

Anti-Bullying Policy

Contents

Links with other policies	2
Introduction	2
Definition of Bullying.....	2
Examples of Bullying	3
Cyber-bullying	4
What are the Signs of Bullying?	4
Staff Training.....	4
Preventing Bullying: Promoting Positive Behaviour and Raising Awareness.....	4
Preventing Cyber Bullying	6
Filtering and Monitoring	7
Vulnerable pupils (including children with special educational needs (SEN) and/or disabilities).....	7
Procedures for Reporting Bullying	7
Anti-Bullying Procedures and Sanctions	8
Bullying and Peer-on-Peer Abuse.....	8
Staff.....	9
Monitoring and Review.....	9
Parental Partnership	9
Further guidance.....	9
Annex 1: Information to Parents About Dealing with Bullying.....	10
Appendix 1 – Incident Form	13
Appendix 2 - Staff/Parent Interview Form	14
Appendix 3 - Bullying Log.....	15

Date of review	September 2025	Date ratified by Chair of Governors	October 2025
Date of next review	September 2026	Reason for review	Annual review

This policy is for all pupils at Hampton Pre-Prep & Prep School (the School) and therefore includes the Early Years Foundation Stage (EYFS), Pre-Prep and Prep Departments. It is available to all pupils and parents via the School's website, or from the School Office.

The policy has been written with regard to the Department of Education (DfE) non-statutory advice '*Preventing and Tackling Bullying*' (July 2017) and '*Keeping Children Safe in Education*' (September 2025).

Links with other policies

We recognise that this policy links and cross-references with a number of other policies; it should, therefore, be read in conjunction with the following:

- Online Safety Policy*
- Life Skills Policy
- Mental Health Policy*
- Policy to Promote Good Behaviour (inc. Rewards, Sanctions & Exclusions)
- Relationships Education Policy
- Safeguarding (Child Protection) Policy*

*Denotes Hampton School Trust policy

Introduction

The ethos and working atmosphere at the School, together with this policy, aim to promote and instill values such as respect, tolerance and care for all: it is the responsibility of the whole community, pupils and adults alike, to uphold these values. All members of our community have the right to remain free from bullying or the fear of bullying. All members should feel free to be able to report any concerns related to bullying in the certain knowledge that those concerns will be listened to and the matter investigated by those competent to do so. Those who report an incident of bullying or suspected bullying will be able to do so in safety.

We regard any form of bullying as entirely unacceptable. We do not accept "I was just ..." or "I was only ..." as excuses. No pupil at the School has the right to indulge in behaviour that produces unhappiness. Abusive behaviour is taken seriously and should not be dismissed as 'banter', just having a laugh' or 'part of growing up'. Every pupil at the School has the right to live his/her life free from such interference.

However, in any society incidents of bullying are likely to occur. It is foolish to close our eyes to the issue of bullying, or to pretend that bullying does not happen.

This policy covers behaviour on the School premises, during School time, but also behaviour away from the School or online.

Definition of Bullying

Bullying may be defined as the hurting, harming or humiliating of another person, repeated over time, although it can occur in single instances. It is behaviour that is meant to inflict, or results in inflicting, distress and unhappiness.

It does not necessarily take the form of physical violence, intimidation or the threat of it; it can happen through verbal abuse, persistent and unrelenting name-calling, mimicry or deliberate exclusion and unpleasantness.

Bullying includes the inappropriate treatment of others on grounds of race, religion, culture, gender, sexual orientation, special educational needs or disability (indeed any form of prejudiced behaviour), home or family circumstances, health conditions or academic ability. It may happen verbally, but it may also take place through emails, mobile phone messages, photographs, social networking sites (cyberbullying), or other media. Bullying can be done by individuals or groups to individuals or groups.

Bullying can have extremely serious consequences for the victims, both physical and emotional. It often causes profound unhappiness, and it can cause long-term psychological damage and even result in suicide. Although bullying itself is not a specific criminal offence, harassment and threatening behaviour or communications are criminal offences.

The linking factor is that all these forms of behaviour are meant to inflict or result in inflicting distress and unhappiness - actions are persistent, deliberate, intentional and repeated.

The Government states that there is no legal definition of bullying - (<https://www.gov.uk/bullying-at-school/bullying-a-definition>):

However, it's usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

Persistent bullying can result in:

- Depression;
- Low self-esteem;
- Shyness;
- Spurious illness;
- The desire to remain with adults;
- Erratic behaviour;
- Poor academic behaviour;
- Isolation;
- Threatened or attempted suicide.

Unchecked bullying also damages the bully who learns that he or she can get away with violence, aggression and threats, and that this sort of behaviour gets them what they want.

Examples of Bullying

Physical bullying may involve targeting an individual and inflicting physical pain; fighting; damaging or hiding someone else's property; initiation ceremonies that are intended to cause pain, anxiety or humiliation.

Verbal bullying may involve teasing, name-calling, mockery, and the use of discriminatory language.

Emotional or psychological bullying may include excluding someone from a group or activity, spreading rumours, being deliberately unfriendly.

Sexual or gender-based harassment may include making inappropriate comments about appearance or attractiveness, uninvited propositions or touching, using innuendo or inappropriate imagery.

Cyber-bullying

Cyber-bullying is an aggressive, intentional act carried out by a group or individual, using electronic forms of contact, against a victim who cannot easily defend him/herself; it is sometimes also known as 'online abuse'. Mobile phones, the internet and wireless technologies have increased the pace of communication and brought benefits to users worldwide. Unfortunately, however, their popularity provides the opportunity for misuse through cyber-bullying.

Cyber-bullying may include unpleasant text messages, emails or comments on social media, in chat rooms through instant messaging; picture/video bullying via mobile phone cameras; unpleasant phone calls; unpleasant material placed on websites; bullying via gaming platforms, bullying using artificial intelligence.

Please refer to the **Online Safety Policy** for more information.

What are the Signs of Bullying?

It is not always easy or even possible to tell whether someone is upset. Young people who feel under emotional pressure may find it hard to talk.

There may be changes in behaviour, such as shyness and nervousness, demands for attention, feigned or real illness. Work and sleep patterns may change. There may be lack of concentration or withdrawal, and a pupil who is being bullied or feels vulnerable may be unwilling to attend school.

Staff Training

The School provides regular staff training and reminders about the School's **Anti-Bullying Policy** and procedures. Staff are made aware that it is their responsibility to ensure any alleged bullying is dealt with appropriately in accordance with this policy. All staff must pass on any pastoral concerns about pupils to Class/Form Teachers, the Head of Pre-Prep or the Deputy Head (Pastoral).

Members of staff are encouraged to be vigilant for signs of bullying or potential bullying, which may include the following: nicknames and ridiculing in class; isolation from others in seating, activities or around the School; physical jostling in corridors or at the start and end of lessons; evident unhappiness of solitary individuals.

The Senior Leadership Team (SLT) review the Bullying Log at least termly.

All staff complete regular Safeguarding training, including a module on Online Safety.

Preventing Bullying: Promoting Positive Behaviour and Raising Awareness

One of the key objectives in seeking to prevent unpleasantness and bullying is to create and sustain, day-to-day, a supportive atmosphere in which people feel valued, able to be themselves, and free from intimidation.

We are aware that role models, whether staff or pupils, can also be very influential.

At the School, the following are ways we try to raise awareness, promote positive behaviour and prevent bullying:

- The importance of interpersonal relationships and the value of respect for all are often highlighted in assemblies and class assemblies in both departments. Assemblies focusing on core values and half termly themes, especially the following: kindness, respect, generosity, tolerance, sensitivity towards others, citizenship and social responsibility.
- The issue of bullying plays a prominent part in the School's Life Skills (PHSE) and the Relationships Education programme. This programme is carefully structured in an age-appropriate manner across Pre-Prep and Prep. It focuses on the issues of tolerance and kindness in relation to individual differences. Pupils discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality or physical appearance; they consider children with different family situations (such as looked after children or those with caring responsibilities); throughout they will be taught that using any prejudice-based language is unacceptable.
- Other academic lessons also provide opportunities for discussion about the differences between people and the importance of avoiding prejudice-based language.
- The School takes part in the annual Safer Internet Day and Anti-Bullying Week to raise awareness.
- Pupils are briefed regularly on the School's expected standards of behaviour and are told what to do if they encounter bullying.
- Notices around the site display the School's policy towards bullying – these can be found in all classrooms. Also, the Childline contact details are displayed prominently.
- Members of staff are expected to act as positive role models, as are the Head Boy/Deputy Head Boy, Prefects and senior boys.
- Members of staff seek to be vigilant for signs of bullying or potential bullying, which may include the following: nicknames and ridiculing in class; isolation from others in seating, activities, or around the School; physical jostling in corridors or at the start and end of lessons; evident unhappiness of solitary individuals.
- Pupils are briefed thoroughly on the School's expected standards of behaviour and are told what to do if they encounter bullying. This message is reinforced regularly via Form Tutors/Class Teachers.
- Bystanding is wrong. A bystander is someone who is aware that bullying is happening but does nothing about it. Pupils are taught to understand that if they become aware that someone is being bullied, they must report it.
- Building resilience: the pastoral system, as well as the co-curricular and academic provision all share a focus in developing pupil resilience.
- We have a strong and experienced pastoral team (including colleagues at the senior school, such as the School Counsellors, the School Nurse) who work with the Deputy Head (Pastoral) and are trained in handling any incidents as an immediate priority and are alert to possible signs of bullying.
- All parents are given a copy of the Pastoral Handbook, including a copy of the School Code each year to discuss with their child/children.

- All reported incidents are investigated thoroughly and dealt with robustly. Strong disciplinary sanctions are given, and this acts as a deterrent.
- Records of any incidents of bullying are kept in a bullying log in order that patterns of behaviour can be identified and monitored. This is reviewed termly by the SLT and the log is also cross-referenced against the Safeguarding register and the Log of Accidents and Incidents.
- The School is committed to reducing the risk of bullying through staff training and through research into problem times and locations.
- All reported incidents are investigated thoroughly and dealt with robustly. An Incident Form (**Appendix 1**) is completed by either the Deputy Head Pastoral or the Head of Pre-Prep, and staff record the incident on the Pupil Profile and/or Staff/Parent Interview Form (**Appendix 2**). All forms must be copied to the School Office. The Head of Pre-Prep and Deputy Head Pastoral records of any incidents of bullying on the Bullying Log (**Appendix 3**) so that patterns of behaviour can be identified and monitored.
- Bullying surveys are carried out in a cycle to allow pupils to comment anonymously on any experience of bullying they may have had.
- Worry boxes are in place in Prep and worry monsters in the classrooms at Pre-Prep to allow pupils to raise their concerns.
- Teachers cannot be aware of everything, and anyone involved in or witnessing bullying is told that they must speak to a member of staff. All our pupils are encouraged to tell a member of staff at once if they know that bullying is taking place.

Preventing Cyber Bullying

- Online safety is the responsibility of the Designated Safeguarding Lead (DSL), who is also the Deputy Head Pastoral (TH). The DSL works closely with the Head of Pre-Prep and the DDSL (IM), the DSL at Hampton School (JOM) and with one of the Deputy Designated Safeguarding Leads (DDSL), who is also a Deputy Head at Hampton School with responsibility for the provision of IT (PZM).
- An Online Safety curriculum is provided as part of PSHE lessons and is regularly revisited.
- Key Online Safety messages are reinforced as part of a planned programme of assemblies.
- Pupils are taught to be critically aware of the materials and content they access online and be guided to validate the accuracy of information, aiming to build their resilience over time.
- Pupils are helped to understand the need for the ICT Acceptable Use Policy and encouraged to adopt safe and responsible use of the digital world both within and outside of school.
- Pupils are helped to understand the benefits and risks associated with social media, online posting and messaging.
- The School gives clear guidance on the use of mobile phones, iPads and the School's network.
- Advice on cyber safety and cyber issues is given to parents at certain forums.

Filtering and Monitoring

- The Hampton School Trust (the Trust) uses Smoothwall to filter the content on the School network and to monitor the online behaviour of users of the network.
- The Trust's **Online Safety Policy** outlines the Trust's approach to sexting: if staff become aware of a sexting incident, then they must report it to the DSL or a DDSL. When the School becomes aware of a sexting incident, it will follow the procedures and guidance as set out in Sexting in Schools and Colleges: responding to incidents and safeguarding young people : <https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

Vulnerable pupils (including children with special educational needs (SEN) and/or disabilities)

- Some pupils are more likely to be the target of bullying because of the attitudes and behaviours some young people have towards those who are different from themselves. There will also be a range of individual factors that result in some children being more vulnerable to bullying and its impact (for example lesbian, gay, bisexual and transgender (LGB&T) pupils) than others.
- Staff must understand the needs of all pupils, including those with special educational needs (SEN) and/or disabilities. Children with SEN and disabilities can be disproportionately impacted by bullying, or peer-on-peer abuse, without outwardly showing any signs.
- Communication barriers and difficulties in overcoming these barriers may make this situation worse. Staff must be aware that some pupils may lack the social or communication skills to report bullying incidents.

Procedures for Reporting Bullying

If anyone sees or is aware of any incident of bullying, of any kind, they are involved in it: ignoring the problem amounts to condoning it. It is the duty of anyone at the School who knows or suspects that bullying is taking place to tell a member of staff as soon as possible.

We are all required to expose such behaviour, as frequently those inflicting distress are themselves in need of help and guidance. We should aim to help the perpetrator to adapt his/her behaviour and attitude. We can only achieve this if people are willing to come forward and if all cases are treated seriously. Staff will deal with the matter confidentially where possible.

Pupils if you are being bullied, witness bullying of someone else or suspect that someone else is being bullied it is important that you tell someone who may be able to help. This may be a friend, your Form Teacher, the Deputy Head (Pastoral), Head of Pre-Prep, one of the School Counsellors, or anyone you feel you can confide in. **Anyone being bullied should tell a teacher, irrespective of any threats made or implied to deter them from doing so. Tell a teacher, tell your family, keep on speaking until it stops and do not blame yourself.**

Staff any adult who has concerns about the bullying of a pupil should tell an appropriate colleague (in most cases this will be the DSL or a DDSL, the Form Teacher, the Deputy Head (Pastoral) or the Head of Pre-Prep. All incidents are recorded on the Bullying Log, and this is reviewed by a nominated Safeguarding Governor annually.

Parents any parent who has concerns about their son/daughter or about any other pupil in the School should inform an appropriate member of staff (in most cases this will be the Class/Form Tutor, the Deputy Head (Pastoral) or the Head of Pre-Prep).

Anti-Bullying Procedures and Sanctions

- At the School, we always treat bullying, including allegations of bullying, very seriously. Pupils and parents should feel confident that the School will listen to any complaint about bullying and respond to it promptly and robustly.
- When an allegation of bullying is made, staff provide reassurance to the victim and ensure the allegation is investigated thoroughly, quickly and fairly, so that the facts are established.
- Investigations will be conducted by Class/Form Teachers or a member of SLT (depending on the nature of the allegation) and will be conducted following the procedures as outlined in the **Policy to Promote Good Behaviour – Rewards – Sanctions – Exclusions**, a copy of which is available on the School website.
- Disciplinary action taken will be informed by the **Policy to Promote Good Behaviour – Rewards – Sanctions – Exclusions**. Bullying is a clear breach of the School Code of Conduct and the full range of sanctions available throughout the School may be used to deal with cases of bullying where found and confirmed. A pupil may lose his or her place at the School for perpetrating bullying behaviour.
- The School will keep parents informed if and when it may be dealing with a significant bullying situation.
- Any incident of bullying at the School is entirely unacceptable and will be taken seriously, particularly any bullying related to prejudice against protected characteristics as defined in the Equality Act 2010
- Support will be offered to the victim, whether through the School’s counselling service or by other means.
- It is important to consider the motivation behind bullying behaviour. The child engaging in bullying may need support themselves.
- The School has the power to discipline pupils for misbehaving, such as bullying, outside the School premises to such an extent as is reasonable.

Bullying and Peer-on-Peer Abuse

Safeguarding issues can manifest themselves via peer-on-peer abuse, one form of which is bullying, including cyber-bullying. Keeping Children Safe in Education (2025) makes clear that abuse should never be tolerated or passed off as “banter” or “part of growing up”.

Peer-on-peer abuse may involve bullying (including cyber bullying), but can manifest itself in many ways, for example the different forms peer-on-peer abuse can take sexual violence and sexual harassment (including upskirting); physical abuse; sexting (or youth produced sexual imagery); initiation ceremonies/hazing-type violence and rituals. Allegations of peer-on-peer abuse should always be reported to the DSL or a DDSL.

Under the Children Act 1989, a bullying incident should 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 these circumstances the procedures in the Trust’s **Safeguarding Policy and Procedures** will be followed and any such abuse will be referred to children’s social care (Achieving for Children).

Whilst bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable distress and/or anxiety. Bullying behaviour can raise safeguarding concerns: under the Children Act 1989, a bullying incident should 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 these circumstances, the procedures in the Trust’s **Safeguarding Policy and Procedures** will be followed.

Staff

This policy focuses on the bullying of pupils by pupils although it is recognised that a staff member could be a victim and on occasion may be perceived to be guilty of bullying. Staff members who are concerned about being bullied or harassed should refer to the Trust’s **Whistleblowing Policy**, the **Staff Policy On Violence, Threatening Behaviour and Abuse** and the **Staff Behaviour Policy**.

Monitoring and Review

A record of incidents, the Bullying Log, is kept by the Deputy Head Pastoral and Head of Pre-Prep in order to identify patterns. They liaise with Class/Form Teachers and other pastoral staff to consider what can be learned from bullying incidents and to decide what action needs to be taken to prevent bullying, or to prevent recurrences of bullying behaviour.

Prejudiced-based bullying will be recorded as such to monitor the School's success in developing values of tolerance and respect.

The Bullying Log is also reviewed termly by the School’s SLT and at least annually by a nominated Safeguarding Governor. It is also cross-referenced against the Safeguarding Register, Behaviour Logs and the Log of Accidents and Incidents.

This **Anti-Bullying Policy** is available to all pupils and parents via the School website or the Bursary.

This **Anti-Bullying Policy** is written with regard to the Department for Education (DfE) guidance document Preventing and Tackling Bullying (2017), Cyberbullying: advice for head teachers and school staff (October 2014) and Advice for parents and carers on cyberbullying (DfE, November 2014).

Parental Partnership

Parents are encouraged to contact the School promptly when issues of bullying come to light. We have an established approach to working with parents. Parents' and children's need for privacy should be respected.

- Advice for parents is available in **Annex 1** - ‘Information to Parents About Dealing with Bullying’. The Family Lives website (formerly Parentline Plus) also gives advice for parents on dealing with bullying. - <https://www.familylives.org.uk/>

Further guidance

A complete list of organisations providing help or support on bullying issues is provided in **Annex 1** of this document.

Safe to Learn: embedding anti-bullying work in school, 2007

DirectGov – advice for young people

Anti-Bullying Alliance – a range of information and resources for practitioners

*Preventing Bullying: A Parents’ Guide**

*You Can Beat Bullying: A Guide for Young People**

(*Publications are available from www.kidscape.org.uk)

Annex 1: Information to Parents About Dealing with Bullying

We take our duty of care to safeguard and promote the welfare of the children in our care very seriously. To this end, we have an **Anti-Bullying Policy** which outlines our procedures; this is available from the School Office. We strongly urge parents to talk to us about any concerns that they might have. It is vitally important that parents are supported and equipped to deal with all issues surrounding bullying; therefore, with this in mind, we have included some information that appears on the Government website www.direct.gov.uk in order to assist parents in supporting their children.

Identifying bullying

Bullying can be defined as deliberately hurtful behaviour that is repeated over a period of time.

This can include:

- teasing, abusive remarks and name calling;
- threats and physical violence;
- damage to property;
- leaving pupils out of social activities deliberately;
- spreading rumours;
- upsetting mobile phone or email messages (sometimes called cyberbullying).

If your child is being bullied

Your child may not directly tell you that they are being bullied but may display other symptoms such as headaches, irritability and anxiety, and may not want to go to school.

If your child is behaving like this or out of character and you suspect they are being bullied, try talking to them about:

- their progress with school work
- friends at school
- what they do at lunchtimes and breaks
- any problems or difficulties they are facing

Finding out your child is being bullied can be very upsetting, but if this happens try to talk calmly to your child about what is happening and:

- make a note of what they say: who was involved, where, when and how often;
- reassure your child that they have done the right thing by telling you;
- tell your child to report any further incidents to a teacher straightaway;
- talk to your child's teacher about the bullying.

Cyber-bullying

Two thirds of all bullying is verbal, and increasingly this happens in un-moderated chat rooms or by instant messaging, or via text messages on mobile phones. Bullying can be subtle but most of the time, if your child is being bullied, they know who is doing it to them.

What you can do:

- get them to show you any messages they've received or to tell you immediately if anything new happens;
- tell them never to respond to an internet bully in a chat room, and never respond to abusive text messages;
- make sure they stick to moderated chat rooms;
- tell them that bullying usually stops once they tell other people about it;
- if bullying or abuse starts in a chat room, encourage your children to leave immediately and tell you - you can then contact the moderator or the site manager/editor;

- tell them never to give out personal contact details online or put photographs of themselves up on websites.

The following link offers some useful advice to parents:

<http://www.thinkuknow.co.uk>

Talking to teachers about bullying is essential – we strongly encourage you to do this if you have any concerns

When you talk to your child's teacher, remember they may have no idea that your child is being bullied. Try to stay calm and:

- give specific details of what your child says has happened: give names, dates and places;
- make a note of what action the School will take;
- ask if there is anything you can do to help;
- stay in touch with the School - let them know if the problem continues or if the situation improves;
- find out what the **Anti-Bullying Policy** is for the School, so you know what to expect.

If, at any time, you would like further advice the following organisations offer support and information:

- Parentline Plus helpline: 0808 800 2222 (Monday to Friday 9.00 am to 9.00 pm, Saturday 9.30 am to 5.00 pm, Sunday 10.00 am to 3.00 pm)
- Kidscape helpline for parents: 08451 205204 (10.00 am to 4.00 pm)
- Anti Bullying Campaign advice line for parents and children: 020 7378 1446 (9.30 am to 5.00 pm)
- Advisory Centre for Education (advice for parents and children on all school matters): 0808 800 5793
- Children's Legal Centre (free legal advice on all aspects of the law affecting children and young people): 0845 120 2948
- NSPCC Helpline on 0808 800 5000. (You can also visit www.nspcc.org.uk/parents for other advice on keeping your child safe.
- Anti-Bullying Alliance offers advice for parents www.anti-bullyingalliance.org.uk

If your child is bullying others

If your child is bullying, they could be copying the behaviour of other people in the family; or perhaps they have not learned better ways of mixing with their friends. Friends may be encouraging bullying, or your child may be going through a difficult time and acting out aggressive feeling.

To stop your child bullying:

- explain to your child that what they are doing is unacceptable and making other children unhappy;
- discourage other members of your family from using aggression or force to get what they want;
- show your child how they can join in without bullying;

- see your child's teacher to talk about how you can work together to stop your child bullying;
- check regularly with your child about how things are going at school;
- give your child lots of praise when they are co-operative and kind to other people.

Finally..... we urge you to contact the School as soon as possible about any suspicion of bullying.

Appendix 1 – Incident Form



Incident Form

Name(s) of pupil(s) involved:.....

Location;.....

Date of incident:.....

Signed:

Date:

Appendix 2 - Staff/Parent Interview Form



Name of Parent:	
Child:	
Date of Meeting:	
Requested by:	
Reason:	
Present at the Meeting/Phone Call:	

Discussion:

--

Outcome:

--

Action Recommended:

--

To be completed by the member of staff:

Name..... (Please print)

Signature:.....

Date:

Copies to: Headmaster HPP&P, Deputy Heads HPP&P, Head of Pre-Prep

Appendix 3 Bullying Log



LOG OF BULLYING INCIDENTS								
Date	Bullying allegation made against	Alleged victim of bullying	Year	Location	Details	Single event, or takes place over time?	Cyber-bullying? Yes/No	Protected characteristics? If so, which?
	ALLEGED BULLY	ALLEGED VICTIM						