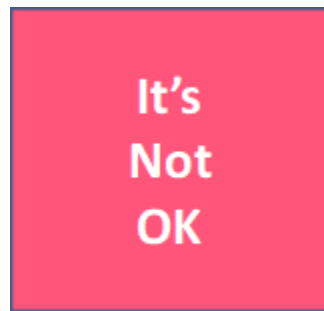




Anti-Bullying Policy

May 2026



1. Introduction	2
2. Behaviour principles	2
3. Context	3
3.2. Related Academy policies	3
4. Policy aims	4
5. Definitions	4
5.2. Bullying	4
5.5. Sexual harassment	4
6. Types of bullying	4
6.2. The law	5
7. Student's voice	7
8. Roles and responsibilities	7
8.2. Trustees and governors	7
8.3. Headteacher	7
8.4. All staff	7
8.5. All students	7
9. Reporting	8
10. Responding to bullying	10
10.2. Procedures for dealing with bullying	10
10.3. Bullying which occurs outside school premises	11
10.4. Online/cyber bullying	11
10.5. Recognising the signs that someone is being bullied	11
10.6. Sanctions	11
11. Recording	12
12. Curriculum	12
13. Equal Opportunities	12
14. Vulnerable children	12
14.2. SEND and EAL	12
15. Consultation	13
16. Management of the Policy	13
17. Feedback on this policy	13
Appendix 1 - Types of bullying	14
Appendix 2 - Types of online bullying	15
Appendix 3 - Signs of being bullied	16
Appendix 4 - Bystanders and upstanders	17
Appendix 5 - Useful links	17

1. Introduction

- 1.1 Bullying or harassment of any kind is unacceptable, whether it is on or off the school site or in the online or offline world. Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.
- 1.2 It will never be seen as 'just banter'.
- 1.3 If bullying or harassment does occur, all students should be able to inform a trusted adult in the school and know with confidence, that incidents will be treated seriously, promptly and effectively.
- 1.4 It is an expectation of anyone who knows that bullying is taking place to ensure that it is reported and acted upon using the appropriate academy processes and procedures.
- 1.5 Everyone must understand what bullying is and what bullying isn't and the impact it has on those who have been bullied and those who have bullied.
- 1.6 Everyone must know that there will be ongoing care and support for both the target of the bullying behaviour and the student engaged in the bullying behaviour.
- 1.7 All adults have a duty to support students to practice and build the skills that create better relationships.
- 1.8 We also recognise that students develop and mature at different stages and ages; some require additional support, guidance and reasonable adjustments to be made in line with the Equalities Act.

2. Behaviour principles

(see also Behaviour Policy)

- 2.1 Underpinning this policy are the beliefs that everyone has the right to:
 - Recognition of their unique identity
 - Be treated with respect and dignity
 - Learn and work in a safe environment
 - Be protected from harm, violence, assault and acts of verbal abuse
- 2.2 Outstanding behaviour is achieved through a culture and ethos of high expectations, excellent modelling of behaviour and effective systems that incentivise good conduct and deter poor behaviour.
- 2.3 Most social, emotional and behavioural skills are learned and need to be modelled, explicitly taught, practiced and embedded. Rather than focusing on unwanted behaviours, the behaviour for learning approach puts value on positive behaviours and restorative approaches to conflict.
- 2.4 Through our restorative approaches practice, we will develop children's ability to empathise, reflect and take responsibility for their own actions.

- 2.5 We will develop students who are confident, self-assured learners with excellent attitudes to learning.
- 2.6 We expect all to show their respect for each other and behave in a way that supports each other's learning.
- 2.7 For staff to build effective relationships with students they need to be supported to develop knowledge skills and understanding. Their own emotional health and well-being is vital to positive relationships and will be supported by the academy.
- 2.8 We see outstanding behaviour as students behaving well, because they know how to, and because they want to, not because an adult tells them to.
- 2.9 In our academy, everyone will endeavour to understand that communication is at the heart of every behaviour.
- 2.10 We recognise that behaviours can be an indication of additional learning, social or emotional needs or as a result of attachment, trauma or adverse childhood experiences. They may also be an indication that a student is being bullied themselves or are victims of abuse. Some students require additional support in their journey to achieving outstanding behaviours. The academy will ensure early identification of behavioural difficulties, and that students are well supported to achieve improvements over time.

3. Context

3.1 This policy takes into account the following legislation, statutory and non-statutory guidance (this list is not exhaustive):

- Keeping Children Safe in Education, 2025
- Special Educational Needs Code of Practice
- Education and Inspections Act, 2006
- Equality Act, 2010
- Children Act, 1989
- Protection from Harassment Act, 1997
- Malicious Communications Act, 1988
- Public Order Act, 1986
- Communications Act, 2003
- Human Rights Act, 1998
- Crime and Disorder Act, 1998
- Relationships Education, Relationships and Sex Education and Health Education, 2025
- Preventing and Tackling Bullying 2017

3.2 Related School policies

3.2.1 This policy should be read in conjunction with the school

- [Child Protection and Safeguarding policy](#)
- [SEND Policy](#)
- [Behaviour policy](#)

4. Policy aims

4.1 The aim of this policy is:

- 4.1.1 To ensure that everyone feels safe in the school and that the emotional health and wellbeing of all is safeguarded.
- 4.1.2 To ensure governors, staff, parents and students understand what constitutes bullying and what doesn't.
- 4.1.3 To ensure that all bullying is taken seriously, and acted upon promptly and effectively
- 4.1.4 To inform, staff, parents and students what to do when bullying .
- 4.1.5 To ensure procedures and structures are clear, understood and used consistently by all.
- 4.1.6 To facilitate highly effective collaboration with parents and students to ensure that persistent bullying behaviours are challenged.
- 4.1.7 To facilitate highly effective collaboration with safeguarding partners and external agencies to ensure supportive measures are put in place in a timely and effective way.
- 4.1.8 To ensure that students are supported and guided in the skills to develop positive relationships

5. Definitions

5.1 Bullying –

- 5.1.1 There is no legal definition of bullying.
- 5.1.2 Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.
- 5.1.3 It can involve an individual or a group and be aimed towards one or more persons who feel unable to stop it from happening.
- 5.1.4 Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert).
- 5.1.5 Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders.

5.2 What bullying is not:

- Single episodes of social rejection or dislike
- Single episode acts of nastiness or spite
- Random acts of aggression or intimidation
- Mutual arguments, disagreements or fights

5.3 These actions can cause great distress. However, they do not fit the definition of bullying and they're not examples of bullying unless someone is deliberately and repeatedly doing them.

5.4 We recognise that bullying can be in several forms:

- Child to child
- Adult to child
- Child to adult

5.5 Sexual harassment

- 5.5.1 This is defined as, 'unwanted conduct of a sexual nature that can occur online and offline and both inside and outside of school/college'
- 5.5.2 Sexual harassment is a form of child-on child abuse/ bullying.
- 5.5.3 All incidents of sexual harassment, abuse or violence are taken very seriously by the academy and details of how the academy will respond are outlined in the [Child Protection and Safeguarding Policy](#).

6. Types of bullying –

6.1 The law

- 6.1.1 Some forms of bullying are illegal and will be reported to the police.
- 6.1.2 These include:
- 6.1.2.1 Violence or assault
 - 6.1.2.2 Theft
 - 6.1.2.3 Repeated harassment or intimidation, for example name calling, threats and abusive phone calls, emails or text messages
 - 6.1.2.4 Hate crimes
- 6.1.3 Bullying can manifest in many different ways, (see appendices 1+2 for further information)
- Forms of bullying:
- 6.1.3.1 Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
 - 6.1.3.2 Physical - pushing, poking, kicking, hitting, biting, pinching or any use of violence.
 - 6.1.3.3 Psychological - isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation, and coercion.
 - 6.1.3.4 Cyber - all areas of internet use, such as e-mail and internet chat room misuse, mobile threats by text messaging, including aggravated sexting & calls, misuse of associated technology, posting on social media, sharing photos, sending nasty text messages, social exclusion.
 - 6.1.3.5 Types of bullying (prejudice based on the 9 protected characteristics of the Equality Act (2010) which are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation:
 - 6.1.3.6 Bullying based on race or ethnicity (racist) - where the motivation for bullying behaviour is based on the target's actual or perceived skin colour, culture, language, ethnicity or national origin. A person could also be targeted because of their association with someone with the protected characteristic of race.

- 6.1.3.7 Bullying based on gender reassignment (Transphobic) - when the motivation for bullying behaviour relates to the target being trans, or perceived to be trans, or their gender or gender identity being seen as different to typical gender norms. A person could also be targeted because they have a trans family member.
- 6.1.3.8 Bullying based on pregnancy or maternity - where the motivation for bullying behaviour is based on the grounds of actual or perceived pregnancy or maternity. A person could also be targeted based on their association with someone with the protected characteristic of pregnancy or maternity.
- 6.1.3.9 Bullying based on sex (sexist) - where the motivation for bullying behaviour is based on sexist language, attitudes and behaviours that when expressed demean, intimidate or harm another person because of their actual or perceived sex or gender. A person could also be targeted because of their association with someone with the protected characteristic of sex.
- 6.1.3.10 Bullying based on religion or belief - where the motivation for bullying behaviour relates to the target's beliefs, faith, or identity. It may also be because of a perception or assumption about religion, belief or lack of belief (which may or may not be accurate), or because of their association with an individual or group of a particular religion or belief.
- 6.1.3.11 Bullying based on sexual orientation (Homophobic or biphobic) - where the motivation for bullying behaviour is based on the target's sexual orientation, or perceived orientation, or that of their family/friends and/or homophobic/biphobic abuse and language used. Bisexual people may experience homophobic bullying, but they are also likely to experience biphobic bullying.
- 6.1.3.12 Bullying based on disability (disablist) - where the motivation for bullying behaviour is based on the target's real or perceived disability, special need, gifted or talented or health conditions or association with someone in those categories or association with someone with a disability/special need.

6.1.4. Other forms of bullying:

6.1.4.1 Bullying based on appearance or health conditions – where the motivation for bullying relates to the target's physical appearance (e.g. hair colour or clothing), or a health condition (e.g. a disfigurement, a traumatic injury or severe skin condition).

6.1.4.2 Bullying based on weight – where the motivation for bullying behaviour relates to a target's individual weight or size. It can also stem from negative biases about weight.

6.1.4.3 Bullying based on home circumstances – where the motivation for bullying is based on the target's living arrangements (e.g. being a young carer or a child in care), geographic locality (i.e. where they live), their class background, whether they are from a low income family or in receipt of free school meals.

7. Student's voice

7.1 Student Voice will always be taken from both the target of the bullying behaviour and the student engaged in bullying behaviour

8. Roles and responsibilities

8.1 Trustees and governors

8.1.1 The trustees and governors will oversee the policy, ensure its implementation and review its content on an annual basis

8.2 Head teacher/Deputy Head

8.2.1 Will ensure that

8.2.1.1. All staff, students and parent/carers are aware of and follow this policy

8.2.1.2. All incidents of bullying are recorded on CPOMS

8.2.1.3. Relevant data is collected, analysed and used to support improvements in policy and practice

8.2.1.4. Governors receive termly reports to include information on bullying in relation to protected characteristics

8.2.1.5. A senior leader, Alpesh Modi, has responsibility for behaviour including anti-bullying policy and procedures

8.2.1.6. Sanctions imposed for bullying are proportionate and reflect the serious nature of the incident and are in line with the behaviour for learning policy and child protection and safeguarding policy

8.2.1.7. All students are supported to develop effective communication and relationship building skills

8.2.1.8. All staff have training on recognising, reporting and responding to bullying.

8.3 All staff

8.3.1 Are responsible for:

8.3.1.1. Reading, understanding and following this policy

8.3.1.2. Ensuring they take a zero - approach to bullying behaviours and never dismiss it as 'banter'

8.3.1.3. Ensuring all incidents of bullying/unkind behaviour are recorded on CPOMS

8.3.1.4. Taking all incidents of bullying seriously and deal with them promptly and effectively

8.3.1.5. Be aware of the indicators that someone is being bullied

8.3.1.6. Taking part in relevant staff training

8.3.1.7. Promoting a culture of anti-bullying

8.4 All students

8.4.1. Are responsible for:

- 8.4.1.1. Following the school's code of conduct and behaviour for learning policy
- 8.4.1.2. Reporting incidents of bullying
- 8.4.1.3. Being an upstander not a bystander (see appendix 4) – information shared in assemblies and PSHE lessons
- 8.4.1.4. Attending intervention sessions with CREW Leaders, pastoral managers, Unkind Behaviour 1-1 or group sessions to help them to understand the impact of their behaviour on other students.

9. Reporting

9.1 The school recognises that it needs to provide a variety of means for students to report bullying that is happening to them.

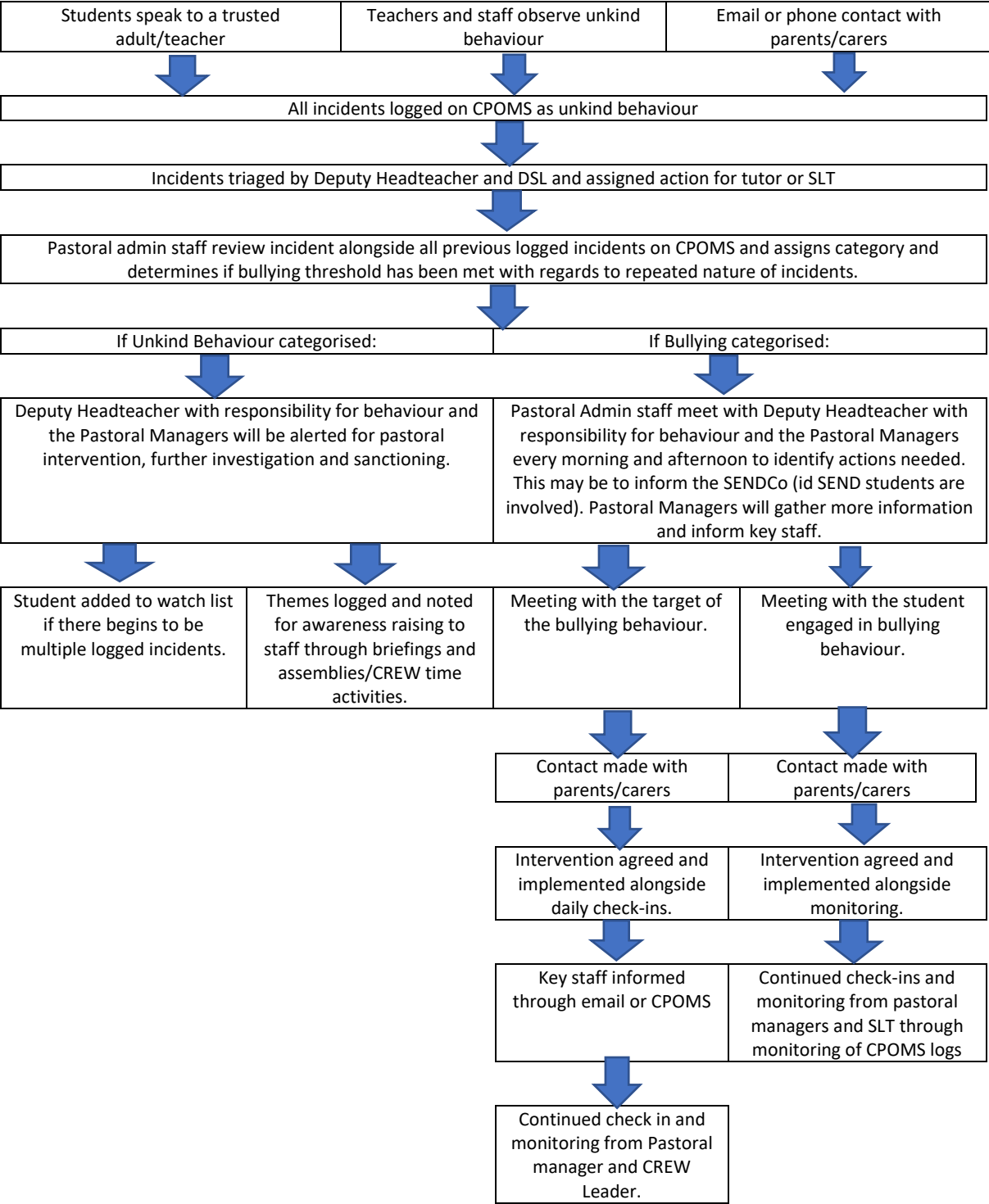
9.2 In our academy the following are in place to support children to report bullying:

- Direct email to our pastoral team or CREW Leaders
- Speaking to any member of staff
- Emailing Alison Streeting (Safeguarding Lead) dsl@ibstockschool.co.uk
- A telling culture – students are encouraged to be upstanders and report any incidents of bullying or unkind behaviour

9.3 Parents can also report bullying through the following ways:

- Direct email to our pastoral team or CREW Leaders
- Emailing Alison Streeting (Safeguarding Lead) dsl@ibstockschool.co.uk

Ibstock School Bullying and Unkind Behaviour Process



10. Responding to bullying

Procedures for dealing with bullying

- Make it clear to the student who has engaged in bullying behaviour that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that students who have harmed another, either physically, emotionally or psychologically, redress their actions, and staff will make sure that they understand what they have done and the impact of their actions
- Students who repeatedly engage in bullying behaviour will receive interventions to support a change in their behaviour
- Discuss the matter with both parties, using restorative techniques
- Ensure that if a sanction is used, it will correlate to the seriousness of the incident and the student who has engaged in bullying behaviour will be told why it is being used
- Inform both sets of parents of actions taken
- Ensure that students have an agreed safe space to go to and a network of staff who they can talk to at break and lunchtimes. This could be in the library, a CREW room or another agreed space.

Students who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with an appropriate member of staff of their choice.
- Reassuring the student
- Offering continuous support with a designated member of staff.
- Restoring self-esteem and self-confidence.
- Referral to a counsellor if appropriate
- Referral to outside agencies where appropriate
- Offering continuous support and advice to parents/carers
- Being informed about the outcome of the investigation into their concerns.
- Including children's services where appropriate (e.g. where there are linked child protection concerns)

Students who have engaged in bullying behaviour will be helped by:

- Discussing what happened.
- Discovering why the student became involved including establishing if they are a victim of bullying themselves
- Establishing the wrong-doing and the need for change.
- Informing parents to help change the attitude of the student
- Attending an intervention if appropriate
- Involving other agencies, including police and children's services, to support a change in behaviour where appropriate
- Referral to a counsellor where appropriate
- Attending a restorative meeting with the target of the bullying behaviour (both must agree freely to this)

When investigating a bullying incident, the following procedures are adopted:

- The target of the bullying behaviour, alleged bully and witnesses will be interviewed separately
- Members of staff will ensure that there is no possibility of contact between the students interviewed, including electronic communication
- If a student is injured, they will be given medical attention immediately
- Interviews will be conducted in a room which allows for privacy
- Staff will take a statement from each student involved
- All concerned students will be informed that they must not discuss the incident with other students

- staff members involved in dealing with the incident are required to log all actions on CPOMS under PASTORAL

Bullying which occurs outside school premises – <https://www.gov.uk/bullying-at-school/bullying-outside-school>

The link regarding bullying outside school premises is included to provide clarity on a critical area of safeguarding. It serves a dual purpose for both parents and educators:

- **Legal Accountability:** It outlines that headteachers have the statutory authority (under the Education and Inspections Act) to discipline pupils for bad behaviour off-site. This applies to incidents on public transport, in town centres, and during journeys to and from school.
- **Protecting Well-being:** Bullying doesn't stop at the school gates. It extends into the community and online (cyberbullying).

10.1.1 School staff members have the power to discipline students for misbehaving outside the academy premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that an academy's disciplinary powers can be used to address conduct when they are not on academy premises and are not under the lawful control or charge of a member of academy staff, but only if it would be reasonable for the academy to regulate students' behaviour in those circumstances.

10.1.2 This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre. Where bullying outside the school is reported to academy staff, it will be investigated and acted on.

10.1.3 The Head Teacher 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 student.

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

10.1.5 While school staff members have the power to discipline students for bullying that occurs outside the school they can only impose the disciplinary sanction and implement that sanction on the school premises or when the student is under the lawful control of academy staff, for instance on a trip.

10.2 Online/cyber bullying

10.2.1 Online bullying is increasingly prevalent and will be treated as seriously as real-world bullying.

10.2.2 The school will promote an understanding about online bullying through the school's online safety curriculum, assemblies, PSHE curriculum

10.2.3 Students will be taught how to recognise online bullying and how to take action.

10.2.4 Targets of online bullying will be helped with securing crucial evidence from social media etc., by taking screenshots and not deleting messages.

10.3 Recognising the signs that someone is being bullied

(see appendix 3 for details)

10.4 Sanctions

10.4.1 For students who have demonstrated bullying behaviour, the school's behaviour policy will be followed.

10.4.2 In addition, using restorative practices in line with the ethos and culture of the school a plan will be implemented to identify the steps that need to be taken to change the behaviour in the future and support the student in being able to do this.

11. Recording

11.1 The academy will ensure that detailed bullying logs are kept and analysed to look for trends and patterns so that actions can be taken to reduce bullying in the academy.

11.2 All incidents will be recorded on CPOMS

12. Curriculum

12.1 Through the PSHE curriculum as well as other curriculum areas and other means, such as assemblies and anti-bullying week, the school will ensure students know and understand what bullying is, including online/cyberbullying, and how to report it. It will teach students how to stay safe both offline and online and about the antisocial nature and effects of bullying. It will teach about the role of the bystander and upstander in bullying (see appendix 4).

12.2 It will also teach, age and stage appropriately, skills including self-regulation, assertiveness, communication, negotiation, restorative practice, anger management, conflict management, empathy and resilience.

13. Equal Opportunities

13.1 Staff will ensure that no student involved in any incident of bullying is disadvantaged on the grounds of sex, race, disability, gender reassignment, sexual orientation, religion or belief, pregnancy or maternity.

14. Vulnerable Students

14.1 SEND and EAL

14.1.1 At Ibstock School we continually monitor our SEND students through their Key Workers as well as the SENCO regular one-two-one review meetings, daily through Personal Tutors and Pastoral Managers as needed.

14.1.2 We recognise that it might be more difficult for some students with SEND or EAL to express their concerns about bullying therefore we have put in place the following additional arrangements to support reporting of incidents

- Reporting via the website: www.ibstockschool.co.uk
- Direct email to our pastoral team or CREW Leaders
- Speaking to any member of staff
- Emailing the safeguarding lead – dsl@ibstockschool.co.uk
- Regular time with the SEND team in small groups and 1:1s

15. Consultation

15.1 The following were consulted in the production of this policy

- Designated Safeguarding Lead
- Head Teacher
- Governors
- Students

16. Management of the Policy

16.1 Nothing written in this policy overrides the school's duties under legislation.

16.2 The Governing Body will oversee the policy, ensure its implementation and review its content on an annual basis.

16.3 Its effectiveness will be monitored termly by the governing body through regular reports created by Marianne Clements, Anti-Bullying Lead

17. Feedback on this

17.1 The school is committed to dealing effectively with any concerns or complaints about the provision of facilities and / or services. Please see the school's [Complaints Policy](#) for details.

Appendix 1

Type of bullying –

Physical	<p>This includes pushing, poking, kicking, hitting, biting, pinching, tripping or the destruction of a person's property.</p> <p>This may involve a group of students attacking another, but usually is seen as a larger, stronger student picking on a smaller student</p>
Verbal	<p>This includes name calling, sarcasm, spreading rumours, teasing, belittling, repeated insults, sexual harassment or racist language.</p> <p>It also includes threats. Targets of this type of bullying may not immediately react, but in time, their grades and relationships may suffer.</p>
Alienation	<p>This occurs when other students are encouraged to alienate the target during any social break time or organised game. Treated like an outcast by other students the victim will have difficulty forming relationships and may be prone to isolation later in life. Students exhibiting this type of bullying behaviour may threaten their co-conspirators with a similar fate should they attempt to support the victim.</p>
Covert	<p>This is usually done behind the target's back. This technique is meant to damage the target's reputation and can include rumour-starting, mimicking the target, playing unkind jokes with the intent to humiliate the target, or making faces while the target isn't watching. Covert bullying is the most frequently utilised form of bullying, and because adults may not be aware of it, it can be hard to control and stop.</p>
Cyber	<p>This can happen anywhere and at any time thanks to the access of the internet 24/7 both at school and at home. It can include posting on social media, sharing photos, sending nasty text messages and social exclusion. It can occur through text messages or over the internet and may be known only to the target and the student displaying bullying behaviour, making it difficult to control. Students displaying bullying behaviours online are often the targets of real- world bullying and take their frustrations out on their targets behind the privacy of a computer screen or mobile phone.</p>
Psychological	<p>This includes isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion. Targets of this type of bullying may not immediately react, but in time, their grades and relationships may suffer.</p>

Sexual	This includes unwanted physical contact, inappropriate touching, abusive comments, abuse, exposure to inappropriate films and images.
--------	---

Appendix 2

Types of online bullying

Exclusion

Exclusion is the act of intentionally leaving a person out from an online group such as chats and social media sites. The group then subsequently leave malicious comments and harass the one they singled out.

Flaming

Flaming is similar to harassment, but it refers to an online fight exchanged via emails, instant messaging or chat rooms. It is a type of public bullying that often directs harsh languages, or images to a specific person. Incidents of flaming that occur during the evening, weekends and holidays will not be dealt with by the academy.

Outing

Outing is when a bully shares personal and private information, pictures, or videos about someone publicly. A person is “outed” when his information has been disseminated throughout the internet.

Masquerading

Masquerading is a situation where a bully creates a fake identity to harass someone anonymously. In addition to creating a fake identity, the bully can impersonate someone else to send malicious messages to the victim.

Harassment

Harassment involves the bully sending offensive and malicious messages to an individual or a group and is often repeated multiple times. Cyberstalking is one form of harassment that involves continual threatening and rude messages and can lead to physical harassment.

Appendix 3

Signs of being bullied

The signs

and behaviours (below) could indicate other problems, but bullying should be considered a possibility and should be investigated.

- Other signs may also manifest themselves not mentioned here.
- Is frightened of walking to or from school.
- Does not want to go to school by public/school transport.
- Insists on being driven to school.
- Changes their usual routine.
- Is unwilling to go to school after previously enjoying being part of the school community.
- Begins to truant.
- Becomes withdrawn, anxious, or lacking in confidence.
- Starts stammering.
- Attempts or threatens suicide or runs away.
- Cries themselves to sleep at night or has nightmares.
- Feels ill in the morning.

- Begins to do poorly in schoolwork.
- Comes home with clothes torn or books damaged.
- Has possessions which are damaged or unexpectedly go missing.
- Asks for money or starts stealing money (to pay bully).
- Has dinner or other monies continually “lost”.
- Has unexplained cuts or bruises.
- Comes home hungry (money / lunch has been stolen).
- Becomes aggressive, disruptive or unreasonable.
- Is bullying/ harassing other children or siblings.
- Stops eating.
- Is frightened to say what’s wrong.
- Is afraid to use the internet or mobile phone.
- Is nervous & jumpy when a cyber message is received
 - Gives improbable excuses for any of the above.

Appendix 4

Bystanders and upstanders

Bystanders

Someone who witnesses bullying, either in person or online, is a bystander. Friends, other children, school staff, parents, coaches, and other adults can be bystanders.

Children who are bullied

often feel even more alone because there are witnesses who do nothing. When no one intervenes, the child being targeted may feel that bystanders do not care, or they agree with what is happening.

There are many reasons why a bystander may not act, even if they believe that bullying is wrong. They may be afraid of retaliation or of becoming the target of bullying themselves. They might fear that getting involved could have negative social consequences.

Upstanders

An upstander is someone who sees what happens and intervenes, interrupts, or speaks up to stop the bullying.

There are many things that bystanders to bullying can do to become upstanders:

- Question the bullying behaviour e.g., changing the subject or questioning the behaviour can shift the focus.
- Inform an adult – trusted adult school staff, family members.
- Reach out privately to check in with the person who was bullied to let them know you do not agree with it and that you care. It makes a difference

Appendix 5

Useful links

- [Helping Children Deal with Bullying & Cyberbullying | NSPCC](#)
- [Anti-Bullying Alliance](#)
- [Bullying advice | Bullying UK](#)
- [Anti-Bullying Alliance](#)
- [Bullying UK](#)
- [Childline](#)
- [Internet Matters](#)
- [Kidscape](#)
- [The UK Safer Internet Centre](#)
- [UK Council for Child Internet Safety \(UKCCIS\)](#)

