



Anti-Bullying
Stanford Junior and Infant School
Newsletter – November 2022

Stanford School Anti-Bullying Week – 14th – 20th November

As a school, it is very important to us that all of our children feel safe and secure. Each year, we take part in the Anti-Bullying Alliance 'Anti-Bullying Week' and complete lots of different activities and assemblies where we reinforce the messages about how our school approaches bullying.



This includes knowing what steps to take if someone is being bullied, ensuring our pupils know what to do if they are being bullied, how to deal with anyone who bullies and that everyone should take bullying seriously because of the long-term impact it can have on friendships, self-esteem as well as emotional and mental health and wellbeing.



We kickstarted Anti-Bullying Week with 'Odd Socks Day' on Monday 14th November. Children and staff proudly wore their odd socks to raise awareness of our differences and to celebrate that everyone is unique.

What is Bullying?

Bullying is defined as deliberately hurtful behaviour by an individual or a group of individuals, repeated over a period of time, where it is difficult for those being bullied to defend themselves.

The three main types of bullying are:

- Physical (hitting, kicking, theft)
- Verbal (name calling, racist remarks or comments which relate to any personal characteristics including gender and ethnicity)
- Indirect (spreading rumours, excluding someone from social groups, or increasingly via 'cyber' bullying through new and emerging technology).

At Stanford School, children are encouraged to report bullying in school to a trusted adult.

Why is it important to report Bullying?

No one deserves to be a victim of bullying.

Everybody has the right to be treated with respect.

Children who are bullying need to learn different ways of behaving. Schools and parents have a responsibility to respond promptly and effectively to issues of bullying.

At a recent Pupil Voice meeting, pupils expressed that they feel safe in school and they know who to talk to if they are upset or struggling.

Aims

At Stanford School we aim to:

- Promote a secure and happy environment, free from threat, harassment and any type of bullying behaviour.
- Ensure all teaching and non-teaching staff, pupils and parents have an understanding of what bullying is.
- Inform children and parents of the school's expectations and to foster a productive partnership, which helps maintain a bully-free environment.
 - Identify and deal with incidents of bullying consistently and effectively.
 - Promote a zero tolerance approach towards incidents of bullying.

Signs of Bullying

A child may indicate by signs or behaviour that he or she is being bullied.

Adults should be aware of these possible signs and discuss with a child/school if they have any concerns.

- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens self-harm
- cries themselves to sleep at night or has nightmares/bedwetting
- regularly feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions go "missing"
- has unexplained cuts or bruises
- becomes unreasonable when dealing with school issues
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above

Bullying Temperature Check

GREEN

My child seems happy and content. They like to go to school and have good relationships with other children and staff. While they have the occasional situation where others say or do unkind things to them, or they have said or done unkind things to others, they have been able to resolve the situation (including saying sorry if they have hurt someone else).



AMBER

My child is sometimes sad and can be reluctant to go to school. While they mention one or two friends they seem to have regular fall outs with other children and have mentioned a number of situations where children have said or done unkind things to them, or they have said or done unkind things to other children. They seem unsure how to resolve these situations and I am not sure they are receiving enough help.



RED

My child is often sad or upset and does not like school or their usual activities. They do not seem to have friends and I am concerned that other children often say or do unkind things to them. They urgently need help to resolve the situation and to enjoy their school and social life.



These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

The Diana Award

At Stanford School, we are working towards achieving our respect badge with our Anti Bullying Ambassadors. Our respect badge will champion diversity and inclusion or promote equal rights. This badge will be the first of many to show our commitments to anti-bullying.



The Anti-Bullying team are currently working towards their Respect badge and well-being badge. The Well-being campaign encourages positive wellbeing and provides peer support for others.

Behaviour Ambassadors

Behaviour Ambassadors at Stanford School take a pride in spotting the amazing behaviours of our pupils in and around school! They look out each day for amazing manners and behaviours to their learning. Each day two new behaviour ambassadors are chosen. We have updated our Ambassador badges from Stickers and badges to Lanyards! The pupils love wearing these with pride for the day, showing all staff and pupils their important role. Each week, the behaviour ambassadors are shared and celebrated in our Celebration Assembly!



Worry Box

We use Worry Boxes within our classrooms for pupils to use if they have a worry or concern they do not feel comfortable talking about. Our staff members will check the worry box daily and speak to pupils to offer support and advice.

One pupil stated that "All classes agreed that they like to use the worry box when they don't want to speak to an adult in person".

PCSO visit

Year 6 pupils had a visit from a local PCSO officer to talk to them about knife crime.

"Taking a knife out can lead to more serious."

"It was interesting because I was not aware that this happened."

The pupils are now aware of the dangers of carrying knives and the importance of staying safe.

Nurture groups

Small nurture groups have been taking place at Stanford school. The pupils have been supported mentally, physically and emotionally to support their health and wellbeing.

Some pupils who attend the nurture groups explained that the activities they do in nurture has helped them to understand their feeling and emotions through card games and puppet shows. One pupil said "we look at what makes us happy and sad as well as talk about our problems".



PSHE
Association

PSHE Association

The PSHE Association supports educators to deliver an enriching PSHE curriculum for all children. Pupils are given the opportunity to foster lifelong skills and values to support critical issues they face every day such as friendships and change.

Further Information and Support for Parents/Carers

Anti-Bullying Alliance <http://www.anti-bullyingalliance.org.uk/parenttool>

Family Lives <http://www.familylives.org.uk/>

Young Minds <http://www.youngminds.org.uk/>

ChildNet <http://www.childnet.com/>

Kidscape <http://www.kidscape.org.uk/>

YOUNGMINDS

family
lives

ANTI-BULLYING
ALLIANCE

Advice and Support – Encourage children to be Anti-Bullying Ambassadors

Be kind and respectful to others: parents/carers and school staff play a vital role in modelling positive relationships. Children are always watching and learning. It's important to talk kindly about other people and support children to be kind and respectful to others, challenge behaviour that is hurtful or offensive and show children how to treat others who may be seen as 'different', lonely or isolated.

Recognise and stand up to injustice: help children to understand that throughout history people have not always been treated with kindness and respect. Support children (in an age appropriate way) to understand prejudice and inequality. There are many good books and resources available on these issues. Make these discussions part of everyday life. Talk about how they would respond if they were targeted in this way or witnessed behaviour or language that targeted difference and what actions they could take. Be clear that it is never okay for a child to experience prejudice.

Understand true friendship: teach children the qualities of a true friendship such as kindness, respect, boundaries, laughter, forgiveness, and trust. This will help children recognise if others are being unkind or manipulative towards them. Encourage children to be open to friendship rather than insisting on one best friend.

Grow in confidence: some children are naturally more confident than others, others are quieter, and are happy with their own company or the company of a small group of friends. If a child is unhappy and wants help to grow in confidence then talk to the school to see what support they can give (e.g. a buddy or peer mentor system) and consider activities and groups outside of school that might help children grow in confidence (e.g. sports, Scouts and Girl Guides, arts and drama, martial arts, volunteering).

Role play together how to handle difficult situations: it is unfortunately likely that children will experience name calling, get into arguments and may even be involved in physical fights. Role play the different options they have in these situations, what they could say/do and who else could help.

Establish physical boundaries: help children to understand that their body belongs to them, and that everyone has their own physical boundaries. This means it is not okay to be rough with other people, or to touch, hug or grab them without their consent. It is never okay for someone to physically hurt someone else and children need our help and guidance to learn to give people personal space.

Make sure children know who else can help: there may be times, particularly as children grow older, where they do not always tell you what is on their mind. This could be because they are worried about how you might react, or they do not want to upset or worry you. Help them think about other people in their lives who they can talk to. This could be a friend, a family member, a teacher at school or another adult they know and trust.

ELSA

To further build our wellbeing support in school, our learning mentor - Mrs Jones, has completed her ELSA. ELSA support is highly valuable in supporting the social, emotional and mental health challenges within school. We recognise that children learn better and are happier when their emotional needs are addressed.



One of the Nurture sessions Mrs Jones delivers is Emotional Literacy. Emotional Literacy is the ability to express our feelings and emotions using speech and other forms of communication.