St Edmundsbury and Ipswich
Diocesan Multi Academy Trust

Long Melford Church of England Primary School

Anti-Bullying Policy

Prepared By	*Amanda Woolmer - Headteacher*
Approved by the Committee/Governing body	*LGB – Long Melford Church of England Primary School*
Signature of Chair of Governors	
Date Approved	*May 2023*
Review Date	*May 2024*

Anti-Bullying Policy

This policy should be read in conjunction with the school Safeguarding and Behaviour Policies, particularly 'Child on Child Abuse' and 'Radicalisation and the Prevent Duty'.

Statement of Intent

At Long Melford Church of England Primary School we are committed to providing a warm, caring and safe environment for all our children so that they can learn and play in a relaxed and secure environment. Bullying of any kind is unacceptable and will not be tolerated in our school. We take all incidents of bullying seriously. Bullying hurts. No-one deserves to be a victim of bullying. Everybody has the right to be treated with respect and pupils who are bullying others need to learn different ways of behaving.

Aims of this Policy

The aims of this policy are:

- To work towards ensuring an environment where all children feel safe, happy and secure in school.
- To ensure that all pupils, staff, parents and governors have an understanding of what bullying and prejudice mean and their impact on the victim's emotional well-being.
- To ensure that all pupils, staff and parents have guidance and strategies to deal with and resolve bullying and prejudice related incidents when they occur.
- To eliminate racism and sexism in our school.
- To encourage children to behave in a responsible manner toward each other, taking responsibility for their own behaviour in accordance with our behaviour policy.
- To ensure that the curriculum teaches why bullying/prejudice is unacceptable and how it can be dealt with.

What Is Bullying?

Bullying is any deliberate, hurtful, upsetting, frightening or threatening behaviour by an individual or a group towards other people. It is repeated over a period of time and it is very difficult for the victims to defend themselves (remember **STOP** – it happens **S**everal **T**imes **O**n **P**urpose). Bullying results in worry, fear, pain and distress to the victim.

Bullying can be:

Emotional	Being unfriendly, excluding, tormenting (e.g. Hiding books, threatening gestures)
Physical	Pushing, kicking, biting, hitting, punching or any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Unwanted physical contact or sexually abusive comments
Homophobic	Because of, or focussing on the issue of sexuality
Verbal- Direct or indirect	Name-calling, sarcasm, spreading rumours, teasing
Cyber bullying	All areas of internet, such as email, internet chat, Twitter, Facebook misuse

Bullying may be related to:

- Race
- Gender
- Religion
- Culture
- SEN or disability
- Appearance or health condition
- Home circumstances, including Young Carers and poverty
- Sexual orientation, sexism or sexual bullying, homophobia

Bullying is not:

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

Where does bullying happen?

It can happen anywhere – in the classroom, in the corridor, in the toilets, in the dining hall, in the playground. Bullying may also happen on the way to and from school. In such cases, the Head Teacher is empowered by law to deal with such incidents but must do so in accordance with the school's policy.

At Long Melford Church of England Primary School, we are concerned with our children's conduct and welfare outside as well as inside school and we will do what we can to address any bullying issues that occur off the school premises.

The following steps may be taken:

- Talk to the local Community Police Officer about problems on the streets
- Talk to the Head Teachers of other schools whose children may be involved in bullying off the premises
- Discuss coping strategies with parents
- Talk to the children about how to handle or avoid bullying outside the school premises

Signs and Symptoms

A child may indicate, by different signs or behaviour, that he or she is being bullied.
Adults should be aware of these possible signs and investigate further if a child:

- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine/route to school
- begins truanting
- 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 under-perform in school work
- comes home with clothes torn or books damaged
- has possessions go "missing"
- asks for money or starts stealing money (to pay the bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home very hungry (money/snack/sandwiches have been stolen)
- becomes aggressive, disruptive or unreasonable
- starts swearing or using aggressive language for no apparent reason
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be taken seriously and investigated as soon as possible.

Bullying of children with Special Educational Needs

Long Melford Church of England Primary Primary is an inclusive school. We provide a secure, accepting, safe and stimulating environment where everyone is valued for who they are.
We have some children who have learning disabilities and/or communication difficulties. Everyone involved in the school is very aware that these children can be especially vulnerable to bullying and we are therefore particularly vigilant at all times.
High attainers, gifted or talented pupils can also be affected by bullying. Staff will treat this type of bullying as seriously and in the same way as any other type of bullying.

Responding to Bullying or Prejudice Related Incidents –

All prejudiced behaviour should be treated as a serious matter. It is crucially important that the member of staff who first encounters the incident shows firm disapproval and takes positive action to deal with the situation. A failure to respond could be seen as condoning prejudiced behaviour and could discourage pupils and parents/carers from reporting incidents and sharing their concerns with staff.

Prompt, appropriate and consistent responses from all members of staff can encourage pupils who might otherwise suffer in silence to report incidents and share their concerns and worries. In dealing with the perpetrators of prejudice related bullying or other discriminatory incidents, it is important that it is the behaviour that is disapproved of and not the pupils themselves.

Effective action could include:

- drawing the perpetrator to one side and explaining clearly and calmly why the behaviour was wrong and hurtful or offensive;
- seeking an assurance that the pupil understands why the behaviour was wrong and that it will not be repeated;
- correcting any misinformation that was used as part of the prejudice related behaviour;
- where an assurance is forthcoming, asking the pupil to apologise for his or her action, where possible mediate between the children or young people;
- investigating the background or particular circumstances which led up to the incident – witnesses should be sought to verify the account;
- referring the matter, where appropriate, to a senior member of staff for disciplinary action;
- arranging a meeting or informing the parents/carers in order to make it clear to them that such behaviour is unacceptable and that further disciplinary action will be taken if there is any repetition (if such behaviour appears to be condoned or encouraged by the parents, staff should refer the parents to the Head teacher) ;
- in appropriate cases, considering the use of positive strategies other than sanctions and punishment that might help and encourage the pupil to overcome his or her prejudices and to desist from engaging in similar behaviour in the future;
- checking the recording and reporting data to see if the pupil has been involved in any earlier incidents. If this is the case, a senior member of staff should meet with the parents / carers of the perpetrator. The meeting should enlist the support of these parents and carers to stop such behaviour and to stress that a similar incident in the future could have serious consequences for the child. In some cases, this could lead to a fixed-term or permanent exclusion and possible action by the police if the aggrieved victim took action against the perpetrator.
- Safe to Learn: Homophobic Bullying, (DCSF-00668-2007) contains detailed, step-by-step approaches for dealing with homophobic incidents, including scripted responses for how to support a pupil who has been the

victim of homophobic bullying as well as ideas for how to address homophobic bullying at Key Stage 1, 2, 3, 4 and 16+.

Recording and Reporting Procedures

- Members of school staff may not be sure when they should record an incident as prejudice-related following remarks made by children related to ethnicity, culture, religion, disability or homophobia. The following questions may be helpful to assist this decision.

- If the answer to any of the following 3 questions is 'Yes' then the incident should be recorded:

  - was anyone offended/hurt/upset by the remark?

  - would a representative of the community concerned have been offended? (If in doubt, record.)

  - was the way the remark was formulated or delivered derogatory, mocking or negative about the group or individual or character concerned? (If in doubt, record.)

- *Every* incident that is perceived to be based on prejudice should be reported and recorded, however minor it may appear at the time.

- All bullying or prejudice related incidents (except racist) must be recorded on the appropriate School Bullying Report Form (See Appendix 1).

- Racist related incidents must be recorded on the Racist Incident Report Form (See Appendix 2).

- The above forms can be obtained from the Headteacher or Assistant Headteachers.

- Completed forms must be passed on to the Headteacher. All completed forms will be kept in a secure file called the School's Anti-Bullying/Prejudice Log.

- The Headteacher will be responsible for overseeing the reporting procedure and monitoring the incidence of prejudice related incidents on a regular basis.

- The information provided by these records will be reported annually to governors by the Headteacher and provide data for the annual statistical return to the Local Authority. It is a legal requirement for racist incidents to be reported and it is recommended as best practice for disablist and homophobic incidents also to be reported to the Local Authority.

The completion of School Bullying Report Forms and Racist Incident Report Forms will be undertaken by teachers and teaching assistants. Other members of staff should report incidents to the Class Teacher or a member of Senior Leadership Team for action to be taken.

Strategies for the prevention and reduction of bullying

Whole school initiatives and proactive teaching strategies will be used throughout the school to develop a positive learning environment with the aim of reducing the opportunities for bullying to occur.

These can include:

- Involving the whole school community in writing and reviewing the policy
- Undertaking regular questionnaires and surveys to monitor the extent of bullying in the school and the effectiveness of the anti-bullying policy
- Producing a 'child speak' version of the policy for the children
- Each class agreeing on their own set of class rules
- Making national anti-bullying week a high profile event each year
- Awareness raising through regular anti-bullying assemblies
- PHSE (Personal, Health & Social Education) scheme of work from Reception to Year 6 used to support this policy
- Circle time on bullying issues
- Setting up of a circle of friends support network where a small group of children volunteer to help and support an individual experiencing difficulties

- Children writing stories and poems and drawing pictures about bullying
- Children being read stories about bullying
- Using drama activities and role-plays to help children be more assertive and teach them strategies to help them deal with bullying situations
- Creation of an anti-bullying school notice board in a communal area of the school
- Prominently displaying anti-bullying posters produced by the children around the school
- Introduction of a confidential 'Worry' box where children and parents/guardians can write and post their concerns and ideas
- Introducing playground improvements and initiatives
- Training Y5 or Y6 pupils to be Play Leaders
- Implementation of the Positive Play Programme
- Using praise and rewards to reinforce good behaviour
- Encouraging the whole school community to model appropriate behaviour towards one another
- Organising regular anti-bullying training for all staff

The Role of Governors

- The Governing Body supports the Headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the Governing Body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.
- The Governing Body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The Governors require the Headteacher to keep accurate records of all incidents of bullying and to report to the Governors on request about the effectiveness of school anti-bullying strategies.
- The Governing Body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the Governing Body notifies the Headteacher and asks her to conduct an investigation into the case and to report back to a representative of the Governing Body. If parent is dissatisfied with the way the school has dealt with a bullying incident, they should follow the school complaints procedure by initially contacting the Class Teacher. If the concern remains, they should contact the Headteacher. If they are still concerned, they should contact the Governing Body via the Chair.

The Role of the Headteacher

- It is the responsibility of the Headteacher to implement the school Anti-bullying Policy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The Headteacher reports to the Governing Body about the effectiveness of the anti-bullying policy on request.
- The Headteacher ensures that all children know that bullying is unacceptable behaviour.
- The Headteacher ensures that all staff, including midday supervisors, receive sufficient training to be equipped to identify and deal with all incidents of bullying.
- The Headteacher leads the school in making our vision a reality, where all members of the learning community nurture, value, respect and care for each other.

The Role of all Staff

- All forms of bullying are taken seriously, and proactive measures are taken to prevent it from taking place.
- All adults to deal with situations quickly to prevent situations escalating.
- All adults to follow up what they have said e.g. keeping an eye, follow up discussion etc.
- Teachers are responsible for recording all incidents of bullying that happen in their class, and that they are aware of in the school. If a child is being bullied or is bullying others, the Class Teacher will inform the child's parents and the Headteacher. There is an anti-bullying proforma in which staff record all incidents of bullying that occur both in and out of class. The school also record incidents that occur near the school, or on the children's way between school and home, that we are aware of. All adults who witness an act of bullying should record it in the log. This will be kept in the Headteacher's office.
- When any bullying taking place between members of a class, the teacher will deal with the issue immediately as stated above.

- All members of staff have sufficient training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.
- A range of methods are used to help prevent bullying and to establish a climate of trust and respect for all.

The Role of Parents

Parents have an important part to play in our anti-bullying policy. We ask parents to:

- Look out for unusual behaviour in their children;
- Always take an active role in their child's education. Enquire how their day has gone, who they have spent their time with, etc.
- Inform school immediately if they suspect that their child is a victim of bullying. All complaints will be taken seriously and appropriate action will follow.
- Avoid speaking directly to the suspected perpetrator or perpetrator's parents or involving an older child in *dealing with* the bully. Please inform school immediately and we will deal with it following the school procedures.
- Advise your child not to fight back. Fighting back can make matters worse.
- Reassure your child that it is not their fault that they are being bullied.
- Reinforce the school's policy concerning bullying and make sure your child is not afraid to ask for help.
- If you know your child is involved in bullying, please discuss the issues with them and inform school. The matter will be dealt with appropriately. Remember incidents are confidential, do not discuss them with other parents on the playground. Speak to school staff if you have concerns.
- Parents have a responsibility to support the school's Anti-bullying Policy, actively encouraging their child to be a positive member of the school.
- If a parent is dissatisfied with the way the school has dealt with a bullying incident, they should follow the school complaints procedure by:

    - Initially contacting the Class Teacher.
    - Contacting the Headteacher if the problem is not addressed.
    - Contacting the Local Governing Body via the Chair if the problem persists further.

Role of the Child

What can you do if you are being bullied?

Wherever you are in school, you have the right to feel safe. Nobody has the right to make you feel unhappy. If someone is bullying you, it is important to remember that it is not your fault and there are people who can help you.
The children were all asked this question and we have included some of their strategies in the list below:

- Try not to let the bully know that he/she is making you feel upset.
- Try to ignore them.
- Be assertive – stand up to them, look at them directly in the eye, tell them to stop and mean it.
- Stay in a group, bullies usually pick on individuals.
- Get away as quickly as you can.
- Tell someone you can trust – it can be a teacher, a teaching assistant, a midday supervisor, a parent, a friend, a brother, a sister or a relative.
- If you are scared, ask a friend to go with you when you tell someone.
- If you don't feel you can talk to someone about it, write it down and post it in the 'Worry' box.
- When you tell an adult about the bullying give them as many facts as you can (What? Who? Where? When? Why? How?).
- Keep a diary of what's been happening and refer to it when you tell someone (see Appendix 1).
- Keep on speaking out until someone listens and helps you.
- Never be afraid to do something about it and quick.
- Don't suffer in silence.
- Don't blame yourself for what is happening.
- Call a helpline.

What can you do if you see someone else being bullied? *(The role of the bystander)*
Ignoring bullying is cowardly and unfair to the victim. Staying silent means the bully has won and gives them more power. There are ways you can help without putting yourself in danger. The children have also discussed this question in class and some of the strategies they suggested are listed below:

- Don't smile or laugh at the situation.
- Don't rush over and take the bully on yourself.
- Don't be made to join in.
- If safe to do so, encourage the bully to stop bullying.
- If you can, let the bully know you do not like his or her behaviour.
- Shout for help.
- Let the victim(s) know that you are going to get help.
- Tell a member of staff as soon as you can.
- Try and befriend the person being bullied.
- Encourage the person to talk to someone and get help.
- Ask someone you trust about what to do.
- If you don't feel you can talk to someone about it, write it down and post it in the 'Worry' box.
- Call a helpline for some advice.

Monitoring and evaluation of the policy

This policy is monitored on a day-to-day basis by the Headteacher, who reports to governors about the effectiveness of the policy. This Anti-Bullying policy is the Governors' responsibility, and they review its effectiveness annually. They do this by examining the school's Anti-Bullying
logbook, where incidents of bullying are recorded, and by discussion with the Headteacher. Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.
This policy will be reviewed in accordance with the school's review cycle, or earlier if necessary

Sources of further information, support and help There is a vast amount of information and guidance available about bullying that can provide a wide range of support and help. The following list is just a small selection of the support available that teachers, parents and children have found useful.

Name of organisation	Telephone number	Website
Act Against Bullying	Not available	www.actagainstbullying.com
Advisory Centre for Education (ACE)	0300 0115 142	www.ace-ed.org.uk
Anti-Bullying Alliance (ABA)	Not available	www.anti-bullyingalliance.org.uk
Anti-bullying Network	Not available	www.antibullying.net
Bullying UK	0808 800 2020	www.bullying.co.uk
Bully Free Zone	Not available	www.bullyfreezone.co.uk
BBC	Not available	www.bbc.co.uk
Childline	0800 1111 (helpline for children)	www.childline.org.uk
Kidscape	020 7730 3300 (general enquiry number) 08451 205 204 (helpline for adults only)	www.kidscape.org.uk www.beyondbullying.com
NSPCC	0808 800 5000	www.nspcc.org.uk
Parentline Plus	0808 800 2222	www.parentlineplus.org.uk
The Children's Legal Centre	01206 714650	www.childrenslegalcentre.com
UK Government Website	Not available	www.direct.gov.uk

Appendix 1

SCHOOL BULLYING REPORT FORM

School/Establishment LONG MELFORD CHURCH OF ENGLAND PRIMARY SCHOOL

Date and time incident reported

1. Person who reported incident

☐ Victim ☐ Other (please specify)

2. Type of incident (please tick)

Extortion		*Personal possessions taken/damaged*	
Isolation/Being Ignored or Left Out		*Written*	
Physical		*Spreading Rumours*	
Verbal (Name-Calling, Taunting, Mocking)		*Intimidation/coercion*	
Cyber (Email, Internet, Text)		*Graffiti*	
Other (please specify)			

If you feel the incident was motivated by any of the following please tick

Appearance		*Racism/Ethnic Origin* *	
Disability/SEN		*Sexual Orientation*	
Gender/Sexism		*Transgender*	
Faith, Religion or Belief		*Home Circumstances including Looked After Child (LAC/CiC)*	

** Reminder: These incidents should be recorded separately.*

Details of Young People involved

	Names	Year Group	Gender	Ethnic Origin Code (refer to school census data)	Role*
1					
2					
3					
4					
5					
6					

*Role: **V** Victim **P** Perpetrator(s) **A** Associate **B** Bystander

5. Have parents/carers of victim been informed? Yes ☐ No ☐

Have parents/carers of perpetrators been informed? Yes ☐ No ☐

Repeat victim? ☐ Yes ☐ No

6. Brief summary of incident (including location)

7. Perpetrator known to victim (by sight or name)

Yes ☐ No ☐ Known details:

Repeat perpetrator?

Yes ☐ No ☐

8. Summary of Agreed Action (including future preventative work)

Record completed by Date

Signature of Designated Member of SLT

Appendix 2

SCHOOL RACIST INCIDENT REPORT FORM

A racist incident is any incident which is perceived to be racist by the victim or any other person

1. School/Establishment LONG MELFORD Church of England PRIMARY CEVC PRIMARY SCHOOL
2. Person who reported incident

☐ Victim ☐ Other (please specify) ☐

Date and time incident reported ☐

3. Who identified the incident as Racist?

☐ Victim ☐ Other (please specify) ☐

4. Victim Details

First name ☐

Family name ☐

First language/dialect ☐

Year group ☐ Male ☐ Female ☐

Have parents of victim been informed? ***Yes*** ☐ ***No*** ☐

Repeat victim? ***Yes*** ☐ ***No*** ☐ [*If this is a repeat victim please refer to section 5 of LEA guidance]*

5. Ethnicity of Victim

A White		**B Mixed**		C Asian or Asian British	
☐ British	☐	White & Black Caribbean	☐	Indian	☐
☐ Irish	☐	White & Black African	☐	Pakistani	☐
☐ Traveller of Irish Heritage	☐	White & Asian	☐	Bangladeshi	☐
☐ Gypsy/Roma	☐	Any other mixed background, please write in	☐	Any other Asian background, please write in	
☐ Any other white background, please write in					

D Black or Black British		E Chinese or other ethnic group		In addition:	
☐ Caribbean	☐	Chinese	☐	Tick if the victim was an Asylum Seeker or Refugee	☐
☐ African	☐	Any other, please write in			
☐ Any other black background, please write in					

Type of incident

☐	Verbal abuse	☐	Physical assault	☐	Ostracism
☐	Written abuse	☐	Intimidation	☐	Other (please specify)
☐	Racist graffiti	☐	Damage		

6. Details of incident (including date, time and place)

9. Perpetrator Details

First name

Family name

First language/dialect

Year group ☐☐ Male ☐ Female ☐

Have parents of perpetrator been informed? ***Yes*** ☐ ***No*** ☐

10. Ethnicity of Perpetrator [use categories in Section 6]

11. Perpetrator known to victim (by sight or name)

Yes ☐ ***No*** ☐

Known details:

Repeat perpetrator? [*If this is a repeat perpetrator please refer to section 4 of LEA guidance]*

Yes ☐ ***No*** ☐

12. Summary of Agreed Action

Record completed by

Date

Signature of Designated Member of SMT

Appendix 3

DON'T SUFFER IN SILENCE

Advice for parents and families on how to support their children and the school in combating Bullying and Prejudice

Although it is not possible to eradicate bullying entirely, your child's school has an Anti-Bullying policy and uses it to reduce and prevent bullying.

Bullying is **repeated**, **deliberate** behaviour that makes another person feel threatened, distressed, hurt or upset. Occasionally, the distress caused may not be consciously intended by the perpetrator - this will depend upon the perpetrator's age and ability to understand the consequences of their behaviour.

It is not acceptable in school (or in UK law) for any person to show **prejudice** through **racist**, **homophobic** or **disablist** behaviour. Any incident that is perceived to be racist, homophobic or disablist, by the victim or any other person, will be investigated and recorded by the school. The perpetrator and victim of such prejudice behaviour will be treated in accordance to the school's policy.

Normal Peer Conflict or Bullying?

It is important that children understand what is bullying and what is normal peer conflict.

Normal Peer Conflict or Bullying?	
Normal Peer Conflict	**Bullying**
Equal power or friends.	Imbalance of power – not friends.
Happens occasionally.	Repeated unwelcome actions.
Accidental or not pre-meditated harm.	Deliberate harm or the threat of physical or emotional harm.
Not seeking power or attention.	Seeking power, control of material things.
Generally not trying to get something.	May attempt to get material things or power.
Remorse – will take responsibility.	No remorse – may blame the victim.

Parent and families have an important part to play in helping schools deal with bullying and prejudice related behaviour.

Discourage your child from using bullying/prejudice behaviour at home or elsewhere.

Show your child how to resolve difficult situations without using violence or aggression.

Signs and Symptoms of Bullying:

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

- refuses to go outside at break times or refuses to stay at school for school dinners
- requests to change classes or school
- behaves immaturely, i.e. the child reverts to a previous behaviour such as thumb-sucking
- becomes withdrawn, clingy, moody, uncooperative or non-communicative
- finds it difficult to concentrate or school performance deteriorates
- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine – time leaving or route taken to/from school
- is unwilling to go to school (school phobic)
- begins truanting
- becomes withdrawn, anxious or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- self-harms (eg scratches themselves)
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions “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 starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- is afraid to use the internet or mobile phone
- is nervous or jumpy when a text/MSN message or email is received
- gives improbable excuses for any of the above.

These signs and behaviours could indicate other problems but bullying should be considered a possibility and should be investigated.

Further help and advice for parents can be obtained from:

Kidscape

Parents’ Anti-Bullying Line 020 7730 3300 www.kidscape.org.uk