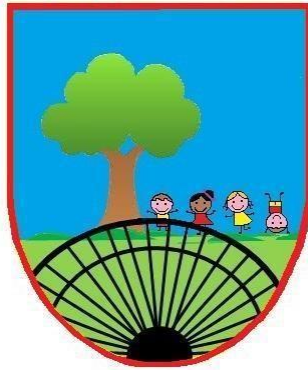


Shilbottle Primary

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Fun, Respect & Friendship



Anti – Bullying and Behaviour Policy

Staff and Pupils

At Shilbottle Primary we value and respect everyone in our community and work as a team

‘Fun, Respect & Friendship – Every Child Matters to Us’

Our school is a place where every person has the right to be themselves, to be included and to learn in a safe and happy environment. Everyone at Shilbottle Primary is equal and treats each other with respect and kindness.

Spring Term 2022

Approved by: Gary Parnaby (Headteacher); Stephen Wilson (Child Protection and Chair)

Date approved: 10th February 2022

Review Period: Annually

Date to be reviewed: Spring 2023

Contextual Statement

Shilbottle Primary welcomes its duties under the Equality Act (2010), which provides the legal framework to tackle disadvantage and discrimination. The Equality Act establishes 9 protected characteristics which apply to school pupils and staff:

- Disability
- Race
- Sex
- Gender reassignment
- Pregnancy and maternity
- Religion or belief
- Sexual orientation
- Marriage and civil partnership
- Age

Public Sector Equality Duty (2011)

Shilbottle Primary has paid due regard to the need:

- To eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act.
- To advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- To foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Shilbottle Primary values every learner as an individual who has an important part to play in our community. We encourage all learners to develop the skills, qualities and aspirations to become independent learners, confident individuals and responsible citizens. However, where unacceptable behaviour occurs, there are clear, fair and consistent strategies to follow.

Bullying of any kind is unacceptable and will not be tolerated at our school. At our school, the safety, welfare and well-being of all pupils and staff is a key priority. We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination.

We actively promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our pupils to become responsible citizens and to prepare them for life in 21st Century Britain. These values reflect those that will be expected of our pupils by society, when they enter secondary school and beyond in the world of work or further study.

We are committed to improving our school's approach to tackling bullying and regularly monitor, review and assess the impact of our preventative measures.

Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors, teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- All of us have encountered bullying at some point in our lives, but we all deal with it differently. The aim of this policy is to work together to ensure that our school is a safe place for children and adults to be; whether the school community is directly or indirectly affected by bullying or not.

This policy is written in conjunction with other policies including:

Equality policy

Behaviour policy

SEN policy

SRE policy

Exclusions Policy

1. Definition of bullying

Bullying is hurtful or unkind behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards an individual or group. The STOP acronym can be applied to define bullying – **S**everal **T**imes **O**n **P**urpose.

The nature of bullying can be:

- **Physical** – such as hitting or physically intimidating someone, or using inappropriate or unwanted physical contact towards someone.
- **Attacking property** – such as damaging, stealing or hiding someone's possessions.
- **Verbal** – such as name calling, spreading rumours about someone, using derogatory or offensive language or threatening someone.
- **Psychological** – such as deliberately excluding or ignoring someone.
- **Cyber** – such as using text, email or other social media to write or say something hurtful about someone.

Bullying can be based on any of the following things:

- **Race (Racist bullying)** – Where someone thinks you're inferior, and treats you differently or unfairly, because of your colour, ethnicity, nationality or race
- **Religion or belief** – Being treated differently because of your religion, lack of religion or your beliefs. It is also wrong for someone to treat you unfairly because of your friend or family members' religion.
- **Culture or class** – Being treated differently because of the ideas, customs and social behaviour of a particular people or society.
- **Gender (sexist bullying)** – A type of bullying and harassment that occurs in connection with a person's sex, body, sexual orientation or with sexual activity.
- **Sexual orientation (homophobic or biphobic bullying)** – bullying directed at someone who is perceived to be lesbian, gay or bisexual.
- **Gender identity (transphobic bullying)** – behaviour or language that makes a person feel unwelcome or marginalised because of their perceived or actual gender identity
- **Special Educational Needs (SEN) or disability** – targeting others due to their ability to learn, behaviour, ability to socialise, ability to read or write, ability to understand things, concentration levels or physical ability.
- **Appearance or health condition** – targeting others due to an aspect of their appearance or health.
- **Related to home or other personal situations**
- **Related to another vulnerable group of people** – looked after pupils, young carers, Gypsy, Roma and Traveller children, English as an additional language, entitled to free school meals and poverty.

No form of bullying will be tolerated and all incidents will be taken seriously.

2. Reporting bullying

PUPILS WHO ARE BEING BULLIED: If a pupil is being bullied they are encouraged to not retaliate but to tell someone they trust about it such as a friend, family member or trusted adult. They are also encouraged to report any bullying incidents in school:

- Report to a teacher – their class teacher, Mr Phillips (Lead anti-bullying staff member) or any other teacher.
- Tell an anti-bullying buddy, who in turn can help them tell a teacher or member of staff.
- Tell any other adult staff in school – such as lunchtime supervisors, Learning Support Assistants, Caretaker or the school office.
- Tell an adult at home
- Report anonymously through the school Worries Box.
- Call Childline to speak with someone in confidence on 0800 1111.

Reporting – roles and responsibilities

STAFF: All school staff, both teaching and non-teaching (for example, lunchtime supervisors, and caretaker) have a duty to report bullying, to be vigilant to the signs of bullying and to play an active role in the school's measures to prevent bullying. If staff are aware of bullying, they should reassure the pupils involved and inform their class teacher.

Mr Parnaby is the anti-bullying lead – Contact via: admin@shilbottle.northumberland.sch.uk.

Staff must also be aware of those children who may be vulnerable pupils (See Section 1), becomes aggressive, disruptive or unreasonable

SENIOR STAFF: The Senior Leadership Team and the head teacher have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and well-being of all young people. In addition to the designated anti-bullying lead, Mr Parnaby is the Senior Leader responsible for anti-bullying.

PARENTS AND CARERS: Parents and carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour. Parents and carers should encourage their child not to retaliate and support and encourage them to report the bullying. Parents and carers can report an incident of bullying to the school, either in person, or by phoning or emailing the school office or a member of staff. CONTACT: 01665 575285 or admin@shilbottle.northumberland.sch.uk)

PUPILS: Pupils should not take part in any kind of bullying and should watch out for signs of bullying among their peers. They should never be bystanders to incidents of bullying, but should offer support to the victim and, if possible, help them to tell a trusted adult.

3. Responding to bullying

When bullying has been reported, the following actions will be taken:

- Staff will record the bullying on an incident reporting form and also record the incident centrally on CPOMS (Safeguarding, Pastoral Welfare and Child Protection Software).

- Designated school staff will monitor incident reporting forms and information recorded on CPOMS, analysing and evaluating the results.
- Designated school staff will produce termly reports summarising the information, which the head teacher will report to the governing body.
- Staff will offer support to the target of the bullying in discussion with the pupil's class teacher. Individual meetings will then be held with any target to bullying to devise a plan of action that ensures they are made to feel safe and reassured that the bullying is not their fault. Action plans will make use of school initiatives such as anti-bullying buddies and playground monitoring.
- Staff will pro-actively respond to the bully who may require support. They will discuss with the bully's class teacher and devise a plan of action.
- Staff will decide whether to inform the parents or carers and where necessary involve them in any plans of action.
- Staff will assess whether any other authorities (such as police or the local authority) need to be involved, particularly when actions take place outside of school.

4. Bullying outside of school

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during the holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupils' well-being beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities as outlined in this policy.

5. Derogatory language

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored on CPOMS. Any follow-up actions or sanctions, if appropriate, will be taken for pupils and staff found using any such language. Staff are also encouraged to record the casual use of derogatory language using informal mechanisms such as an incident reporting form or a classroom log.

6. Prejudice-based incidents

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitude, belief or view towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitored in school, with the head teacher regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

7. School initiatives to prevent and tackle bullying

We use a range of measures to prevent and tackle bullying including:

- A child-friendly anti-bullying policy (displayed in school classrooms and on the anti-bullying noticeboard) ensures all pupils understand and uphold the anti-bullying policy.

- The PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying.
- School assemblies help raise pupils' awareness of bullying and derogatory language.
- Difference and diversity are celebrated across the school through diverse displays, books and images. The whole school participates in events including Anti-Bullying Week and online safety awareness.
- The school values of equality and respect are embedded across the curriculum to ensure that it is as inclusive as possible.
- Stereotypes are challenged by staff and pupils across the school.
- Anti-bullying buddies and pupil-led programmes (School Council, Anti-bullying Week activities, awareness raising and peer support) offer support to all pupils, including those who may have been the target of bullying.
- A provision of support to targets of bullying and those who show bullying behaviour.
- Pupils are continually involved in developing school-wide anti-bullying initiatives through consultation with groups (School Council, Anti-Bullying Buddies) and through the anti-bullying survey.
- Working with parents and carers and in partnership with community organisations to tackle bullying, where appropriate.
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8. Training

The head teacher is responsible for ensuring that all school staff, both teaching and non-teaching (including lunchtime supervisors and caretakers) receive regular training on all aspects of the anti-bullying policy.

9. Monitoring and reviewing

The head teacher is responsible for reporting to the governing body (and the local authority where applicable) on how the policy is being enforced and upheld, via the termly report. The governors are in turn responsible for monitoring the effectiveness of the policy via the termly reports and by in-school monitoring, such as learning works and focus groups with pupils.

10. Rewards and Consequences

Throughout the school several rewards are in place for children, these include (but are not limited to as children review and input these each year through the school council to promote democracy skills).

Rewards:

- Verbal feedback and praise
- Dojo points
- Awards in Celebration Assembly (reading, presentation, Star of the Week, Headteacher Award, recognition for achievements outside of school etc)
- Raffle tickets for regular reading
- Additional playtime
- Golden table for attendance

Consequences; these are also reviewed on a regular basis and are displayed in school.

The following steps are taken when unacceptable behaviour is evident:

- Verbal warnings 1 – 2 – 3 (dates recorded and entered onto school CPOMS system)
 - Written warning – at this stage parents will be invited to speak to the class teacher to discuss incidents and review strategies used both at home and in school
 - Zone A – children will work in a dedicated area of their own classroom
 - Zone B – children will work in another classroom
 - Zone C – children will work independently in the Headteacher's office
- Reference to the Exclusion Policy

HELP ORGANISATIONS:

- Advisory Centre for Education (ACE) 020 7354 8321 ● Children's Legal Centre 0845 345 4345
- KIDSCAPE Parents Helpline 0845 1 205 204
- Parentline Plus 0808 800 2222
- Bullying Online www.bullying.co.uk
- Visit the Kidscape website www.kidscape.org.uk for further support, links and advice.

For a copy of Kidscape's free booklets "Stop Bullying", "Preventing Bullying" and "You Can Beat Bullying", send a large (A4) self-addressed envelope (marked "Bully Pack") with 6 first class stamps to: Kidscape
2 Grosvenor Gardens London
SW1W 0DH

The policy is reviewed every 12 months, in consultation with the whole school community including staff, pupils, parents, carers and governors.