

Rockcliffe First School



Anti-Bullying Policy:

November 2023

Review date: November 2024

KEY PRINCIPLES

It is a fundamental principle of Rockcliffe First School that all members of the community – teachers, support staff and pupils – are expected to treat each other with courtesy and respect. Everyone has the right to be safe and secure, whether at school or elsewhere, and to be protected when vulnerable, so that they may flourish without fear of unfair treatment or harassment. Failure by any member of the school community to treat others with courtesy and respect undermines the ethos and wellbeing of the whole school, and will always be regarded as a serious matter. The School's approach to bullying is clear: it is always unacceptable. It damages children and the School will, therefore, do all it can to prevent it.

AIMS

The aim of this policy is to describe what the School understands as bullying, establish the school's stance towards such unacceptable behaviour, indicate how it will be dealt with and how it may be prevented from occurring.

DEFINITION OF BULLYING

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The main types of bullying are: physical, verbal, emotional and cyber bullying.

Bullying includes: name-calling; taunting; mocking; making offensive comments; kicking; hitting; pushing; taking or harming belongings; producing offensive graffiti; gossiping; excluding people from groups; spreading hurtful and untruthful rumours and coercion. Although sometimes occurring between two individuals in isolation, it quite often takes place in the presence of others.

Pupils are bullied for a variety of reasons. Specific types of bullying include:

- bullying related to race, religion or culture
- bullying related to SEN or disabilities
- bullying related to appearance or health conditions
- bullying related to sexual orientation
- bullying of young carers, looked-after children or other home circumstances
- gender-based bullying.

There is no 'hierarchy' of bullying — all forms of bullying should be taken equally seriously and dealt with appropriately.

Bullying can seriously damage children's confidence and sense of self-worth, and they will often feel that they are at fault in some way. Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lack of concentration or absence from school. It can lead to serious and prolonged emotional damage for an individual. Those who conduct the bullying or witness the bullying can also experience emotional harm, and the impact on parents and school staff can be significant.

STATUTORY DUTY OF SCHOOLS

There are various legal requirements on and powers for schools that relate to bullying. In particular, 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".

OBJECTIVES

All members of the Rockcliffe School Community will work hard to ensure

- Children understand the value of positive relationships with each other and know how to establish such relationships and maintain them over time and in changing circumstances.
- Children talk to each other and to adults within school about any concerns relating to bullying – of themselves or of others - so that any incidents may be investigated promptly.
- All members of staff are alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

- That children who have been bullied, or who have bullied others, are monitored and supported over an extended period of time to ensure that incidents do not recur and that the children's confidence and sense of self-worth are restored and maintained.
- The outcomes of any investigations are communicated effectively to all those concerned, especially parents and carers.

IMPLEMENTATION

We will adopt a whole school approach to implementing the PSHE and Citizenship curriculum, as we believe that many aspects of school life influence children's development in these areas. This policy is linked to our school's Behaviour; Safeguarding/Child Protection, Relationships Education, Drug, Alcohol and Tobacco, Health and Safety and Early Years Policies and to our Single Equalities Scheme. It will reflect the ethos of our school.

The Pupil Council were consulted about this policy on Monday 27th November 2023.

The whole school approach requires different forms of curriculum provision including:

- Discrete curriculum time
- Teaching PSHE and Citizenship through and in other curriculum subjects

PSHE and Citizenship activities and school events include:

- Voting for Y4 anti-bullying reps
- Odd socks day
- Friendship circle
- Anti-bullying week activities.

PSHE Teaching

Teaching is based on guidance materials produced by the PSHE Association and North Tyneside LA.

Our PSHE teaching is based around three core themes, which aim at teaching children how to offer and expect respectful, caring and positive relationships:

- Health and well being
- Relationships
- Living in the wider world

Through the theme of **Health and Wellbeing**, Rockcliffe First School children will be taught:

- How to maintain physical, mental and emotional health and wellbeing
- How to manage risks to physical and emotional health and wellbeing
- Ways of keeping physically and emotionally safe

Through the theme of **Relationships**, Rockcliffe First School children will be taught:

- How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
- How to recognise and manage emotions within a range of relationships
- How to recognise risky or negative relationships including all forms of bullying and abuse
- How to respond to risky or negative relationships and ask for help
- How to respect equality and diversity in relationships

Through the theme of **Living in the Wider World**, Rockcliffe First School children will be taught:

- About respect for self and others and the importance of responsible behaviours and actions
- About rights and responsibilities as members of families, other groups and ultimately as citizens
- To respect equality and to be a productive member of a diverse community

The PSHE curriculum themes are divided across the year but teaching staff know that they have to flexibility to change timings or revisit a topic in order to address a particular issue as appropriate.

In addition to discrete teaching, lessons in other subject areas as appropriate, e.g. Citizenship and ICT, support learning, as do:

- assemblies and collective worship;
- the UNICEF Rights Respecting Schools agenda;
- The Schools of Sanctuary programme;
- the use of creative learning through, for example, art, music, poetry, drama and dance, to develop understanding of feelings and enhance pupils' social and emotional skills;

- annual involvement in Safer Internet Day activities and use of materials designed to promote understanding of cyber bullying and how to tackle it such as those on the “ThinkuKnow” website.

The school will ensure that the “Bullying: A Charter for Action” document continues to be renewed each year, with the Pupil Council acting as pupil representatives. Anti-bullying Reps, Pupil councillors, Year 4 Wellness Gurus and other children will be used to support their fellow pupils at times when there are fewer adults in attendance (eg play time or lunchtime) or when children simply prefer to confide in their peers.

ALL adults in school will ensure that they LISTEN to children’s fears and concerns in a respectful manner and act appropriately. The school will ensure that there is always adequate adult supervision of children, particularly at less structured times of day, and that children known to have acted as bullies are **seen** to be prevented from continuing in their behaviour by being kept inside at playtime, etc.

Adaptive Teaching

So that we always have the highest possible expectations of individual learners and so they can demonstrate what they can do, understand and achieve, teachers will provide opportunity for all pupils to experience success by:

- Adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations;
- Balancing input of new content so that pupils master important concepts;
- Making effective use of teaching assistants - support and challenge will be detailed in weekly planning.

Pupils with special educational needs receive support provided by a member of the Nurture Team, where appropriate. Additional support is given in the classroom by teachers and teaching assistants. Additionally, advice is sought from relevant external support agencies when and where the need demands it (see Special Educational Needs Policy).

MONITORING, EVALUATION AND REVIEW

Details of any incidents of bullying will be recorded by the headteacher, along with the action taken. The impact of the action will be monitored and its effectiveness evaluated over time.

There will be regular reviews of the number and nature of incidents by the headteacher and governors. Any patterns will be investigated and addressed.

All racist incidents must be reported to the local authority on a termly and annual basis.

Information regarding children’s perceptions of bullying, and those of their parents or carers, will continue to be gathered, scrutinised and addressed in the course of annual surveys as well as less formally in the course of PSHE teaching. All findings will feed into regular scrutiny of this policy by the staff and governors and may result in changes to procedures before the next full policy in November 2024.

DEALING WITH INCIDENTS OF BULLYING

If bullying is suspected by, or reported to, a member of staff, the incident will be dealt with immediately by that person;

- A clear account of the incident will be recorded and given to the head teacher;
- The head teacher will interview all concerned and will record the incident;
- Class teachers will be kept informed;
- Parents will be kept informed;
- Sanctions will be used as appropriate and in consultation with all parties concerned.

Sanctions will be

- official warnings to cease offending;
- detention over lunchtimes and playtimes;
- exclusion from enhancement activities;
- fixed-term suspension;
- permanent suspension.

Pupils who have been bullied will be supported by:

- Being provided with an immediate opportunity to discuss the experience with a member of staff of their choice;

- Being offered reassurance and continuous support and where appropriate help to build self-esteem and confidence;
- A level of confidence that is in line with our Confidentiality Policy.

Pupils who have bullied will be supported:

For children who are bullying, they can often feel very stuck in their negative and hurtful behaviour. They can feel trapped in a cycle themselves and find it hard to see how they are able to change. It is important to not label individual children and we should avoid using the term 'bully' to describe children who are displaying bullying behaviour. It implies to children that it is what they are rather than something they choose to do. We will:

- Discuss what happened and help them to understand why it is unacceptable;
- Help to develop their emotional skills and understand why they felt the need to bully someone;
- Help to develop the relationship skills so that they can think of ways to repair any harm they may have caused;
- Help to understand why sanctions are needed and appropriate;
- Inform the parents or guardians to help support the pupil.

Parents will be helped by:

- Being reassured that the school will take any complaint about bullying seriously and investigate/resolve it as necessary, and use the school systems to deal with the bullying in a way which protects their child;
- Being made aware of procedures to use if they are concerned their child is being bullied or does not feel safe to learn, including the school's complaints procedure;
- Being made aware of ways in which they can complement the work of the school on the anti-bullying policy and procedures, including ways in which they can better understand, recognise and deal with cyber bullying.
- Being informed that their child has bullied another child and what the school intends to do to support their child.

Governors and staff of the school will be helped by:

- A school climate where bullying and violence are not tolerated and cannot flourish;
- The continual development of best-practice based on knowledge of what works;
- Relevant professional development, which clarifies their roles and responsibilities in preventing and responding to bullying;
- Positive relationships with each other and with the children;
- Support via partnerships with parents and carers, staff of other schools and of North Tyneside Council plus other community partners.