



# **Simonside Primary School**

## **Anti-Bullying Policy**

### **November 2018**

#### **Introduction**

This policy has been written to comply with DFE advice on Behaviour and Discipline in Schools - February 2014 and the Government Advice on 'Bullying at School'. It should be read in conjunction with the School Behaviour Policy, the SEN policy, the Child Protection and Safeguarding Policy, the Statement on British Values and the E-Safety Policy.

It aims to prevent bullying.

#### **Definition**

Bullying may be defined as any deliberately hurtful behaviour, usually but not exclusively repeated over a period of time, which intentionally hurts another pupil or group physically or emotionally. It is often difficult for those being bullied to defend themselves, and it is often motivated by prejudice.

Examples of unacceptable bullying behaviour include:

- assault
- Verbal abuse, by name calling, teasing or making offensive remarks
- Cyber-bullying, which is defined as the use of ICT by an individual or group; examples include using social websites, mobile phones, text messaging.
- Indirect emotional tormenting by excluding from social groups or spreading malicious rumours

#### **Simonside School Expectations**

Simonside Says...

We like coming to our safe and happy school.  
We are welcoming, encouraging and respectful to everyone at Simonside.  
We are proud of our school and everyone in it.  
We always 'Believe to Achieve' and strive to be the best we can be.  
We are kind and make our school a fun place.  
We are always polite and dress smartly.

## **Positive Reward Systems and Prevention**

- All staff model respectful and inclusive attitudes towards all children and adults at all times.
- Staff are encouraged to 'catch pupils being good' and encourage other children to imitate positive behaviours - particularly in connection with including all children/ accepting and celebrating differences/ making positive and encouraging comments to each other.
- Children are regularly reminded about who they can talk to in school if they are experiencing any problems - this includes: friends/buddies/teachers/teaching assistants/learning mentor/ phase leaders/deputy head teacher/ head teacher.
- There is a school council (pupil voice) which meets regularly and provides a forum for discussion about increasing friendship within school.
- Our whole school reward system is an online system called 'Class Charts', children receive points throughout the week and on a Friday will receive a special reward if they achieve the required number of points (Hot Chocolate Friday, extra play etc.). This is a visual and instant reward system, which proves very motivating for pupils from YR -Y6. In addition to the weekly rewards, the child who receives the most points in each class is able to sit on our 'BEST SEATS IN THE HOUSE' during our Friday's Celebration Assembly. Our Best Seats winners enjoy comfortable sofas and usually a sweet treat!
- Teachers are able to employ their own reward systems in addition to whole school systems.
- There is a buddy system in place to encourage friendship skills (pupils from YR and Y6).
- Classes hold regular circle time sessions designed to help children get on well with each other and to foster self-esteem and a team-working approach to problem-solving.

- School holds regular 'anti-bullying' events in school, which include a range of age-appropriate initiatives and games; they are re-named 'Friendship Week/Day' in order to foster a positive approach.
- Staff adopt the policy that - 'we don't all have to be best friends but we do all have to be kind to each other and get on well.'
- School adopts a 3 step plan to encourage children to make good decisions and to tell adults of any problems at the appropriate opportunity - Step 1 - Can I ignore it? Step 2 - Stop, I don't like that! Step 3 - Tell an adult.
- School adopts the Kidsafe policies and training undertaken for children in Year 2 and is followed up in KS2.

### **Staff Training and Reporting of Incidents**

- School has the Healthy Schools Award and training is accessed through Chrissy Hardy from South Tyneside L.A.
- School adopt the Respond/Reinforce/Reassure procedure for responding to discriminatory comments.
- Staff are trained to recognise the signs and symptoms of bullying.
- There is a clear reporting procedure in place where incidents are passed onto Safeguarding leads in school (Head Teacher/Deputy/Inclusion & Attendance Coordinators).
- All relevant members of staff (including lunchtime staff) are informed and situations are monitored.
- Any incidents which come under the definition, as outlined above, are recorded as 'bullying incidents' and are reported to parents or carers as such; they may then be reported to governors.
- Incidents are immediately acted upon and all participants and witnesses are interviewed individually. An action plan is drawn up which is dependent on circumstances and the situation is reviewed over time. Other children may be 'drafted in' to help eradicate and monitor any bullying behaviours. Children are given the opportunity to apologise for their behaviour and to 'repair' the situation.
- In some circumstances, outside agencies may be contacted to support children and families who may be victims or perpetrators.
- Sanctions will be applied as outlined below.
- School is a member of Kidsafe and one member of staff is trained to deliver this programme.

### **Dealing with bullying behaviours and the use of sanctions**

- Records are kept of all serious incidents of unacceptable behaviour.
- Where it is deemed appropriate, victims and/or perpetrators will be offered separate, preventative counselling with the Class Teacher/Inclusion & Attendance Coordinator/Phase Leaders/Head Teacher, Deputy Head or members of the Senior Management Team.
- The application of sanctions depends on the age of the child, any special educational needs and the particular circumstances surrounding the behaviour. It also depends on the severity and frequency of the bullying behaviour.
- Warnings may be given - they can be verbal or a card system may be used.
- Children may be moved to work in different areas of the classroom.
- Children may be required to work in other classrooms or in communal areas of the school for short periods of time.
- Children may be sent to a member of the Senior Management Team, the Deputy Head Teacher or the Head Teacher to discuss their behaviour.
- Children may miss visits if their behaviour is deemed to be likely to pose a risk to others.
- Children may be subject to internal exclusion from the class.
- Temporary fixed-term exclusion from school may be employed.
- Permanent exclusion from school - with agreement of the Governing Body. (Parents have a right to appeal to the Governing Body against the decision).

### **Advice for Parents and Carers**

- Immediately report any incidents which come to your attention to your child's Class Teacher or your child's Phase Leader (EYFS/KS1 - Mrs Pegman, Lower KS2 - Mrs Lowe, Upper KS2 - Mrs Sultan).
- Please do not attempt to sort the problem out yourself by speaking to the child who you think may be behaving inappropriately towards your child or by speaking to their parents.
- Please do not encourage your child to 'hit back' either verbally or physically.
- Parent views are actively sought through a variety of channels and parent questionnaires are regularly circulated which include a question about bullying; these are then followed up by the Senior Management Team.