



Stamford Green Primary School

Anti Bullying Policy

Agreed at (please indicate with a *):

- Full Governing Body Meeting _____
- Children and Learning Committee Meeting _____*
- Resources Committee Meeting _____

Date: 1.7.21

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BULLYING IS EVERYBODY'S RESPONSIBILITY

BULLYING SHOULD NEVER BE SUFFERED IN SILENCE

Anti Bullying Policy

1. Introduction

- a. At Stamford Green Primary School and Nursery, we aim to provide a safe, caring and friendly environment for all our pupils to allow them to learn effectively, improve their life chances and help them maximise their potential. Our pupils are well behaved, confident and enthusiastic children, who enjoy coming to school. Every individual's progress and development matters to us. We aim to fulfil our seven commitments to each child during their journey with us – Inspiring, Happiness, Values, Achieving, Ambition, Learning, Togetherness.
- b. We would expect pupils to feel safe in school, including an understanding of the issues relating to safety, such as bullying. We also want them to feel confident to seek support from school should they feel unsafe.
- c. This policy was formulated in consultation with the whole school community with input from members of Staff, Governors, Parents/Carers, children and young people, and other partners (Extended Services, visiting external providers in school).
- d. This policy has direct links to Equality, Behaviour, Child Protection and Safeguarding, Computing and E-Safety Policy, Whistle Blowing and Responding to Concerns (Surrey County Council – A guide for Parents).

1. Roles and Responsibilities

- a. The Headteacher – Has overall responsibility for the policy and its implementation and liaising with the Governing Body, Parents/Carers, LA and outside agencies. The Anti-Bullying Leader (Mrs Kathryn Dray – drayk@stamford-green.surrey.sch.uk) has general responsibility for handling the implementation of this policy.
- b. Responsibilities for the Anti-Bullying Leaders:
 - i. Policy development and review involving Pupils, Staff, Governors, Parents/Carers and relevant local agencies.
 - ii. Managing bullying incidents once identified.
 - iii. According to the Behaviour Policy, all instances of behaviour are recorded in the classroom (steps 1 - 5) and more serious instances are recorded on Behaviour Incident Form which is moderated by two members of the Leadership and Management Team. All step 5 and 6 incidents will be filed centrally on our online Assessment Programme (Otrack).
 - iv. The Governing Body and the Behaviour Partnership regularly monitor the records kept.
 - v. Assessing and coordinating training and support for staff and parents/carers where appropriate.
 - vi. Coordinating strategies for preventing bullying behaviour.
 - vii. To co-ordinate the Behaviour Partnership made up of the Deputy Headteacher for Inclusion, Governor, parents and pupil representation (Behaviour Ambassadors).
 - viii. Where bullying outside school is reported to school staff, it should be investigated and acted on. (DfE Preventing and tackling bullying Oct 2014).
 - ix. Ensure that this policy is available to everyone in the school community via the website.
 - x. Review and update this policy annually.

2. Definition of Bullying

- a. Bullying is when someone keeps doing or saying things to have power over another person. Ofsted defines bullying as, aggressive or insulting behaviour by an individual or group, often repeated over a period of time that intentionally hurts or harms. It is difficult for victims to defend themselves against it. 'Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'. Safe to Learn: embedding anti bullying work in schools (2007).
- b. Bullying differs from teasing/falling out between friends or other types of aggressive behaviour when it is **persistent** and either:
- there is a **deliberate intention** to hurt or humiliate, or
 - there is a **power imbalance** that makes it hard for the victim to defend themselves.
- c. What does bullying look like?
Bullying can include:
- name calling;
 - taunting/ mocking;
 - making offensive comments;
 - physical assault;
 - taking or damaging belongings;
 - cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images by phone or via the internet;
 - producing offensive graffiti;
 - gossiping and spreading hurtful and untruthful rumours.
- d. Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.
- e. Why are children and young people bullied?
Specific types of bullying include:
- bullying related to race, religion or culture;
 - bullying related to special educational needs or disabilities (SEND);
 - bullying related to appearance or health;
 - bullying relating to sexual orientation;
 - bullying of young carers or looked after children or otherwise related to home circumstances;
 - sexist or sexual bullying;
- f. There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.
- g. Bullying can take place between:
- young people;
 - young people and staff;
 - between staff;
 - individuals or groups;
 - certain groups of pupils are known to be particularly vulnerable to bullying by others: these may include pupils with special educational needs such as learning or physical disabilities; young carers, Looked After children, those from ethnic and racial minority groups and those young people who may be perceived as lesbian, gay, bi-sexual, transgender or questioning their gender role.

3. Reporting and Responding to Bullying

- a. According to our Behaviour Policy, our school has systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders)
 - i. A member of staff or parent will log a concern/issue immediately and inform the Deputy Headteacher for Inclusion (drayk@stamford-green.surrey.sch.uk), for children this could be to another member of staff or via the worry box.
 - ii. The Deputy Headteacher for Inclusion will investigate by seeking accounts from all parties involved.
 - iii. A diary or record of events may be kept and incidences logged in the behaviour folder on a Behaviour Support Log for each child involved. The Deputy Headteacher for Inclusion is responsible for monitoring the logs on a weekly basis
 - iv. Parents will be informed with regards to the involvement of their own child, in terms of perpetrator, victim(s) and bystanders, within 24 hours of the incident. Staff are only able to discuss parents' own children. Confidentiality must be respected at all times both within the school structure and the wider community.
 - v. An Information for Parents leaflet and for the children is available in the office and on our website (see Appendix).
 - vi. If the situation continues or escalates, an individual behaviour plan will be created by the Deputy Headteacher for Inclusion, taking into account the individual needs of the perpetrator. This will be reviewed half termly and parents involved.
 - vii. The school may contact the Behaviour Support team in Surrey throughout this process for advice and consultation. This will include the Police, from the age of 10 within (the age of responsibility).
 - viii. Should a complaint arise at any point regarding how the bullying is being tackled, then the school will refer to Surrey's Complaints Procedure which it has adopted.

- b. Procedures - All reported incidents will be taken seriously and investigated involving all parties.
 - i. Interviewing all parties;
 - ii. Recording using a Behaviour Incident Form (Appendix A);
 - iii. Informing parents;
 - iv. A range of responses appropriate to the situation: - solution focused, restorative approach, behaviour support log, circle of friends, individual/small group work with victim, perpetrator, bystanders referral to outside agencies if appropriate;
 - v. Referral to Behaviour policy and school sanctions and how these may be applied including what actions may be taken if bullying persists;
 - vi. Follow up especially keeping in touch with the person who reported the situation, parents/carers;
 - vii. Support for the victim and the bully providing strategies and celebrate successes.

- c. Playtime
 - i. Behaviour Ambassadors and adults need to be vigilant in problem areas, checking hidden corners of the school environment, toilets and monitoring queues. They need to keep a careful eye out for children who seem to be isolated.
 - ii. Play fighting is not acceptable play behaviour at Stamford Green Primary School and should be stopped immediately. Adults will guide and help children decide on an appropriate game to play if necessary.

4. Strategies for Preventing Bullying

- a. As part of our on-going commitment to the safety and welfare of our pupils we at Stamford Green Primary school have developed the following strategies to promote positive behaviour and discourage bullying behaviour:
- i. Anti-bullying Partnership;
 - ii. Behaviour Ambassadors;
 - iii. Restorative Approaches;
 - iv. PSHER curriculum throughout the year;
 - v. Anti-Bullying week annually in November. Ongoing assemblies throughout the year focussing on what to do if you think you are being bullied or you see bullying;
 - vi. Specific curriculum input on areas of concern such as Cyberbullying and internet safety;
 - vii. Student voice through the school council;
 - viii. Every class will have an anti-bullying display in their classroom at some point in the year;
 - ix. Parents' Forum Coffee morning;
 - x. Peer mentoring schemes and playground buddying;
 - xi. Actively engaged adults supervising playground activities within zones;
 - xii. Friendship bench;
 - xiii. Parent information events/information;
 - xiv. Staff training and development for all staff, linked with induction and needs;
 - xv. Lunch time 'Lunch Bunch' (structured activities in a classroom);
 - xvi. Craze of the Week, football coach and quiet courtyard activities (structured activities outside);
 - xvii. Emotional Literacy Support Assistant (ELSA) who provides anger management, resilience training and support with anxiety;
 - xviii. All staff have regular restorative approaches training;
 - xix. Annual Safety map created by behaviour partnership;
 - xx. High expectations of respect for all members of the school community.

5. Outside of school

- a) In the event of reports about bullying involving Stamford Green pupils outside of school, these will be investigated as far as possible as there is a direct impact on pupils within school. All parties will be asked to explain their accounts and parents will be notified where relevant.
- b) The following websites may be useful:

www.anti-bullyingalliance.org.uk

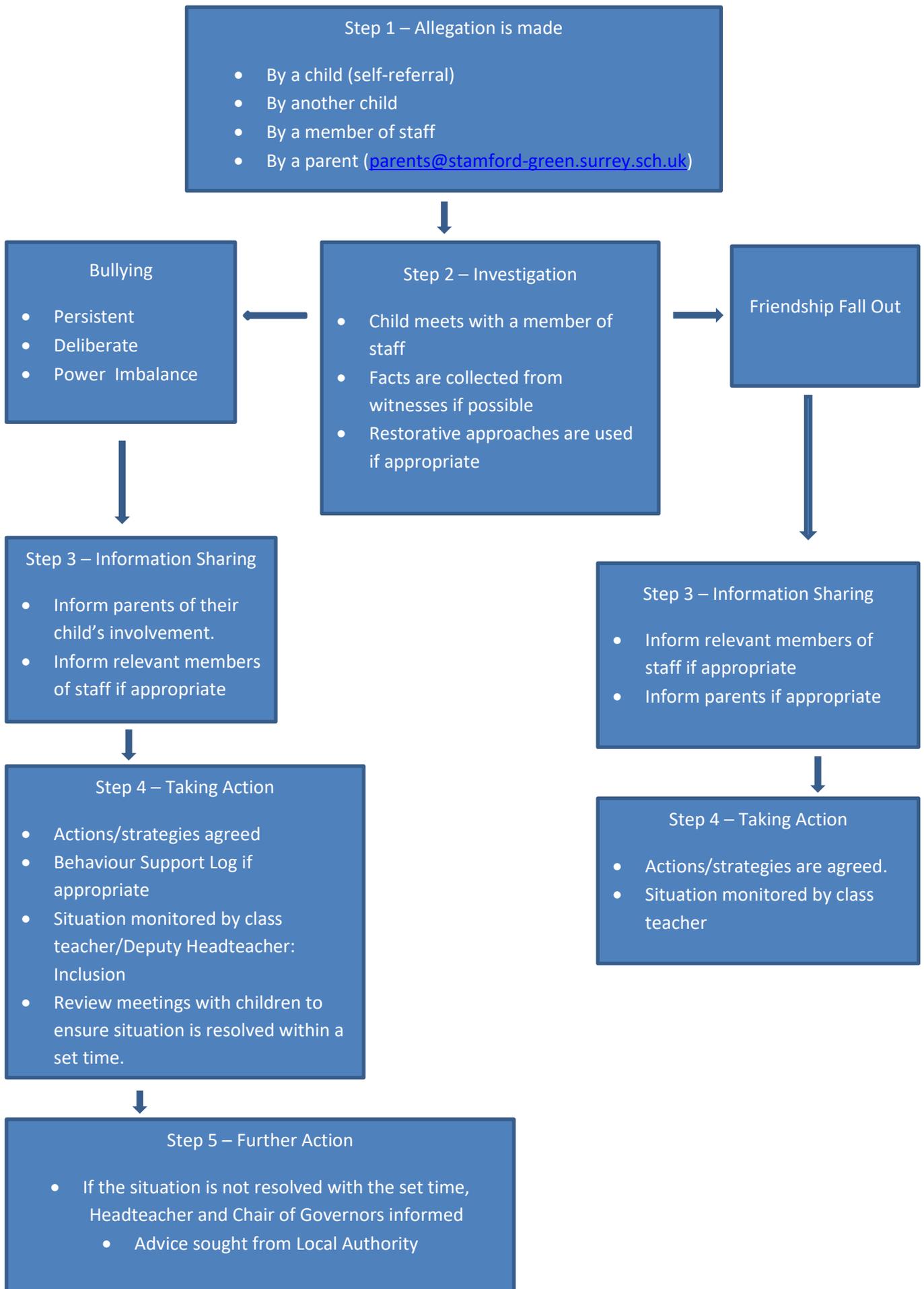
www.antibullying.net

www.childline.org.uk

www.kidscape.org.uk

www.kooth.com

Procedure for Dealing with Allegations of Bullying





Behaviour Incident Form

Child's Name	Staff Member	Incident Date/
Names of others involved (staff and pupils)	Names of Witnesses (staff and pupils)	Time/Duration
		Nature of Incident
A - What led up to the incident?		
B - Behaviour (Description of what happened, how the pupil responded) 1. What happened? 2. What was said? 3. What did you notice about your brain? What part of your brain was in charge?	  	
C - Conclusion from ELT/LMT	D - Moderated by	

Reflection of Incident

1. Who has been affected by this?
2. What was happening in your brain?



Amygdala/Guard Dog

3. What do you need to do next?
4. How will your brain help you in the future?



My Prefrontal Cortex (PFC)/ Wise Owl will help me by...



My Hippocampus/Hippo will help me....

5. How could you 'settle your glitter?' (Calm your amygdala)



Using Mindful Awareness MindUp to reflect on situations

The brain is made up of three parts Prefrontal Cortex (Wise Owl), Hippocampus (Hippopotamus), and the Amygdala (Guard Dog). All the children have been taught about the roles of each different part and how they respond to situations. During a reflection session, the language of Mindful Awareness is used to help the children understand their own emotional processes. To broaden their awareness of the connections between their brain and their body, between what goes on inside and their actual experience.



My PFC (Owl) helps me to think about possible choices.

- What is the right thing to do?
- How is the other person feeling? Are there any clues to help me? (Empathy)
- What will be the effects of my actions?
- What do I need to do to think this problem through carefully?



The Hippocampus (Hippo) helps me to remember strategies to stay calm.

- I can count to 10 and/or breathe slowly. Walk away, get help etc.
- What are the school rules? (School Behaviour Code)
- Have I been in a similar situation like this before? Was I successful managing this before?



The Amygdala (Guard Dog) helps me to stay safe?

- Am I safe?
- Do I need to respond quickly?



Behaviour Support Log

Child's Name:

Class:

Date	Who was involved?	Incident What happened?	What strategy did you use?	Action: classteacher How can it be fixed?	Mrs Dray informed & weekly check up

How do we deal with bullying in school?

Our school has a clear system to report bullying for the whole school community (including staff, parents/carers and children). This includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders).

Any child, parent/carer or visitor to the school who is a victim of bullying or has witnessed an incident of bullying should immediately inform a member of staff.

We are against bullying so children are actively encouraged to tell someone if they witness or experience any form of unkindness. All children are encouraged to report incidents of bullying to their class teacher through our, "Worry Box" if appropriate or to a member of staff whom they feel comfortable with. The "Worry Box" provides an opportunity to report incidents anonymously if preferred, however, without names investigations could be limited.

All reported incidents will be taken seriously and investigated involving all parties.

The school will amongst other possible actions:

- Interview all parties
- Inform relevant parents
- Implement an appropriate cause of action - which matches the age and maturity of those involved and the type of incident which has occurred.
- Refer to the Behaviour Policy and Anti-Bullying Policy
- Follow up especially keeping in touch with the person who reported the situation, parents/carers and most importantly the victim
- Provide support for both the victim and the bully.

If you are concerned that your child is being bullied please, in the first instance, speak to their class teacher who will follow school procedures as outlined fully in the

What happens if my child is upsetting others?

If you suspect your child is upsetting or bullying another child or other children, don't ignore it.

A child who is bullying others often has problems of his or her own. Try to understand what may be causing this behaviour and think about what is going on in your own home. Bullying can be subtle, so watch your child's behaviour closely.

Consider the following:

- Is your child going through a difficult time?
- Does your child feel overlooked or overshadowed?
- Could your child be copying someone else's behaviour - maybe an adult or older sibling at home?
- Do other members of your family use aggression or force to get what they want?
- Are you allowing your child to use aggression or force to get what they want from other people?

Make sure your child understands that bullying is unacceptable. Encourage your child to be friendly, understanding and kind to others.

Further information

www.bullying.co.uk

www.kidscape.org.uk 12

www.besomeonetotell.org.uk

www.anti-bullyingalliance.org.uk

Stamford Green Primary School



Happiness and Friendship



Information leaflet
for parents/carers

This leaflet is intended to provide a summary of our Anti-Bullying Policy which can be read in full on the school website.

If you have any further questions please contact

Mrs Dray drayk@stamford-green.surrey.sch.uk

Aims of this leaflet

The purpose of this leaflet is to provide parents with

- Information on how as a school we enable our children to be good friends, to be responsible for their actions and understand their own feelings and those of others around them.
- Information on how we enable children to deal with the ups and downs of friendship.
- Information on how we teach children about the difference between friendship falling out and bullying, and what to do if they think they are being bullied.
- Information on how we deal with incidents of bullying within school, should they occur.

'Pupils feel exceptionally safe in school because they know that adults are on hand to help with any problems. Pupils know about bullying, including that it rarely occurs but that an quickly resolved. '(OFSTED Feb



How do we teach children about Friendship?

Friendship is one of our school values which we explore as a whole school.

At Stamford Green Primary School, the Behaviour Ambassadors help us to find friends. All the Ambassadors wear badges so that they can be easily recognised. Their duties include:

- To look out for lonely people
- Be an extra pair of ears and eyes
- Be happy and smile
- Be kind and helpful
- Suggest games and come up with ideas
- Respect others
- Set a good example
- Be active
- Be encouraging

They wear their badges with pride but know that if all else fails... get an adult!

What should you do if your child tells you about bullying?

- Listen without getting angry or upset.
- Reassure your child that it is not their fault and that it is good to tell.
- Involve your child and ask, "How do you want me to take this forward?"

What is Bullying?

Bullying is when someone keeps doing or saying things to have power over another person. Ofsted defines bullying as aggressive or insulting behaviour by an individual or group, often repeated over a period of time that intentionally hurts or harms. It is difficult for victims to defend themselves against it. 'Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'. Safe to Learn: embedding anti bullying work in schools (2007).

Bullying differs from teasing or falling out between friends or other types of aggressive behaviour when it is persistent and either:

- There is a deliberate intention to hurt or humiliate, or
- There is a power imbalance that makes it hard for the victim to defend themselves.

Sometimes other things happen which make us upset, but unless they fit the things above they are probably not bullying. So falling out with your friend is not bullying, because friends usually make up pretty quickly and friends shouldn't be trying to hurt each other on purpose.

How do we teach children about Bullying?

Following on from the lessons on friendship across the school, each year group will then be involved in teaching sessions that look at understanding bullying. All year groups will look at: What is bullying? and What to do if you think you or someone else is being bullied?

If you are bullied:

Do:

- Ask them to STOP if you can
- Use eye contact & tell them to go away
- Ignore them
- Walk away
- Use Mrs Dray's Worry Box
- Talk to a responsible and trusted friend
- Talk to a Behaviour Ambassador
- TELL SOMEONE

What if someone else is being bullied?

- Tell an adult straight away
- Don't try and get involved
- Don't stay silent or the bullying will keep happening

Mrs Druce, all staff and

Governors will work together to:

- Make our school a safe and happy place for everyone
- Help everyone to get on with each other
- Ensure everyone has a right to be who they are



Happiness and Friendship

Information leaflet
for children



What is Bullying ?

A bully is someone who hurts someone else by using behaviour which is meant to hurt, frighten or upset another person. This behaviour is repeated frequently.

Emotional: hurting people's feelings, leaving you out.

Physical: punching, kicking, spitting, hitting, pushing.

Verbal: being teased, name calling.

Cyber: saying and sending unkind things by text, email, online.

Racist: calling someone names because of the colour of their skin.

When is it bullying?

Several

Times

On

Purpose



We promise to always

Who can I tell?

- A friend
- Parents / carers
- Teachers / school staff
- Behaviour Ambassadors

Most importantly if you are being bullied:

Start

Telling

Other

People

