that bullying is not::

- a disagreement or 'falling-out'
- a one-off argument
- someone being 'nasty' through an ill thought through word or action
- a 'relationship' issue where pupils just need to be helped to learn how to get along better

This does not mean that the College will not deal with these issues – we will, but they may not need the same level of intervention.

### **Why do some pupils bully?**

There is not necessarily an exact list, but young people sometimes bully others because:

- They want to be 'in' with the cool gang
- It feels like fun, or they think it's fun, but they do not realise how hurtful their actions are
- They dislike or feel jealous of someone
- It makes them feel powerful or respected by others
- They were bullied themselves and are taking their hurt and anger out on someone they know won't fight back
- They are having problems in their own life that are making them feel bad or short tempered and this is surfacing as bullying-type behaviour.

Remember: people who are happy with themselves do not need to bully other people!

## **What do I do if my son is being bullied?**

This policy (section 4) gives more details on this, but as a guide:

- **Keep calm!** Getting angry and threatening the school or another person or parent does not help and can cause great anxiety for your child. Try to avoid the automatic (but sometimes understandable) reaction to focus on what should happen to the bully or what your son needs to do to the bully the next time. This can confirm that aggression is a justified behaviour or implies that they are somehow a part of this behaviour. **THEY ARE NOT.**
- Praise your son for telling you and reassure them that along with the school, we will all work together to get this sorted for them. Don't keep them off school as that can fuel anxiety further and implies that everything at school is wrong – they have the right to be at school, and feel safe at school.
- Maintaining a good relationship with the school shows your son that adults work out difficulties professionally and amicably and reinforces the message that the school is on their side! Reassure them that this is not their fault and importantly that not reacting back at the bully is the better response – revenge or fighting back is rarely justified and just exhibits the same behaviour that they have experienced. Revenge or fighting back can land them in trouble too.
- Support the school as working together is the best way to get issues resolved. Remember the school or the staff did not make the bullying happen and the other parents did not encourage it!
- **Keep in close contact with the College and we will work together. We, like you, want to get this sorted.**

## **Why don't schools just get rid of 'bullies' or just punish them severely?**

Parents are often surprised when schools just don't automatically suspend, isolate or expel pupils who exhibit bullying behaviour, or at least 'punish' them severely. Of course a parent's first concern is their own child's safety and happiness and it is natural to wonder why a school wants to work with their tormentors instead of just automatically severely punishing them (that said, there are circumstances when sanctions are fully justified when a restorative approach is not effective).

There are three reasons:

1. The majority of children and young people throughout their education have seen, exhibited or been at the receiving end of bullying type behaviour. The 'growing-up' process is about learning what is and is not appropriate. There is no evidence that young people are born 'bullies' or 'victims' – their roles and how they interact with each other change with age, where they are, how their personal life is at that time or who they are with. On some occasions what we as adults see as inappropriate behaviour, a young person simply hasn't thought through the impact of their behaviour.
2. If schools simply moved the problem onto another school, then others will continue to suffer. Surely the best thing to do is to deal with the problem and try to stop this form of behaviour? Sometimes a young person acting in an inappropriate manner is a sign of deeper issues in their lives, and we have a duty of care for them too.
3. The most important reason is that there **are** ways of changing behaviour. Helping young people to understand how their actions make people feel, the effect of their behaviour on others, giving them support to manage the problems they are facing in their own lives– all of these things can change bullying behaviour for good rather than just park it. Many relationships that were felt to be acrimonious at one stage often are repaired as the young people progress through school, and indeed many new friendships forged!

**When people who are targets of bullying behaviour are asked what they want to happen, they very rarely talk about 'revenge', they almost always say: '*I just want it to stop*'.  
Maybe we should think the same way?**

### **Does reporting it make it worse?**

Definitely not – and it is vital that you do report this. The school will have met this before and in all likelihood will meet it again. You need to trust the school to know how to handle this, and work together with us. The worst scenario is when the College is told that this has happened before or has been happening for some time when we have not had the opportunity to address it.

### **Can I remain anonymous?**

Sometimes parents report bullying-type behaviour but do not want their child's name mentioned. This can often be unhelpful for three reasons: Firstly, it is important to be specific to the pupil exhibiting the bullying behaviour so they relate clearly to what has happened and what needs to change. Talking 'generally' sometimes does not get the correct message through, especially when the pupil exhibiting the bullying-type behaviour does not fully realise the impact of their behaviour. Secondly, support from **all** parents is important so the young person gets the same message in school and at home. It can be unfair to accuse someone of behaviour that they perhaps do not realise is wrong. Lastly, a pupil may perceive that that bullying is happening, when maybe it is a young person not reading a situation correctly, or sometimes there is a 'back story' to why there is a relationship breakdown. Being open and honest will all parties enables us all to develop the right solution.

The main exception is when a Child Protection concern is raised, at that stage confidentiality can never be promised and the school has to take direction from external agencies.

Ultimately we all want this type of behaviour to stop so it is vital that home and school work together, and that parents trust the school.

### **What is the best terminology to use?**

We use the phrase '*pupil exhibiting bullying-type behaviour*' rather than labelling a young person as 'a bully' because it is the behaviour we object to, not the young person. Similarly we refer to the '*target of bullying behaviour*' rather than the label 'victim' which can sound denigrating and lower the self-esteem of the young person experiencing this behaviour.

### **What if the bullying does not instantly stop?**

Sometimes it doesn't and sometimes there is not a quick fix, and it takes time to change behaviour. As is always the case, keep in contact with the school. If the bullying does not stop immediately, then it is rarely the case that the school is doing nothing; it is more that the school will be considering and taking different actions. The goal will remain to solve the issue..... so stay on side.

### **What do I do if my son is the one doing the bullying?**

Stay calm and don't immediately rush to dismiss the idea or rush to punish them severely. We are all capable of acting inappropriately to another person if we are honest. Remember it is not that he is a bad person – it is the behaviour we disapprove of, not him. Talk to him about how the other person might feel. On most occasions this will have happened because what they consider as 'just a bit of fun', may be hurtful, upsetting or frightening to the other person. It is about helping the young person understand the other person's feelings. The College will work with you on this.

### **What do I do if I am not happy with how the school has dealt with an issue?**

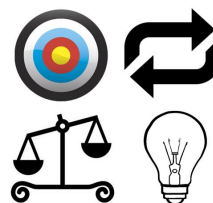
It is always best to talk. Many disagreements can be, and should be, resolved through informal discussion; however, the College does have a Complaints Policy which gives you further advice.

This is some advice that will help you understand what we mean by ‘Bullying’. If you are concerned by anyone’s actions towards you, talk to an adult you trust. The school will **always** try and help.

**What bullying is (and what it is not!)**

We use the definition that bullying that it is:

- Persistent** They keep doing this to you
- Targeted** The person is doing to specifically to you
- Power** They are holding power over you
- Intentional** They are deliberately do this to be hurtful



This is another simple guide:

When someone says or does something <u>unintentionally hurtful</u> and they do it once, that’s...  <b>RUDE</b>	When someone says or does something <u>intentionally hurtful</u> and they do it once, or they do not realise how hurtful it is that’s...  <b>MEAN</b>	When someone says or does something <u>intentionally hurtful and they keep doing it even when you tell them to stop</u> and they know that you are upset – that’s...  <b>BULLYING</b>
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**Why do some people bully?**

- They are trying to be ‘in’ with the cool gang, but often feel that they are not
- It feels like fun to them, or they think it’s fun, but they do not realise how hurtful their actions are
- They dislike or feel jealous of someone who they consider to be ‘better’ than them
- It makes them feel powerful or respected by others
- They were bullied themselves and are taking their hurt and anger out on someone they know won’t fight back
- They are having problems in their own life that are making them feel bad or short tempered and this is surfacing as bullying behaviour.

Note that NONE of these reasons implies that it is something you are doing wrong!

**What do I do if I am being bullied?**

- Know that this is not something you should have to put up with! It is not fair for someone to do this.
- The most important thing is to tell an adult you trust what is happening and let the College know.

What to do:

- Sometimes this is hard to do – but try not to show any reaction. People who bully often like the fact that it ‘winds you up’ especially in front of an audience. What they are trying to get is a sense of power. Keeping calm denies them this satisfaction.
- Avoid the person doing the bullying – just try not to give them the opportunity. That is not to say you should avoid being with your friends.
- When faced directly with bullying, we know that aggression and physical retaliation are likely to make the situation worse. So do not give it back – walk away – being physical back is never appropriate and can land you in trouble. This needs to be very clear.
- Difficult to do, but calmly looking them in the eye and saying “I don’t know why you are being unkind to me, but I would like it to stop” makes it clear that you do not like this. This is not being aggressive, it is just being honest.