Felsted

ANTI-BULLYING POLICY

INCLUDING EYFS AND BOARDING

Governors' Committee normally reviewing:	Pupil Focus Group
Date last formally approved by the Governors:	Autumn Term 2025 (interim changes Summer 2026)
Date policy became effective:	Previously two separate policies Prep: 2008 Senior: September 2009
Period of Review:	Annually
Next Review Date:	Autumn Term 2026
Person(s) responsible for implementation and monitoring:	**Designated Safeguarding Lead** Heads and Deputy Heads HMs Heads of Phase

Other relevant policies:	● Behaviour and Disciplinary Policy ● Permanent Exclusions (Expulsion) Policy ● Interviewing Pupils Policy ● Safeguarding and Child Protection Policy ● Staff Behaviour Policy ● Equality Policy ● Online Safety and ICT Acceptable Use Policy ● Social Media Policy ● Preventing Radicalisation Policy ● Restrictive, Interventions including use of reasonable force Policy ● Medical Policy ● Health and Safety Policy

The following Policy encompasses the Aims and Ethos of the Preparatory School and the Senior School

Aims and Ethos

SAFEGUARDING STATEMENT
Felsted is committed to maintaining a safe and secure environment for all pupils and a 'culture of vigilance' to safeguard and protect all in its care, and to all aspects of its Safeguarding and Child Protection Policy.

EQUAL OPPORTUNITIES STATEMENT
The aims of the School and the principles of excellent pastoral care will be applied to all children irrespective of their characteristics and the School will aim to provide a positive culture of tolerance, equality and mutual respect.

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This Policy draws on the government guidance:

- Preventing and Tackling Bullying (2017) and
- Cyber bullying: Advice for headteachers and school staff (2014).

This Policy is also mindful of the Equality Act of 2010 and the protected characteristics outlined therein (age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation), the Education Act of 2011, and of Keeping Children Safe in Education

1. Introduction

Providing a safe and happy learning environment is integral to achieving the wider objectives of achievement, promoting equality and diversity, and ensuring the wellbeing of all members of the school community.

The School puts pupil wellbeing at the heart of everything we do; it considers bullying to be a very serious matter and is not tolerated. Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood.

By effectively preventing and tackling bullying, a safe, disciplined environment is created where pupils are able to learn and fulfil their potential.

Bullying incidents are taken very seriously, dealt with swiftly and may incur a disciplinary sanction.

2. Aims and Objectives

This policy sets out to support all the Aims of the School by taking very seriously its responsibility to support the healthy emotional development of the pupils in its care.

The aims of this policy are to:

- develop and maintain a community based upon respect, good manners and fairness;
- maintain a culture of vigilance through regular monitoring and evaluation of anti-bullying measures;
- provide a safe and caring environment that is free from violence and any form of harassment;
- assist in developing every student's wellbeing and full potential by encouraging learning in a relaxed, but orderly, atmosphere;
- promote that pupils should care for and support each other;
- ensure that bullying is clearly defined, and different kinds of bullying are recognised by the community;
- ensure that the signs of bullying are clearly understood by staff and senior students
- ensure that the legal requirements upon schools in relation to anti bullying should be understood by the whole community;
- ensure that staff and students understand how to prevent and respond to bullying and report and record incidents of bullying;

- ensure that the school works effectively with students and parents, whether victim or bully, to manage and improve their behaviour.

Please see also the Aims listed under Section 6, Preventative Measures, relating to anti-bullying strategies and intervention.

3. What does the law say?

Every school must have measures in place to prevent all forms of bullying.

The Education (Independent School Standards) Regulations 2014 provide that the school ensures that bullying is prevented in the school community so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy.

Safeguarding children and young people
When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern. Where this is the case, staff should discuss with the Designated Safeguarding Lead.

Criminal law
Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence. If the school staff feels that an offence may have been committed, they should seek assistance from the police.

Bullying which occurs outside school time/premises
Where bullying outside school is reported to school staff, it will be investigated and acted on. The Head will 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.

4. Definition: 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. Bullying can take many forms (for instance, cyber-bullying via messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, sex, sexual orientation, special educational needs or disabilities, or because a child is adopted, is care-experienced or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Stopping violence and ensuring immediate physical safety is obviously a school's first priority, but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in

several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating. Since September 2014 a greater focus on how well school leaders tackle low-level disruption was included in Ofsted inspections.

5. Cyber-bullying

Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience as people forward on content at a click.

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the Head, that staff member can examine data or files, and delete these (e.g. inappropriate images), where there is good reason to do so.

Digital technology is a significant part of modern life, and Felsted's view is that education is the key way to ensure that pupils behave in a safe and respectful way online. It is understood that most pupils will have a number of devices where they can access the internet and socialise as well as work. Whilst the school systems contain firewalls and can block unsuitable sites, this is not the case for personal devices. It is made clear to pupils that they may not:

- Request, send or or save inappropriate material, including pictures and videos.
- Use any website/app/social media channel to post upsetting comments or in any way harass, intimidate or bully another person.
- Download inappropriate material, including pornography.
- Communicate with anybody they don't know in the real world.
- Pupils are taught about safe use of technology and informed about the need to report any upsetting or antisocial behaviour.
- Pupils misusing technology should expect sanctions to be applied, as stated in other policies. There will always be an educational component to the sanction.

The Charter for Behaviour at Felsted School states:

We recognise that Social Media brings additional challenges, but these points apply at all times (in school and outside) and we are committed to standing against these behaviours.

- There must be no requests (nudes, sexual, descriptions)
- There must be no inappropriate questions (about sex life, for example)
- There must be no unwanted pictures, and no sharing without permission (or altered without permission)
- Language and comments must be appropriate at all times
- Even if you receive something, this is never an invitation to share
- Cyberbullying is also bullying, and will not be accepted

Further relevant details can be found in our **Online Safety and ICT Acceptable Use Policy**.

6. Signs of Bullying

Changes in behaviour that may indicate that a pupil is being bullied include:

- Failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoilt by others
- Through the curriculum, writing, artwork
- late arrival to class
- frequent, prolonged, irregular or erratic attendance
- unwillingness to attend school
- Belongings going missing or damaged
- unkempt appearance or change in appearance
- Isolation or difficulties/changes in friendships (who a pupil plays with at break or sits with in class)
- Concerns from parents
- Change to established habits (e.g. giving up music lessons, change to accent or vocabulary), changes of routine, going to different places around school
- change in behaviour such as sudden short temper, going very silent or unusual rudeness
- Changes to or unusual eating (loss or gain of appetite) or drinking habits
- Frequent visits to the Medical Room or Medical Centre with symptoms such as stomach pains, headaches
- Reference to constant aches, pains, feeling sick or other problems
- Complaints of feeling tired
- Choosing the company of adults or a particular adult
- physical signs such as (unexplained) cuts, bruising or marking, or weight loss
- A child who tells you that they have rarely had tea or breakfast
- A child who seems to shy away from an adult or parent
- Odd habits when it comes to going to the toilet
- Complaints about not liking a particular person, another child, teacher or adult
- Displaying repressed body language and poor eye contact
- Displays of excessive anxiety, becoming withdrawn or unusually quiet
- Self-deprecation, a tendency to never notice what the self does well and consequent low self-esteem
- Difficulty in sleeping, experiencing nightmares
- Diminished levels of self-confidence; psychological damage
- Running away
- A child wanting to take too much medicine, paracetamol, cough medicine etc.
- Other signs of substance abuse
- Self-harming
- Talking of suicide

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of, these possible signs of bullying should be investigated by parents and teachers.

7. Preventative Measures

The aims of Felsted's anti-bullying strategies and intervention systems are to:

- prevent, de-escalate and/or stop any ongoing harmful behaviour
- react to bullying incidents in a reasonable, proportionate and consistent way
- safeguard the pupil who has experienced bullying and to trigger sources of support for the pupil
- apply disciplinary sanctions to the pupil causing the bullying and ensure they learn from the experience, possibly through multi-agency support.

We take the following preventative measures:

- At the start of each academic year, pupils are reminded that bullying is not tolerated and of the disciplinary consequences.
- Staff and pupils identify and discuss times and places where bullying may be more likely to take place and extra vigilance is necessary.
- Relevant staff are made aware of areas of the school which need to be more closely supervised. Relevant staff are likewise made aware of pupils who have been identified as more vulnerable, whether in break time, co-curricular activities or where seated in class.
- If they know that bullying is taking place, pupils are strongly encouraged to report it immediately to a member of staff.
- Pupils and staff may report bullying behaviour at any time using the anonymous reporting tool, Whisper (button on the Homepage) the 'Report a Concern' button on the Intranet Homepage or the QR codes located around the site. This report goes directly to the DSL who will investigate and support the victim, as appropriate.
- Our '**STOP**' campaign (particularly in the Prep part of the school) helps children to understand what bullying is: **S**everal **T**imes **O**n **P**urpose, and how to stop this: **S**tart **T**elling **O**ther **P**eople.
- We work hard to promote the reporting of bullying as active good behaviour, to discourage passive bystanding and to undermine the false and negative belief that reporting makes you a 'snitch', 'grass' or 'snake'.
- Positive, active good behaviour is recognised and celebrated, suitable to the age and phase of the pupils.
- All reported incidents are recorded and investigated swiftly and subsequently monitored.
- Assemblies, Chapel Services and House Assemblies (pupil-led, where appropriate) and PSHE lessons are used to underline the School's commitment to prevent and act upon cases of bullying.
- The PSHE programme is structured to give pupils an awareness of their social and moral responsibilities as they progress through the School. The programme is structured to enforce the message about community involvement and taking care of each other. It specifically tells pupils whom they should inform if they are being bullied or are worried that another pupil is being bullied.
- Other lessons, particularly RS, English and Drama, highlight the issue of bullying and reinforce this message by teaching moral and spiritual values that show bullying to be unacceptable and by developing social skills.
- Our Wellbeing Centre is an important part of our pastoral support service, with trained School Counsellors providing specialist skills of assessment and counselling. They are available to give confidential advice and counselling support to pupils who can refer

themselves when they have concerns. Alternatively, staff (e.g. DSL, Deputy Head, HM, HoP, Tutor or the Medical Centre) may refer a pupil to the Wellbeing Centre.

- During breaks in the Prep part of the school, playgrounds and Phase areas are well supervised by staff.
- The School gives support to pupils, of all beliefs, who are unhappy or worried about something. Staff will always inform the DSL and relevant pastoral staff where bullying is or may be involved.
- In Houses, Tutors and the Matrons support the HMs, who oversee the informal house environments, which are important in reinforcing pupils' standards and values, and provide opportunities for friendly, informal discussion of matters of concern to individual pupils outside the formal classroom. The same is true of the Phases in the Prep part of the school, led by the Heads of Phase.
- Pupils build a strong relationship with their Tutors (whom they meet on a daily basis in the Prep part of the school) and they can talk to them whenever they need. Form/Tutor time is a safe space where pupils are able to express themselves and air any concerns.
- We strongly encourage close contact and the sharing of any concerns between the HMs/Heads of Phase/Tutors and parents/guardians.
- Advice is displayed on 'Who can I talk to' posters throughout the school on where pupils can seek help, including details of confidential helplines and websites connecting to external specialists, such as Childline and our independent listener.
- We operate a peer support scheme, including the training of older pupils to be able to offer support to younger pupils, as well as buddy systems.
- Throughout the school, part of the requirement for being appointed a Prefect or Leader includes positive and kind treatment of others, especially those younger than the candidate. Leadership training for Prefects specifically focused on the importance of offering support and assistance to younger pupils and to vulnerable pupils.

- We have banned all initiation ceremonies. We welcome feedback from parents and guardians on the effectiveness of our preventative measures.

8. Staff Training and Awareness

Staff (and Governors) receive regular, relevant training, appropriate to their roles and responsibilities, to ensure they understand the principles and purpose of the school's anti-bullying policy and to ensure the school is effective in preventing bullying or, if necessary, reporting and dealing with it appropriately.

9. Procedures for dealing with bullying concerns or allegations

If a bullying concern or allegation is reported, the following procedure is followed:

- The member of staff to whom it was reported or who first discovers the situation, will control the situation, reassure and support the pupils involved.
- He/she will enter details of the incident on CPOMS.
- The DSL will arrange for the alleged victim to be interviewed and to write out an account of events.
- The DSL will arrange for the alleged perpetrator, together with all others who were involved, to be interviewed individually and asked to write an immediate account of events.

- The alleged victim will be given support and guidance by an appropriate member of staff. It will be made clear to him/her why revenge is inappropriate. He/she will be reassured and offered advice about future strategies and behaviour.
- The alleged perpetrator may be interviewed at a later stage by the Deputy Head, DSL or his/her HM/HoP, separately from the victim, and it will be made clear why his/her behaviour was inappropriate and caused distress. He/she will be offered guidance on modifying his or her behaviour, together with any appropriate disciplinary sanctions.
- The parents/guardians of all parties will usually be informed and, in serious cases, be invited into school to discuss the matter. Their support should be sought and their engagement in a possible range of strategies to support students involved.
- A way forward, including disciplinary sanctions and wellbeing support, as appropriate, should be agreed. This should recognise that suitable support is needed both for children who are being bullied and for pupils who bully others, as well as dealing with appropriate disciplinary measures.
- Where it emerges that, rather than intentionally hurting another pupil, the unhappiness has been caused by a genuine misunderstanding of how the other pupil feels, further upset is prevented by working with the pupil(s) involved to develop their emotional intelligence, coupled with a formal warning that the damaging behaviour cannot be repeated.
- A meeting involving all the parties, with close staff supervision, could be helpful in developing a strategy for all concerned to close the episode; this and other appropriate forms of restorative justice will be employed as appropriate, in conjunction with appropriate sanctions.
- The situation is monitored, reviewed and recorded on CPOMS Impact is evaluated on a monthly basis, as appropriate.

10. The Relationship of the Anti-Bullying Policy to other directly relevant policies

- Bullying may incur sanctions, which will be of an appropriate and proportionate nature and could include apologising, a Detention, Gating, temporary or permanent exclusion (some of which will be accompanied by a letter to parents and may include a behavioural contract or final warning).
- In very serious and persistent cases, and only after the DSL and/or Head have been involved, it may be necessary to make a report to the Police or to the Social Services or engage other agencies to resolve the matter. This will always be the case if there is a threat or indication that a pupil is being exposed to radicalisation or violence (physical or sexual).
- The School recognises our obligations under the Equality Act 2010. The aims of the School's Equality Policy and Equal Opportunities Statement are applied to all pupils irrespective of their age, race/ethnicity, sex, disability, religion and/or belief, sexual orientation, gender reassignment or pregnancy or maternity. Bullying around protected characteristics will be logged as such and may receive greater sanctions as well as a bespoke training session using the Pyramid of Hate (Appendix 4)

11. Recording, Monitoring and Evaluation

- All bullying concerns are recorded on CPOMS.
- The Designated Safeguarding Lead monitors the CPOMS log closely and ensures that procedure is followed, and the needs of all pupils concerned are met; bullying incidents are analysed by type and location to identify patterns.

- If the incident was serious, it may be necessary to involve external agencies such as the police. In borderline cases the DSL will liaise with the relevant external agencies for advice.
- There are regular follow-ups to ensure the welfare of the pupils involved.
- The School engages in structured data-gathering and also reviews aspects of the school environment to make them safer.
- This policy is evaluated and updated as necessary and at least annually.

Appendix 1: Anti-Bullying Alliance Resources

The Anti-Bullying Alliance and its members have an agreed shared definition of bullying based on research from across the world over the last 30 years:

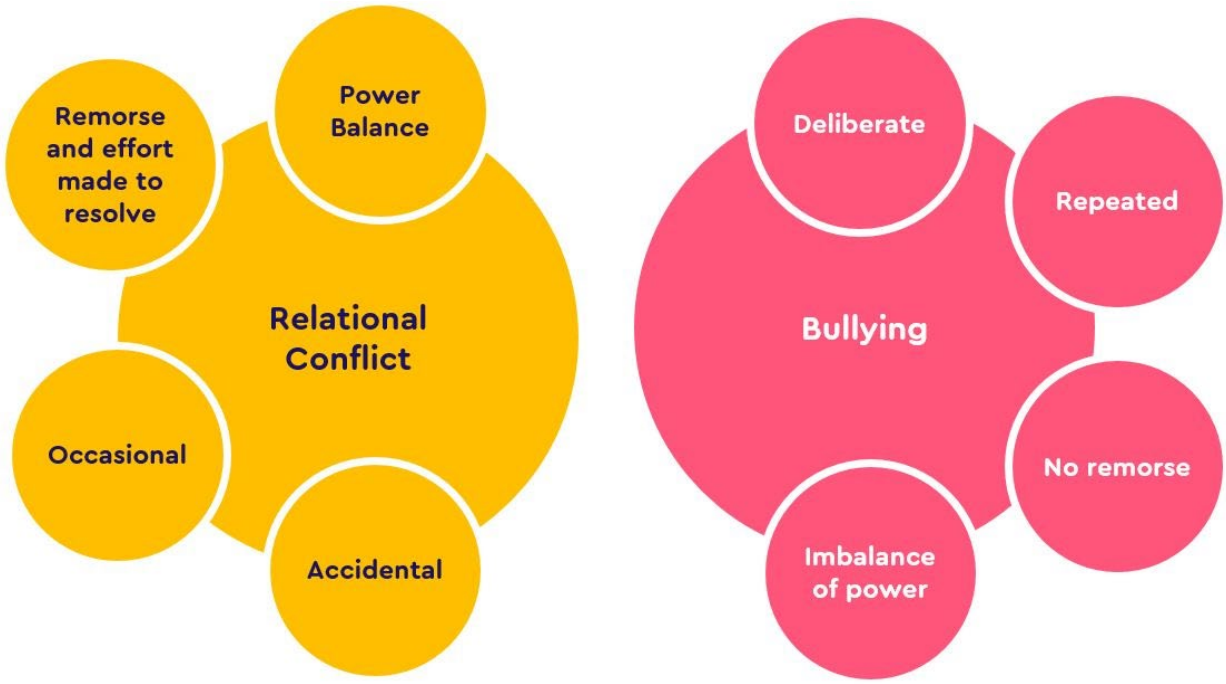
"Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online."

There are four key elements to this definition:

- hurtful
- repetition
- power imbalance
- Intentional

Bullying or Relational Conflict?

Relational conflict describes a set of definable behaviours which do not include the characteristics of bullying behaviour. Some behaviours are not bullying, and it is important to distinguish these:



"The label 'Bully' is an unhelpful one. It implies that it is what they 'are'. When in fact bullying is a behaviour choice."

Bullying behaviour can be:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
- Indirect - Can include the exploitation of individuals.

Some tips for professionals (adapted with Chris Gibbons, Director of Inside Inclusion):

- Understanding the four elements of bullying is vital to knowing whether something is bullying: intentional, hurtful, repetitive, involves a power imbalance
- "Banter is the playful and friendly exchange of teasing remarks" but just because 'banter' doesn't constitute all the elements of bullying doesn't mean it's acceptable.
- All offensive, threatening, violent and abusive language and behaviour is always unacceptable, whatever your role
- This includes any negative language or behaviour in relation to / referring to a protected characteristic under the Equality Act 2010 i.e. age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex , sexual orientation
- Language and behaviour can have different meanings, in different contexts. If you're unsure, ask what was meant
- Just because someone uses certain language to refer to themselves it doesn't necessarily means it's acceptable, nor does it make it ok for you to use it
- Just because you think something is banter or a joke doesn't mean other people will
- People won't always feel confident to speak up if they are offended by something. They might even go along with it so as not to draw attention to themselves
- Third parties might be offended, even if they're not part of your conversation

False Friendships

'False friendships' describe relationships where someone pretends to be your friend, or is your 'friend' sometimes, but actually uses their power to bully you.

Sometimes bullying isn't as straight forward as someone openly being horrible to another person. It can be much more complicated than that. False friendships can sometimes be hard for adults to identify.

More information can be found on the Anti-Bullying Alliance webpage: False Friendships

Social Bullying

Being socially bullied is the second most common form of bullying, after name calling. This type of bullying is also known as covert and relational bullying as it is designed to humiliate and damage someone socially.

What is social bullying?

This sort of bullying is often harder to recognise and is often carried out behind the back of the person who is being bullied. It includes:

- Lying, fake rumours and spreading gossip
- Encouraging others to turn against someone
- Leaving someone out constantly and encouraging others to do the same
- Socially excluding someone online or negative comments on posts and images
- Damaging someone's social reputation or social acceptance
- Using humiliating nicknames and continuing when asked to stop

It isn't easy for someone going through this to accept when the line crossed from being a prank or banter to persistent bullying. By the time you realise it is bullying, it may feel harder to seek support.

Key points:

- When you are faced with social bullying, your first instinct may want to isolate yourself and withdraw from all social situations, online and face to face. This is a natural emotion as you try to protect yourself
- Asking for help to get this stopped is not a weakness, even having someone to talk to can help enormously! Get your loved ones on board
- Don't let the small-minded actions of others dull your shine. Be kind, be confident and love who you are. The bullies will soon get bored when they don't get a reaction

More information can be found on the Family Lives webpage: Social Bullying

Appendix 2: Pupil Procedure to Prevent Bullying - Prep

The Prep Council updates this document annually to share with the School as part of the RUBY campaign.

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The School aims to provide an environment in which each pupil is personally involved, and in which they can develop as young people of integrity, social conscience and courage. We aim to establish a community in which everybody feels valued and safe, and where individual differences are appreciated, understood and accepted. Every pupil has a right to enjoy their time at school. Felsted expects you to be law-abiding and does not tolerate bullying or harassment. Respect for others is expected.

At Felsted everyone has rights and responsibilities:

Rights	Responsibilities
to feel safe	to support others
to learn and grow	to respect yourself
to be respected	to respect others
to be valued	to value others and treat others as you would like to be treated

It is the right and responsibility of everyone to report bullying, whether it happens to them or to someone else. No one will get into trouble for doing this.

What is Bullying? Bullying is Several Times on Purpose (STOP)

Bullying is the misuse of power, is uninvited aggressive words, actions, or omissions and is hurtful. Bullying is any behaviour intended to hurt, injure, threaten, or frighten, including:

- using hurtful or sexist names or any names which obviously upset
- making reference to a person's sexuality, religion, culture or race
- picking on an individual for any reason including disability
- punching, hitting, pushing
- teasing or mocking
- spreading rumours
- exclusion, deliberately ignoring or avoiding and/or encouraging others to do the same
- repeatedly 'putting down' someone
- threatening
- taking or damaging property
- using mobile phones, emails and/or text messages, photographs, social websites to be abusive, unkind or cyber bullying.

What to do if you are bullied - STOP - Start Telling Other People:

- tell them to STOP. State quite clearly that the behaviour is unwelcome and offensive
- seek help. Talk about it to someone you trust.
- report it to a member of staff, or a League Captain Boarding House Captain/monitor. The school does not tolerate bullying.
- Feel confident that any incident can be resolved satisfactorily.

What to do if you know someone is being bullied:

- care enough to do something about it, whether it affects you personally or not; early intervention can diffuse a situation before it gets out of hand
- report it to a member of staff or a prefect.

To prevent bullying:

- respect yourself and others
- work to create a pleasant school environment for all
- learn to tolerate and accept individual differences
- support the school policy on bullying
- bullying sometimes involves exclusion from the group. If you are popular and part of a group perhaps you could make sure others don't feel excluded

The School:

- expects a high standard of behaviour at all times
- aims to provide a safe and caring environment for everyone
- has a policy for detecting, preventing and dealing with bullying
- is educating pupils about issues related to bullying behaviour
- offers support to all pupils through the pastoral care system

If you are unhappy yourself or worried about someone else you should talk to someone or email them. That person might be:

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- Your Form Tutor, Head of Phase, Boarding House staff or another member of the teaching staff
- The Deputy Head, Mr Fincher: jpf@felstedprep.org
- The Head, Mrs Miranda Norris: mjn@felstedprep.org,
- Sharing/Caring Box in each Phase with Comment/Suggestion/Ideas Boxes in Hamilton House for Boarders.
- Independent Listener - Beth Lewis: 01225 969558
- The Medical Centre - 01371 822791
- Head of Wellbeing- Mrs Jane Miller, jmm@felsted.org
- The Designated Safeguarding Lead- Mrs Nicola O'Brien, dsl@felsted.org
- The Deputy Designated Safeguarding Leads - Mrs Atkins: jaa@felsted.org,, Mrs Clifford-Smith: glcs@felsted.org, Mr Beskeen: ljb@felsted.org

Outside the school:

- Childline (tel 0800 1111)
- Frank Drugs Helpline (tel: 03001296600)
- Your parents

Don't be afraid to speak out if there are matters you don't know how to deal with.

Everyone at Felsted is concerned about your welfare and there is always help available.

Appendix 3: Pupil Procedure to Prevent Bullying - Senior

YOUR HELP IS NEEDED!

FELSTED ACTION AGAINST BULLYING- ALWAYS STOP AND THINK BEFORE YOU ACT!

WE NEED YOUR HELP. WE WANT FELSTED TO CONTINUE TO BE:

- A safe and caring environment
- Free from violence and any form of harassment at all times
- A community based upon respect, good manners and fair play
- A place where pupils always care for and support each other

PLEASE SUPPORT AND CARE FOR OTHERS AT ALL TIMES

- Report any concerns you have immediately to a member of staff
- Stop bullying from happening to you or to someone else by reporting it
- Do not suffer in silence, or stand by while someone else suffers in silence

PLEASE SHOW TOLERANCE AND RESPECT FOR OTHERS AT ALL TIMES

- Be tolerant and show respect at all times for others' views, opinions, religion, creed, ethnic origin, abilities and attitudes

STOP AND THINK TWICE BEFORE ACTING HARMFULLY

- Before you say or do something hurtful, send a hurtful text or email, exclude someone from your group, or any other bullying act, please stop and think about the consequences:
- If this was done to you, how would you feel? If you would not like this done to you, don't do it to others
- Would a witness change your actions? If you would stop saying or doing something if you knew it was being witnessed by a member of staff, your parents or your peers, then it is not acceptable
- Would you try and deny this action if asked? If you would deny the action when asked, then don't do it in the first place

BULLYING IS A VERY SERIOUS MATTER AND NOT TOLERATED

- Bullying can have a devastating effect on individuals.
- It can be a barrier to learning, have serious consequences for mental health and have a lasting effect well into adulthood.
- Bullying incidents are taken very seriously, dealt with swiftly and may incur a disciplinary sanction.

"Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online." *Anti Bullying Alliance*

Appendix 4- Pyramid of Hate