

Alexandra Primary School



Alexandra

Primary School

Aspire, Perform, Succeed

A policy to promote anti-bullying behaviours, prevention and handling incidents of bullying.

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Anti-Bullying Policy

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Vision:

At Alexandra Primary School we aim for all our children to have high aspirations to be able to perform and succeed at school and beyond.

We encourage all children to:

- **Aspire** to be successful learners who enjoy learning
- **Perform** as well as they can, make progress and achieve and become confident individuals who are able to live safe and fulfilling lives
- **Succeed** as responsible citizens who make a positive contribution to society

This school is committed to safeguarding and promoting the welfare of children and young people and expects all members of the school and its community to demonstrably share this commitment, promote our aims and model our values.

Aims:

The aim of this policy is to ensure that all children are able to aspire, perform and succeed in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and can affect any pupil. It is unacceptable and will not be tolerated at this school. Only when all issues of bullying are addressed will children be able to fully benefit from the opportunities available at school. The policy sets out clear procedures for preventing and handling incidents of bullying.

In writing this policy, we have taken advice from the DfE publication Preventing and tackling bullying; Advice for HTs, staff and GBs July 2017 as well as training from the Anti-Bullying Alliance.

Introduction

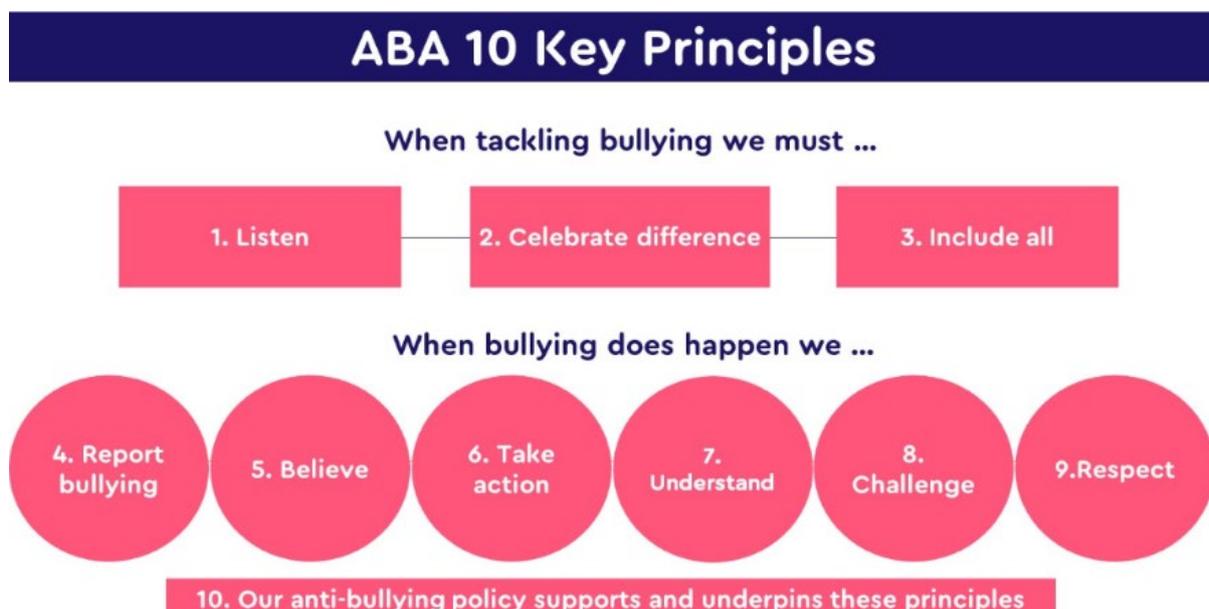
Bullying happens in all schools and Alexandra Primary School is no exception. We are absolutely committed to recognising it quickly to support the targets of bullying to feel better and to deal with all involved sensitively to ensure they recognise that this type of behaviour is not acceptable.

We engage with those carrying out the bullying in either an active or supportive role to help them to make changes to their attitudes and beliefs to encourage good choices and respect for all. It is everybody's duty to act in accordance with this policy and crucial that the target is given immediate support. As an inclusive school, we promote respect for all and staff understand that there may be some groups of children who need monitoring more closely to ensure any potential for bullying is reduced.

All staff should have a clear, shared understanding of what bullying is to enable early identification of bullying and to make sure that the correct procedures are followed when dealing with incidents of bullying. Staff should be prepared to seek advice and accept, when appropriate, the need for support after dealing with such incidents.

Key Principles

The Anti-Bullying Alliance has 10 key principles to prevent and respond to bullying in school.



1. **Listen** – all children, parents and carers are listened to and influence strategies and approaches to prevent, report and respond to incidents of bullying.
2. **Celebrate Difference** – difference in all pupils and staff is actively and visibly celebrated and welcomed across the whole school.
3. **Include all** – all children are included, valued and participate fully in all aspects of school life, including disabled children and those with SEN.
4. **Report bullying** – all children in the school and their parents and carers understand how to report incidents of bullying.
5. **Believe** – all children and their parents are acknowledged, believed and taken seriously when reporting bullying incidents.
6. **Take action** – we respond quickly to all incidents of bullying. Children including those with SEND, participate fully in decisions made about them and help to formulate appropriate action to respond to incidents of bullying.
7. **Understand** – all school staff, children, parents and carers understand what bullying is and isn't.
8. **Challenge** – all forms of discriminatory language – including disablist language – is challenged and taken seriously.
9. **Respect** – all school staff are role models to others within the school in how they treat others.
10. **Policies** – the anti-bullying policy reflects these principles and is embedded within other school policies. They are widely and actively promoted to school staff, children and their parents or carers.

What is bullying?

Bullying can be defined 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 be verbal, physical or psychological and can happen face to face or online

Although one-off incidents can in some cases also be defined as bullying. Bullying is different from other forms of aggression in that it involves the dominance of one person by another or a group of others leaving the target of the bullying feeling defenceless. Understanding when there is an imbalance of power is vital for identifying bullying.

Some examples of power imbalances include:

- The targets are part of a smaller group than the ringleader
- The targets are part of a minority group e.g. minority race, faith or gender
- The targets are of a smaller stature or physical strength or are younger
- The targets have communication difficulties or a disability
- The target says 'no' but this is ignored

It can involve a person, or group of people, behaving in a way which might meet a need for excitement, status, material gain and does not recognise or meet the needs or rights of the other people / person who are harmed by the behaviour. It does not apply to one off incidents of nastiness or relational conflict. One of the defining features of bullying is its persistence over a long period of time. In bullying there is a wilful, conscious desire to hurt another and put them under stress.

This hurt can be from physical, verbal (including racial) and / or emotional abuse. Further information can be found in **Appendix 2**.

Physical Abuse: any physical, aggressive act that causes harm to another for example it can take the form of pushing, punching, striking, hitting, biting, pulling, spitting etc. it can also vary in severity from a mild blow to the body to an assault.

Verbal Abuse: any form of verbal abuse that is considered offensive such as insulting remarks directed to another person or their friends or family. Verbal abuse takes the form of name-calling, teasing, racial harassment, taunting and verbal threats.

Social: actions designed to isolate or hurt others, e.g. spreading rumours, excluding someone from social groups

Online / cyber: any form of abuse occurring online via social media, chatrooms, email, instant messaging etc. This could be at home or within school typically threatening messages, intimidation or harassments or abuse using electronic communication.

Psychological or Emotional Abuse: is a specific form of bullying in that it is suffered by individuals or groups because of their colour, race, nationality or ethnic origins, when the target believes that the perpetrator was acting on racial grounds and/or there is evidence of racism.

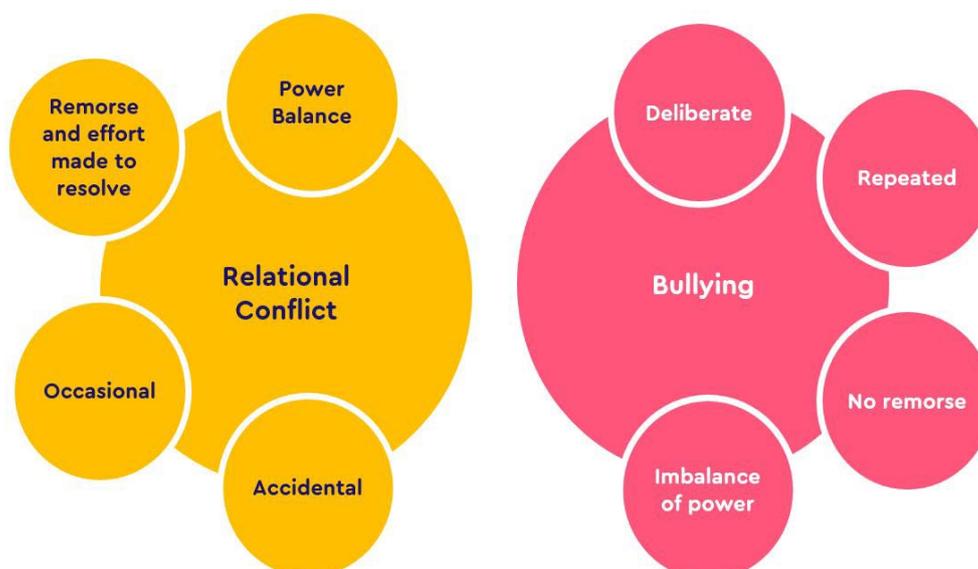
Sexual Harassment: is another specific form of bullying in that it is behaviour of a sexual nature, which can adversely affect the dignity of girls and boys at school. It does occur in the primary years the most common examples being:

- Insults or ridicule of a sexual nature
- Lewd suggestive or over-familiar behaviour

The procedures for dealing with reports of racial or sexual harassment are similar to those for dealing with reports of other forms of bullying. Children need to be reassured that the matter is being dealt with sensitively, children believed and that the target will be given support.

Bullying is not:

It is important to understand that bullying is different to relational conflict and is the same as falling out with friends once or twice, name calling, arguments or when the occasional 'joke' is played on someone. Children do sometimes fall out or say things because they are upset. When occasional problems of this kind arise, it is not classed as bullying. It is an important part of a child's development to learn how to deal with friendship breakdowns. We all have to learn how to deal with these situations and develop social skills to repair relationships.



At Alexandra Primary, the children are taught the following message:

S.T.O.P.

Bullying is if someone does something unkind to you

**Several
Times
On
Purpose**

If someone does bully you, you must

**Start
Telling
Other
People**

We ask children to think about choices and decide on a good choice and choose respect.

Indicators of bullying

Children who are being bullied may show changes in behaviour, such as:

- Becoming shy and nervous
- Feigning illness
- Taking unusual absences
- Clinging to adults
- Changes in work patterns, lacking concentration or changes in quality of work
- Truancy from school
- Emotional fragility
- Lack of eye contact

Potential factors involved in bullying

Reasons for being a target of bullying may include:

- SEND or difference of any kind
- Young Carers
- Looked after Children
- Children who are or are perceived to be LGBT
- Gender
- Social Class / family income/those who receive free school meals
- Religion or race
- New child in school
- Family circumstances e.g. relative in prison
- Age
- Perceived weaknesses

Reasons for being a bully may include:

- Being a target of violence
- Low self esteem
- Peer pressure

- Emulating behaviour seen elsewhere, e.g. on TV / social media / at home

Ways that incidents of bullying might be hidden from us

- They take place out of school
- They are done furtively
- The covering of poor behaviour with positive behaviour
- The denial that there is anything wrong
- The target is afraid to tell or tells once and is ignored
- The target has previously been the bully and is therefore less likely to be believed
- It occurs online

What can we do to find out more?

- Encourage social interaction between teachers, adults and children to make us more approachable
- Encourage social responsibility
- Encourage an atmosphere of honesty
- Use informal times to talk to children
- Older children can be given the option of writing down what they are worried about
- Ensure that all children are aware that bullying will be acted upon and not ignored
- Anti-bullying days and or Learning to Respect days to be held, anti-bullying to form part of assemblies, stories, drama and videos
- Use circle time, role play
- Read stories with examples of bullying and resolutions

Roles within bullying incidents



- The **target** is the person at whom the bullying is aimed.
- The **ringleader** initiates and leads the bullying.
- The **assistant** is actively involved in 'doing' the bullying, but doesn't lead it.
- The **reinforcer** supports the bullying, might laugh or encourage what going on, but doesn't 'do' it.

- The **defender** stands up for someone being bullied. They know that bullying is wrong and feels confident enough to defend, this may be by talking to an adult in school.
- The **outsider** ignores or doesn't see the bullying and doesn't want to get involved.

Roles are continually shifting. A person can be a ringleader at a given time and then become an 'outsider' or 'target' very quickly as group dynamics change.

Procedures for dealing with bullying

Prevention

The school will take appropriate steps to raise awareness of bullying in all year groups. This will be done via:

- Weekly / ad hoc circle time to discuss the impact of bullying
- Peer mediator intervention and modelling of appropriate behaviour
- Anti-bullying day activities / events annually
- Through the PSHE and RSHE curriculum
- School council discussions / prevention activities
- Promotion of the 'talk to me' box as a tool through which children can express concerns to adults in school
- Staff implementation of behaviour policy to encourage positive behaviour
- Regular reminders for children of how to refer or report any incidents of bullying
- Staff acting as role models to the children to demonstrate appropriate inclusive behaviour.
- Consideration of children's needs and understanding e.g. children with ASD may need an adapted approach in exploring issues related to bullying.
- Being inclusive – welcoming; ensuring all children are involved so they feel they are a part, not apart; having an awareness of individual needs to adapt provision to remove barriers.
- Celebration of difference and promotion of equality – ensuring that all children feel like they are a part not apart.

Handling incidents

The following steps may be taken when dealing with incidents of bullying:

- If bullying behaviour is seen or suspected, it must be dealt with immediately by the member of staff who has witnessed an incident. If a member of staff is approached by a child suffering from bullying the child should be listened to by the member or staff and those involved to be spoken to in order to build an accurate picture of events
- A clear, factual account of the incident must be recorded on CPOMS to alert senior leaders. If the bullying persists it must be referred to the senior leader(s) relevant to the year group(s) or SLG
- All serious incidents of bullying (e.g. physical bullying, racist remarks or sexual harassment) must be referred to a senior leader immediately and logged on CPOMS
- Class teachers must be kept informed of further incidents by other members of staff

- The target of the bullying should be given the opportunity to participate fully in decisions made about them and help to formulate appropriate action to respond to incidents of bullying
- Where relevant, parents must be informed of incidents of bullying by the class teacher or senior leader
- Where situations do not improve a senior leader will meet with the parents of the perpetrators and the target to agree clear expectations and the consequences as deemed necessary, as well as support for the target
- Disciplinary action will be taken
- Police may be contacted.

Disciplinary action

The following disciplinary steps may be taken following an incident of bullying, according to the severity of the incidents:

- Official warning for the perpetrator(s)
- Informing parents of incidents
- Missing of play times
- Removal of the privilege to walk home alone
- Exclusion from certain areas of school premises e.g. playground, areas of lunch hall
- Minor fixed term exclusion
- Major fixed term exclusion
- Permanent exclusion
- Safer neighbourhood police may be invited to discuss actions with children.

Support for children

Targets of bullying can be supported by:

- Offering an immediate opportunity to discuss the experience with a member of staff of their choice e.g. Pastoral support, SENCO, learning mentor, class teacher or TA etc.
- Offering of continued support from relevant members of staff
- Reassurances from relevant adults
- Restoring of self-esteem and confidence
- Buddy scheme - being paired with / looked after by other children at playtimes
- Circle of friends – an approach to help the inclusion of a young person experiencing difficulties. Led by an adult, the circle of friends agrees steps and strategies to help the child concerned
- Bystander defender training – an inclusive form of peer support that aims to turn passive bystanders into active defenders
- Offering mediation meetings to resolve conflict.

Perpetrators of bullying can be supported by:

- Discussion of the incident
- Establishing the reasons as to why the pupil became involved
- Identifying the nature of the wrong-doing and need to alter such behaviour

- Informing parents or guardians to help change the attitude of the pupil
- Supported mediation to understand conflict
- Offering children alternative behavioural traits to adhere to
- Circle of friends – an approach to help the inclusion of a young person experiencing difficulties that lead them to bully others. Led by an adult, the circle of friends agrees steps and strategies to help the child concerned who may be bullying others as a response to their own feelings of isolation.
- Where necessary working with wider community and external agencies to provide specialist advice and guidance, this may include involvement from the Safer Schools Police Officers, Early Help or CAMHS

Further support for whole class and or group work can be found in **Appendix 1**

Children with SEND

Primary school children with SEND are twice as likely as other children to suffer from persistent bullying (IoE 2014)

SEND children often have lower self esteem and are prone to struggle with anxiety or shyness. They may not have a wide circle of friends or they could struggle with appropriate social behaviours or find communication and understanding social cues more of a challenge.

Where SEND children fall victim to bullying, they may need a more tailored support programme that is designed around the needs of the individual child.

Ensuing the curriculum provides opportunities to explore issues of equality, valuing diversity and disability generally and in relation to bullying will help to raise awareness of others and increase the support network around children with SEND. Other approaches such as mentoring, sports leader led activities, structured play, and circle of friends help children with SEND to feel less vulnerable to bullying.

Young Carers

Young carers are children and young people under 18 years old who provide regular and ongoing care to a family member who is physically or mentally ill, disabled or misuses substances

Young carers are a vulnerable group who are significantly more likely to be bullied. Their caring responsibilities can have a big impact on their lives that can lead to them feeling different or isolated from their peers. Young carers are also more likely to struggle to come forward to tell school staff if they are experiencing bullying as they do not wish to burden their parents.

Awareness about the challenges young carers face will be raised through assemblies, PSHE lessons and promotion of the Young Carers group to offer support and a safe space for young carers to talk to other children in a similar situation, reducing their feelings of isolation.

Supporting Adults

Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, parents or other staff members, is unacceptable.

Adults who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the headteacher.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to future concerns.
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools' behaviour and discipline policy.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults who have perpetrated the bullying will be helped by:

- Discussing what happened with a senior member of staff and / or the headteacher to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
- If online, requesting that content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required

Links with the UN Convention on the Rights of the Child

As a UNICEF Rights Respecting school, we have discussed the following with the children and parents.

Article 2 (Non-discrimination): All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Article 12 (Respect for the views of the child): Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

Article 13 (Freedom of expression): Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 19 (Protection from violence, abuse and neglect): Children have the right to be protected from being hurt and mistreated, in body or mind.

Article 29 (Goals of education): Children's education should help them use and develop their talents and abilities. It should also help them learn to live peacefully, protect the environment and respect other people.

Roles and Responsibilities:

It is the responsibility of all adults to:

- Reject bullying in all its forms

- Provide care and support for the target of the bullying
- Treat seriously and follow up every report or allegation of bullying
- Follow the procedures of the school policy
- Help towards making the school a pleasant place to be in, where children can feel safe and are able to tell an adult when something is worrying them or has happened to them
- Use the curriculum to nurture trust, caring and a feeling of collective responsibility
- Provide direction to the bully on how such misbehaviour may have impacted and can be stopped
- Be available – make sure the child / children know you are ready to listen. Ensure that the immediate environment is calm and one which gives maximum support to the target.
- Keep a written log of the details via CPOMs.
- Decide whether you further investigate the matter yourself or whether you need to involve another member of staff, report the matter to the class teacher or refer it to a Year Group Leader, Deputy Headteacher or the Headteacher
- The incident should be looked into as soon as possible. All those involved should be seen as soon as possible individually, in a quiet area of the school, to give them each a chance to report accurately.
- Bring the children together - at all times giving support to the target. If what is recorded does not match up, we should aim to resolve differences in retelling events until all are satisfied that an accurate account has been reached.
- Each member of the group should be encouraged to suggest a way in which the target could be helped to feel happier.
- Arrange to check on how things are going after an agreed period of time and follow up with subsequent checks. Make it clear that the school supports each child's efforts to give encouragement, praise and to correct inappropriate behaviour.
- Contact the parents of the target of bullying to let them know what you have found out and what is being done about it. Arrange to meet with them or contact them by phone on a set day and again follow up in an agreed period of time to review the situation. It is important to discuss with the parents and the target useful strategies, which the target could begin to adopt to try to help themselves.
- The Head, Deputy or senior member of the staff deputising will contact the parent of the child who has been bullying. Appropriate measures will be discussed but may include a letter of apology being written to the target of the bullying and withdrawal of playtime. In extreme cases of bullying the child may be excluded from school during the lunch period for an agreed length of time, or excluded from school, as appropriate.
- All staff should be aware of the areas of the school that bullying is more likely to occur and ensure that they are closely watched at all times.

The role of the Headteacher

- It is the responsibility of the headteacher to implement the school anti-bullying policy and any associated strategy to ensure that all staff are aware of the school policy and know how to deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
- The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong.

- The headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.
- The headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The role of governors

- The governing body supports the Headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body takes incidents of bullying very seriously.
- The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the Headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

Guidance for parents

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If parents feel that the matter has not been resolved, they should discuss the matter with the one of Deputy Headteachers or the Headteacher.

If your child has been bullied:

- Calmly talk with your child about his / her experiences.
- Make a note of what your child says including who was involved, how often the bullying has occurred, where it happened and what happened.
- Reassure your child that he / she has done the right thing to tell you about the bullying.
- Explain to your child that should any further incidents occur he / she should report them to a teacher immediately.
- Make an appointment to see your child's teacher or the phase leader.
- Explain to the teacher the problems your child is experiencing.

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school aspire to the school's values and abide by these.

Links to other policies:

- Behaviour policy
- Equality policy
- Exclusion policy
- Online Safety Policy
- PSHE Policy
- Remote Learning Policy
- RSHE Policy
- Safeguarding and Child Protection Policy
- SEND policy
- Whole, Happy, Healthy

Websites that provide more information:

<https://anti-bullyingalliance.org.uk/>

www.childline.org.uk

<https://www.kidscape.org.uk/media/106843/friendship-friday-and-anti-bullying-week-primary-pack.pdf>

<https://learning.nspcc.org.uk/research-resources/schools/anti-bullying-resources>

<https://respectme.org.uk/>

<https://www.bbc.co.uk/teach/anti-bullying-week-primary-and-secondary-resources/zrq6rj6>

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: <https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/at-risk-groups/sen-disability>

Sexual Harassment and Sexual Bullying

Anti-bullying Alliance: Preventing and responding to Sexual Bullying: www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying

Monitoring and Review

This policy will be regularly evaluated and updated in accordance with the School Improvement Plan to ensure that:

- All new staff are aware of the current practice as part of induction
- New developments and initiatives are taken into account
- Ideas of new staff are incorporated
- Policy and practice in the school are consistent
- Anti-bullying behaviours are promoted and implemented across the school
- Any bullying is handled supportively for all children involved and leads to a better understanding about prevention

Any suggested amendments will be presented to the Governing Board for discussion.

This policy is monitored on a day to day basis by the Headteacher, who reports to governors about the effectiveness of the policy via the termly Headteacher report to Governors as necessary. Senior leadership will review policy and practice following incidents and through discussion with parents.

Appendix 1 Activities and additional Support

Anti-bullying Week

The aims of this week are to help children and young people to understand:

- The definition of respect
- That bullying is a behaviour choice
- That we can respectfully disagree with each other i.e. we don't have to be best friends or always agree with each other but we do have to respect each other
- That we all need to choose to respect each other both face to face and online

Areas to explore:

- Respectful behaviour
- Positive relationships
- Treat others as you would like to be treated

Ideas to facilitate learning:

- Circle time -using puppet scenarios or discussion within the format of circle time activities – sitting in a circle, opening game, rules, introduce respect/bullying, discussion using pass an object for speaking – using a scenario (discuss as a round) giving the children an opportunity to share their opinions, feelings, experiences, (depending upon the scenario), closing game.*
- Hot seating
- Role play
- Graffiti walls - (sheets of flipchart paper) to explore feelings and communication. Put a photo of someone looking upset/ annoyed in the centre of the sheet and get children to write or use post-its to answer questions like how are the person in the picture is feeling? (expand the vocabulary beyond the obvious), what are they saying? What has just happened? What will happen next? What are the consequences of this? How could they communicate how they're feeling? Trying to go beyond the usual answers of, 'they're angry, they were naughty and got told off, they're going to sulk and be sent to bed.' What if the person in the picture is experiencing bullying? Does that change your answers? Expand into some role play.
- Banter or bullying? Some children might talk about banter- define. Now talk about when banter goes a little too far and how we can ask for it to stop. Now talk about banter as bullying- if it's constant, it continues even if someone has said stop and it makes someone feel small and uncomfortable. E.g. X is rubbish at football and their best friend Y makes a joke about how X will never make the school team. X is ok with this and they have a laugh together about how X would probably kick the ball the wrong way (banter). Y repeats the joke to their friends the next day and everyone keep making jokes to Y all day. Y feels a bit picked on so they say, 'ok enough now, the joke's old now!' (banter goes a little too far). Every lunchtime Y and friends gather round X and make 'X is so bad at football...' jokes and everyone laughs. They then decide to steal X's shoes and throw them on the roof so they can't play football in the playground. They do this every day for a week (bullying). This could also be a scenario within circle time.
- Comic strip drawing scenarios of respecting others
- Poetry, poems about respect
- Stories about showing respect and compassion
- Remind children that bullying and unkindness also happens online - and asking for help is ok.

* Circle time is a very powerful way to give children a voice.

Appendix 2 Forms of Bullying

Forms of bullying - School recognises that bullying can take many forms:

Racist bullying – an incident which is perceived to be racist by the target or any other person. This can be in the form of:

- verbal abuse, name calling, racist jokes, offensive impressions
- physical threats or attacks
- wearing of provocative badges or insignia
- bringing racist leaflets, comics or magazines
- inciting others to behave in a racist way
- racist graffiti or other written insults, even against food, music, dress or customs
- refusing to co-operate in work or play.

Sexual bullying – this is generally characterised by:

- abusive name calling
- looks and comments about appearance, attractiveness, emerging puberty
- inappropriate and uninvited touching
- sexual innuendos and propositions
- pornographic material, graffiti with sexual content

Sexual orientation – this can happen even if the children are not lesbian, gay or bisexual. Just being different can be enough. This can be in the form of:

- use of homophobic language
- looks and comments about sexual orientation or appearance.

SEN or Disability – These children are often greater risk of bullying. These can be characterised by:

- Name calling
- Comments on appearance
- Comments with regard to perceived ability and achievement levels

Text bullying – this is on the increase and can involve children receiving threatening or disturbing messages from possibly anonymous callers. It is against the rules at Alexandra Primary School for any child to have a mobile phone on their person during the school day. Some children who may be walking home alone may bring a mobile to school, but it must be handed into the school office at the beginning of the day and collected at the end of the day.

Cyberbullying – this can take many forms. The following are just a few examples:

- Making fun of another user in an Internet chat room.
- Harassing a user over an instant messaging session.
- Posting derogatory messages on a user's Face book or social networking page.
- Circulating false rumours about someone on social networking websites.
- Publishing lewd comments about another person on a personal blog.
- Posting unflattering pictures, indecent images, videos and/or written messages with sexually explicit content of another user on the Web. Sexting
- Spamming another user with unwanted e-mail messages.
- Sending threatening or provocative e-mails.
- Repeatedly calling another person's mobile phone.