



Anti-Bullying Week

@ Walter Infant School and Nursery
2022

[Anti-Bullying Week 2022: Reach Out \(anti-bullyingalliance.org.uk\)](https://anti-bullyingalliance.org.uk)



(188) Identity-based bullying and how to tackle it – YouTube



**Helping schools to
identify and prevent
all forms of bullying**



Anti-Bullying Week

Our call to action:

- **Bullying affects millions of lives and can leave us feeling hopeless. But it doesn't have to be this way. If we challenge it, we can change it. And it starts by reaching out.**
- **Whether it's in school, at home, in the community or online, let's reach out and show each other the support we need. Reach out to someone you trust if you need to talk. Reach out to someone you know is being bullied. Reach out and consider a new approach.**
- **And it doesn't stop with young people. From teachers to parents and influencers to politicians, we all have a responsibility to help each other reach out. Together, let's be the change we want to see. Reflect on our own behaviour, set positive examples and create kinder communities.**
- **It takes courage, but it can change lives. So, this Anti-Bullying Week, let's come together and reach out to stop bullying.**



At Walter Infant School and Nursery our children learn what bullying behaviour is:

The ABA's definition is:

*“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”* <https://youtu.be/U8iX-rstY9I>



4 Key Elements

There are four key elements to this definition:

hurtful

repetition

power imbalance

intentional



Anti-Bullying and Discriminatory Policy Framework

- We are a Therapeutic School, but we still have bullying here! Last year we recorded 4 incidents of bullying in school.
- Walter Infant School and Nursery is a caring community; our school values are respect, honesty, kindness, empathy and resilience. Our school behaviour policy is designed to support this ethos. It aims to promote an environment where everyone feels happy, safe and secure, and able to give their best.
- All forms of bullying and discrimination are unacceptable and will not be tolerated. We define bullying as the repeated and deliberate action by an individual or a group that is an attempt to control or have power over an individual. A conflict between two equals is not necessarily considered bullying.



The school does not typically interpret these situations as bullying:

- Naturally boisterous behaviour
- The tendency to boss other children around or tell them what to do unless it is repeated and intended to cause harm
- In any social environment there will be times when there are disagreements, when relationships become strained, or conflicts arise; this can lead on to bullying.



Bullying can be:

- Physical: hitting, kicking, taking belongings
- Verbal: name calling, insulting, making offensive remarks
- Indirect: spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours.



- Bullying may include discrimination, harassment and victimisation and may be associated with race, disability, Special Educational Needs, sex, religion or belief, sexual orientation, or other vulnerable groups.

We recognise that bullying behaviour can be:

- Child to child
- Children to child
- Adult to child
- Adults to child
- Adult to adult
- Adults to adult



What children say should happen in school!

[What do pupils tell us about effective responses? | Anti-Bullying Alliance](#)

<https://youtu.be/pzKXRuKNd8Q>

3 Step Approach

Our bullying response model



Step 1

Step 1: Secure the safety of those involved

The first step is to make sure everyone is safe. Have people been physically and/or emotionally hurt by the bullying? Are children safe in school? Some key things to consider:

- Think about safeguarding issues - follow your safeguarding policies and bullying policy
- Is anyone in immediate danger?
- Use reporting and recording systems
- Assure pupils that you have taken their report seriously and immediate action will be taken

Step 2

Step 2: Stop the behaviour reoccurring

This step is about ensuring that the behaviour for the group will not continue. This is where the ability to see bullying as a group behaviour will help, and you can use strategies to intervene such as restorative approaches, sanctions and group work to develop empathy. This process will include:

- Use group roles to identify those involved
- Make it clear that the behaviour needs to stop
- Work with the group in the most effective way to stop the behaviour reoccurring and set up agreements amongst the pupils involved about the way forward
- Keep a note of all actions

Step 3

Step 3: Whole school learning

This is an important step as it allows us to reflect upon the schools' approach and if there's anything we can do to prevent a similar situation in the future.

Spend some time reflecting on the incidents. Ask yourselves:

- What has this incident taught us?
- Does this show us that we have any issues in school? E.g. do you have an issue with language in school or an area within the school which needs more adult supervision
- Do staff need any training?
- Does the school policy need to be refreshed?
- What needs to happen / who do you need to speak to to make this happen? By when and how?

We aim to...

- To empower our children to celebrate what makes them, and others, unique
- To help our children understand how important it is that every child feels valued and included in school, able to be themselves, without fear of bullying
- To encourage parents and carers to work with our school and talk to their children about bullying, difference and equality
- To enable our staff to celebrate what makes us 'all different, all equal' and celebrate difference and equality. Encouraging them to take individual and collective action to prevent bullying, creating safe environments where children can be themselves.
- In order to meet these aims we....



Aim 1: To empower our children to celebrate what makes them, and others, unique

It is not our
differences
that divide us.
It's our inability to Recognize,
accept, and celebrate
those differences.
Audre Lorde.



Aim 2: To help our children understand how important it is that every child feels valued and included in school, able to be themselves, without fear of bullying

Ingredients to make a ... ?



The cake is like our school ~ all the better for all the different ingredients that make it.



Aim 3: To encourage parents and carers to work with our school and talk to their children about bullying, difference and equality

Parents will be asked to:

- Inform the school immediately if they are aware of or suspect bullying is taking place
- Keep the school informed of any further incidents
- Encourage children not to be aggressive and treat others in the way they want to be treated
- Support the school if further action needs to be taken



Relational Issues

- **These include:**
- difficulty connecting with others.
- flashes of anger, a short fuse.
- a pattern of surface-level relationships.
- maladaptive coping behaviours.
- instability in mood, behaviour, and functioning.



Relational Issues

- Knowing how to identify and respond to relational issues is part of being able to understand the difference between bullying behaviours and unacceptable and unwanted behaviours.
- There has to be an imbalance of power for behaviour to be bullying.



Bullying Incidents at Walter Infant School and Nursery

- There have been 4 recorded incidents of bullying at Walter Infant School and Nursery since September 2022.
- This has meant that there have been incidents where children have hurt each other, called each other names or been unhappy to come to school.
- We have worked with the children and the families where bullying behaviours have been suspected or reported to ensure that all unwanted behaviours stop.
- We will address every reported case with sensitivity and with the needs of all children as our priority.



The Behaviour Policy

- We have a Therapeutic Approach to behaviour management and support for children in our school.
- We have a positive, robust and fair Behaviour Policy at School. We have high expectations for behaviour from all children.
- We celebrate kindness and good manners, along with tolerance, honesty, patience and respect.
- We are very proud of the behaviour of the children at our school.



What do we expect the children to do?

Children will be encouraged to:

- Always report any bullying of themselves or others – telling is OK
- Say no in a very loud voice
- Ask the perpetrator/ringleader to stop
- Tell a member of staff straight away
- Never join in with bullying behaviour
- Reflect on their own behaviour and how they can show that they care for each other



Aim 4: To enable our staff to celebrate what makes us 'all different, all equal' and celebrate difference and equality.

- Our staff have completed ABA training
- Our staff are trained in Mental Health and well-being
- We celebrate difference everyday, especially in the way we teach our children
- We have diverse topics and books, including Black, Asian and Minority Ethnic texts to identify and celebrate differences.



- Any Questions?

