



## WEST TYNE FEDERATION OF SCHOOLS

### Anti-Bullying Policy

Our Identity.....

‘God doesn’t want us to be shy with his gifts, but bold and loving and sensible’ 2 Timothy 1:7

Our Vision..... Inspire, Support, Believe, Achieve

Our Mission.....

Our values-based schools nurture curiosity and creativity through an inspiring, broad and engaging curriculum, where learning is at the heart of all that we do. Our children learn to become resilient and self-assured in an environment where safety is paramount. Everyone is challenged and encouraged to thrive and achieve as individuals, preparing them for their role as caring and active citizens in modern Britain.

The Federation is committed to the personal development of all involved and aim to provide life-long learning.

We aim to provide extended facilities in both our schools in order to support each child on their learning journey. At Henshaw and Greenhead Primary Schools we promote enjoyment, high academic and personal achievement. We aim to provide children with a love for learning and life. We nurture our children to enable them to become ‘Bold, loving and sensible’.

We do this through offering children the opportunity to:

- live life through our Christian Values
- be happy, independent and self-confident
- be adaptable, determined, resilient and show perseverance when meeting new challenges
- be respectful, polite, tolerant and show empathy to pupils, staff and the wider community
- value others , be sociable, open minded and a great communicator
- be curious, enthusiastic, aspirational and ambitious
- be creative, questioning and have a sense of adventure
- understand and aspire to living a healthy lifestyle

As a school we are committed to providing our children with:

- a happy and interesting learning environment
- positive role models who embody our Christian Values
- an exciting and creative curriculum which prepares children for living in modern Britain
- the time to appreciate, explore, investigate and play in the local environment
- the opportunity to share their achievements with parents and the wider community
- a voice to share their thoughts and feelings, whilst helping to shape our school for the future
- the chance to take part competitively and co-operatively so to understand the importance of participation and learn to manage successes and disappointments
- As a Church school we give the highest priority to enabling our children to live happy and safe lives. We will implement this policy to reflect our distinctive Christian values.

### **Introduction**

The school has a commitment to ensuring pupils' safety, health, economic well-being, enjoyment, excellence and participation in the community is promoted as an effective anti bullying culture. The school has a clear discipline & behaviour policy, which helps to both reduce incidences of bullying and also identify clear strategies for disciplining children who are responsible for bullying. The Discipline & Behaviour Policy should therefore be used in conjunction with this policy when addressing any issue relating to bullying.

Bullying is 'persistent and often premeditated action taken by one or more children, with the deliberate intention of either physically or emotionally hurting another child.'

### **Aims and objectives**

Bullying is wrong and damages individual children. We therefore do all that we can to prevent it. This is primarily achieved through the development of a school ethos in which bullying is regarded as totally unacceptable.

As a church school we aim to produce a safe and secure environment where all pupils can learn without anxiety and where relationships are based on the commandment to 'love your neighbour as you love yourself.'

This policy aims to produce a consistent attitude and response towards bullying from all members of the school community.

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the whole issues of bullying.

We promote a culture where all adults and children are valued and treated with respect.

### **What is bullying?**

Bullying involves dominance of one person by another or a group of others. It is pre-meditated and usually forms a pattern of behaviour. Bullying is therefore deliberately hurtful and repeated (often over a period of time). It can involve:

**Physical:** pushing, kicking, hitting, pinching, and other forms of violence, verbal threats

**Verbal:** name-calling, sarcasm, spreading rumours, teasing

**Emotional:** excluding (i.e. sending to Coventry), tormenting (i.e. hiding books, threatening gestures), ridicule, humiliation.

**Racist:** racial taunts, graffiti, gestures

**Sexual:** unwanted physical contact or abusive comments

**Cyber bullying:** text messaging, internet chat rooms, the use of social media applications such as Snapchat, Instagram or WhatsApp, the misuse of camera or video facilities (including the self generated inappropriate images), offensive questions and nasty inbox messages.

**Homophobic:** because of, or focussing on the issue of sexuality. Homophobic, biphobic and transphobic (HBT) bullying is unacceptable

### **Identifying and supporting vulnerable children**

We work closely in school to identify particularly vulnerable groups, perhaps minority ethnic groups, travellers, refugees, LGBT pupils, midterm arrivals, pupils who transfer late into the school, children or young people in care, young carers and those with other special needs who may find it more difficult to make or sustain friendships.

As a school we plan positive action to support these pupils with all relevant staff members and provide additional support where necessary, for example peer support through buddy schemes and help them access clubs and out of school provision

### **Below are some factors that can make people vulnerable:**

Schools must refer to the Equality Act 2010 and the 9 protected characteristics within it, when dealing with bullying related incidents.

Children and young people who are at most increased risk of being the victims or perpetrators of bullying are those who:

- are in foster care or residential homes (looked after children)

- are understood to be at risk from a range of safeguarding or child protection issues i.e. safeguarding / organised crime groups
- have specific special educational needs (especially on the autistic spectrum)
- have a disability or impairment
- are from minority ethnic backgrounds
- are refugees or asylum seekers
- start a school or activity group mid term
- are, or are perceived to be, gay, lesbian, bisexual, transgender or questioning of their sexuality or gender
- speak a first language other than English
- are young carers
- have suffered bereavement
- have suffered domestic violence
- have experienced physical or emotional trauma
- have a parent that was a victim of bullying.
- experienced poverty or deprivation

### Types of Bullying

Bullying can be based on any of the following:

- Race (racist bullying)
- Religion or belief
- Culture or class
- Gender (sexist bullying)
- Sexual orientation (homophobic or biphobic bullying)
- Gender identity (transphobic bullying)
- Special Educational Needs (SEN) or disability
- Appearance or health conditions
- Related to home or other personal situation
- Related to another vulnerable group of people

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

### **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 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, NSPCC assemblies and workshops, Safer Internet day, PHSE sessions and circle times.

- The school value of respect is embedded across the curriculum to ensure that it is as inclusive as possible
- Stereotypes are challenged by staff and pupils across the school
- Sports-leaders and pupil-led programmes such as Years 5 and 6 Sports Leaders and Young Leaders offer support to all pupils, including those who may have been the target of bullying
- Pupils are continually involved in developing school-wide anti-bullying initiatives through consultation with groups, for example, School council

### **The role of Governors**

The Governing body supports the Executive Headteacher in the employment of anti bullying strategies.

This policy statement makes it very clear that the governing body does not condone any form of bullying in the community of our schools, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The Governors require the Executive Headteacher to keep accurate records of any incidents of bullying, particularly those that are racially motivated, together with the action taken.

The Executive Headteacher retains responsibility for reviewing the effectiveness of anti bullying strategies and together with the Governors, reviews this policy on an annual basis.

Where a parent is unhappy with the action taken by the Executive Headteacher in response to a bullying incident, they have the right to make a formal complaint to the governing body. The Governing body should respond to any formal complaint within ten days and must notify the Executive Headteacher of the need to conduct an investigation into the case and to report back to a representative of the governing body.

### **The role of the Executive Headteacher**

It is the responsibility of the Executive Headteacher to implement the school anti-bullying strategy and to ensure that **all staff** are aware of the school policy and know how to deal with incidents of bullying.

The Executive Headteacher has the primary responsibility for ensuring that children know that bullying is wrong, and that it will not be tolerated in school. This is undertaken in a variety of ways, including through whole school assemblies, RE / PSHCE lessons and when dealing with specific incidences of inappropriate behaviour.

The Executive Headteacher has specific responsibility for developing a school climate of mutual support and praise, thus making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

Informal communications between staff and with parents are undertaken immediately a bullying issue arises. Where appropriate this is shared with other members of staff at Wednesday staff meetings and ways of addressing individual problems are discussed.

### **The role of all Staff members**

We have a collective responsibility for discouraging and responding to any incidences of bullying.

If members of staff witness an act of bullying, they support the children involved following discipline and behaviour procedures and involving the Executive Headteacher, or Head of School in the Executive Headteacher's absence, to provide support or appropriate sanctions. This is mainly achieved through 1:1 counselling.

All staff must follow the agreed Discipline & Behaviour policy when disciplining children for bullying. This includes making a written record of the circumstances associated with any incidence on the yellow or red discipline letters. These are subsequently shared with the parents of both the perpetrator and the victim of any bullying.

Any continued or subsequent issue of individual bullying by a child is dealt with in line with our D&B and SEN policies.

Teachers support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent bullying from occurring.

### **The role of Parents**

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school community.

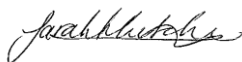
Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

We expect parents to share the responsibility in encouraging their children to be a positive member of the school.

### **Monitoring and review:**

The effectiveness of our anti-bullying strategies are monitored by the Executive Headteacher on an ongoing basis and written reports are submitted to the governing body identifying behaviour issues on a regular basis.

Signed:



Executive Headteacher

Date: September 2019

Review Date: September 2020

### **Appendix 1**

# Bullying – A Charter for Action

Name of School \_\_\_\_\_

Name of Local Authority \_\_\_\_\_

We are working with staff, pupils and parents to create a school community where bullying is not tolerated.

Our school community

- ✓ Discusses, monitors and reviews our anti-bullying **policy** on a regular basis. Good practice suggests the policy should be reviewed on average every two years.
- ✓ Supports **staff** to promote positive relationships and identify and tackle bullying appropriately.
- ✓ Ensures that **pupils** are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- ✓ Reports back quickly to **parents/carers** regarding their concerns on bullying and deals promptly with complaints. Parents/carers in turn work with the school to uphold the anti-bullying policy.
- ✓ Seeks to learn from anti-bullying good practice elsewhere and utilises the support of the **LA and relevant organisations** when appropriate.

Can I talk to you? I'm being bullied!

\_\_\_\_\_ Chair of Governors

\_\_\_\_\_ Headteacher

\_\_\_\_\_ Representative of pupils

\_\_\_\_\_ Date

**NASUWT**  
www.nasuwtnw.org.uk



n|g|a

National Governors' Association



**ASEL**

Association of School and Education Leaders

**NAHT**  
National Association of Head Teachers

department for  
**children, schools and families**

**ADCS**  
Leading Children's Trusts

**ISCG**

**PAT**

**UNISON**  
the public service union

**PGR**  
Network  
www.pgrnetwork.org.uk