

Anti-Bullying Policy for the whole School including EYFS

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1. Introduction

Edge Grove School, in line with its Mission, understands its responsibilities under the Equality Act 2010 to eliminate unlawful bullying (including cyber-bullying), discrimination, harassment, victimisation, discrimination and other conduct prohibited by the Act, whether in or out of School. The School will not tolerate or condone any of these and will, where necessary, take disciplinary action.

This policy is also to be read in conjunction with the IT Acceptable Use Policy, the Pupil Behaviour Policy, and the Safeguarding & Child Protection Policy. All instances of bullying will be considered in the context of safeguarding, to determine whether they meet the threshold for a safeguarding concern.

2. Legal Status

Although bullying in itself is not a specific criminal act in the UK, some types of harassing or threatening behaviour or communications could be a criminal offence; for example, under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003 and the Public Order Act 1986. When staff feel that a criminal offence may have been committed, they will seek assistance from the Police.

All bullying is unacceptable at Edge Grove and is manifestly contrary to our Mission and Values. Where proven, it will always be treated as a serious matter and addressed in line with the School's Behaviour and Anti-Bullying Policies, with responses proportionate to the circumstances and focused on accountability, education, and repair. Our aim is that every member of the Edge Grove community does everything possible to ensure that bullying doesn't happen at our School and that when it does that it is managed quickly and effectively.

3. Scope

This policy defines for pupils, staff, parents, governors and the outside community the actions which the School understands as 'bullying'. It demonstrates that the School takes bullying seriously and will not tolerate it. This policy also

- Establishes measures to prevent all forms of bullying throughout the School and on off-site activities;
- Supports those who identify and protect victims of bullying or those who disclose bullying incidents;
- Demonstrates that the School can enhance the safety, happiness and educational success of all pupils by dealing positively with bullying;
- Encourages pupils to tell someone that they, or someone they know, is being bullied.

4. Communication

The School places the highest priority on ensuring this policy is effectively communicated and understood by all members of the School community. It is published on the School website and made available to staff, pupils, parents, and governors.

5. What is Bullying?

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

Definition of Bullying

The school adopts the Department for Education's (DfE) definition of bullying):

"Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally."

Not all unacceptable behaviour constitutes bullying. People can sometimes say or do things that are hurtful - physically or emotionally - through thoughtlessness, disagreement, or difficulty managing emotions in the moment. While such behaviour remains unacceptable and will be addressed in line with the School's Behaviour Policy, it only meets the School's definition of bullying when it is intentional and repeated over time, and when its purpose or effect is to cause distress or harm to another individual or group.

Bullying incidents that take place outside the school environment but involve pupils of the School are also covered by this policy.

Our approach is positive rather than punitive. Our ethos is one that respects the individual and encourages both those who experience bullying and those who witness it to speak out. We seek to support pupils who feel they have been bullied while helping those responsible to reflect, repair, and change their behaviour.

6. Types of Bullying

Bullying can take many forms, including physical, verbal, emotional or online (cyberbullying). It may be motivated by prejudice or perceived difference, for example relating to race, religion, culture, gender, sexual orientation, special educational need or disability, or family circumstance.

At Edge Grove, we recognise that bullying is a serious breach of our School Values. It causes harm to individuals and damages the sense of belonging within our community.

All bullying is a form of aggression - whether physical, verbal, non-verbal, or emotional - but not all aggression constitutes bullying. We distinguish bullying from occasional unkindness or friendship conflict, while acknowledging that all unkind behaviour requires a response and education. Our aim is always to help pupils understand the impact of their actions, restore relationships, and develop empathy and accountability.

7. Bullying Which Occurs Outside the School Premises

Bullying often occurs outside of the schools physical grounds yet these actions impact the safety of our pupils as though they have occurred on school grounds. Any bullying behaviour demonstrated at school or outside of school that affects our school community will be addressed by the school.

8. The Edge Grove Anti-Bullying Strategy

At the beginning of every School year the Headmaster or Senior Deputy Head (Pastoral) informs all **pupils** throughout the School that:

- Edge Grove is committed to providing a nurturing, friendly, and safe environment for all its pupils, so they can learn in a relaxed and secure atmosphere;
- Edge Grove has an Anti-Bullying Policy, which contains definitions of bullying and a School Anti-Bullying Strategy;
- Edge Grove staff are aware that young children can be clumsy with their developing emotions and their relationships with others and that not all negative interactions between pupils are bullying;
- In order to avoid accusations of bullying, pupils should act at all times in accordance with the School's Values;

- Bullying of any kind is unacceptable at Edge Grove;
- Through its academic, co-curricular and pastoral structures, the School provides the opportunity for children to seek help when they are feeling uncomfortable about anything;
- All staff are trained to listen to pupils who feel uncomfortable about relationships;
- Even though strong bonds of loyalty exist between friends, bullying is too damaging to be kept hidden. Pupils should tell their Form Teacher **without delay**;
- If they cannot speak to their Form Teacher, they should speak to another trusted adult in School, perhaps another Form Teacher or their Pastoral Lead;
- They should also inform their parents as to how they are feeling and ensure that their parents inform their Form Teacher as soon as possible;
- Pupils who know that bullying is happening also have a duty to tell a member of staff. This is not 'snitching' or 'grassing', it is 'supporting others' in line with our School Values;
- All staff are trained to take note of concerns, investigate any previous instances of bullying related to these individuals, put in place interventions or sanctions which prevent problems recurring, inform parents (of both perpetrators and victims) in writing of instances of bullying and record incidents and interventions.

At the beginning of the School Year

- The Assistant Head (Digital Development) briefs all pupils about Anti-Bullying and Online Bullying in accordance with the Edge Grove Online Safety Policy;
- The Senior Deputy Head (Pastoral) reminds all staff and particularly Form Teachers to be vigilant about all forms of bullying and cyber-bullying, asking open questions about cyber-bullying so as to establish open discourse about each pupil's online life;
- The Senior Deputy Head (Pastoral) uses National Anti-Bullying Week to reinforce the School's Anti-Bullying Strategy and advice;
- The Head of PSHE plans for opportunities throughout the year to promote the School's Anti-Bullying Strategy;
- Academic Heads of Department (AHoDs) and Co-Curricular Heads of Departments (CCHoDs) identify areas within their subject curriculum that offer opportunities for discussions about anti-bullying, for example discussions about race in Geography, sexual orientation in Biology and culture in Religious Studies. They use a pedagogic methodology in their department to foster positive relations between pupils;
- Teachers embrace every opportunity to promote the School's Anti-Bullying Strategy. They discuss bullying when it is pertinent and consider carefully the most appropriate strategy for developing discussion. They manage classroom etiquette so as to promote cooperative activity and discussion among pupils. All teachers are responsible for ensuring that pupils learn to listen to one another, to respect opinions they do not themselves hold, and for fostering an appropriate degree of assertiveness that permits pupils to express their own emotions and their own opinions.

9. Procedures

A Culture of Awareness

Pupils who are victims of bullying may show changes in behaviour or signs or symptoms of bullying (see **APPENDIX B**).

All staff are aware of behaviour changes that bullying can bring about and report any disclosures, allegations, concerns or suspicions about bullying, however small, **without delay** to the Form Teacher, copying in the Pastoral Leads and Senior Deputy Head (Pastoral). These concerns should also be logged on CPOMS, ensuring the relevant pupils are tagged so that patterns can be identified, monitored, and followed up through appropriate pastoral or safeguarding channels.

All pupils are aware of behaviour changes that bullying can bring about and report any disclosures, allegations, concerns or suspicions about bullying however small to a member of staff and their parents, who should contact their child's Form Teacher, copying in the Pastoral Leads and Senior Deputy Head (Pastoral).

Parents who become aware of behaviour changes that may indicate bullying should report any disclosures, allegations, concerns or suspicions about bullying, however small, **without delay** to the pupil's Form Teacher, copying in the Pastoral Leads and Senior Deputy Head (Pastoral).

Listening to and recording disclosures and allegations about concerns or suspicions of bullying

All staff LISTEN carefully to disclosures, allegations, concerns or suspicions about bullying, however small. They will:

- Always take seriously what is said;
- Not promise to keep secret what is said;
- Reassure the pupil that disclosure is aligned to our Values;
- Listen, only making notes if necessary.

Staff identify:

- What happened;
- Who was involved;
- Where it took place;
- Whether there are any past incidents of the same behaviour;
- Whether there are any other relevant circumstances;
- What action the pupil(s) would like the member of staff to take.

The member of staff

- Explains what will happen next; and
- Ensures that the pupil(s) feels safe and is not in danger of significant harm;
- Reports all disclosures, allegations, concerns or suspicions about bullying, however small, on CPOMS copying in the
 - a) Form Teacher;
 - b) Pastoral Lead;
 - c) Senior Deputy Head (Pastoral).

Managing Allegations, Concerns or Suspicions

The Senior Deputy Head (Pastoral) discusses the report with the member of staff involved, taking further notes as required. She will then either lead an investigation herself or delegate this investigation to another member of staff, usually the Pastoral Lead or the Form Teacher.

The Senior Deputy Head (Pastoral), Pastoral Lead or Form Teacher will

1. Evaluate the alleged victim's emotional state, reassuring him/her that it is always right to disclose bullying and giving priority to stabilising the pupil's emotions and protecting him/her from further upset.
2. Ask him / her to write a statement stating
 - What happened;
 - Who was involved;
 - Where it took place;
 - Whether there are any past incidents of the same behaviour;
 - Whether there are any other relevant circumstances;
 - What action the pupil(s) would like the member of staff to take;

Pupils sign and date their statement.

3. Meet with witnesses **individually, not as a group**, asking them to write an honest statement as to what happened, including:
 - What happened;
 - Who was involved;
 - Where it took place;
 - Whether there are any past incidents of the same behaviour;
 - Whether there are any other relevant circumstances;
 - What action the pupil(s) would like the member of staff to take.

They sign and date their statement.

The Pastoral Lead, Form Teacher or Senior Deputy Head (Pastoral) will:

1. Read all of the statements in the light of their own knowledge of the pupils concerned and conduct further enquiries with pupils as necessary;
2. Consider whether this constitutes a bullying incident in accordance with the definition of bullying, the School will make its own judgements about each specific case;
3. If it is considered bullying, identify the kind(s) of bullying (physical, verbal, indirect/manipulative, racist, sexist or homophobic, exploiting disability or special needs and / or online-bullying);
4. Decide on appropriate interventions or consequences for the perpetrator(s), victim(s), and bystander(s). In cases that are severe or involve repeated bullying, this may include referral to the Headmaster for further action. In the most serious cases, the Headmaster may impose a temporary suspension or permanent exclusion.

A problem solving approach that avoids blame can often be more effective in clarifying the situation and achieving positive change. Responses will be in line with School Anti-Bullying and Behaviour Policies and will be determined in consultation with all parties, with a view to educating and supporting the pupil(s) involved wherever possible.

5. Write a letter to the parents of both victims, perpetrators and bystanders, explaining
 - a) The original disclosure, allegation, concern or suspicion about bullying;
 - b) An undertaking that the School always takes these matters seriously;
 - c) What happened;
 - d) How many other pupils were involved (without naming them);
 - e) Where it took place;
 - f) Whether there were any past incidents of the same behaviour;
 - g) Whether there are any other relevant circumstances;

- h) How the incident has been investigated;
- i) Conclusions and any interventions or sanctions.

Enlist the support of parents in alerting the School to any further allegations / concerns / suspicions of bullying and seeking advice as to how to develop support for the victim, calling upon some (or all of the following): School Nurses, Form Teacher, Pastoral Leads, teachers for further support. (Ongoing discussion to support and monitor the victim will be essential).

Ask for written confirmation of the letter.

Record parental responses on CPOMS, copying in the Head, Pastoral Lead, Senior Deputy Head (Pastoral) and Form Teacher.

6. Review the pupil's pastoral progress within one month of the incident.

Where there is no evidence of Bullying

Where there is no evidence of bullying or where the incident does not meet the threshold for a definition of bullying, The Senior Deputy Head (Pastoral), Pastoral Lead or Form Teacher will record all findings on CPOMS, copying in the Pastoral Team and reminding relevant staff to be alert to any persisting or developing concerns.

The Pastoral Lead will raise this matter at their weekly departmental meeting, reminding relevant staff to be alert to any persisting or developing concerns.

Senior Deputy Head (Pastoral), Pastoral Lead or Form Teacher will write to the parents of the alleged perpetrator(s) and the alleged victim(s), explaining:

- What happened
- How many other pupils were involved
- Where it took place
- Whether there were any past incidents of the same behaviour
- Whether there are any other relevant circumstances.
- How the incident has been investigated.
- Any findings and interventions and reminding parents to alert him to any further allegations / concerns / suspicions of bullying.

Witnessing an incident that prima facie involves bullying

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

A teacher should:

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

10: Contacting other Agencies

Pupils may wish to seek advice from someone independent of the School.

HELP ORGANISATIONS:

Advisory Centre for Education (ACE)	0300 0115 142
Children's Legal Centre	0345 345 4345
Childline	0800 1111
KIDSCAPE Parents Helpline (Mon-Thurs, 9-1pm)	020 7823 5430
Family Lives (Parentline Plus)	0808 800 2222
Youth Access	020 8772 9900
Bullying Online	www.bullying.co.uk
Child Exploitation and Online Protection Centre	www.ceop.police.uk
	www.thinkuknow.co.uk

11. Responsibilities

Governors

Governors recognise their legal duty to oversee the safeguarding of all Edge Grove pupils, to promote the welfare of all pupils, and to ensure that procedures exist to prevent bullying arising among pupils. They review the Edge Grove Pupil Anti-Bullying Policy annually through the Pastoral Committee.

The Headmaster

The Headmaster recognises the School's legal duty to safeguard and promote the welfare of pupils, and to ensure that procedures exist to prevent bullying arising among pupils. He attends all Pastoral Committee meetings.

The Headmaster issues a parental survey every two years with questions specifically aimed at bullying and uses the feedback data further to refine the School's Anti-Bullying Strategy.

He delegates the management of the School's Anti-Bullying Strategy within carefully delineated responsibilities to the Senior Deputy Head (Pastoral), meeting with her weekly to discuss all pastoral matters with a particular emphasis on the management of anti-bullying at the School.

The Senior Deputy Head (Pastoral)

The Senior Deputy Head (Pastoral) meets with the Headmaster weekly to discuss all School pastoral matters. She termly audits all pastoral data on CPOMS, paying particular attention to reports of bullying. She discusses these with relevant pastoral staff and writes a termly report advising the Pastoral Committee on patterns and trends of bullying, identifying further developments to the School's Anti-Bullying Strategy.

She is mindful of the duty placed upon her to:

- Protect children from maltreatment
- Prevent impairment of children's health or development
- Ensure that children are growing up in circumstances consistent with the provision of safe and effective care
- Enable children to have optimum life chances and to enter adulthood successfully.
- Ensure that the Edge Anti-Bullying Policy represents good standards of practice.

To this effect she:

- Discusses development of the Edge Grove Anti-Bullying Policy with the Senior Leadership Team;
- Ensures that all staff, parents, pupils and governors are fully aware of this policy;
- Manages all anti-bullying processes and procedures;
- Supports staff in discussing bullying and anti-bullying with both bullies and victims;
- Helps staff to formulate solutions to incidents of bullying;
- Raises staff awareness of the Edge Grove Anti-Bullying Policy by arranging staff training;
- Takes action to reduce the risk of bullying at times and places where it is most likely;
- Increases awareness of the Edge Grove Anti-Bullying Policy through PSHE, assemblies, the School Values and, if necessary, at any time should it be deemed appropriate;
- Encourages pupils to tell someone if they are being bullied or have witnessed bullying;
- Ensures that all staff record all incidents of bullying on CPOMS and that Class Teachers/Form Teachers review the entries;
- Reviews the data on CPOMS to identify patterns of bullying behaviour to locations in School, times of the School day and other pupils involved, perhaps as bystanders;
- Reports termly to the Governors on the incidence of and response to bullying in the School through the Pastoral Committee;
- Dovetails the Edge Grove Anti-Bullying Policy with the Edge Grove Pupil Behaviour Policy;
- Makes explicit the sanction for bullying at Edge Grove.

Pastoral Leads

All Pastoral Leads:

- Ensure that all members of their department understand their responsibilities to support and uphold the Edge Grove Anti-Bullying Policy;
- Establish a classroom environment which is fair and equitable and which allows all pupils to have an equal voice.

All Staff (Teaching and Non-Teaching)

All staff:

- Know the definition of Bullying;
- Know, understand and agree to abide by the Edge Grove Anti-Bullying Policy;
- Deal with incidents according to its procedures;
- Participate in the care and supervision of pupil behaviour, especially between lessons, at break and lunchtimes, at the beginning and ends of the days and in the Dining Room;
- Supervise pupil behaviour in their classrooms, being alert to pupil behaviour as they move around the School;
- Begin and end classes punctually and not leave pupils unsupervised;
- Supervise pupils in their co-curricular activities;
- Begin and end their co-curricular activities punctually;
- Supervise pupils on buses/minibuses when travelling to and from home and on matches/trips;
- Implement this policy on off-site activities when they are in a supervisory role;
- Never let any incident of bullying pass unreported (whether on site, or during an off-site activity).

Pupils

All pupils:

- Know the definition of Bullying;
- Inform a trusted adult (e.g. teacher, Class Teacher, Form Teacher, School Nurse, Office Staff) if they are being bullied or if they are aware of bullying;
- Reject the idea that disclosing bullying is “snitching” or “grassing”.

- Pupils have a responsibility to help us to act by keeping us fully informed as to how the situation is developing.

Parents & Guardians

All parents:

- Know the definition of Bullying;
- Are aware of the Edge Grove Anti-Bullying Policy;
- Are mindful of the signs and symptoms of bullying;
- Contact their son/daughter's Form Teacher or Pastoral Lead **without delay** if they suspect that he/she is being bullied.

If you think your child is being bullied:

It is essential to remain calm, listen supportively, and take time to establish the facts of the situation. Alleged bullying can be complex to understand, as the pupils involved may each have different perceptions and experiences of what has taken place. Reassure your child that they have done the right thing by telling you. You may find it helpful to use the following checklist to ensure that clear and accurate information is shared with the School:

- Who was involved?
- Where did it take place, when and how often?
- Why did it take place (if known)?
- What form did the bullying take?

When you inform the School of these details, you will be told how the School will proceed. The procedures set out in this policy will be followed and we will work with you as required, keeping you informed of action taken.

Please be reassured that all matters will be managed sensitively and fairly, with the needs and wellbeing of all pupils involved carefully considered. Parents are encouraged to work in partnership with the School, the DSL, and those managing each alleged bullying incident, taking into account the unique context and circumstances of every situation.

APPENDIX A: Types of Bullying

The behaviours described below are examples of actions that may constitute bullying when they are intentional and repeated over time and cause distress or harm to another individual or group.

It is important to note, however, that some of these behaviours can also occur as isolated incidents or conflicts which, while still unacceptable, do not in themselves meet the definition of bullying and will be addressed under the School's Behaviour Policy.

Physical Bullying

This may involve:

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

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

Verbal Bullying

This may involve:

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

Indirect or Manipulative Bullying

This may involve:

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

Racist, Sexist or Homophobic Bullying

Racism, sexism, homophobia and the exploitation of disability are palpably in conflict with the BPS Equal Opportunities Policies and contrary to the School's Values. Bullying that focuses on an individual's body shape, appearance and hair colour or alleged sexual attractiveness (or lack of it) similarly are contrary to BPS Equal Opportunities Policies and School's Values. Bullying of this sort may include:

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

Cyberbullying

Cyberbullying may be defined as 'the use of Information and Communications Technology (ICT), particularly mobile phones and the Internet, to deliberately upset someone else.' It can be an extension

of face-to-face bullying, with technology providing the bully with another route to harass their target. In many ways features of cyber bullying replicate aspects of bullying. However, it does differ in several significant ways from other types of bullying: the potential invasion of home and personal space, the difficulty in controlling electronically circulated messages, the potential size of the audience and the perceived anonymity which is often involved. Cyberbullying may take different forms, including: threats and intimidation, harassment or 'cyber-stalking' (e.g. repeatedly sending unwanted texts and instant messages), vilification/defamation, exclusion or peer rejection, impersonation and unauthorized publication of private information or images. Cyberbullying takes place between children and between adults, but also across different age groups.

In many cases of cyberbullying, bystanders can easily become perpetrators, e.g. by passing on or showing to others images designed to humiliate or by taking part in online chat or discussion groups. Such people may not recognise themselves as participating in bullying, but their involvement has the potential to compound the unhappiness for the person being targeted. 'Bystanders' or 'accessories' who actively support cyber bullying are liable to face sanctions themselves. Pupils who become involved in this respect need to be aware that their actions may have severe and distressing consequences, and that participating in such activity will not be tolerated.

APPENDIX B: Signs and Symptoms of Bullying

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

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

Appendix C: Anti-Bullying Specialist Organisations

The Anti-Bullying Alliance (ABA): A network of 100 organisations, founded in 2002 by NSPCC and National Children's Bureau.

Beatbullying: A bullying prevention charity with an emphasis on working directly with children and young people. Beatbullying have developed the Cybermentors peer support programme for young people affected by cyberbullying.

Kidscape: Charity established to prevent bullying and promote child protection. Advice for young people, professionals and parents about different types of bullying and how to tackle it.

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves.

Education Action Challenging Homophobia (EACH): A charity and training agency helping people and organisations affected by homophobia.

Schools Out: An organisation which aims to promote equality, safety and visibility in education for Lesbian, Gay, Bisexual and Transgender students and all the protected characteristics.

Diversity Role Models: A charity championing inclusion within schools and wider society

Ditch the Label: An anti-bullying charity providing resources, campaigns and research on bullying trends globally.