

# South Hylton Primary School



## Policy for Anti Bullying

## **POLICY FOR ANTI BULLYING**

### **What is bullying?**

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at schools.

### **Context**

Bullying takes place in schools as it does in other work places. The aim of this anti-bullying policy is to ensure that pupils in our school learn in a supportive, caring and safe environment without fear of being bullied.

### **Bullying is defined as:**

- behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.

### **Bullying can be related to:**

- race, religion or culture
- special educational needs or disabilities
- appearance or health conditions
- sexual orientation
- sexist or sexual bullying
- home circumstances e.g. looked after children, young carers

### **Bullying includes:**

- name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing or taking belongings
- inappropriate text messaging and emailing, sending offensive or degrading images by phone or via the internet
- producing offensive graffiti
- gossiping, excluding people from groups, and spreading hurtful and untruthful rumours
- indirect (cyber bullying, spreading rumors', excluding someone from social groups)

## **THE ROLE OF THE CURRICULUM**

South Hylton Primary School is a Rights Respecting School (RRSA ) and, as such, our curriculum, explicit and implicit, has a vital role in promoting positive attitudes and tackling stereotypical viewpoints. Our curriculum is "broad and balanced" It promotes respect, tolerance and diversity. Children are encouraged to share their views and recognize that they are entitled to have their own different beliefs which should not be used to influence others.

Our PSHE provision is embedded across the curriculum,. It directs our assemblies and underpins the ethos of the school. It is recognized that children with low aspirations are more vulnerable to Radicalization and therefore we strive to equip our pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves.

Children are regularly taught about how to stay safe when using the internet and are encouraged to recognize that people are not always who they say they are online. They

are taught to seek adult help if they are upset or concerned about anything they read or see on the internet.

### **PROMOTING BRITISH VALUES**

South Hylton Primary School is committed to serving its community. It recognizes the multi-cultural, multi faith and ever-changing nature of the United Kingdom. It also understands the vital role it has in ensuring that groups or individuals within the school are not subjected to intimidation or radicalization by those wishing to unduly, or illegally, influence them.

It follows equal opportunities guidance which guarantees that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar. South Hylton Primary School is dedicated to preparing students for their adult life beyond the formal curriculum and ensuring that it promotes and reinforces British values to all of its students.

The Government emphasises that schools are required to ensure that key 'British Values' are taught in all UK schools. The government set out its definition of British values in the Prevent Strategy.

The five British Values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

South Hylton Primary School uses strategies within the National curriculum and beyond to secure such outcomes for students. The examples that follow show some of the many ways we seek to embed British values.

#### **Democracy**

The principle of democracy is consistently being reinforced at South Hylton Primary School, with democracy processes being used for important decisions within the school community, for instance, elections being held for School Council and Peer Mediator positions. The principle of democracy is also explored in the History and Religious Studies curriculum as well as in assemblies.

#### **The rule of law**

The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced at South Hylton Primary School.

Students are taught the rules and expectations of the school which are reinforced through the use of class charters linked to our work on RRSAs. Students are taught the value and the reasons behind laws that govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

#### **Individual liberty**

At South Hylton Primary School, students are actively encouraged to make independent choices, with the knowledge that they are in a safe, secure and supportive environment. Staff at South Hylton Primary School educate and provide boundaries for students to make informed choices, through a safe environment and an empowering education

Students are encouraged to know, understand and exercise their rights and personal freedoms and are advised on how to exercise these safely, for example through e-safety.

South Hylton Primary School has a robust anti-bullying culture.

### **Mutual Respect**

Respect is a strong part of South Hylton Primary School and is part of its Mission Statement & Values (Respect, Support, Enjoy, Achieve). Students learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect and this is reiterated through its teaching and learning environments.

Mutual respect is embraced throughout the curriculum by providing the opportunity for students to express their views in a safe environment.

### **Tolerance of those of different faiths and beliefs**

This is achieved though equipping students with the ability to understand their place in a culturally diverse society and by giving the opportunities to experience such diversity within the school community. The Religious Studies curriculum provides a broad and balanced education on a range of faiths, religions and cultures

Pupils are encouraged to report bullying in school by telling an adult, in school or at home, discussions at School Council, as part of 'Circle time' and PSHE. Posters developed by pupils, through discussions in the curriculum, through Healthy Schools, through School Council meetings, Children's Anti Bullying Policy, Safer Schools work are displayed around the school. Parents are informed of the school's views on anti-bullying, its definition of bullying and how parents and the school can work together. This is achieved through the prospectus, induction days, Healthy Schools, Safer Schools work and displaying the Children's Anti-Bullying Policy on the School Council notice board.

All school staff must be alert to signs of bullying and act promptly, sensitively and effectively against it in accordance with school policy. There is no "hierarchy" of bullying: all forms of bullying should be taken equally seriously and dealt with appropriately.

### **Legal framework**

The Education and Inspections Act 2006 requires that head teachers must determine measures on behaviour and discipline that form the school's behaviour policy, acting in accordance with the governing body's statement of principles in so doing. Measures, in this context, include rules, rewards, sanctions and behaviour management strategies. The policy determined by the head teacher must include measures to be taken with a view to "encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils". As bullying is part of the school's safeguarding duties to protect children, this policy needs to be read in conjunction with the school's Child Protection policy. The DCSF guidance (paragraph 3) states that, "Pupils must

not be excluded from school for being bullied, even if the school believes they are doing so for the child's benefit. The legislation on exclusion in the Education Act 2002 makes clear that "exclude... means exclude on disciplinary grounds".

This policy is linked directly to the following policies:

- Behaviour Policy
- Child Protection Policy
- Confidentiality Policy
- Equal Opportunities (Race Equality, Disability Equality, SEN policies)
- PSHCE policy.
- Cyber Bullying Policy

### **Roles and Responsibilities of the Governing Body**

Governors have the responsibility to ensure that an anti-bullying policy is in place, that it reflects the school's values and practice and is reviewed annually. The governing body must make, and from time to time review, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour. Governors are informed of, and monitor, the numbers of incidents and steps the head teacher and staff have taken to deal with these in an annual review which includes the results of the pupil survey on anti bullying.

### **The aims of the school's anti-bullying strategies and intervention systems are to:**

- prevent, de-escalate and/or stop any continuation of harmful behaviour in line with the Behaviour Policy
- react to bullying incidents in a reasonable, proportionate and consistent way
- safeguard those pupils who have experienced bullying and those who have been involved in the act of bullying, and to trigger actions to support these pupils.

### **Role Responsibilities of the Head Teacher and Staff**

#### **1. Policy and procedures**

- Mrs Cort, (Head Teacher) Miss Watson (Assistant Head Teacher) and Miss Suzanne Gilley (PSHCE Co-ordinator) lead on anti-bullying:
- All staff are made aware of this policy and its clear links to other key policies. This includes newly appointed staff.

### **The following steps will be taken by staff when dealing with incidents:**

- if bullying is suspected or reported, the incident will be taken seriously and appropriate first steps are taken promptly by the member of staff who has been approached
- each incident will be investigated thoroughly, sensitively and effectively
- a clear account of the incident, actions taken and review date will be recorded by the teacher. The information is given to the head teacher and kept in the locked filing cabinet so that incidents can be monitored.
- relevant staff will be kept informed and if the bullying persists they will record this and inform the head teacher, and appropriate further action is taken
- parents/carers will be kept informed appropriately
- appropriate rewards and sanctions in line with the school's Behaviour Policy will be used to support the improvement of pupils' behaviour

- the school will inform the Local Authority and the governors of any racist incident.

## **2. Pupil support**

### **Pupils who have been bullied will be supported as appropriate by:**

- having an immediate opportunity to discuss the incident(s) with an appropriate member of staff
- being reassured
- being offered support
- raising their self-esteem and confidence
- being encouraged to report further issues
- arranging a review date/time to discuss outcomes and appropriate follow-up

### **Pupils who have bullied will be supported by:**

- having an immediate opportunity to discuss the incident(s) with an appropriate member of staff - establishing what behaviour was inappropriate and why the pupil became involved
- establishing clearly what behaviour needs to change, and how the school can support this change (linked to Behaviour Policy)
- informing parents/carers of agreed actions, and establishing how they can support
- arranging a review date/time to discuss outcomes and appropriate follow-up

## **3. Curriculum**

Pupils will have opportunities to develop their understanding of the nature of bullying, to explore their own and others attitudes to bullying and to develop the skills to deal with bullying through PSHE, and other planned school activities e.g. assemblies, SEAL assemblies, Circle Time, School Council, 'Anti Bullying Week'

The policy will be promoted and implemented throughout the school in PSHE lessons, SEAL material in assembly, anti bullying posters, Healthy Schools talks, Emotional Health displays, PSHCE displays around the school.

### **Monitoring, Evaluation and Review**

The school will review this policy annually and assess its implementation and effectiveness regularly by seeking pupils, parents and governors views through questionnaires and discussion forums. A record of incidents is monitored for trends at every half term by the Head Teacher and PSHCE co-ordinator.

This policy will be reviewed by the Head Teacher, PSHCE Co-ordinator, Governors and Staff. Pupils on the School Council will review the children's Anti Bullying Policy at the beginning of every school year.