



Anti Bullying Policy

Agreed at (please indicate with a *):

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

Date: 8.7.25

Anti Bullying Policy Contents

Section	Page Number
Introduction	3
Policy	3 - 11
Appendices	
1. Procedure for Dealing with allegations of bullying	12
2. Behaviour Incident Form	13 - 14
3. Log Book	16
4. Happiness and Friendship leaflet for parents/carers	17 - 18
5. Happiness and friendship leaflet for children	19 - 20

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 school motto 'Working together to be the best we can' aims to ensure that 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 want pupils to feel safe in school, this includes understanding the issues relating to safety, such as bullying. We also want them to feel confident to seek support from school should they feel unhappy, unsafe or concerned. We aim to prevent all forms of bullying, including cyber bullying, prejudice based and discriminatory bullying.
- 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, Safeguarding, Computing including Online Safety, Whistle Blowing and Complaints Policies This policy is based on DfE guidance:
 - i. Preventing and Tackling Bullying July 2017
(https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1069688/Preventing_and_tackling_bullying_advice.pdf)
 - ii. Keeping Children Safe in Education 2024
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
 - iii. Cyberbullying: Understand, Prevent and Respond: Guidance for Schools
<https://www.childnet.com/resources/cyberbullying-guidance-for-schools/>
 - iv. Behaviour in Schools – February 2024
https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour_in_schools_-_advice_for_headteachers_and_school_staff_Feb_2024.pdf

2. Roles and Responsibilities

- a) All staff will listen to understand before responding so that the complete picture and situation is understood.
- b) The Headteacher has overall responsibility for the policy and its implementation and liaising with the Governing Body, Parents/Carers, Local Authorities and outside agencies.
- c) The Anti Bullying Leader (Mrs Kathryn Dray – parents@stamford-green.surrey.sch.uk) has general responsibility for handling the implementation of this policy. She is also our Deputy Headteacher with responsibility for Inclusion.
- d) The nominated governor for Anti-Bullying, along with safeguarding, is Mrs Rebecca Jennings (Chair of Governors) clerk@stamford-green.surrey.sch.uk
- e) Responsibilities for these Anti Bullying Leaders and Class Teachers are as follows:
 - 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, any instances of challenging behaviour are recorded in the classroom, using the phased sanction sheets, with extreme behaviour recorded centrally on an Behaviour Incident Form. Patterns are identified to inform possible bullying.
- iv. The Governing Body monitor instances of bullying through termly reporting.
- 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, and pupil representation (Kindness Ambassadors).
- viii. Where bullying outside school is reported to school staff, it should be investigated and acted on. (DfE Preventing and tackling bullying Oct 2017).
- ix. Ensure that this policy is available to everyone in the school community via the website.
- x. Review and update this policy annually.

3. Definition of Bullying

- a) "Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood. By effectively preventing and tackling bullying, schools can help to create safe, disciplined environments where pupils are able to learn and fulfil their potential." DfE Preventing and Tackling Bullying 2017.
- b) Bullying is defined by the Anti-Bullying Alliance (2021) as "The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online."
- c) An incident may be deemed to be bullying, even if the behaviour has not been repeated or persistent if it fulfils the descriptions of bullying.
- d) How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?
 - i. There is a deliberate intention to hurt or humiliate.
 - ii. There is a power imbalance that makes it hard for the victim to defend themselves.
 - iii. It is usually persistent (isolated cyberbullying incidents may be seen as one-off incidents but if sent to a range of pupils would be seen as bullying.)
 - iv. Friendship fall outs are seen as accidental, occasional, no power imbalance or hierarchy, those involved show remorse and want to resolve the situation. This is different to isolating or excluding children from groups.
- e) What does bullying look like?

Bullying can include:

 - i. Physical, e.g. kicking, hitting, taking, and damaging belongings.
 - ii. Verbal about protected characteristics, e.g. name calling, taunting, threats, mocking, offensive remarks, homophobic language, sexual or gender orientation negative comments.
 - iii. Relational, e.g. spreading nasty stories, gossiping, excluding from social groups, producing offensive graffiti. Controlling behaviour and intimidation.
 - iv. Cyber, e.g. inappropriate texts, e-mails, picture/video clip, social media or gaming. Sending or demanding offensive or degrading imagery by mobile technologies or via the

internet (Youth Produced Sexual Imagery); offensive or prejudice comments/posts on social media.

- f) 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'.
- g) Why are children and young people bullied?
Specific types of bullying include:
 - i. bullying related to race, religion or culture;
 - ii. bullying related to children with special educational needs or disabilities (SEND);
 - iii. bullying related to appearance or health;
 - iv. bullying relating to sexual orientation;
 - v. bullying who have a different gender orientation;
 - vi. bullying of young carers or looked after children or otherwise related to home circumstances;
- h) There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.
- i) Bullying can take place between:
 - i. Young people;
Young people and staff;
 - ii. Between staff;
 - iii. Individuals or groups;
 - iv. 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.

4. Principles that underpin the policy

- a) For pupils who experience bullying that:
 - i. They are heard.
 - ii. They know how to report bullying and get help.
 - iii. They are confident in the school's ability to deal with bullying and feel happy and comfortable with any plans that are put in place.
 - iv. Steps are taken to help them feel safe again.
 - v. They are helped to rebuild confidence and resilience.
 - vi. They know how they can get support from others.
- b) For pupils who engage in bullying behaviour that:
 - i. Learning programmes and strategies hold them to account for their behaviour and help them to face up to the harm they have caused.
 - ii. They will learn to behave in ways which do not cause harm in future, because they have developed their emotional skills and knowledge.
 - iii. They will learn how they can take steps to repair the harm they have caused.
 - iv. They will have any safeguarding issues, around their circumstances, addressed
 - v. Staff understand that other circumstances and situations may be influencing the child's behaviour
- c) For Stamford Green:
 - i. The whole school community is clear about the anti bullying stance the school takes.
 - ii. Pupils, as well as staff and other members of the school, are fully engaged in developing and reviewing anti bullying work in the school.

- iii. Occurrences are recorded and audited, anti bullying work is monitored, and every chance is taken to celebrate success.
- iv. All pupils are clear about the roles they can take in preventing bullying, including the role of bystanders.
- v. The school promotes a climate where bullying and violence are not tolerated and cannot flourish.
- vi. Curriculum opportunities are used to address bullying.
- vii. Peer support systems are in place to prevent and respond to bullying.
- viii. The school has and will continue to address site issues and promote safe play areas.
- ix. All staff are aware, and model positive relationships.
- x. The school works in partnership with parents, other schools, and with Children's Services and community partners to promote safe communities.
- xi. That inclusive values are promoted and underpin behaviours and school ethos.

d) For parents/carers:

- i. They are clear that the school does not tolerate bullying.
- ii. They know how to report and get help if they are concerned that their child is being bullied or does not feel safe to learn and are clear about the complaint's procedure.
- iii. They have confidence that the school will take any complaint about bullying seriously and investigate/resolve as necessary and that the school systems will deal with the bullying in a way which protects their child.
- iv. They are clear about ways in which they can complement the school on the anti bullying policy or procedures.

5. Reporting and Responding to Bullying

- a) Our Behaviour Policy details the systems to report bullying for the whole school community (including staff, parents/carers, children and young people) and 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 (parents@stamford-green.surrey.sch.uk), for children this could be to another member of staff or via the Better Box (outside the DHT's office). Worry slips are stored in all classrooms.
 - 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 central behaviour folder or in 'Log Book' for each child involved. The Deputy Headteacher for Inclusion is responsible for monitoring the logs on a weekly basis.
 - iv. Parents/ Carers will be informed with regards to the involvement of their own child, in terms of perpetrator(s), victim(s) and bystander(s) after a pattern of bullying has been identified. Staff are only able to discuss parents' / Carers' own children. Confidentiality must be respected at all times both within the school structure and the wider community.
 - v. An Information for Parents/Carers 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 for the perpetrator/s by the Deputy Headteacher for Inclusion, considering the individual needs of each perpetrator. This will be reviewed half termly and parents/carers will be involved.
 - vii. The school may contact the Specialist Teachers for Inclusive Practice (STIPS) in Surrey throughout this process for advice and consultation. This may also include the Police, from the age of ten (the age of responsibility if appropriate).
 - viii. Should a complaint arise at any point regarding how the bullying is being tackled, then the parents/carers can refer to school's Complaints Policy.

- 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/carers when a pattern is identified;
 - iv. Holding regular review meetings with parents/carers as required;
 - v. Referral to the Behaviour Policy and school sanctions and how these may be applied including what actions may be taken if bullying persists;
- c) Strategies
- The class teacher may:
- i. Meet with parents/carers to triangulate how the child is presenting and feeling at home and at school. Class teachers to have follow up meetings with parents/carers to ensure that the child's happiness has been restored.
 - ii. Encourage positive relationships by changing seating positions in class and talk partners.
 - iii. Check in with both children after each break. This may be through a quick chat or even a hand gesture. This will ensure that any incidents can be dealt with at the time.
 - iv. Raise awareness with all staff that specific children are being carefully monitored as part of an anti-bullying strategy.
 - v. Talk to the class about anti-bullying and best strategies to use to build resilience and help.
 - vi. Pre-empt situations by asking the children before a break, what they are going to play and who with. Ensure all children have friends to play with.
 - vii. Pre-empt situations by sending the children out at slightly different times.
 - viii. Ensure parents/carers of both children are informed of the incidents and any identified patterns.
 - ix. Class teachers to be available at the gates on a rota basis to increase accessibility to parents/carers for quick conversations.
 - x. Teaching Assistants (wearing high visibility jackets) to remain in designated spots, as much as possible, to ensure that children can quickly find an adult if required.
 - xi. Invite a child to use the Club Room provision at lunchtimes if feeling uncomfortable. The Club Room is supervised by Emotional Literacy Support Assistants (ELSA).
 - xii. Provide each child with a Log Book (Anti-Bullying Policy) to be checked by class teacher daily and Deputy Headteacher: Inclusion weekly. This formal log will document any instances and which staff have helped.
 - xiii. In situations where a child is isolated from all peers, the Circle of Friends programme may be appropriate.
- d) Playtime
- i. Kindness Ambassadors identify any possible trigger areas, 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 Nursery and should be stopped immediately. Adults will guide and help children decide on an appropriate game to play if necessary.

6. Strategies for Preventing Bullying

- a) As part of our ongoing commitment to the safety and welfare of our pupils we at Stamford Green Primary School and Nursery have developed the following strategies to promote positive behaviour and discourage bullying behaviour:
- i. Kindness Ambassadors;
 - ii. Restorative Approaches;
 - iii. PSHE/RSE curriculum taught weekly and additional sessions if required to address an issue;
 - iv. 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;
 - v. Specific curriculum input on areas of concern such as Cyberbullying and internet safety;
 - vi. Student voice through the School Council and our Pupil Leader;
 - vii. Parent/ Carer coffee morning in year groups;
 - viii. Half termly PTA Class Rep Coffee Mornings;
 - ix. Parent/Carer surveys;
 - x. Kindness survey;
 - xi. Peer mentoring schemes and playground buddying;
 - xii. Actively engaged adults supervising playground activities within zones;
 - xiii. Parent/Carer information events/information e.g. anxiety workshops;
 - xiv. Staff training and development for all staff, linked with induction and needs;
 - xv. Craze of the Week, loose parts and courtyard areas (structured activities outside);
 - xvi. Emotional Literacy Support Assistants (ELSA) who provide anger management, resilience training and support with anxiety;
 - xvii. ELSA drop ins in the library at break time.
 - xviii. All staff have restorative approaches training;
 - xix. Annual Safety map created by behaviour partnership;
 - xx. High expectations of respect for all members of the school community.
 - xxi. Diary Meeting where individuals and support are mentioned for all staff to be aware.
 - xxii. Pets as Therapy dogs Bella and Max who visit weekly.
 - xxiii. Better Box for worries.

7. 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, where there is a direct impact on pupils within school. All parties will be asked to explain their accounts and parents/carers will be notified where relevant. For more information please see our Behaviour Policy.
- b) The following links may provide additional support to children, staff or families.

General

- 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
- [Ordinarily available provision \(schools\) | Surrey Local Offer](#)

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+

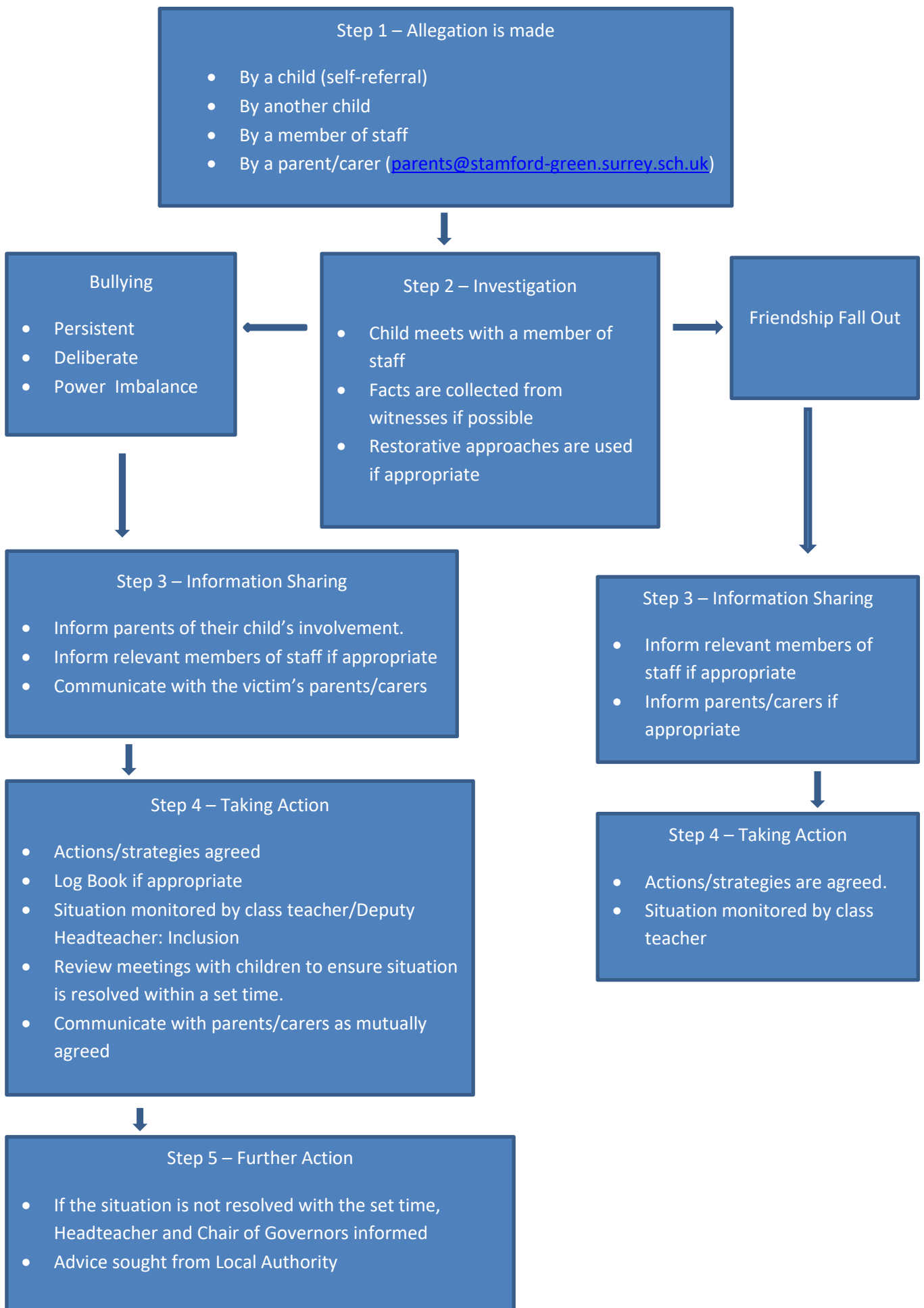
- Barnardo's LGBTQ Hub: <https://www.barnardos.org.uk/get-support/support-for-young-people/lgbt>
- Metro Charity: <https://metrocharity.org.uk/>
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk
- Prevent Duty Guidance: <https://www.gov.uk/government/publications/prevent-duty-guidance>

Sexual Harassment

- Sexual Harassment and Sexual Bullying: <https://kidshealth.org/en/teens/harassment.html>
- NSPCC 'Report Abuse in Education' Helpline: 0800 136 663 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
- Childnet Project DeShame (Online Sexual Harassment and Bullying): www.childnet.com/our-projects/project-deshame
- Keeping Children Safe in Education 2023: <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>




- Working Together to Safeguard Children:
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

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?



Log Book

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 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 Anti-Bullying policy.

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
www.besomeonetotell.org.uk www.anti-bullyingalliance.org.uk

Stamford Green Primary School and Nursery



Happiness and Friendship



Information leaflet for Parents/Carers

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

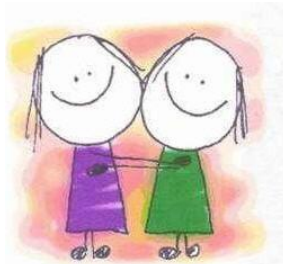
If you have any further questions please contact Mrs Dray drayk@stamford-green.surrey.sch.uk or 01372 725383

Aims of this leaflet

The purpose of this leaflet is to provide Parents/ Carers 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 behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated' (OFSTED July 2022)



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, and Nursery 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?"
- Encourage your child to try to appear confident - even if they don't feel it.

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 Better Box
- Talk to a responsible and trusted friend
- Talk to a Behaviour Ambassador
- TELL SOMEONE

Don't: • Do what they say

- Get angry or look upset
- Hit them
- Think it's your fault
- Hide it

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

What will happen to a bully?

Teachers will get involved and help you solve problems. The system of a support log may be used, circle time or circle of friends.

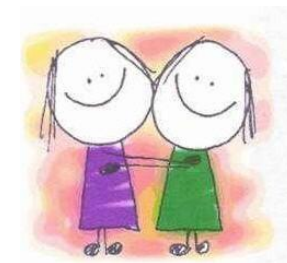
Stamford Green Primary School and Nursery



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 treat bullying seriously

Who can I tell?

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

Most importantly if you are being bullied:

Start

Telling

Other People



