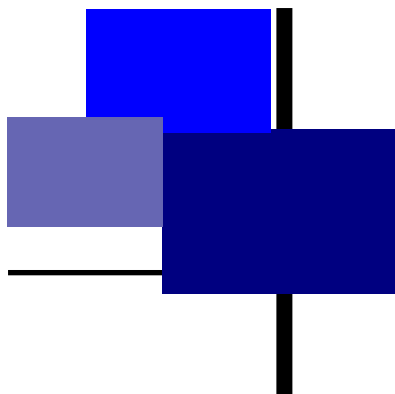




Working together to be the best that we can

Russells Hall Primary School

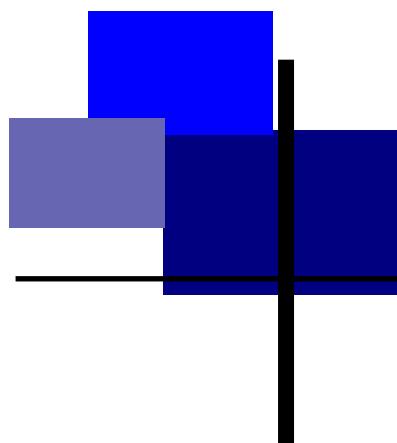
Bullying Prevention

This policy is aligned with our Behaviour Policy, Safeguarding & Child Protection Policy, E-Safety Policy, Acceptable Use Policy, Complaints Policy & Special Education Needs Policy

Head Teacher	Alison Harrison
Behaviour Lead	Alison Gray
Designated Governor	Saima Naz
Designated Safeguarding Officer	Helen Houlston
Children's Voice	Bullying Prevention Champions

January 2024

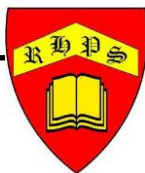




Russells Hall Primary School

Bullying Prevention

October 2022



Working together to be the best that we can be

1. Policy Statement

At Russells Hall Primary School we are committed to providing a caring, supportive and protective environment for all of our children so that they can learn and play in a relaxed and secure setting. We acknowledge that bullying does take place - it would be unrealistic to believe that it does not. However, **bullying of any kind is unacceptable and will not be tolerated** in our school. We take all incidents of bullying seriously and understand the impact that it can have on everyone involved.

As article 19 of the United Nations Convention on the Rights of the Child states:

'You have the right to be protected from being hurt and mistreated in body and mind.'

At Russells Hall we refer to these definitions of bullying:

Bullying is the repetitive, intentional hurting of one person or group by another person or group where the relationship involves an imbalance of power.
(Anti-Bullying Alliance (ABA))

Bullying behaviour is repeated, negative behaviour that is intended to make others feel upset, comfortable or unsafe. (The Diana Award)

When considering types of bullying, we refer to this further statement:

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time. (National Centre Against Bullying)

2. Purpose of the policy

The Education and Inspections Act (Section 89, 2006) states:

Maintained schools must have measures to encourage good behaviour and prevent bullying amongst pupils. These measures should be communicated to pupils, school staff and parents.

At Russells Hall, we aim to do all that we can to **prevent bullying** by raising awareness and responding promptly and effectively. We have a duty to be proactive in our approach to tackling bullying; our first response should not be at the point when a child has been bullied. **However, when bullying does occur, all children, parents and staff should have a clear and defined pathway to follow when dealing with incidents.** All members of our school community have a responsibility to recognise bullying when it occurs and should feel confident to take the appropriate actions detailed in this policy.

Safeguarding children and young people

As a school community, we are committed to safeguarding and promoting the welfare of pupils and expect all stakeholders to share this commitment. When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern under **the Children Act 1989**. As with the recording of all incidents relating to our pupils, school staff should always report their concerns to the DSL, Deputy DSLs and Behaviour Lead.

The strategies and key messages outlined in this policy link closely with our:

- School Values
- Behaviour Policy
- Special Education Needs Policy
- Safeguarding & Child Protection Policy
- E-Safety Policy
- Staff behaviour and Code of Conduct
- Acceptable Use Policy
- Complaints Policy

3. Our Core Beliefs

- Bullying in all forms is unacceptable.
- Children (and adults) bully for many different reasons.
- Sometimes children who are bullied will go on to bully others.
- A **whole school consistent** approach is essential to eliminate bullying – we are all responsible.
- All children and young people can and must be supported to learn new behaviours.
- We have a responsibility to promote the welfare of all children and young people.
- It is essential to teach our children assertiveness skills.
- A climate of trust and respect is essential to ensure children believe it is safe to tell.
- A well-developed system of reporting and responding strategies is crucial.
- All members of our school community should feel confident that they will always be listened to and that appropriate actions will be taken in order to reach satisfactory resolutions.

4. Forms of Bullying

Individuals and/or groups can be bullied in many ways. There is no hierarchy of bullying; all forms of bullying should be taken equally seriously and dealt with appropriately. However, some children and adults may be more vulnerable to bullying due to their personal circumstances. These may include any of the nine protected characteristics in the Equality Act 2010: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation. Other vulnerabilities can be appearance, health conditions, home circumstances, poverty, SEND, being Young Carers. Our school community agrees what bullying behaviour looks like and understands that bullying is often fuelled by prejudice. We are mindful that bullying is not just a playground issue; it can happen anywhere – in the classroom, in the corridor, in the cloakroom, in the toilets, the dining hall, on the way to and from school or online.

Bullying behaviour can be:

- **Physical** - pushing, poking, kicking, hitting, biting, slapping, pinching etc.
- **Verbal** - name calling, insulting, spreading rumours, threats, teasing, belittling.

- **Racial** - both physical and psychological hurtful behaviour that marginalises and excludes a person because of their colour, ethnicity, faith community, national origin or nation status.
- **Sexual** - unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- **Online /cyber** –name calling, insulting, threatening, sending or posting deliberately hurtful comments to/about others using technology and social networking sites
- **Disablist** - marginalising due to real or perceived special educational needs and/or disabilities.
- **Emotional** – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- **Online Bullying** - name calling, insulting, and deliberately hurtful remarks made to others using technology and social networking sites.

5. Signs and Symptoms of Bullying

Bullying behaviour is prevalent amongst young people and is a serious concern for pupils, schools and parents. Research shows that if not dealt with effectively, it can have long-term negative consequences on health and well-being (Wolke & Lereya, 2015). A poll conducted by The Diana Award in 2019, showed that over half (57%) of young people have experienced bullying behaviour at some point in their school lives, with 74% having witnessed bullying behaviour. Those who have experienced bullying are more likely to:

- Face barriers to learning
- Regularly miss school
- Be excluded
- Place strain on families/carers
- Self harm and experience depression
- Have impaired wellbeing

Children who are bullied or witness bullying behaviour may not always be prepared to speak out. A child may indicate by signs or behaviour that he or she is being bullied. However, these signs and behaviours are not often the typical signs of sadness and worry that we may expect. Bullying can affect pupils in many ways; and may indicate problems other than bullying, but all adults in our school community should be aware of these possible signs. See Appendix 1 for a list of key stress indicators.

6. Responsibilities & Expectations

All staff must:

- Foster in our pupils self-confidence, self-esteem, self-respect and respect for others.
- Model the high standards of personal and social behaviour that we expect to see.
- Be aware of the procedures and expectations laid out in this policy.
- Ensure all children know **what to do** and **what not to do** if they are being bullied.
- Ensure all children know **what to do** and **what not to do** if a classmate is being bullied.
- Routinely discuss bullying with all classes to ensure that pupils learn to recognise bullying behaviour and the impact this can have on the child being bullied.

- Be alert to physical, emotional and behavioural indicators of bullying.
- Listen to children who have been bullied, take what they have been told seriously, record their concerns on CPOMS and act to protect and support.
- Follow up all complaints by a child or parent about bullying by alerting a member of the school leadership team, who will decide upon the course of action to be taken.

The Senior Leadership Team must:

- Ensure that all staff implement our school anti-bullying strategies and are aware of the procedures in this policy.
- Routinely plan learning opportunities to discuss and highlight key issues around bullying through regular assemblies, PSHE, focused weeks, and our ongoing curriculum work.
- Regularly review the need for any staff training.
- Respond promptly, impartially and effectively to all incidents of bullying; all those involved will have the opportunity to be heard.
- Carry out initial investigations by talking and listening to the target of the bullying behaviour, along with any witnesses, making sure that children feel safe to talk.
- Present information gathered through any investigation to all parties involved; clarify the nature of the problems and ensure possible solutions are agreed.
- After careful review with the headteacher, decide upon sanctions which are proportionate to the incident (possible sanctions: loss of playtimes, withdrawal from favoured activities, exclusion during lunchtimes, or even fixed term exclusion from).
- Record details of any investigation and outcomes on CPOMS.
- Communicate to all parents the outcome of any investigation.
- After thorough investigation, decide if an incident needs to be addressed as a child protection concern and contact any agencies who need to be involved.
- Use behaviour data (CPOMS) to assess the impact of our anti-bullying strategies.
- Report to the governing body about the effectiveness of our anti-bullying practices.
- Commit to reviewing our policy and practices with our school community on an annual basis during Anti-Bullying Week.

7. Pupil Expectations

We expect pupils to follow our rules of **Ready, Respectful, Safe** and to refrain from becoming involved in any kind of bullying. However, we know that there will be instances of bullying, so have created a clear set of procedures that we want our children to follow. We routinely teach pupils to recognise bullying behaviour and how that might make them feel. They learn that they have the right not to be bullied at school and that they are never to blame if they are the target of bullying behaviour. We aim to create an ethos in which our children have the courage to speak out **for themselves** and **for others**.

For children who feel they are the target of bullying behaviour, we encourage our pupils to:

- 🚦 Ask the other child/children to stop if they feel that they can
- 🚦 Walk away
- 🚦 Always tell someone; this could be a friend, a teacher or adult in school who you trust

For children who feel they are the target of bullying behaviour, we encourage our pupils to not:

- ✚ Do what they say
- ✚ Get angry
- ✚ Hit them
- ✚ Show them that they are upset
- ✚ Keep it to themselves
- ✚ Think it's their fault

For children who witness a child being the target of bullying behaviour, we expect them to:

- ✚ Be a good friend; never ignore what they have seen or remain silent
- ✚ Avoid getting directly involved
- ✚ Tell an adult what they have seen or heard **immediately**

8. Prevention

We want our pupils to have a secure understanding of the nature of bullying and the powerful impact that it can have on an individual or group of children. Our pupils need to know that bullying in any form is not acceptable in our school and that it is **always acceptable to tell and that we want them to tell.**

We teach our children to remember the rules of **S.T.O.P (Several Times On Purpose)** and to recognise that bullying is any deliberately hurtful behaviour that causes pain, upset or worry that happens over and over again. These rules are visible in every classroom and around school on our Bullying Prevention Blueprint (see Appendix 2). Using ideas from pupils across school, our Bullying Prevention Champions have written our anti-bullying pledge to show our agreed commitment to create an ethos where bullying is not tolerated in any form (see Appendix 3). We are committed to regularly addressing issues around bullying behaviour and work hard to create an anti-bullying culture where prejudice and hatred is not accepted. through a range of proactive strategies:

- ✚ Consistent reinforcement of our school rules: **Ready, Respectful, Safe**
- ✚ Modelling whole school visible consistencies and expectations for behaviour.
- ✚ Sincerely recognising, valuing and rewarding exceptional behaviour.
- ✚ Recognition awards for those children displaying our school values including:
Respect, Understanding, Success, Sincerity, Excellence, Love,
Loyalty, Strength, Hope, Ambition, Learning, Leadership,
- ✚ Delivery of an inclusive curriculum that reflects the diversity of our pupils.
- ✚ Use of stories to enhance social and emotional skills and learning (see Appendix 4).
- ✚ Regular planned activities, assemblies and lessons focused on safer internet use.
- ✚ A comprehensive RHE curriculum as part of the whole school Personal, Social, Health and Economic Education (PSHE) curriculum.
- ✚ Visiting groups that highlight issues around bullying behaviour.
- ✚ Never ignoring students who are failing to meet expectations.
- ✚ Vigilant supervision in all areas of the school environment.
- ✚ SLT presence around school and the playground throughout the day.

- ✚ Introducing playground improvements and initiatives.
(OPAL, Kidscape Bullying Prevention Champions).
- ✚ Commitment to anti-bullying week each academic year.
- ✚ Engaging in anti-bullying days (Cool to be Kind Day, Odd Socks, Friendship Friday)
- ✚ A whole school anti-bullying pledge and commitment written by pupils.
- ✚ Routine use of pupil surveys (see Appendix 5 for our 2023 Survey).
- ✚ Good parental communication with parents aware of pathways and procedures.
- ✚ Providing staff with regular anti-bullying updates and training.
- ✚ Daily review of all behaviour incidents on CPOMS by Lead DSL, Deputy DSLs, Behaviour Lead and Phase Leaders.
- ✚ Analysis of CPOMS reports that are shared with governors.

9. Supporting Children

For all children involved in any bullying incident the following provision will be made:

- ✚ Environmental changes; classroom seating/organisation
- ✚ Key friendship groups to be identified and asked for extra support.
- ✚ Pupils will be made aware of the importance of immediate reporting of any future incidents.
- ✚ Routine monitoring of all children involved by all staff; children to be observed at break times, lunchtimes and in the classroom. Follow-up observations to be recorded.
- ✚ Where parents have been involved, follow-up calls/meetings to share updates.
- ✚ Identification of any particular need a child may have with social skills, friendships, language skills and assertiveness.

Supporting Children with SEND

Young people with SEND are more likely to be bullied for the following reasons:

- ✚ Academic difficulties
- ✚ Low self-esteem and anxiety with tendencies to internalise problems
- ✚ Differences in physical attributes
- ✚ Language and communication difficulties
- ✚ Inappropriate social behaviour
- ✚ Absence/regular late arrival/withdrawal from lessons

It is vital that when dealing with incidents of bullying involving children with SEND, that we use the Social Model of thinking rather than the Medical Model. The social model is outcome based, where all children are valued. It helps to nurture relationships, anticipates barriers and develops solutions. In practical terms, this means that the school will spend time with the child with SEND who has been bullied, set up restorative meetings with the young people involved so that they better understand the impact of their actions. It may also mean discussion with a class to share information about medical conditions where appropriate so that children better understand. The child with SEND leads the decisions made about the situation and the pupils who are bullying understand why their actions are wrong.

10. Role of Parents

Parents have a crucial role to play in our anti-bullying policy. We ask that parents:

- ✚ Take an active supporting role in their child's education; always enquire how their day has gone, who they have spent time with, etc.
- ✚ Support and actively encourage their child to follow our school rules: Ready, Respectful, Safe.
- ✚ Look out for changes in behaviour or unusual behaviour – for example, feeling poorly regularly or not wishing to go to school (see Appendix 1 for a list of key stress indicators).
- ✚ Inform school **immediately** if their child has been the target of bullying. Parents can inform school via email: tellus@russells.dudley.sch.uk; by speaking directly to teachers, contacting the office or by speaking to a member of SLT who are on the school gates at the start and end of the day.
- ✚ Leave it to school to investigate any concerns; avoid approaching the parents of a child that you believe to have been involved in bullying behaviour.
- ✚ Reassure their child that it is not their fault that they are being bullied.

11. Talking to Teachers About Bullying

- ✚ Try to stay calm – please remember the teacher may have no idea that your child is being bullied or may have heard conflicting reports.
- ✚ Be as specific as possible about what your child says has happened – makes notes with dates, times, places and the names of all children and witnesses involved. Include detail as to what has happened and how often it has happened.
- ✚ Make a note for your records of the action that school intends to take.
- ✚ Ask if there is anything you can do to help your child or the school.
- ✚ Keep in touch with school – let us know if things improve as well as problems.
- ✚ However, if you are unhappy with how school has attempted to resolve any incidents of bullying, you may want to read our Complaints Policy to see your next steps. This is available on our school website via the link below.

<https://primarysite-prod-sorted.s3.amazonaws.com/russells-hall-primary-school/UploadedDocument/a1c31d16b24a44ea9b815bcf3abc6251/school-complaints-policy-2020-2021.pdf>

12. Monitoring and Review

This policy is applicable to our entire school community. If it is to be effective, everyone must use it with confidence and consistency. The Headteacher, Behaviour Lead and Designated Safeguarding Leads will monitor the implementation of this policy.

The overall effectiveness of this policy is reviewed every academic year.

13. Supporting Organisations/Documents

- + Anti-Bullying Alliance (ABA): <https://www.anti-bullyingalliance.org.uk/>
- + Bullying UK: <https://www.bullying.co.uk/general-advice/>
- + Equality and Human Rights Commission – Dealing with Prejudice Based Bullying
<https://www.equalityhumanrights.com/en/advice-and-guidance/how-can-we-stop-prejudice-based-bullying-schools>
- + Equality and Human Rights Commission – Dealing with Discriminatory Bullying
https://www.equalityhumanrights.com/sites/default/files/tips_for_tackling_discriminatory_bullying.pdf
- + Childline: <https://www.childline.org.uk/>
- + DfE: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- + Family Lives: <https://www.familylives.org.uk/>
- + Kick it Out: <https://www.kickitout.org/>
- + Kidscape: <https://www.kidscape.org.uk/>
- + NSPCC: <https://www.nspcc.org.uk/keeping-children-safe/>
- + PSHE Association: <https://www.pshe-association.org.uk/>
- + The Diana Award: <https://diana-award.org.uk/>
- + Young Minds: <https://youngminds.org.uk/>
- + Think U Know: <https://www.thinkuknow.co.uk/>
- + UK Safer Internet Centre: <https://www.saferinternet.org.uk/>
- + Approaches to preventing and tackling bullying Case studies June 2018
Cooper Gibson Research
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/715359/Approaches_to_preventing_and_tackling_bullying -
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Appendix 1

Key Stress Indicators

Physical

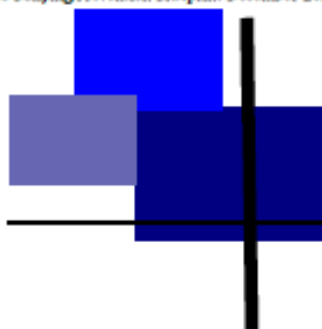
Unexplained bruises, scratches or cuts, belongings frequently going missing, damaged clothes, loss of appetite, starving on return from school, feeling ill before school, nail biting, forgetfulness, non-specific pains, stomach aches, headaches, bedwetting, restlessness, nightmares, disturbed sleep

Emotional

Loss of interest in school, withdrawn, secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, more nervous and jumpy, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression

Behavioural

Avoidance, asking to be taken to school, refusing to come to school, wanting to come home for lunch, taking longer to get home, asking for money, wanting to use different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, acting out, treating siblings differently, concentration levels altered, performing poorly in school work.



Bullying Prevention

This is how we do it here...

Working together to be the best that we can be

At Russells Hall Primary School we are committed to providing a caring, supportive and protective environment for all of our children so that they can learn and play in a relaxed and secure setting. We acknowledge that bullying does take place from time to time - it would be unrealistic to believe that it does not. However, bullying of any kind is unacceptable and will not be tolerated in our school. Nobody deserves to be bullied; we take all incidents of bullying seriously and understand the impact that it can have on everyone involved.



S.T.O.P

(Several Times on Purpose)



Remember, bullying is any deliberately hurtful behaviour that causes pain, upset or worry that happens over and over and over again. Bullying can take place anywhere: in classrooms, corridors, toilets, the dining hall or the playground. It can happen online and may even happen on the way to and from school. At Russells Hall, anyone who knows that bullying is happening is expected to do the right thing to help by telling an adult.

We all have a part to play in tackling bullying.

ALWAYS REMEMBER THAT IT IS OK TO TELL

How will I know if it's BULLYING?

You might feel physically hurt, frightened or upset by this behaviour.

Bullying can be:

Emotional: hurting your feelings or leaving you out of games

Physical: punching, kicking, spitting, hitting, pushing or threatening you

Verbal: being teased and called names

Racist: calling people names and being unkind because of the colour of their skin

Cyber: saying unkind things by text, email and on social networking sites.

Several
Times
On
Purpose



What should I do if I'm being bullied?

DON'T

- ⇒ Do what they say
- ⇒ Get angry
- ⇒ Show them that you're upset
- ⇒ Hit them
- ⇒ Think it's your fault
- ⇒ Keep it to yourself

DO

- ⇒ Ask them to STOP if you feel that you can
- ⇒ Walk away
- ⇒ **TELL SOMEONE**

Who can I tell?

- ⇒ A friend
- ⇒ A teacher
- ⇒ Lunchtime staff
- ⇒ Parents/carers

What should I do if I see someone being bullied?

- 1) Tell an adult IMMEDIATELY
- 2) Avoid getting involved - you might end up getting hurt.
- 3) Don't stay silent or ignore what you have seen.



What will happen next?

Teachers will get involved and help you solve problems. They will deal with bullies using the sanctions set out in our Bullying Prevention Policy. They will also talk to your teachers, your parents and your friends.



Our Pupil Pledge

We make a commitment to always
take a stand against bullying.
We will treat other children with
KINDNESS, RESPECT AND LOVE,
always helping children who need
a friend. We will always speak up
and have the courage to not be a
bystander. We are all responsible for
helping others and to report bullying.
We pledge to show compassion,
to make people happy and never
be a bully!

STOP BULLYING NOW

Appendix 4

Suggested Reading Resources



This picture book shows how a group of friends can stand together to stop bullying. It accurately reflects how sad and lonely a child can feel who is being bullied.



The book explains what respect means and shows a child the different ways respect can be shown and received. It also explains how negative it is when you are not respected or do not respect other people.



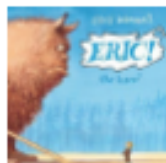
The story would be a good starting point for a discussion on self-esteem and persistence, or the positive side of being different. It also has an anti-bullying/acceptance message.



This brilliant new picture book follows the story of little Worrysaurus who goes on an adventure, but on his way, his head starts to worry about what might go wrong and the worry butterfly inside him starts to grow bigger and bigger. The Worrysaurus must channel his inner thoughts with the help of his mum's soothing words to let go of his fears and feel happy in the moment.



A simple, funny story which ends with a clear message: no-one is perfect and you should take a close look at yourself before teasing others!



Any child who sometimes feels less intelligent, less capable and less successful than others will be heartened by the story of Eric, who isn't much good at anything but turns out to be a hero.



One day, adventurous Mouse sets off to find the moon with his Marvellous Moon Map, leaving his worried friend Bear behind. But as the Woods get darker, and the weather gets worse, Mouse soon realizes that he needs more than just the Moon Map to find his way . . . An emotional tale of true friendship.



When Charlie is verbally bullied by his team mate, he thinks about quitting football all together. Luckily, with some help from a friend, Charlie learns what to do to get help when he is being bullied.



A good starting point to introduce the subject of bullying and why it happens. It may encourage children to explore the feelings of the bully as well as the victim.



This story shows how one child copes with his own differences, and other people's reactions to them. The reader will find comfort in Auggie's imaginative tactics, and his positivity about being able to change the way others see him.



Willy is a gentle kind of chimp but also a target for a group of bullies, who have nicknamed him 'Willy the Wimp'. One day Willy notices an advert in his comic and pursues it to start bodybuilding. Soon the changes he makes to his appearance gives him the confidence to stand up to the bullies.



This is a great choice of book for exploring the topic of cyberbullying with young children. Billy the Goat and his friend Cyril are playing with a phone when they decide to send mean messages to the troll living under the bridge. Soon the two friends discover that their online actions have had a big impact on troll's feelings.



Elmer the Elephant knows what it feels like to be different! When Elmer notices that there are suddenly no birds around anymore, he begins to wonder what is happening. When he finds them in a cave hiding from a fierce bully, Elmer sets about to help the birds stand up to the bullying.



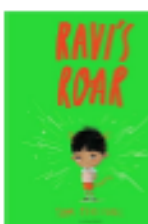
Leonard the lion, who is gentle and kind, is different to the other lions he meets. He likes to talk about poetry and philosophy with his like-minded friend Marianne the duck. When Leonard encounters a group of bullies in the park, they threaten to chomp Marianne before turning on Leonard for not being fierce enough. Leonard and Marianne work together to communicate to the bullies that there is more than one way to be a lion.



Everyone loves Goldilocks' hilarious online videos, but in her quest to get more likes, more laughs and more hits, she tries something a little more daring: stealing porridge #pipinghot, breaking chairs #fun, and using someone else's bed #sleep. What will Daddy Bear do when he sees that online?



What does it mean to be kind? When Tanisha spills grape juice all over her new dress, her classmate contemplates how to make her feel better and what it means to be kind. From asking the new girl to play to standing up for someone being bullied, this moving and thoughtful story explores what a child can do to be kind.



Most of the time Ravi can control his temper but, one day, he lets out the tiger within. Being a tiger is great fun at first - tigers can do ANYTHING they want! But who wants to play with a growling, roaring, noisy, wild tiger who won't share or play nicely? Ravi is about to discover something very important about



A great book to help children grasp the idea that we all see life from a different perspective. It contains two stories – 'The Strange Beast' and 'The Terrible Beast'. The child in the story assumes she knows what the animal wants – but never asks.



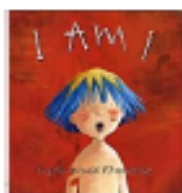
A Key Stage 1 resource to explore inclusion and acceptance. It is easy to feel left out or excluded in the playground. Duck wants to join a club and his application is denied. He sets up a new club where all are welcome.



A simple story that encourages positive behaviour as children see how rewarding it is to express daily kindness, appreciation, and love. Bucket filling and dipping are effective metaphors for understanding the effects of our actions and words on the wellbeing of others and ourselves. Can be used in KS1 & KS2.



Imagine a world where everyone is kind-how can we make that come true? With gorgeous pictures this timely, inspiring picture book presents the many ways children can be kind, from sharing their toys and games to helping those from other countries feel welcome.



'I Am I' is a memorable and stimulating text on the power of words. This is an excellent text for exploring getting along in the classroom, the playground and at home. A resource that can be used in the classroom to challenge children to think about the ways in which people can hurt others with words



This is an endearing and inspiring picture book, written with wit and wisdom and wonderfully illustrated. Beautifully produced it carries within it a gently empowering message about the amazing things that they can do.



'There's only one you in this great big world. Make it a better place...' This beautiful little book is full of simple yet powerful wisdom relevant for us all. Our favourite lines include 'know when to speak and when to listen.' 'If you take a wrong turn circle back' and as well as the core line 'There's only one you.'



The skin I'm in is just a covering. It cannot tell my story. The skin I'm in is just a covering. If you want to know who I am, you have got to come inside and open your heart way wide. Celebrating all that makes us unique and different, Skin Again offers new ways to talk about race and identity.



Kindness matters! Especially to ourselves. We talk to children a lot about how to be friends to others, but not much about how to be friends with themselves. Yet self-acceptance and positive self-talk help them build emotional resilience,



A shorter version in picture book format and also a longer text for older children. Imagine if how you were feeling made your hair change colour: Anger? Red hair. Jealous? Green hair. Excited? Purple hair. Content? Yellow hair. Lucy's hair does that very thing!! One day she wakes up and her hair is dark blue. A new colour...?! She's never known this colour before; never felt this colour before so she doesn't know how to explain it. Lucy explores the feeling more in her diary and wants to share this with people so they know they're not alone.



The Invisible is the story of a young girl and her family. They don't have much, but they have what they need to get by. Until one day, there isn't enough money to pay their rent and bills and they have to leave their home full of happy memories. It is the story of a girl who goes on to make one of the hardest things anyone can ever make...a difference. A story of those who are overlooked in our society - who are made to feel invisible - and



A small boy creates a shelter for his sadness, a safe space where Sadness is welcome, where it can curl up small, or be as big as it can be, where it can be noisy or quiet, or anything in between. The boy can visit the shelter whenever he needs to and the two of them will cry and talk or just sit, saying nothing. A poignant and heart-warming picture book exploring the importance of making space and time for our own griefs, small or large, sensitively visualized with David Litchfield's stunning illustration.



Mouze has a plan for every emergency. He knows how to survive a fall from a plane, what to do in quicksand, and how to bewilder a charging bull. But nothing - *nothing* - could be prepared for Marv Hammerman. Marv Hammerman, Neanderthal man, is twice as big as anyone else in the class, and when he is out to get someone, he usually succeeds. A timeless, poignant and funny story about bullying.



Despite his Mum's insistence, Sam doesn't want to be friends with Davey. One day Davey saves Sam's life and a bond is formed between them. Sam is still embarrassed to be seen with Davey, but little by little he has to admit, Davey is a lot of fun. But then something terrible happens to Davey...Told in verse, in first person, this is the touching story of an extraordinary friendship, that changes two boys lives for ever. An uplifting tale that truly sings out.



Born with a facial abnormality, Auggie has been home-schooled by his parents his whole life. Now, for the first time, he's being sent to a real school - and he's dreading it. All he wants is to be accepted - but can he convince his new classmates that he's just like them, underneath it all?



Told from the perspective of a bully, this book explores themes of bullying and homelessness, while celebrating kindness, friendship and the potential everyone has to change for the good.



A brilliantly imaginative story about a boy and his attempts to stop warring tribes of teeny tiny people. A focus on friendship, looking deeper and more carefully at what's around you. It's exciting and funny and has themes of friendship, overcoming challenges and paying attention to the small things.

Appendix 5
Pupil Survey Results 2024
An overview of responses received from the December 2024 Pupil Survey

Teachers and other adults help me to feel safe in the playground.

[More Details](#)



Do you know what to do when things go wrong with friends and classmates?

[More Details](#)

[Insights](#)



We are taught what to do if we feel we are being bullied?

[More Details](#)

[Insights](#)



At our school, we are taught to value and respect one another.

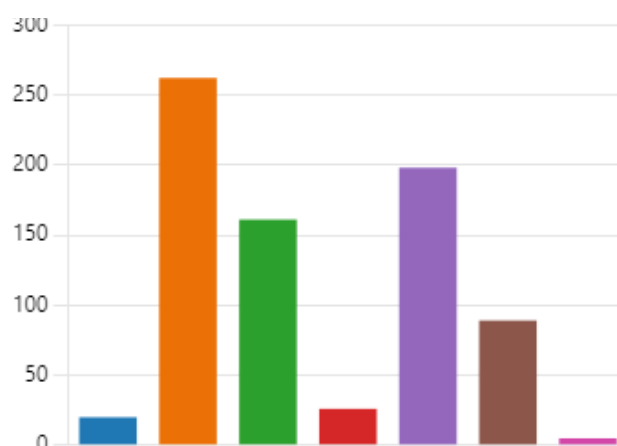
[More Details](#)

[Insights](#)



You hear a group of children calling a child names. What could you do?
You can tick several choices.

● Ignore what you you heard	20
● Tell an adult what you heard	262
● Ask the child if they need a friend	161
● Shout at the children being unki...	26
● Ask the children to stop	198
● Speak to the child the next time...	89
● Hit out at the children who are c...	5



What is bullying? Write a sentence to explain your thoughts.

Pupil responses:

When someone repeatedly does an unkind or disrespectful action

When someone keeps doing something bad and you ask them to stop but they carry on.

Bullying is when a person calls someone names for an example and they do it every single day for a long period of time

Bullying is group of people or even just one person teasing or making fun of someone whether it be verbally or physically but they dont do it once they do over and over again.(repetively)

Bullying is the ongoing tormenting unkindness from a person or a group of people bullying another person or group of people and it goes on for days,weeks and possibly months.