



THE BUCHAN SCHOOL

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KING WILLIAM'S COLLEGE

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# King William's College, The Buchan School and The Buchan Nursery

## Anti – Bullying Policy

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## ANTI-BULLYING POLICY

1. **A definition of bullying is:** Behaviour by an individual or group, repeated over time, that intentionally hurts, threatens or frightens another individual or group either physically or emotionally. It is deliberate, targeted and often persistent.
2. **Bullying can occur in many ways:** Bullying can take many forms and is often motivated by prejudice against particular groups, for example on grounds of appearance, race, religion, culture, gender, sexual orientation, or because someone is adopted or has caring responsibilities or because they have special educational needs and disability. It might be motivated by prejudice, or actual or perceived differences. Bullying is a behaviour choice and can be changed; therefore the School will not label anyone as a bully. When bullying behaviour is part of group behaviour, there are several characters at play:
  - Ringleader – initiating and leading, but not always the person carrying out the bullying behaviour (someone else may be carrying out the behaviour for them).
  - Target – who the behaviour is aimed at
  - Assistant – actively doing the bullying, but not the leader. Often the person is identified by the target, but not necessarily the instigator.
  - Reinforcer – may laugh or encourage others to get involved. More in the background, encourages others to get involved.
  - Defenders – stand up for someone being bullied but not confident enough to do anything about it.
  - Outsiders (bystanders) – those who turn a blind eye to the behaviour. They are not involved but know what is happening.

Everyone is trying to avoid being a target. Everyone involved will find it hard to change their position. The negative behaviour must be challenged and the group dynamic broken down.

Bullying can be:

- Verbal or psychological: name-calling, spreading rumours etc
- Physical: pushing, kicking, hitting, punching etc
- Emotional: being unfriendly, excluding, tormenting, humiliating, hiding things etc. Examples of emotional bullying may include: excluding someone from a group, activity or place; aggressive name calling; unpleasant e-mails or telephone calls, unpleasant material placed on websites; racism; negative remarks about appearance, ability, nationality, religion, disability, gender or sexuality.
- Virtual or Cyber bullying via text messages or the internet. Research by the anti-bullying alliance suggests that 90% of students who are bullied online are also bullied face-to-face.
  - **Flaming:** Online fights usually through emails, instant messaging or chat rooms where angry and rude comments are exchanged.
  - **Denigration:** Putting mean online messages through email, instant messaging, chat rooms, or websites set up to make fun of someone.
  - **Exclusion:** Intentionally leaving someone out of a group such as instant messaging, friend sites, or other online group activities.
  - **Outing:** Sharing secrets about someone online including private information, pictures, and videos.
  - **Trickery:** Tricking someone into revealing personal information then sharing it with others.
  - **Impersonation:** Pretending to be someone else when sending or posting mean or false messages online.
  - **Harassment:** Repeatedly sending malicious messages to someone online.
  - **Cyberstalking:** Continuously harassing and denigration including threats of physical harm. E.g. using social networking sites, email & mobile phones or devices to make abusive comments, threats by text or calls. Misuse of associated technology such as photographs,

camera & video facilities. It is an offence for a person to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

- Threatening behaviour: extortion, demanding money, possessions etc
- Intimidating: through threat of violence or by isolating someone physically or online.
- An imbalance of power: between the ringleader, assistant or reinforcer (perpetrator) and target, or the attempt to gain control over another person.
- Racist: making racial taunts, graffiti, gestures etc
- Sexual: unwanted physical contact or sexually abusive comments, uninvited propositions, touching or innuendo, or inappropriate imagery.
- Homophobic or Sexist: focussing on the issue of someone's sexuality or gender
- In response to someone's special educational need or disability
- In response to someone's religious beliefs
- Indirect: spreading rumours, excluding someone from social groups etc

2.1 Bullying (including cyberbullying) is serious and can cause physical or psychological damage. It can lead to low self esteem, anxiety, depression, school avoidance and in extreme cases, suicide. Every day in the UK, 16000 students miss school due to bullying. Severe and persistent bullying could result in suspension or exclusion. Only 24% of bullying is reported at the time.

2.2 Some types of harassing or threatening behaviour, or types of communication, could be a criminal offence. If school staff feel an offence may have been committed they may seek assistance from the police.

2.3 Child on child bullying can take place between pupils in school and out of school. The school has a duty to investigate any bullying incident, and if appropriate take disciplinary action, wherever the incident has taken place. Child on child abuse can manifest itself in many ways but abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". Pupils should not be subjected to initiation type violence/hazing. It is no justification that the perpetrator says or believes that a target is not upset or hurt by the perpetrator's actions or words, or that the target needs "toughening up", "taking down a peg or two", or "to be taught a lesson".

2.4 The E-Safety Acceptable Use Policy makes it clear that online or cyberbullying is unacceptable. Pupils must be socially responsible with regard to using the Internet and other communication technologies. This includes treating others with equal respect online and reporting instances of online bullying.

2.5 A target of bullying may be at higher risk of suffering abuse. A bullying incident will be addressed as a child protection concern when there is reasonable cause to suspect that a child is suffering or is likely to suffer significant harm. In such cases, the procedures in the school's Safeguarding Policies will be followed and the Designated Safeguarding Lead will report concerns to the Isle of Man Social Services and Isle of Man Safeguarding Board.

2.6 The governing body are responsible for the implementation of this policy. It will be reviewed by the governor's Safeguarding Committee on an annual basis. Copies of this policy will be sent to all staff and it will be published on the School website.

2.7 The following websites provide information and advice:

2.7.1 [Changing Faces](#)

2.7.2 [Stonewall](#)

2.7.3 [Show Racism the Red Card](#)

2.7.4 [The Anne Frank Trust](#)

2.7.5 [National Crime Agency Education](#)

2.7.6 [Childnet](#)

2.7.7 [Digizen](#)

2.7.8 [Anti-Bullying Alliance](#)

2.7.9 [Young Minds](#)

2.7.10 [Kidscape](#)

### 3. AIMS and OBJECTIVES

- 3.1 King William's College ("the School", which for the purposes of this Policy includes the Buchan School and Buchan Nursery), is committed to providing a caring, friendly and safe environment for all of our students and staff, so they can learn and work in a relaxed and secure atmosphere.
- 3.2 This policy should be read in conjunction with the Safeguarding and Child Protection Policy, Behaviour Management Policy, E-Safety Policy, and the Equal Opportunities Policy.
- 3.3 Bullying of any kind is not acceptable in our school and will not be tolerated. If bullying does **occur, all pupils should be able to tell a member of staff and know that incidents will be dealt** with promptly and effectively.
- 3.4 Racist, sexist or other discriminatory behaviour, regardless of circumstances, is always unacceptable and is considered a serious breach of the school's rules. No one should be subjected to unacceptable treatment because of their race, colour, gender, religion, ethnic origin, disability, and sexuality or family circumstances.
- 3.5 Bullying causes fear and distress for the target and often affects other children who witness the behaviour. It may damage the atmosphere of a class, or even the climate of the whole school.
- 3.6 We monitor and record very carefully as a wellbeing concern any instances of bullying so that we can respond quickly and be as pro-active as possible in dealing with any emerging patterns of behaviour. All bullying incidences will be reported to the Designated Safeguarding Lead.
- 3.7 Strong sanctions such as exclusion may be necessary in cases of severe and persistent bullying.
- 3.8 The School is committed to responding to all bullying incidents, including journeys to/from school, external trips, after school clubs and cyberbullying.
- 3.9 Anti-Bullying statements are displayed throughout the School.

#### **All members of staff (teaching and non-teaching) and pupils are:**

- Expected to show respect for and develop an understanding of persons of differing ability, gender, sexuality, race and background. This is regarded as essential for individual personal and social development. The School wishes to enhance pupils' self esteem without cultivating arrogance.
- Made aware that bullying will not be accepted at the School.
- Responsible for upholding the School Rules, which state that **any form of bullying is completely unacceptable** and includes the implementation of the anti-bullying code.
- Made aware of the School's Equal Opportunities Policy and that it is unlawful to treat pupils or staff less favourably for example because of sex, sexuality, race, religion or belief, background or disability.

#### **Members of staff should:**

- Set a proper example of respect, kindness, courtesy and good manners.
- Ensure that standards of behaviour are maintained in a quiet, controlled and caring atmosphere.
- Be prepared to challenge any unacceptable behaviour and any use of discriminatory language.
- Deal promptly and effectively with all incidents of bullying.
- Record all incidents of bullying and action taken on the form provided.
- Think about the language that they use to ensure that children do not internalise their experiences and that they are being bullied because of who they are.
- Inform Heads of Year, House staff and Tutors of their concerns.
- Enlist the support of Praepositors through training and monitoring of prefect behaviour and effectiveness.
- Make sure that the quality of house/year group/tutor meetings is such that the standards of behaviour, which the school upholds, are reinforced.
- Ensure adequate supervision and surveillance within school, and be prepared to identify potential danger areas.
- Participate in Staff training sessions.
- Avoid any kind of behaviour that could be construed as staff-student bullying by the student.

## Classroom Strategies for Preventing Bullying

1. Understand what bullying is and what it is not.
  - a. Does everyone understand the difference between relational conflict and bullying?
  - b. Does everyone have a good understanding of the roles involved in bullying
2. Promote a respectful ethos
  - a. Create a culture of respect across the school community
  - b. Promote kindness in the classroom.
  - c. Refer to the pastoral aims
  - d. Make everyone feel welcome
3. Celebrate difference
  - a. Celebrate differences and similarities in all pupils and staff
  - b. Ensure that everyone feels comfortable and confident
  - c. All pupils to talk about things that they find different
  - d. Some pupils may need support and time to talk about the differences they have
4. Challenge inappropriate language and behaviour

In PSHE teaching, relevant videos and role-play situations are used, so ways of countering and dealing with bullying are set within the context of social behaviour as a whole. The above principles will be reinforced:

- Whenever such issues arise within the wider curriculum
- In House/Year Group assemblies
- In Tutor groups
- In-House training programmes for the Sixth Form.

### **Parents should:**

- Report bullying incidents to the student's Tutor or Head of Year as soon as they become aware of them
- Listen calmly to their children and provide reassurance that the situation can get better when action is taken.
- Give specific support for the school's Anti-Bullying Policy
- Be aware that it is unacceptable to denigrate and bully school staff via social media
- Not encourage retaliation as this can have negative and unpredictable results.
- Find out what the child wants to happen next, to help identify the choices open to them, the potential next steps to take and the skills they may have to solve the problem.
- Support the School in sanctions awarded to combat bullying in the School.
- Encourage their child to get involved in activities that help to build self-confidence and esteem and form friendships. 65% of students surveyed in anti-bullying week noted that having lots of good friends protected them from being bullied.

### **Pupils should:**

- Always report incidents of bullying or of observed distress inside and outside school. Encourage a culture of anti-bullying: do not be a passive bystander
- Take Action by saying “Leave him/her alone”
- Offer support: encourage them to talk to someone, suggest how they might handle it
- Know that they can raise these issues in confidence by contacting one of the Helplines listed in ‘*People who can help you...*’ on House noticeboards and the Year Group Centres, meeting with the Isle listen listener, raising their concerns with a senior pupil, speaking to any member of staff or by contacting the Independent Listener.
- Be aware that it is not acceptable for pupils to bully each other or school staff via social media in the same way that it is unacceptable to do so face to face
- Understand that they should not retaliate to cyberbullying but report it immediately and save the evidence
- Understand that prejudiced-based language is unacceptable and that teasing can be unkind
- Be expressly taught, during PSHE in all years, the values and principles of:
  - The rights of the individual
  - Tolerance of individual differences
  - Building positive relationships
  - Developing emotional intelligence, including empathy and ways of developing resilience
  - Raising self-awareness and self-esteem
  - Social responsibility (i.e. caring for all members of the community)
  - Appropriate reporting of rule breaking
  - The difference between good and bad secrets
  - The correct use of the complaints procedure and awareness of the school’s *Anti-bullying* and *Equal Opportunities* policies.
  - Keeping passcodes to mobile devices secure and the importance of not leaving a computer logged on
  - Considering their online conduct carefully in accordance with the *E-Safety Acceptable Use policy*

### **WHAT YOU CAN DO IF YOU ARE BEING BULLIED**

- Ignore it if possible
- Be assertive
- Try to laugh it off, use humour to deflect
- Do not retaliate with physical or verbal aggression
- Talk to people who you know will offer good advice
- Report it to a member of staff or an older pupil
- Build your own protective circle of friends
- Avoid high risk places
- Be proud of who you are

## 4. ANTI-BULLYING PROCEDURE

- 4.1 Pupils and all staff should be familiar with the document *People who can help you* which is displayed in the Boarding Houses and the Year Group Centres. This guide suggests who students can talk to if they are feeling unhappy.
- 4.2 Incidents of bullying behaviour or observed distress must be dealt with **immediately** and should be reported as soon as possible to a responsible adult. This could be any member of staff or a senior student.
- 4.3 The first member of staff involved makes notes or completes a wellbeing concern on iSAMS (which automatically copies the note to the DSLs and Heads of Year).
- 4.4 Heads of Year are responsible in the first instance for the management of such incidents.
- 4.5 Perpetrators and targets will usually be expected to assist staff in providing detailed written accounts of any incident.
- 4.6 Heads of Year will keep both the parents of perpetrators and targets informed of the situation and of any outcomes.
- 4.7 Targets are assured of patient and sympathetic listening and are given on-going advice and support. Where appropriate, contact will be made with external agencies to support a pupil who is experiencing bullying.
- 4.8 Perpetrators should be assured of counselling and rehabilitation, which may involve external agencies, to tackle any underlying issue which has contributed to a child engaging in bullying, as well as appropriate punishment.
- 4.9 A record of clearly substantiated incidents will be kept by the Designated Safeguarding Lead on the Wellbeing Manager area of iSAMS. The DSL will monitor incidents, identify any patterns and seek to prevent recurrences.
- 4.10 In the first instance, a 'no blame' approach is often taken where perpetrators are helped to reflect on their behaviour. This usually leading to a reconciliation meeting.
- 4.11 Pupils may then be given a verbal warning with clear advice about future behaviour, along with a Friday or Saturday detention.
- 4.12 Given the seriousness with which the School views bullying, persistent inappropriate behaviour may then result in suspension or expulsion.
- 4.13 When there is reasonable cause to suspect that a child is suffering or is likely to suffer significant harm from bullying, it will be referred to Social Services Department as a safeguarding concern by the Designated Safeguarding Lead.
- 4.14 If a bullying incident warrants Police involvement, the School will not hesitate in seeking their advice.
- 4.15 Complaints about the anti-bullying procedures should be reported through the School's Complaints Procedure.
- 4.16 Staff will sensitively discuss any instance of bullying with the parents of all involved to look for a consistent resolution to the behaviour.
- 4.17 The School will regularly reflect on bullying incidences, to ensure that current practice and procedure is appropriate and effective.

### Linked Policies

Acceptable Use Policy; E-safety Policy; Behaviour Management Policy; Safeguarding Policy; and Data Protection Policy

### Guidance

*Preventing and Tackling Bullying*: advice for headteachers, staff and governors (DfE October 2014)

*Cyberbullying*: advice for headteachers and school staff (DfE November 2014)

*Anti-bullying school policy and procedures checklist* (Kidscape 2017)

## THE BUCHAN SCHOOL - Anti-Bullying Procedures

### 1. The Head of Buchan will:

- ensure that the SMT & teaching staff have an opportunity to discuss and review strategies on a regular basis
- ensure that there are positive strategies and procedures in place to support both the bullied and bullies
- be responsible for the day-to-day management and implementation of the policy and systems
- keep a written record of any of any bullying which takes place (using the 'Bullying referral form' to enable patterns to be identified
- ensure appropriate training is available for all staff to access
- ensure that all staff, parents and pupils are aware of the procedures in place
- report any referrals to the governing body

### 2. Form Teachers will:

- be responsible for liaising with the Head of Nursery, Pre-Prep or Prep over incidents involving pupils in their form and act as agreed with above
- know the School's policy and procedures and ensure that any incidents are reported using the 'Bullying Referral Form', to enable patterns to be identified
- Support and contribute to the anti-bullying programme in the school

### 3. All Staff will:

- know the policy and procedures
- liaise with Form Teachers, Head of Nursery, Pre-Prep & Prep and the Head of Buchan.
- be observant and note any concerns to above
- never allow any incidence of bullying pass by unreported, whether on-site or during an offsite activity
- attend training as directed by the Head of Buchan.

### 4. Reacting and Responding

- Staff are encouraged to recognise that active physical aggression in the early years is part of the child's development and that it should be channelled in a positive way
- Children are helped to understand that using aggression to get things is inappropriate and they will be encouraged to resolve problems in other ways
- Staff will initiate games and activities with children when they feel play has become aggressive, both indoors or out
- It is the responsibility of all members of the school to report any incidents of bullying to a member of staff. A pupil should feel able to talk to any member of staff if he/she feels he/she is being bullied.
- The member of staff approached will assess the nature of the incident and follow the school procedure.
- More serious cases of bullying will be referred to the Deputy Head (or initially Head of Nursery, Pre-Prep / Prep) to establish facts and agree course of action. The Head of Buchan will be kept informed of any actions taken
- Investigation of the incident will include establishing what happened by listening to different perspectives, including those of the target, the pupil doing the bullying and those that have witnessed the bullying (also called "outsiders")
- Each case will be dealt with individually and in more serious incidents; parents (of both perpetrator and target) will be informed of any actions taken by the school

### 5. The Head, Deputy Head, Form Tutors (Class teachers) involved will work together at all stages to agree and apply appropriate action, which may include:

- A. Discussing matters and counselling the pupils involved
- B. Involving and working with parents to agree strategies to tackle the problem
- C. Various withdrawals of privileges (perpetrator)
- D. Short term suspension from School (perpetrator)
- E. Permanent exclusion from School with Principal's agreement (perpetrator)



- Written reports on incidents will be noted on a 'Bullying referral form' and will be included in the relevant pupil files and parents informed of action taken. A copy will be made for the Head's file
- Both the target and the perpetrator will be monitored in order to provide support
- All actions will be taken with due regard to health and safety

6. Sanctions are applied fairly, proportionately, consistently and reasonably, taking account of any special educational needs (SEN) or disabilities that pupils may have and taking into consideration the needs of vulnerable children.

7. Disciplinary penalties have three main purposes, namely to:

- impress on the perpetrator that what he/she has done is unacceptable;
- deter him/her from repeating that behaviour; and
- signal to other pupils that the behaviour is unacceptable and deter them from doing it

8. Sanctions for bullying are intended to hold pupils who bully to account for their behaviour and ensure that they face up to the harm they have caused and learn from it. They also provide an opportunity for the pupil to put right the harm they have caused.

### **9. Supporting and Monitoring**

This will include:

- Identifying immediate and longer-term support needs of both the person being bullied and the person who has done the bullying. This may range from assembly time to accessing support from external agencies eg Isle Listen or Child Adolescent Mental Health Services (CAMHS)
- Ensuring that all staff are aware of the bullying incident; including what happened, who was involved and any bystanders
- Reflecting on the process to identify any lessons for the future and disseminating to colleagues
- Monitoring and following up with all parties concerned to ensure that the bullying has stopped.

### **10. Outcomes**

- The perpetrator may be asked to genuinely apologise
- If possible, the pupils will be encouraged to reconcile the situation
- After the incident has been investigated and dealt with, each case will be monitored
- In serious cases, suspension or even exclusion will be considered. (Ref Misconduct & exclusions policy)

### **11. Complaints from parents**

In the event that a complaint is received from a parent that their child is being bullied or has been wrongly accused of bullying, the member of staff should respond in accordance with the School's Complaints Procedure which is available from the school office.

### **13. Monitoring and Evaluation**

The policy will be monitored regularly by the Head of Buchan, the Governors and the School Council.



## Bullying (Referral) Form

Circulation : ( Head / Deputy Head / Form Tutor or Class teacher / Buchan staff room)

Record of incident			
Pupil's name:		Date:	
Member of staff / other...			
Brief outline:			
Action Taken:			
End of Cycle			
Referral to:			
Further Action taken by:			
Outcome:			
Staff Signature		Date:	



## Anti – Bullying at King William's College

We seek to prevent bullying by promoting a school ethos in which bullying is regarded as unacceptable. Research suggests that one of the most effective deterrents of bullying is peer attitudes and responses. Students are encouraged to remove themselves from situations and to report incidents in which they are concerned that bullying behaviour is occurring.

### Types of Bullying

Bullying can include a number of different behaviours:

- Verbal or psychological: name-calling, spreading rumours etc
- Physical: pushing, kicking, hitting, punching etc
- Emotional: being unfriendly, excluding, tormenting, humiliating, hiding things etc
- Virtual or Cyber bullying via text messages or the internet.
- E.g. using social networking sites, email & mobile phones or devices to make abusive comments, threats by text or calls. Misuse of associated technology such as photographs, camera & video facilities. It is an offence for a person to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.
- Threatening behaviour: extortion, demanding money, possessions etc
- Intimidating: through threat of violence or by isolating someone physically or online.
- An imbalance of power: between the perpetrator and target, or the attempt to gain control over another person.
- Racist: making racial taunts, graffiti, gestures etc
- Sexual: unwanted physical contact or sexually abusive comments
- Homophobic or Sexist: focussing on the issue of someone's sexuality or gender
- In response to someone's special educational need or disability
- In response to someone's religious beliefs
- Indirect: spreading rumours, excluding someone from social groups etc

### People Involved in Bullying Incidents

- Ringleader – initiating and leading, but not always the person carrying out the bullying behaviour (someone else may be carrying out the behaviour for them).
- Target – who the behaviour is aimed at
- Assistant – actively doing the bullying, but not the leader. Often the person is identified by the target, but not necessarily the instigator.
- Reinforcer – may laugh or encourage others to get involved. More in the background, encourages others to get involved.
- Defenders – stand up for someone being bullied but not confident enough to do anything about it.
- Outsiders (bystanders) – those who turn a blind eye to the behaviour. They are not involved but know what is happening.

### The Seriousness of Bullying

It is important to state that anyone can be bullied but no one deserves to be bullied. Whatever the reason, a target must be helped and protected. The target needs to be assisted to develop the personal resources they need in order to overcome the difficulties they are facing.

The full Anti-Bullying Policy can be found on the School's website.

### **Prevention through Education**

King William's College seeks to educate students about how to interact effectively and positively. We aim to produce a safe and secure environment where all student can learn without anxiety and where we minimise opportunities for bullying. Students are encouraged to co-operate with each other, form positive relationships and question behaviour which discriminates against others. They should also learn to listen to others at the same time as demonstrating an appropriate degree of assertiveness.

To combat the culture of silence, a culture of being prepared to tell is encouraged. Any pupil being bullied is encouraged to speak to their parents, tutor, Year Head, House Staff, Chaplain, Senior Leadership Team, or any other trusted adult.

- The College will deal promptly with **any** concerns over bullying and will involve parents where appropriate.
- Serious cases are referred to the Principal.
- Records of bullying or suspected bullying will be maintained to ensure any repeated patterns of behaviour may be identified.
- Where bullying has been identified and intervened against, we will continue to monitor the situation for a suitable time period.
- Appropriate support will be given to the target and counselling will be available to both bully and target if appropriate.
- Serious cases of bullying may result in suspension or exclusion, and may be reported to the Police.
- Persistent bullying will result in exclusion.
- Our students are encouraged to tell a member of staff at once if they know that bullying is taking place.



## What to do if you are being bullied?

If you are being bullied, there are a range of strategies that you can adopt to deal with the situation:

### **Saying no**

- When you say NO, say it firmly.
- Listen to your body and to your feelings: What do you really want to say?
- Try not to get caught up in arguments.
- If you don't want to do something, don't give in to pressure. Be firm. Remember, we have the right to say NO!
- When you say NO to someone, you are only refusing the request. You are not rejecting the person.

### **'Broken Record'**

- Stay calm and focussed.
- Repeat over and over the same phrase (such as 'No' or 'I'm not interested')
- Make your phrase short and precise ('Go away')

### **Fogging**

- Imagine that you are inside a huge, white fog-bank: the insults are swallowed up by the fog long before they reach you. Nothing touches you.
- Reply to taunts with something short and bland e.g. 'maybe' or 'that's what you think'. Then walk away.

### **Phone calls**

- If you get an abusive or silent phone call, don't hang up immediately. Instead, put the phone down and walk away for a few minutes. Then hang up or turn off your phone. Once the bully realises that they can't get you rattled, they usually get bored and stop bothering you. Always tell someone else.
- Use your voicemail to vet your calls.
- Remember that almost all calls can be traced.
- Get help from your network provider.

### **Emails and messages**

- Never reply to unpleasant emails. The sender wants a response – don't give them that satisfaction.
- Keep emails and messages as evidence and tell an adult.
- Never reply to someone you don't know, even if there is an option to 'unsubscribe'. This simply confirms that your email address is a real one.
- Ask an adult to contact the sender's internet service provider by writing [abuse@](mailto:abuse@) then the host, e.g. [abuse@hotmail.com](mailto:abuse@hotmail.com)

### **Take your time**

- Always remember that no one deserves to be bullied – bullying is the bully's fault.
- Speak to someone – a friend, a teacher, an older student, anyone you can trust.
- Once the bullying stops, many former targets say that they don't feel brilliant immediately. It takes time to get over bullying – you will feel better eventually.