

St. Mary's Primary and Nursery School

Bellaghy



ANTI-BULLYING POLICY

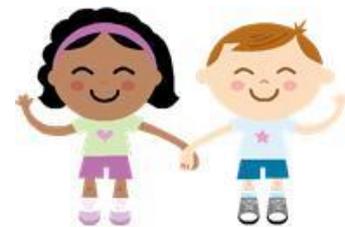
VISION: Childhood is unique.



Respect it.

Enjoy it

Protect it. "



GENERAL RATIONALE

Our Vision statement is "Childhood is unique. Respect it. Enjoy it. Protect it."

St. Mary's Primary & Nursery School, Bellaghy is committed to providing a safe, positive, inclusive and respectful learning environment for all members of the school community. We are a UNICEF Rights Respecting School having attained Levels One and Two and, as such, recognise the rights of the school community regarding safety (UNCRC Articles 19, 34 and 37). All members of the school community have a right to work in a secure and caring environment without the fear of being bullied. We also have a responsibility to contribute, in whatever way we can, to the protection and maintenance of such an environment.

The school community at St. Mary's is completely opposed to bullying in all its forms. Bullying will not be tolerated. It is entirely contrary to the values and principles we work and live by. An anti-bullying climate will be created through openness and consultation, where the views of all members of the school community are encouraged and considered.

AIMS

The policy forms part of the overall pastoral care provision in school and therefore links and works with the:-

- Pastoral Care Policy
- Child Protection Policy
- Additional Needs Policy
- ICT Policy and Acceptable Use of Internet Policy
- Positive Behaviour Policy
- PDMU Policy

This policy aims to:-

- Create a school ethos which encourages children to disclose and discuss incidents of bullying behaviour
- Promote a 'whole school' approach, where signs of bullying are identified and swift and effective action is taken
- Show commitment to overcoming bullying by practicing zero tolerance
- Promote a secure and happy environment free from threat, harassment and any type of bullying behaviour.
- Ensure all school community, pupils and parents have an understanding of what bullying is, and what they should do if bullying arises
- Inform children and parents of the school's expectations and to foster a productive partnership, which helps maintain a bully-free environment
- Assure pupils and parents that they will be supported when bullying is reported
- Assist in the provision of a positive and supportive atmosphere - for those affected by bullying behaviour and for those involved in bullying behaviour
- To develop procedures for noting and reporting incidents of bullying behaviour.

DEFINITION OF BULLYING

Bullying behaviour is defined as "deliberately hurtful behaviour, repeated over a period of time, where it is difficult for the victim to defend themselves." (DENI 1999 p41)

The Northern Ireland Anti-Bullying Forum (NIABF) defines bullying as "the repeated use of power by one or more persons intentionally to harm, hurt or adversely affect the rights or needs of another or others."

- Bullying can take place between pupils, between pupils and staff, between staff, by individuals or groups; face to face; indirectly or using a range of cyber-bullying methods.
- It includes actions that cause physical, emotional or mental hurt to the victim and actions that violate another person's freedom and rights.
- Bullying is an abuse of power where the person/s being bullied find it difficult to reject or deal with the offending behaviour or those involved in the bullying behaviour have power over the victim. Some power imbalances can be subtle or build up over time, but more common examples include that they are bigger/stronger/older; have more acquaintances/friends; are more established in the school or simply care less about the consequences of their actions.
- Bullying thrives on secrecy, the reluctance of the target to talk about it and the neglect of responsible adults to acknowledge its existence.

FORMS OF BULLYING

PHYSICAL BULLYING- hitting; pushing; kicking; tripping; spitting; hair pulling; throwing things.

interfering with another's property by stealing/hiding/damaging/intruding upon it;

- extortion/threatening demands for money or other items
- writing or drawing offensive notes/graffiti about another

VERBAL BULLYING - name calling; insulting or offensive remarks; accusing; taunting; put downs

- ridiculing another's appearance/way of speaking/disability/personal mannerisms/
race/colour/religion; humiliating another publicly

- spreading malicious or nasty rumours; threatening; intimidation; mocking; sarcasm

EMOTIONAL BULLYING- excluding/ shunning others from group activity/ social setting or play;

- belittling another's abilities or achievements; mobbing the individual
- menacing looks, stares;rude signs or gestures; negative body language

CYBER BULLYING

- misuse of e-mails, images, text, blogs, tweets, forums and chat rooms to hurt, embarrass, demean, harass, provoke or humiliate another using perceived anonymity

- misuse of mobile phones by text messaging/ calls or images - again to hurt, embarrass, demean, harass, provoke or humiliate another using perceived anonymity

- unauthorised publication or manipulation of private information; impersonation

SIGNS OF STRESS IN PUPILS WHICH MAY INDICATE BULLYING

- Child's unwillingness to attend school/ lateness/ erratic attendance
- Avoidance, hanging back from playground or staying late at school
- Deterioration of work/ 'misaid' books, money, equipment or belongings/ under achievement
- Spurious illness/ non specific pains, headaches, tummy upsets, withdrawn, loss of appetite
- Nail biting/ flinching/ jumpiness/ forgetfulness/ distractibility/
- Impulsive hitting out/ out of character temper 'flare up' or restlessness/ sudden aggressiveness
- Stresses manifested at home - bed wetting/ insomnia/ nightmares/ restlessness and irritability
- Reluctance to sit beside or near certain pupils/ hesitant to walk home

(NB. Whilst these behaviours may be symptomatic of other problems - BULLYING may be one reason!)

ROLES AND RESPONSIBILITIES

The Responsibilities of Staff

Our staff will:

- ✓ foster in our pupils self-confidence, self-esteem, self-respect and respect for others;
- ✓ demonstrate by example the high standards of personal and social behaviour we expect of our pupils;
- ✓ discuss bullying with all classes, so that every pupil learns about the damage it causes to both the child who is bullied and to the bully, and the importance of telling an adult about bullying when it happens;
- ✓ be alert to signs of distress and other possible indications of bullying;
- ✓ listen to children who have been bullied, take what they say seriously, record, and act to support and protect them;
- ✓ talk with the child accused of bullying to determine nature of bullying;
- ✓ report suspected cases of bullying to the Principal, Vice Principal or our Designated Teacher for Child Protection
- ✓ follow up any complaint by a parent about bullying, and report back promptly and fully on the action which has been taken;
- ✓ deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures.

The Responsibilities Of Pupils

We expect our pupils to:

- ✓ refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity;
- ✓ follow school rules and classroom contract agreements;
- ✓ intervene to protect the pupil who is being bullied, unless it is unsafe to do so;
- ✓ report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances;
- ✓ help create a climate where bullying is not accepted;
- ✓ value and respect others;
- ✓ help others achieve;
- ✓ keep others safe.

Anyone who becomes the target of bullies should:

- ✓ not suffer in silence, but have the courage to speak out, to put an end to their own suffering and that of other potential targets.

What Pupils Need To Recognise About Bullying.

Pupils need to understand:

- ✓ that they have a right not be bullied at school;
- ✓ that they are not to blame if they are bullied;
- ✓ that they need to speak out and should trust the teachers to take their concerns seriously and to help them;
- ✓ that they are not alone.

The Responsibilities Of Parents

We ask parents to support their children and the school by:

- ✓ watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying;
- ✓ advising their children to report any bullying to their class teacher and explain the implications of allowing the bullying to continue unchecked, for themselves and for other pupils;
- ✓ advising their children not to retaliate violently to any form of bullying;
- ✓ being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken;
- ✓ keeping a written record of any reported instances of bullying;
- ✓ informing the school of any suspected bullying, even if their children are not involved;
- ✓ co-operating with the school, if their child/children are accused of bullying, try to ascertain the truth, and point out the implications of bullying, both for the children who are bullied and for the bullies themselves.

The Responsibilities Of All

Everyone should:

- ✓ work together to create a safe, happy and anti-bullying environment within our school.

PREVENTATIVE MEASURES TO CREATE AN ANTI-BULLYING ETHOS

Proactive Strategies

- Promote School Ethos at all times (as regards Bullying - be a TELLING /LISTENING / RESPONDING school)
- Awareness of Rights and Responsibilities
- Recognise and Reward Good Behaviour
- School Assemblies - addressing Bullying and providing Anti-Bullying Strategies
- Vigilant supervision - playground / general school environment
- Consultation with School Council
- Use of Alive O programme
- Use of PDMU lessons / Circle Time
- Use of Peer Mediation Support in Playground
- Promotion of 'I Want To Play' or 'Be a Buddy not a Bully'/ BUDDY BUS-STOP- (specified area in playground)
- Questionnaires - Foundation/Key Stage 1/KeyStage 2(see appendices 1 & 2)
- Good Parental Communication - Consultation /Questionnaire(see appendices 3 & 4)
- Awareness of Anti-Bullying Week (in November each year)
- Use of Outside Agencies - NSPCC, Childline, PSNI, Behaviour Support Team
- Staff Training / Effective Communication
- Use of Creative Learning to enhance social and emotional skills

REACTIVE STRATEGIES

The following steps will be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- Attempts will be made to resolve situation quickly
- Reports will be taken seriously
- Steps taken to ensure child feels safe and secure
- Significant incidents will involve further investigation and recording
- A clear account (reported to... Principal/Vice Principal/Class Teacher/ Designated Teacher for Child Protection)
- Significant or repeated incidents will require parents to be informed
- Disciplinary measures / sanctions, which are proportionate, will be explained and used

PROCEDURE for dealing with Bullying Behaviour



PROCEDURE FOR DEALING WITH BULLYING BEHAVIOUR

STEP 1

REPORTING OF AN INCIDENT (significant/repeated/intentional incidents or serious one-off incident)

- When such a bullying incident is reported, the information will be passed on to following people
 - The teacher of any child involved
 - The Principal
 - The designated teacher for child protection

STEP 2

INVESTIGATION OF AN INCIDENT

- This will normally be carried out by the Designated Teacher for child protection, in co-operation with the class teacher / adults involved
- Pupils involved will be interviewed and a record made of their responses using the school's incident report form (see appendix 5) (2 pages)
- Parents of all pupils involved will be informed of the school's action up to this point and kept informed of subsequent action

STEP 3

AGREEING A PLAN FOR RESOLUTION

- Designated teacher will devise a plan for resolution of conflict
- Targets for acceptable behaviour will be set out including support measures for ALL pupils concerned
- Any disciplinary action required will use system of sanctions as set out in the school's Discipline Policy/ Positive Behaviour Policy

STEP 4

REVIEWING THE SITUATION

- Situation monitored and formally reviewed within one month of initial report
- This will involve designated teacher, class teacher, staff community, pupils and parents concerned.

STEP 5

INVOLVEMENT OF OTHER AGENCIES

- Where necessary the school will draw on support of Education Welfare Officer, Behaviour Management Team, Educational Psychology Service ...

RESOURCES AND TRAINING

The Principal, in conjunction with Designated Teacher will ensure that all staff are familiar with this policy and training of staff is arranged and updated as necessary. Material resources will be budgeted for accordingly.

MONITORING AND REVIEW OF ANTI-BULLYING POLICY

Implementation of this policy will be monitored by the Principal and Designated teacher for child protection. A report on implementation will be provided annually to the Board of Governors, within the overall report on Pastoral Care provision.

This policy will be formally evaluated and reviewed with the whole staff every 2 years. Consultation and valuable input will be sought from the whole school community, parents/carers and pupils.

AT ALL TIMES CHILDREN'S CONCERNS ARE OUR CONCERNS

The school's Positive Behaviour Policy details the behaviour standards set within the school.

Pupils are encouraged to express their concerns about themselves and others and to seek help and support whenever they need it. However, children can sometimes be reluctant to seek help, so pupils can report their concerns so they need a number of other options to get that help.

Assemblies and class Circle Time will be used to reinforce positive anti-bullying messages and to raise issues concerning bullying within the context of a Christian message. Activities across the curriculum and visits from representatives of outside agencies will also be used to develop pupils' understanding of bullying. Children are taught that each person is unique and to be valued. Differences are to be celebrated and should not be the focus of negative behaviour. In order to build children's resilience and reduce their vulnerability, pupils are coached and guided in developing coping strategies and how to respond positively to hurtful behaviour. Pupils are encouraged to look out for each other and to report their concerns for others.

Bullied pupils will be reassured that they are not in any way to blame (unless there is good reason to think otherwise). Support and protection will be given. As regards the playground, this can usually be done by approaching the adults on duty and Peer Mediators.

A child who has been involved in bullying behaviour will be expected to take responsibility for their actions. The reasons for their behaviour will be explored and they will be expected to improve and change. They will be encouraged to think and talk about the implications of their behaviour for the pupil who was their target. Discussion should also involve the pupils' parents to identify any relevant background information and to secure their support. It may also be necessary for the involvement of the Additional Needs Co-Ordinator to address any behavioural problems through a behavioural programme. The aim will be to resolve incidents, rebuild relationships and restore a safe environment for all. Incidents will be resolved in age-appropriate ways and any sanctions will be in line with the school's Positive Behaviour Policy.

Anti Bullying P1 -3 Pupil Questionnaire

Class _____

Date: _____

Please tick only one box for each question →		Yes	No
1.	I feel happy in my school.		
2.	I feel safe in school.		
3.	I know what to do if I feel sad.		
4.	I tell the teacher or someone in charge if someone hurts me or makes me sad.		
5.	I like going outside to play.		
6.	I go to the Buddy Bus Stop if I am lonely.		
7.	I tell someone at home if someone hurts me or makes me sad at school.		
8.	I try my best at school.		
9.	When we do well in school we are given stickers/rewards in class or by other teachers and adults		
10.	When we be kind or helpful we are mentioned in the 'Golden Book' at assembly.		

Class _____

Date: _____

	What do you think? Please tick only one box for each question	true	mostly true	not true
1.	I always feel happy in my school.			
2.	Pupils in our school are well behaved.			
3.	Our teachers are fair when there is trouble.			
4.	If I tell a teacher/adult that I'm being bullied I know that she/he will listen and do something to help.			
5.	In school we have talked about what is meant by bullying behaviour and about ways of dealing with it.			
6.	If I am bullied in school I am happy to go and talk to an adult, a teacher or a supervisor			
7.	Teachers and supervisors help me to feel safe in the school grounds/corridors.			
8.	I get on well with other pupils in my class.			
9.	In class we are given opportunities to learn to respect one another, to think of others and treat everyone the same.			
10.	If I am bullied in school I would choose to tell a friend/ or older pupil rather than an adult.			
11.	When we do well in school we are praised in class or assembly.			
12.	I feel safe from all forms of bullying behaviour in the playground.			
13.	I feel safe from all forms of bullying behaviour in the toilets and corridors.			
14.	In our school I feel comfortable about telling someone if I am being bullied.			
15.	I know what to do if I feel I am bullied.			
16.	I understand that I must tell an adult if I know that someone is being bullied.			
17.	We learn about the feelings of bullying through Assemblies, Circle Time, Stories, Discussion, Poems, Drama or Songs.			
18.	If I feel bullied in school I would tell someone at home.			

Appendix 3

Promoting an Anti-bullying Culture In St Mary's Nursery and Primary School BELLAGHY

GUIDANCE TO PARENTS/CARERS ON COMPLETING THE QUESTIONNAIRE

Dear Parent/Carer,

We are seeking the views of pupils and parent/carers to help us find out how effective our school has been in creating an Anti-Bullying culture and to review the effectiveness of our Anti-Bullying procedures. Your views would be very welcome and your responses will be treated in complete confidence.

There are 15 statements on the attached questionnaire, which will take about 20 minutes to complete. If you have more than one child at the school, please respond with only one child in mind and indicate that child's Class on the questionnaire.

When the data from all questionnaires has been collected and analysed, you will be given feedback.

The questionnaire will be used again at a later date in order to ascertain the changes that have taken place as a result of action taken. This will form part of our evaluation strategy. Again, you will be kept informed of our progress.

I would be grateful if you would return the completed questionnaire in the envelope provided by _____(date).

Yours sincerely,

ItaMcMullan

Principal

THANK YOU FOR YOUR CO-OPERATION

My Child's Class _____ Today's date: _____

	What do you think? Please tick only one box for each question.	true	mostly true	not true
1.	The school is fully committed to creating an environment of care and trust of all pupils.			
2.	High standards of behaviour are expected and are evident in the school.			
3.	The staff are fair, firm, consistent and compassionate in their approach to keeping good order in the school.			
4.	Pupils feel able to express concerns about bullying to any member of staff, knowing that these will be received sympathetically and that appropriate action will be taken.			
5.	Teachers and supervisors help my child to feel safe in the playground.			
6.	Good relationships between teachers, learning support and supervisors and pupils exist in and out of the classroom.			
7.	Pupils are encouraged to value one another and to express their own views while appreciating the views of others.			
8.	My child feels secure and free from emotional and physical harm in school.			
9.	The achievements of all pupils are recognised, valued and celebrated so that pupils' self esteem is enhanced.			
10.	In school, pupils learn to respect and appreciate differences.			
11.	In school, pupils are given opportunities to express their feelings in ways which are not aggressive.			
12.	My child feels safe from bullying in school at all times.			
13.	I agree with the school's anti bullying policy as issued to me			
14.	I am aware of clearly defined procedures for reporting and recording bullying incidents in school.			

Alleged Bullying Incident Form

	Name	Gender	Ethnicity	Year
Complainant(s)		M / F		
Alleged child (children) who has been bullied (if different from above)		M / F		
Alleged child (children) who has displayed bullying behaviour		M / F		

Date of incident:

Location of incident:

- Classroom
 Playground
 Corridor
 Other (please state) _____

Type of incident:

- Physical bullying** (includes jostling, physical intimidation, interfering with personal property (stealing, damaging, intruding upon it) punching/kicking, any other physical contact which may include hair pulling, spitting or use of 'weapon'), extortion, writing/drawing offensive notes
 Verbal bullying (includes name calling, insults, jokes, threats, spreading malicious rumours, ridicule of another's appearance/disability/personal mannerisms/way of speaking, humiliating another publicly, mocking, sarcasm, intimidation)
 Emotional bullying (includes isolation, refusal to work with/talk to/play with/help others, mobbing the individual, belittling another's abilities, or achievements, menacing looks, stares or rude gestures)

Theme (if applicable):

- Cyber (through technology such as mobile phones and internet)
 Disability (related to perceived or actual disability)
 Homophobic (related to perceived or actual sexual orientation)
 Racist (related to skin colour, culture and religion)
 Sectarian (related to religious belief and/or political opinion)

Details of Incident:-

Continued...

Name of action/support for child(s) who has been bullied: (please tick all that apply)

- Discussion of the incident with peers/class
- Defined on- going support/monitoring from staff
- Parental involvement (please specify) _____
- Counselling
- Referral to other agencies (please specify) _____
- Other (please specify) _____

Name of action/support for child(s) who has been displaying bullying behaviour: (please tick all that apply)

- Discussion of the incident with peers/class
- Defined on-going support/monitoring from staff
- Parental involvement (please specify) _____
- Counselling
- Referral to other agencies (please specify) _____
- Fixed exclusion
- Permanent exclusion
- Other (please specify) _____
-

Outcome (level of satisfaction)

Good = 1	Satisfactory = 2	Poor = 3	Unresolved = 4
Child who has been bullied			
Parents of above child			
Child who has displayed bullying behaviour			
Parents of above child			

This record is now:

- Filed
- Passed to Class Teacher/Group Tutor
- Passed to Head of Pastoral Care
- Passed to Principal
- Passed to external agency, please state:

Name and designation of the teacher completing this form:

Date:

Signed:

Appendix 6

RESOURCES

- a) SAFE GUARDING CHILDREN NOTICE BOARD - Information for children is clearly visible on the notice board and is familiar to them as it is used and referred to throughout the year in Anti Bullying Assemblies.
- b) It is intended that a box of resources with an Anti-Bullying theme will be available in our school library, the office/ Staff Room. Staff will be encouraged to use these for general discussion at Library time or with a specific child/group as the need arises.
- c) Examples of STORIES/MUSICALS/DRAMAS/SONGS/RHYMES/POEMS/RELIGION/NIABF as used by each class, with themes based on various forms of BULLYING.

CLASS	RESOURCES USED
NURSERY	Through story, rhyme and learning to take turns, sharing, showing respect and calling attention when children show kindness and positive social awareness.
PRIMARY 1	Living, Learning Together Year 1 programme, Out and About with Hilda File and DVD. Feelings Pictures to describe different feelings we may have, Feelings play dough mats, Alive O programme, especially lessons in first term about 'belonging'. Rainbow Fish Story. During afternoon class I use Problem Solvers Books. There are 6 books in the series. They are: Why be Bossy?, Why be Unfriendly?, Why Fight?, Why lose your Temper? Why not Share? and Why Tease?
PRIMARY 2	Living, Learning Together Year 2 programme, Out and About with Hilda File and DVD, The Anti Bullying DVD, Story of Cinderella, In topic 'Ourselves' discuss feelings and facial expressions, Listen and Think Books - Let's Have Fun Together.
PRIMARY 3	<u>Religion</u> - Losing my way and Time to change - Little Being stories <u>Stories</u> - 'Keep going, Brenda' By: Liz Weir (TSPC - NIC), 'Something Else' By: Kathryn Cave <u>PDMU</u> - 'Living, Learning, Together' - Unit 2 'Feeling good, Feeling Sad' and Unit 6 'Living with Difference' <u>Circle Time</u> - discussions re: Bullying and what makes children happy and sad
PRIMARY 4	<ul style="list-style-type: none"> • <u>Sarah and the Whammi</u> - Anti-bullying Videos from NI Curriculum website. (Family, friendships, bullying, diversity and difference) • <u>Big Books</u> - Spencer the Bear that's Always There. - The Three Billy Goats Gruff. - Farmer Duck. - Rainbow Fish. - The Huge Bag of Worries • <u>Circle Time</u>. * <u>Alive O Programme</u> * <u>Assembly / Drama</u> - During Afternoon Class - Drama based on Bullying/ Acted out/ Video
PRIMARY 5	<ul style="list-style-type: none"> • <u>Novels</u> - Red Eyes At Night by Michael Morpurgo ; Conker by Michael Morpurgo • The Twits - by Roald Dahl /Because of Walter/ Children Behaving Badly/Take a Run & Jump (Core Reading Scheme) • The Ugly Duckling - traditional The Children of Lir - Legend • <u>Songs/Dance/Drama</u> - from Popular Musicals & from Around the World • <u>Assembly</u> 'Dignity of Difference' also Anti Bullying on Duty Week: <u>NIABF</u> www.niabf.org.uk & www.thinkuknow.org • <u>Religion</u> The Good Samaritan Moses The Ten Commandments
PRIMARY 6	<ul style="list-style-type: none"> • Short Stories: 'Willy the Wimp' by Andrew Browne • Novels: References to Matilda by Roald Dahl • Traditional tales: Ugly Duckling (Peer Mediation training), Cinderella • PDMU/Circle Time: 'Speaking up for me' Unit 5 • Religion: God Nourishes Us (Building Self esteem) • World Around Us: Vikings Famine <p>Use of www.niabf.org.uk www.thinkuknow.org</p>
PRIMARY 7	Primary Seven work on Anti Bullying Videos. These are planned using the Flow Map as our Story Board Template, then scripted out and finally recorded and edited using the FLIP Camera. P7 usually work in groups working on this activity (usually 4 groups) Idea came about from one of the Anti-Bullying Web Sites whereby pupils (older pupils all be it) created their own anti-bullying videos. A lot of class discussion also takes place around the whole area of Bullying- How it affects us/others? What can we do to prevent it? What do we do if we know its taking place etc? Also use different poems which I have gathered up over the years and as a class we analyse these

WEB SITES AND PHONE HELP LINES

DEPARTMENT OF EDUCATION

The Department regards bullying, in whatever form and for whatever reason, as having no place in our schools.

It guides parents, teachers, pupils and whole school community to following contacts:-

1) NIABF Northern Ireland Anti Bullying Forum

The Department of Education funds and is a member of the Northern Ireland Anti-Bullying Forum (NIABF). This forum is hosted and chaired by Save The Children.

NIABF <http://www.niabf.org.uk> which has information and links regarding bullying for the whole school community and parents.

School section access by an annually updated user name and password which is _____ and _____ this year.

2) Anti-Bullying Helpline

The Department funds CHILDLINE NI **(0800 1111)**

This is a free and dedicated anti-bullying helpline for pupils and young people who have concerns about bullying..

It is available 24 hours / 7 days a week

3) NSPCC ● (FULLSTOP) Campaign - to help those who have suffered child abuse/ bullying / advise children about bullying **(0808 800 5000)**

4) Cyber Bullying

We also use www.thinkuknow.org site to help children become aware of problem of cyber bullying.

September 2013

Basic list of examples

KEY STAGE 1

The Three Billy Goats Gruff

The Three Little Pigs

Cinderella

Spencer Bear Stories

Something else - Kathryn Cave Chris Riddell (not accepted by others)

Farmer Duck - Martin Waddell (bossy)

All for One - Jill Murphy (not accepted by others)

The Tunnel - Anthony Browne (not accepted by brother)

Little Miss Bossy - Roger Hargreaves (bossy/taught a lesson)

Rainbow Fish - Marcus P. Fister (unfriendly, nasty/how he became accepted)

Taking the Cats Way Home - Jan Mark - Big Book

KEY STAGE 2

The Ugly Duckling

Bill's New Frock - Fine, A. Methuen

The Bully - Coppard, Y. Red Fox 1991 ISBN 0099838606

Cliff-hanger - Jacqueline Wilson

Buried Alive! - Jacqueline Wilson

Krindlekrax - Philip Pullman

Matilda - Roald Dahl

The Angel of Nitshill Road - Anne Fine