



Saltburn Learning Campus

Anti-Bullying and Racism Policy

February 2017

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Saltburn Learning Campus
Anti-Bullying and Racism Policy

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Documents considered and referred to within this policy –

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

Preventing and tackling bullying. Ref: DFE-00292-2013

Supporting children and young people who are bullied: advice for schools. Ref: DFE-00094-2014

Cyber bullying: advice for headteachers and school staff. Ref: DFE-00652-2014

Advice for parents and carers on cyber bullying. Ref: DFE-00655-2014

Behaviour and discipline in schools: guidance for headteachers and staff. Ref: DFE-00023-2014

Keeping Children Safe in Education 2016.

1. **AIMS**

To clarify the campus' responsibility for responding to incidents of bullying and to outline strategies involving parents, learners and teachers to ensure that all are aware that bullying is totally unacceptable and that we will work together to eliminate such behaviour. The school does not condone racism. Any incident of a racist nature will be dealt with in the same way as bullying and such incidents will be recorded.

2. **DEFINITION**

- Bullying is repeated behaviour, which makes the recipient feel uncomfortable or threatened. This also includes cyber bullying; for example, sending mobile phone texts or video clips, using the internet to send instant or e-mail messages which cause distress or fear. (Refer to Page 6 'Preventing & tackling bullying.' DFE -00292-2013.
- Bullying is about power. Victims feel powerless to stop it and parents feel powerless when they try to help. Any bully's behaviour is unacceptable and the bullying must stop.

Physical Bullying

- Any unwelcome physical contact
- Preventing access to parts of the classroom/ building
- Threatening behaviour
- Intimidating behaviour
- Taking or damaging belongings

Non Physical Bullying (including Racism)

- Deliberate isolation of learners from peers
- Encouraging others to participate in any form of bullying
- Making remarks or comments which are hurtful to others examples of which may include: Race, Religion or Cultural Beliefs, Sexual Orientation, Appearance/dress, Property, Family/friends, Achievement, Disability, Personal values and interests or Verbal intimidation.
- These behaviours can also be presented online.

3. **ATTITUDES:**

Attitudes are not straightforward. Bullying is never openly condoned in society but strength is often admired and weakness despised. This policy statement challenges such notions and is based on the belief that bullying can be prevented by making explicit to all adults on the staff and to all learners that the school ethos and procedures do not tolerate the oppression of one person by another.

The campus will strive to ensure that:

- All people are able to be a part of a safe and secure environment.
- Each individual, irrespective of ability, race, gender, religion or other individual difference is valued.

It is important to:

- Clarify for all members of the campus community that bullying is not acceptable. Everyone must act in a positive way to ensure that bullying is challenged and reported.
- Create an atmosphere where anyone who is being bullied knows that they will be listened to, their concerns taken seriously and actions taken will be appropriate and sensitive to their needs.

- Recognise that bullying is a problem for the bully and constructive assistance will be needed in order to enable the bully to change their behaviour.
- Ensure that effective management of bullying is a shared responsibility. Strategies should be shared amongst those who are involved as parents or carers of children.
- Make learners, parents and staff aware of what steps to take when bullying has occurred.

This should be reinforced through formal situations such as whole school and phase/year assemblies, tutor time, the curriculum and Life Skills / PSICHE lessons. Support will be available for the person being bullied. Support will be available to help the bully rectify their behaviour.

4. **STRATEGIES**

Dealing with incidents of bullying is often restricted by a number of constraints:

STAFF need to be aware that:

- Incidents need to be resolved not just smoothed over.
- Those who feel aggrieved want to see justice done.
- Blame may not be all on one side.
- It may not be possible to prove what actually happened.
- Levels of tolerance may vary enormously for pupils and parents.
- Expectations may be unrealistic.
- Break time and lunchtime duties are important. Movement between lessons must be monitored. All staff on duty need to maintain a high profile. Bullying will be much less likely if learners are aware that both teaching and non teaching staff are always there.
- They are role models – so they must actively model non bullying behaviour in both speech and actions.
- They also need to address bullying in the classroom. Class teachers may need to review seating arrangements. Teaching styles that involve co-operation and group work can help to build relationships that mitigate against bullying.
- Bullying Outside the School Premises – P5 (Preventing and tackling bullying. Ref: DFE-00292-2013) ‘Teachers have the power to discipline pupils for misbehaving outside the school premises “to such an extent as is reasonable”. P9 Behaviour and discipline in schools: guidance for headteachers and staff. Ref: DFE-00023-2014. Incidents of reported bullying outside of the school premises must be explored fully and reported in the same manner had they incurred inside the school premises. Refer to the school Behaviour Policy for guidance on actions to take regarding incidents outside the school premises.

LEARNERS need to be aware that:

- Everyone has the right to feel comfortable in their school environment at all times.
- They should not feel embarrassed if it happens to them.
- They must report bullying straight away by speaking directly to staff in untliff or through the use of the ‘Bully Box system in classrooms in Saltburn Primary. Watching and doing nothing signifies support for the bully.
- They should ask parents / teachers for advice / support. If they are too frightened to go on their own, they should take a friend with them.
- They should keep on speaking up as long as the bullying continues.

PARENTS need to be aware that they can support the campus Anti Bullying & Racism Policy in the following ways:

- Watching for early signs of bullying.
- Listening and taking seriously any comments their child might make to them about bullying.

- Contacting the school immediately.
- Encouraging their child to talk to someone they trust at school.
- Working with the school to draw up ideas to support their child both inside and outside school.
- Monitor the child's use of mobile phone texting and social networking sites.

TUTORS/TEACHERS need to be aware that they have a responsibility to:

- Watch for early signs of bullying.
- Listen and take seriously any comments made about bullying.
- Monitor the situation to ensure that bullying does not continue.
- Involve other members of staff such as the Learning Mentor and Year/Phase/ Team Leader when necessary.
- Use tutor time to reinforce campus policy that bullying in any form is unacceptable and to raise the self-esteem of all involved.
- Liaise with parents where necessary.

THE SCHOOL CURRICULUM will be used to:

- Raise awareness about bullying behaviour and about the campus Anti Bullying & Racism Policy.
- Challenge attitudes about bullying behaviour, increase understanding for bullied learners and help to build an anti bullying ethos in the school.

Awareness strategies:

The following will be in place across the campus appropriate to the Key stage:

- Regular questionnaires / surveys / discussions to reveal the extent and the nature of the problem.
- Poster campaigns.
- Staff on duty during unstructured time to reduce likelihood of incidents occurring.
- Using drama/role play within Life Skills/PSCHE to understand the feelings of bullied children and to practise the skills they need to acquire in order to avoid bullying.
- Addressing and incorporating Anti Bullying within E Safety training, ICT and Life Skills/PSCHE curriculum and whole school /year/phase assemblies.
- 'Circle time'.
- Links with the parents – inform them of what is being done.
- A 'Confidential Thought Box' in the primary classrooms.
- 'Secret friends'.
- Having a 'safe room'.
- Encouraging peer group support of bullied individuals.
- Making learners more aware of the needs and feelings of others.

5. PROCEDURES FOR STAFF:

- All incidents of bullying must be recorded in the appropriate manner for the school and passed on to pastoral staff to resolve.
- All incidents of bullying should be recorded on the PARs/SIMs systems
- All incidents of bullying should be recorded on the SIMs system & a full report logged in the Racism/Bullying Log/File (SPS).
- All incidents of bullying should be recorded on the PARS and using pastoral systems for recording (HS).

- Where bullying is racist or references sexual orientation it should be indicated clearly when it is recorded.
- Incidents of bullying will be thoroughly investigated by the Form Tutor/Class Teacher, Year Team Leader and the Learning Mentor (HS) when appropriate.
- All learners involved, including bystanders, should be interviewed where appropriate.
- Learners who are reporting incidents of bullying should be listened to and their allegations taken seriously.
- The outcome of any investigations must be communicated to all those involved. Failure to do this gives the message that bullying is condoned.
- The parents of both the bully and the bullied should be informed of the situation.
- Any disciplinary action needed will be taken in line with school policy.

6. MONITORING

- Monitoring will take place where appropriate to identify whether bullying has continued.
- The follow up period will differ according to individual circumstances.