

New Horizons Children's Academy

PART OF THE THINKING SCHOOLS ACADEMY TRUST



Children first - Challenge - Aspire - Achieve

ANTI-BULLYING POLICY

Date of Policy: February 2025

Review Date: February 2026

Statement of Intent

At New Horizons Children's Academy we offer all children, parents/carers and staff equal opportunities regardless of age, gender, ethnicity, ability or background. New Horizons Children's Academy is committed to ensuring that all children are able to learn in a supportive, caring and safe environment without the fear of being bullied. Bullying is an anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. We recognise the range of needs and value the wide diversity of cultures of each child. If bullying does occur, all children (and adults) should know who to tell and know that incidents will be dealt with promptly and effectively. Any child who is a victim of bullying will be supported.

Aims

To prevent and deal with any behaviour deemed as bullying or harassment, and to promote an ethos where bullying and harassment are viewed as completely unacceptable, we, as a school, aim to:

- provide a learning environment free from any threat or fear based and ensure an environment based on supportive relationships underpinned by the school values of respect, kindness and responsibility;
- strive to prevent instances in which pupils are made to feel frightened, excluded or unhappy;
- make children aware of what bullying is and what it isn't
- establish and sustain a clear and consistent procedure for dealing with bullying and provide support to pupils that have been bullied;
- ensure all staff and pupils are aware of the policy and fulfil their obligations to it;
- encourage children to report all instances of bullying.
- ensure that children have regular opportunity to share their voice about any bullying.
- Ensure that the Senior Leadership Team track bullying incidents and analyse patterns.
- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff informed, and then discussed with the Classteacher and/or Phase Leader and member of SLT. A clear account of the incident will be recorded. All staff will be informed so that close monitoring of the victim and bully can begin. Parents of both parties will be informed.

What is bullying?

What is bullying?

Bullying is defined as *'behaviour by an individual or group, repeated overtime, that intentionally hurts another individual or group either physically or emotionally. The behaviour is based upon an imbalance of power.'*

Bullying can happen to anyone. All of the types of behaviour listed below are unacceptable and will not be tolerated at New Horizons Children's Academy. This policy covers different types of bullying including:

Physical – pushing, kicking, hitting, punching or any use of violence;

Emotional/psychological – excluding, causing humiliation, tormenting;

Verbal – name-calling, threats of physical violence, spreading rumours, constantly putting a person down, teasing;

Homophobic – insulting language/gestures based on a person's actual or perceived sexuality, name-calling, graffiti, homophobic violence.

Racist – insulting languages/gestures based on a person's actual or perceived ethnic origin or faith, name-calling, taunts, graffiti, racially motivated violence.

Sexual – sexually insulting language/gestures, name-calling, graffiti, unwanted physical contact.

Cyber – bullying by text message, bullying on the internet (in chat rooms, on bulletin boards and through instant messaging services) hate websites, misuse of camera and video facilities

Bullying related to protected characteristics

- i. relating to race, religion, faith and belief and for those without faith
- ii. bullying related to ethnicity, nationality or culture
- iii. bullying related to Special Educational Needs or Disabilities (SEND)
- iv. bullying related to sexual orientation (homophobic/biphobia bullying)
- v. Gender based bullying, including transphobic bullying
- vi. bullying against teenage parents (pregnancy and maternity under the equality Act)

Repeated harassment – repeated behaviour that is meant to or has the effect of creating an intimidating, hostile, degrading, humiliating or offensive environment and may be connected to a protected characteristic

Prevention of Bullying

Prevention is key and our staff are vigilant for signs of bullying and harassment and will always take reports of harassment and bullying seriously. In order to minimise the risk of harassment or bullying, at New Horizons Children's Academy we prevent bullying by ensuring the following:

- Creating an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognising that bullying can be perpetrated or experienced by any member of the community, including adults and children (child on child abuse).
- Recognising the potential for children with Special Educational Needs and Disabilities (SEND) to be disproportionately impacted by bullying and will implement additional pastoral support as required.
- Recognising that bullying may be affected and influenced by gender, age, ability and culture of those involved.
- Openly discussing differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenging practice and language (including 'banter') which does not uphold the school values of respect, kindness and responsibility to ensure tolerance and non-discrimination towards others.
- Encouraging positive use and responsible of technology, especially mobile phones and social media
- Working with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-based and discriminatory bullying.
- Celebrating success and achievements to promote and build a positive school ethos.
- Using assemblies and time in class to ensure that pupils understand the differences between relational conflict and bullying. This time will also be used to help children understand the role of the bystander.
- Building a positive ethos based on respecting and celebrating all types of difference taught through the school's PSHE programme 'Jigsaw'
- Having a positive ethos that all pupils, staff and parents understand.
- Developing empathy, social skills and emotional understanding e.g. PSHE, social and nurture groups in the Sunflower Room, use of our ELSA and the Red Hat room and therapy dog.
- Raising awareness of online bullying through regular online safety lessons.

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- Adopting a social model approach to bullying. Diversity is valued and everyone is included in our school.
- Training all staff, including teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents.
- Considering a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school council, etc.
- Training pupils to support with conflict resolution
- Collaborating with other local educational settings as appropriate, and during key times of the year, for example during transition.
- Ensuring anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week
- Providing systematic opportunities to develop pupils' social and emotional skills, including building self-esteem.
- We recognise that there are particular times when children may be more vulnerable to bullying – lunch and break times and the beginning and end of the school day. Arrangements will be made to ensure that at such times there is adequate supervision available to reduce the risk of bullying incidents, for example use of the Red Hat room or Sunflower room.
- Children will have the opportunity for confidential/anonymous communications, e.g. worry box and online mechanisms such as Pulse.
- Ensuring all children have a named trusted adult both at home and at school.
- Making parents aware of our anti-bullying policy and children aware of a child friendly version
- Recognising and rewarding appropriate social behaviour through our behaviour policy,
- Parents/carers are also informed of the school's expectations of its pupils through the Home School Agreement, Prospectus and Parent Partnership documents.

Identifying Bullying

A child may indicate by signs or behaviour that they are being harassed or bullied. Adults should be aware of those possible signs and that they should respond if a child:

- Is frightened of walking to or from school;
- Changes their usual routine;
- Is unwilling to go to school (school phobic);
- Begins truanting;
- Shows changes in their behaviour;
- Attempts or threatens suicide or runs away;
- Cries themselves to sleep at night or has nightmares;
- Starts wetting the bed;
- Begins to do poorly in school work;
- Has possessions go 'missing' or ruined;
- Has unexplained injuries;
- feels excluded from peers;
- Is bullying other children or siblings;
- Stops eating;

What should children do if they know someone else is being bullied

Here's what to do if you know that another child is being bullied (this could be a friend that you know really well, someone in one of your classes, or someone that you just see around the school and have never spoken to; and the bullying could be happening at school, or on the way to and from school):

Let a member of staff know about the bullying. You can do this in lots of different ways:

- Tell a staff member using Pulse or the worry box in school.
- Find a quiet moment to speak to a member of staff. After class can be a good time to approach teachers. You can always pretend that you need help with some work if you are worried that other pupils might hear you ask the teacher for a private word or you can use our online worry box to report a concern.
- Do not gang up against another pupil in a vulnerable position; try to help him/her feel less vulnerable. Do not join in with making fun of them, even if you don't feel able to challenge the bullying behaviour yourself and don't turn a blind eye to bullying and victimisation.
- When you let staff know about bullying you can expect what you say to be taken seriously and that action will be taken to stop the bullying behaviour. If you choose to tell a member of staff about bullying staff will not name you when they investigate the bullying unless they are forced to because of Child Protection laws, but they will let you know that they have acted on your report.
- If you are ever worried for your own or another pupil's physical safety (including if you are afraid that a pupil may harm himself/herself), **do not hesitate to tell a member of staff** so that they can take immediate action to keep the pupil safe with the help of other staff at the school, parents/carers.

Children who are being bullied

If you are being bullied, you can expect that:

- You will be listened to and taken seriously.
- Action will be taken to help you stop the bullying.
- You will be involved in the process of deciding what action to take to help stop the bullying and any worries that you may have will be listened to and respected.
- You will be given the opportunity to talk about the way the bullying has made you feel and to find strategies to deal with these feelings and to understand and cope with bullying behaviour. This means:
- Your teacher and the member of staff in charge of the anti-bullying policy will be told about your situation so that they can help support you.
- You will be given the chance to work with them to find strategies to deal with the bullying and to talk about any feelings and worries that you may have.
- You will have regular meetings with staff (e.g. every week for a month, a half-term, or a term) to make sure that the action taken to stop the bullying is really working and that you are happy with how things are going.

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- If you are ever in fear for your physical safety, staff will take immediate action to keep you safe with the help of their colleagues at the school, parents/carers and outside agencies.

What actions can children take if they are being bullied?

Children will be advised to:

- Tell an adult they trust wither face to face or using Pulse or the worry box
- Tell themselves that they do not deserve to be bullied
- Ask their friends to help say no to bullies
- Stay with groups of children at playtime
- Avoid fighting back

Children who are bullying

Bullying behaviour has no place at this school. If you are involved in bullying, you can expect that:

- Your bullying behaviour will be challenged.
- You will be treated fairly.
- You will be given the opportunity to change your behaviour and encouraged and supported in doing so. This means:
- You will be expected to work with staff to look at the reasons why you have been bullying and to find and put into practice other ways of behaving.
- Your teacher will let your parent(s)/carer(s) know what is going on, and to offer them the chance to help support you in changing your behaviour.
- You will have regular meetings with staff to review your behaviour.
- If you do not work at changing your behaviour then staff will have to take more serious action e.g. excluding you from school activities. At this point the school will have no choice but to involve your parent/carers.
- Our priority is to make this school a safe and positive place for the whole school community. If you take part in a serious campaign of victimisation, abuse and intimidation, or episode of physical bullying against any other person belonging to the school community, you will receive sanctions inline with the behaviour policy.

Responsibilities of Staff

Teachers must always support all children in their class and establish a climate of trust and respect. By praising, rewarding and celebrating the success of all pupils, we aim to prevent incidents of bullying. We deliver teaching and learning opportunities regarding bullying appropriate to the age of our children through our PSHE and RSHE curriculum. This develops children's understanding of bullying and how to deal with it effectively. As a whole school we take part in Anti-Bullying week and take the opportunity to dedicate assemblies and explicit lessons on the identification and prevention of bullying throughout year. All staff can expect to be properly trained and supported in dealing with bullying.

Procedures that teachers will follow

1. Listen to concerns about bullying from parents or children and deal with them promptly and fairly, usually by involving all parties to discuss acceptable behaviour and to apologise for inappropriate behaviour. Check Pulse regularly to see if any concerns have been reported online.
2. Monitor the situation between the parties involved and gain the view of the pupils. Ensure increased levels of observation of behaviour both in and out of the classroom where bullying has been reported or is suspected.
3. Complaints from parents/carers recorded on parent/carer conversation slips on Behaviour Watch, including the action to be taken. Parents/carers informed of action taken and kept informed of steps taken.
4. Teachers inform parents/carers of both victims and aggressors of any daily incidents which could develop into a pattern of bullying.
5. In serious cases of bullying all Teachers, TAs and MMSs in the school are informed of the nature of the problem so that levels of observation are heightened.
6. Serious complaints from parents/carers to be taken to a member of SLT and the Headteacher will be informed, the complaint will be recorded and action taken. Parents/carers of all involved parties will be kept informed of steps taken.
7. Where cases are not speedily resolved, parents/carers will be notified verbally or by letter of their child's continuing bullying behaviour and will be invited into school to discuss the complaints against their child and the school's intended course of action.
8. Should bullying persist then further sanctions are outlined in our Behaviour for Learning Policy. These can lead to fixed term or permanent exclusion from school. Intensive support from external agencies may be drawn upon if bullying persists.

Responsibilities of non-teaching staff

If any member of non-teaching staff – caretaker, cleaner, admin officer, teaching assistant, student teacher or visitor suspect or see bullying in school, they should report the incident to the victim's class teacher and the perpetrator's class teacher. They should help to comfort the victim where this is appropriate, and ensure that the perpetrator is seen immediately by the class teacher and the incident is reported.

Parent Carer Involvement

All parents and carers can expect to be kept informed of the school's anti-bullying work throughout the school year. Staff will do their best to address any concerns that you may have about bullying and you will be asked to co-operate with the school in supporting your child and promoting the message that bullying behaviour is not acceptable.

If your child is being bullied, you can expect that:

- You and your child will be listened to and believed.
- Staff will ensure that you are involved in the process of supporting your child in dealing with the bullying.
- Staff will do their best to address any concerns you may have.

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- Wherever necessary, the school will put you in contact with outside agencies that can help to support you and your child in addressing his/her experience of being bullied.

If your child is bullying another pupil, you can expect that:

- You and your child will be listened to.
- Your child will be treated fairly.
- Your child will be expected to change his/her bullying behaviour and supported and encouraged in doing so by staff.
- Wherever necessary, the school will put you in contact with outside agencies that can help to support you and your child in addressing his/her bullying behaviour.

If you have any concerns that another child who attends the school (e.g. a friend of your child) may be experiencing bullying, please do not turn a blind eye but mention this to a member of staff.

If parents are aware that their child has been involved in any incidents of harassment or bullying, they should:

- Listen to their child and try to remain calm. An emotional reaction can worry the child so they will not tell of their concerns.
- Make an appointment to see the class teacher to share the concerns.
- Give the class teacher the facts.
- Reassure their child the school will deal with the incident.

Appendices:

1. General Bullying Links
2. Parents/Carer Responsibilities
3. Pupil Responsibilities
4. Teacher Responsibilities
5. Support Staff Responsibilities
6. Bullying Procedures Flowchart
7. Request for Support KS1
8. Request for Support KS2
9. Victim Reporting Form

Appendix 1: Useful Links and Organisations

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Report Harmful Content: <https://reportharmfulcontent.com/>
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Internet Safety (UKCIS): www.gov.uk/government/organisations/uk-council-for-internet-safety
- DfE 'Cyberbullying: advice for headteachers and school staff': www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE 'Advice for parents and carers on cyberbullying': www.gov.uk/government/publications/preventing-and-tackling-bullying

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/at-risk-groups/sen-disability
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Race, Religion and Nationality

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org

- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srtrc.org/educational

LGBTQ+

- Barnardo's LGBTQ Hub: [www.barnardos.org.uk/what we do/our work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual Harassment and Sexual Bullying

- NSPCC 'Report Abuse in Education' Helpline: [0800 136 663](tel:0800136663) or help@nspcc.org.uk
- Ending Violence Against Women and Girls (EVAW): www.endviolenceagainstwomen.org.uk
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign-posters
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: <https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying/investigating-and-responding-sexual>
- Childnet Project DeShame (Online Sexual Harassment and Bullying): www.childnet.com/our-projects/project-deshame

Appendix 2 Summary for Parents/Carers

Parents and carers have a very important role in supporting the school to implement its anti-bullying and behaviour policy effectively. Here are some ways in which you can be helpful.

Responsibilities

- To ask for information on the school's anti-bullying and behaviour policy and any approach used to respond to incidents of bullying or harassment.
- To sign the home/school agreement; to abide by that contract.
- To work in partnership with the school on encouraging positive behaviour, valuing and respecting difference.
- To understand that children need to learn to deal with disagreements and conflict in an assertive but non-violent manner.
- To be alert to and inform the school about significant behaviour changes and signs of distress in their children.
- To inform staff of any significant change in circumstances which may affect the way in which pupils respond in school.
- Alert staff to information reported by pupils on incidents or any concerns arising about other pupils' behaviour and attitude.
- To communicate to children that you trust the school and staff to deal appropriately with incidents that arise and which school are aware of.

Strategies

- To clarify with staff the school's approach to working with parents/carers.
- To be aware of opportunities offered for formal and informal consultation with parents/carers.
- To discuss school incidents at home and to encourage children to share feelings and anxieties. Promote the development of important interpersonal skills such as listening to others, negotiation and communication.
- To provide opportunities to discuss with your child issues relevant to friendships and relationships both in and out of school.
- To tell the class teacher of any concerns about bullying or harassment. Check out school procedures asking to be kept informed of any action taken.
- Be aware that many incidents will occur which are disagreements between pupils and where there is no clear bully or victim. Both parties will need to accept the consequences of their behaviour in line with the school behaviour policy.

Appendix 3 Summary for pupils

This policy is for you. However, it is you and the other pupils who have the greatest responsibility in ensuring that the policy in school is effective in preventing and responding to bullying or harassment incidents.

Responsibilities

- To not become involved in bullying incidents.
- To be aware of the school's way of dealing with incidents and of the kinds of support available.
- Always tell a member of staff if you think bullying is happening.
- Talk to your parents/carers about any worries you may have.
- Support pupils who may be subjected to bullying.
- Be prepared to speak up if you see or hear something you think is unfair.

Strategies

- Value pupil differences and treat other people with respect.
- Use the school's procedures if you suspect incidents are taking place.
- Be alert in those places around the school where there is less adult supervision e.g. the playground, the toilets, corridors and stairs.
- Get involved in writing and of following rules guiding work and behaviour in the classroom and the school.
- Co-operate with other pupils to help the school as a whole deal with bullying and harassment efficiently e.g. by joining the school council, by becoming a buddy.
- Encourage teachers to discuss bullying issues. Take part fully in the curriculum opportunities offered e.g. stories, poetry, surveys and role-play.
- Provide good role models to younger pupils and support them if bullying occurs.
- Keep parents and carers informed about activities in and out of school. Contact support agencies for help if necessary.
- Use Pulse to communicate your worries regularly if you wish to.

Many of our pupils will be able to understand the content of this section but may be unable to read it themselves. The responsibilities and strategies will be made clear to children through class discussions, assemblies, etc.

Appendix 4: Summary for teachers

The role of the teacher is crucial in implementing the school's anti-bullying and behaviour policy. The classroom ethos, which they establish, will ensure that equality of opportunity and anti-discrimination works in practice.

Responsibilities

- Ensuring that they know the content of the equal opportunities and anti-bullying policy.
- Ensuring that training opportunities are taken up.
- To be sensitive to the possibility of bullying and harassment and dealing with all incidents in a consistent manner in line with the school's guidelines including the logging and reporting procedures used in the school.
- Ensuring that the beliefs and values underpinning equal opportunities and anti-bullying are reflected within the classroom environment and the curriculum.
- Be aware of the cultural and social diversity and the beliefs of students in the class in order to be aware of comments and or behaviour, which could be offensive to particular individuals or specific groups of pupils.
- Manage behaviour in a way that is seen by the pupils as fair and which models respect for the individual.

Strategies

- Reiterate the school rules with pupils on a regular basis.
- Display the school rules prominently within the class.
- Have regular opportunities for whole class and or small group discussion where the topic of bullying and harassment is raised and all pupils are encouraged and supported to give their views and express their feelings. It is important to create a climate where it is safe and acceptable to 'tell'. Circle time is one established way where this may be accomplished. Enable pupils to access Pulse if they wish to each term or more regularly if they have any worries.
- Consider at the planning stage of any topic how equal opportunity issues can be promoted. Become aware of which resources available within the school can support this. Where appropriate deal with instances of bullying and harassment explicitly through the curriculum.
- Use of display materials within the classroom and around the school can help to promote positive values.
- Be aware of pupils with Special Educational Needs or Disabilities that may make them more vulnerable.
- Use discussion and curriculum opportunities to discuss the role of the 'bystander' in supporting bullying and harassment. Methods such as the 'no blame approach' ensure that the on-lookers no longer collude with bullying behaviour and develop a role in supporting anti-bullying values.
- Intervene when incidents are observed outside and inside the classroom so that pupils do not feel unprotected during particular parts of the day.

Appendix 5: Summary for support staff

Support staff includes teaching assistants, admin staff, mid-day meal supervisors and the site team. These are adults who are often in a position to observe pupils out of the classroom. Therefore the contribution of support staff to the successful implementation of the anti-bullying policy is vital.

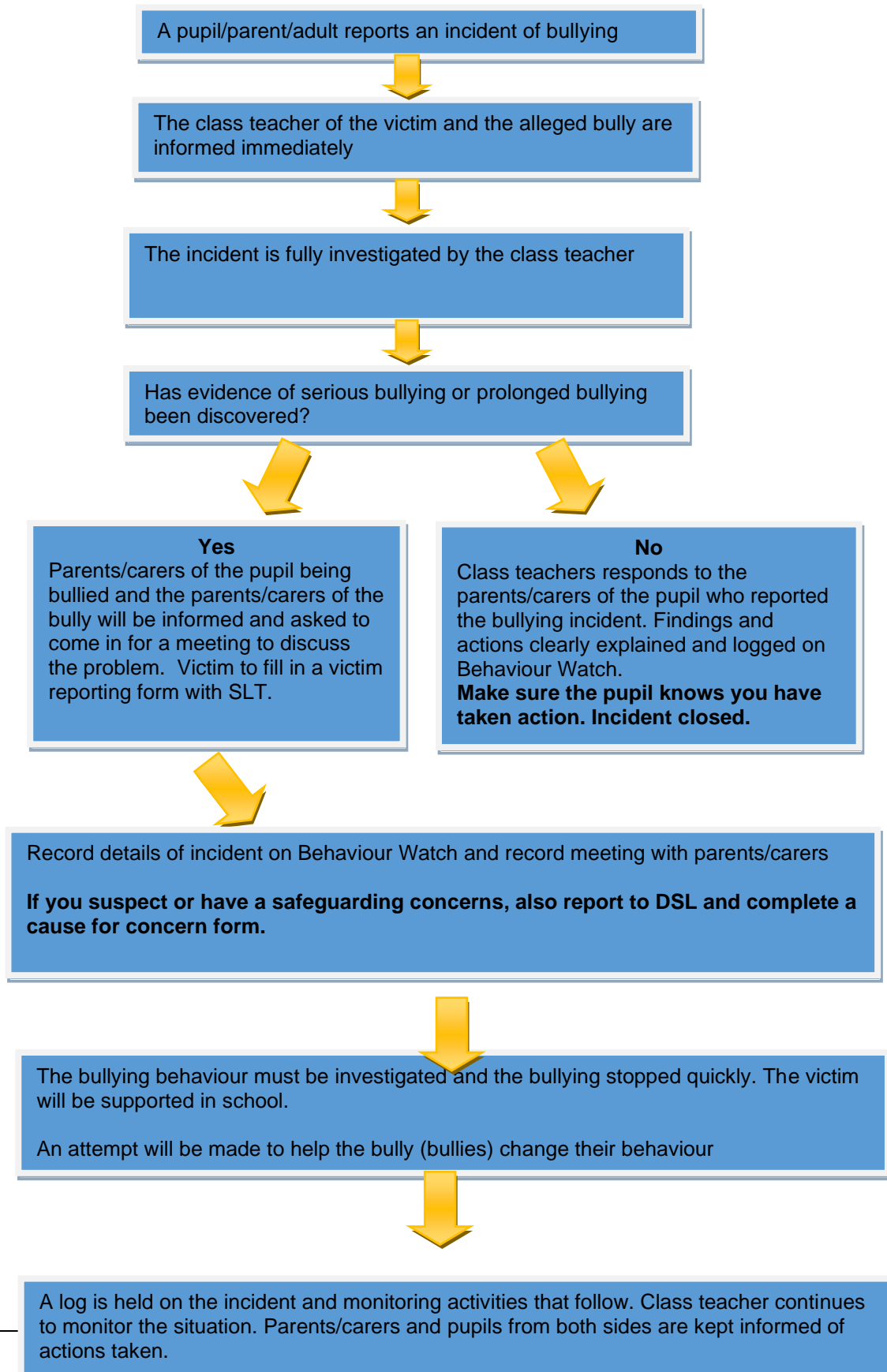
Responsibilities

- Ensure familiarity with the school's equal opportunity and anti-bullying policies.
- To attend training (which may be within school) on dealing with instances of bullying and harassment
- To be sensitive to all instances of bullying and harassment within the class and around the school; to deal with every incident in a fair and consistent manner according to the school's guidelines.
- To find out about the diversity of pupils represented within the school and wider community to be alert to comments or behaviour which could be offensive to specific groups of people.
- To report incidents of bullying and harassment as set out within the school's guidelines.

Strategies

- Participate in training to become familiar with the school's equal opportunities, anti-bullying and anti-harassment policies.
- Ensure familiarity with the school's systems for managing behaviour and then follow them consistently.
- Intervene in any incident observed around the school.
- Remain calm and avoid getting into confrontations with pupils. Model ways of talking and behaving which exemplify respect for the individual. Challenge stereotypic remarks e.g. sexist comments; racist assumptions. Keep a watch out for 'loners' who may be vulnerable to bullying and try to involve them in games with other pupils.
- Be aware of pupils with Special Educational Needs or Disabilities that may make them more vulnerable.
- Chat informally to pupils about their interests and their news. Being proactive about building up positive relationships with potentially difficult pupils can be helpful when later trying to modify their behaviour.

Appendix 6: Bullying Procedures Flow Chart



Appendix 7 : Request for Support Form : Key Stage One



I am worried

My name is _____

I would like to speak to an adult about my worry.

Put this in the worry box

Appendix 8: Request for Support – Key Stage Two



New Horizons
Children's Academy

Request for Support Form

You have the right to be safe and happy at school and if you are not we want to hear about it.

Just fill in this form and put it in your class Worry Box.

Your class teacher will speak to you and help you with your worry.

Name: _____

What is your worry?

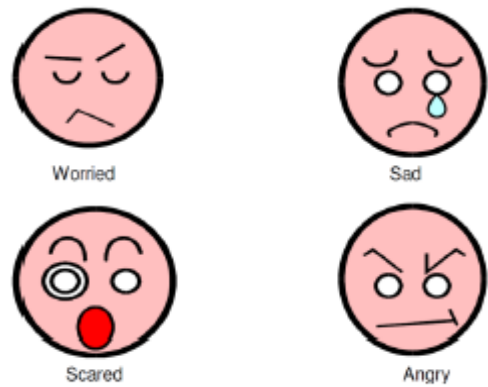
Appendix 9 : Victim Reporting Form (SLT use)

Victim Reporting Form

How were you bullied?



How did you feel?



Who bullied you?

Describe what happened

When and where did this happen?