Southridge First School

Safe to Learn Policy (Anti-Bullying)

Autumn 2026

Date of Adoption by the Governing Body:	Autumn 2026
Date of future review:	Autumn 2027

Safe to Learn Policy

Vision Statement
Children and young people have a right to be protected from harm and discrimination. They should be able to live in an environment in which they are free from harassment, bullying and discrimination.

Aims
The aim of the anti-bullying policy is to ensure that pupils play, learn and socialise in a supportive, caring and safe environment without fear of being bullied.

(Appendix One – related policies and documents)

What is bullying?
Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

What types of bullying are there?
- Physical: kicking, hitting, punching or any other use of violence including damaging or taking belongings
- Verbal: name calling, taunting, tormenting, spreading rumours, excluding
- Cyberbullying: this is defined as the use of Information and Communications Technology (ICT), particularly mobile phones and the Internet, deliberately to upset someone else. (*Please see Appendix Three)*
- Homophobic: this occurs when bullying is motivated by a prejudice against lesbian, gay, bisexual and transgender pupils
- Racist: behaviour or language that makes a pupil feel unwelcome or marginalised because of their colour, ethnicity, culture, religion or national origin
- Sexual: such as making lewd comments or unwanted physical sexual contact
- Social/Environmental : this is where young people are targeted due to an inequality of wealth
- Special Educational Needs and Disabilities.

(Please see *Appendix Two – Additional government guidance)*

Safeguarding Children and Young People
Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care team. Even where safeguarding is not considered to be an issue, school may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.

Criminal Law
Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour or communications could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. If school staff feel that an offence may have been committed, the Headteacher will seek assistance from the police. For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

(Please see Appendix One)

Bullying Outside School Premises
Headteachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to Southridge First School staff, it will be investigated and acted on. The headteacher will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority, of the actions taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

What are the signs of bullying Children 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, lacking concentration or truanting from school. All staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with this policy.

How can we prevent bullying?
At Southridge First School we have a clear understanding that bullying in any form is not acceptable. The incidence of bullying can be greatly reduced by planning ahead, by developing an ethos that is open, honest, listening and respectful of confidentiality. Below is what our school does:

- Promotes a whole school ethos of respect and a whole school approach to addressing bullying
- Ensures that all staff are listeners, believers and doers, being vigilant and watching out for early signs of distress

- Teaches children the skills of mutual respect and cooperation, giving them knowledge, skills and understanding about bullying through the PSHCE curriculum and through assemblies etc.
- Openly discusses differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, sexual orientation, different family situations etc. We also teach children that using any prejudice-based language is unacceptable
- Develops our children's emotional literacy to help them communicate worries or concerns encouraging all the children to tell someone if they feel threatened or know someone else who feels threatened and to tell the truth
- Support children from vulnerable groups who may be of greater risk at critical times and times of transition through strategies such as staff check-ins and peer buddy system.
- Make it easy for pupils to report bullying so that they are assured that they will be listened to, and incidents acted on. Pupils should feel that they can report bullying which may have occurred outside school including cyberbullying.
- Works with the LA e.g., North Tyneside Healthy Schools team, PSHCE team and other specific organisations for help with particular problems
- Provides a safe listening environment to ensure that young people feel confident to report bullying and know that it will be dealt with effectively
- Involves pupils. All pupils understand the schools' approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders
- Involves parents to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. Ensures that parents feel confident that the school will take any complaint about bullying seriously and resolve the issue in a way that protects the child, and they reinforce the value of good behaviour at home
- Implements disciplinary sanctions. The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable
- Regularly evaluates and updates our approach to take account of developments in technology, for instance updating 'acceptable use' policies for computers
- Provide effective staff training. Anti-bullying policies are most effective when all school staff understand the principles and purpose of the school's policy, its legal responsibilities regarding bullying, how to resolve problems, and where to seek support
- We invest in specialised skills to help our staff understand the needs of their pupils, including those with Special Educational Needs and/or disability (SEND)
- Work with the wider community such as the police and children's services where bullying is particularly serious or persistent both in and out of school and where a criminal offence may have been committed.
- Celebrate success. Celebrating success is an important way of creating a positive school ethos around the issue.

(Please see Appendix Six for more support)

Responding
The aim is to develop a culture within our school to ensure young people are safe at all times however if incidences do occur this is how we will respond:

- Offering an immediate opportunity to discuss the experience with a member of staff of their choice
- Reassure the pupil
- Offer continuous support
- Restore self-esteem and confidence.

Pupils who have bullied will be helped by:

- Discussing what happened
- Discovering why the pupil became involved
- Establishing the wrong doing and need to change
- Informing parents or carers to help change the attitude of the young person.

Sanctions will be used in line with the school's behaviour policy.

Working With Parents and Carers
Parents and carers know who to go to and what will happen if they report bullying. They have been informed when and how they will be contacted if their child is involved in a bullying incident.

Reporting and Recording
All bullying incidents will be recorded using the DFE definition and classified according to type of bullying. The lead named persons will monitor and respond in practical ways to address bullying issues.

Roles and Responsibilities
The Designated Safeguarding Lead (Mr Willcock) and Deputy Designated Safeguarding Leads (Mrs Statham & Miss Parker) are the named lead people who will oversee and keep records of incidents of bullying. However, all adults and children have a responsibility to be vigilant and look out for signs of bullying behaviour.

The lead adult should:

- Work with class teachers and phase team coordinators to ensure that all incidents of bullying are responded to promptly
- Record incidents
- Inform other bystanders, adults, parents and carers
- Follow up and monitor incidents.

Maintaining, Monitoring and Evaluating the Policy
The policy will be updated annually in consultation with all stakeholders. For example, through school council, learning platform, newsletter, assemblies and staff meetings. Governors are also involved in the reviewing and approving of the policy.

Procedures in school for reporting and dealing with bullying

Child is bullied

Step 1 Self-referral by a child using the 'Worry Monster' in their classroom.	**Step 1** Child personally approaches a teacher, support staff, lunchtime staff, school councillor, buddy or peer.	**Step 1** Parent or carer contacts school to express concerns about bullying.

Step 2

- Child meets with class teacher to discuss incident
- Class teacher informs Headteacher
- Headteacher and class teacher meet with children involved to discuss ways forward and ensure a swift resolution to problem
- Record kept on CPOMS
- Parents of children informed
- Senior lunchtime supervisor, support staff, and leadership team informed and asked to inform class teacher of any further incidences
- School interventions put in place e.g., 'Staff check-ins', therapeutic group play sessions, buddying up with a Y4
- Discipline policy followed
- A follow up meeting arranged by class teacher with children and outcomes recorded on CPOMS
- A follow up meeting/phone call to be made to parents.

If bullying continues

Step 3

- Class teacher informs Headteacher
- Headteacher and class teacher meet with children involved
- Parents of children informed.
- Meeting arranged with Headteacher and parents along with class teacher.
- All relevant staff informed. Dedicated member of staff to act as mentor for victim during every playtime and lunchtime. Daily checks made and reported back to Headteacher until resolution
- Outside agencies involved e.g. Behaviour Support Team, CAMHS.

If bullying continues

Step 4

- Headteacher and Chair of Governors meet and seek advice from LA.

North Tyneside Council
Safe to Learn Policy Appendix

Appendix One - Links to other policies, strategies and plans

1.1 Local Authority Documents

Bullying is a form of behaviour that impacts on the emotional health and well-being of all involved. This policy must therefore be read and understood in conjunction with other relevant North Tyneside documentation, including:

- Children and Young People's Plan
- Behaviour Policy
- Child and Adolescent Mental Health Services Strategy
- Inclusion Policy
- Racial Harassment Policy and Guidelines.

1.2 Government Guidance Documents

Preventing and tackling bullying
Ref: DFE-00292-2013 PDF, 319KB, 12 pages

Legislative Links
The Equality Act 2010

Schools Duty to promote good behaviour
https://www.legislation.gov.uk/ukpga/2006/40/section/89

Power to tackle poor behaviour outside schools

Safe to Learn: ***embedding anti-bullying work in schools overarching anti-bullying guidance from DFE, incorporating specialist guidance on bullying of children with SEN and disabilities, cyberbullying, homophobic bullying and racist bullying.***

1.3 Legal Framework

Education Act 2011
This Act provides further powers for screening and searching, notice for detentions and exclusion.

Equality Act 2006
This prohibits discrimination on the grounds of disability, sexual orientation, religion or belief. The Act includes a positive duty to promote gender equality.

The Education and Inspections Act 2006 (EIA 2006)
The Act provides (discretionary) powers to head teachers 'to such an extent that is reasonable' to regulate the conduct of pupils when they are off site. The EIA also outlines some legal powers that relate more directly to cyberbullying and provides a defence for school staff for confiscating items such as mobiles phones from pupils.

Sex Discrimination Act (2005)
The Disability Discrimination Act 2005; Section 3
The Act places a duty on local authorities to promote equality of opportunity, to eliminate discrimination, promote positive attitudes towards disabled people and encourage participation.

The Children Act 2004
Every agency working with children and young people (including schools and colleges) must safeguard and promote the welfare of children, helping them to 'stay safe from bullying and discrimination'.

Education Act 2002; Section 175
This places a duty on Local Authorities and governing bodies in relation to the welfare of children in their school: "the governing body of a maintained school shall make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school."

The Race Relations (Amendment) Act 2000
It is unlawful to discriminate against anyone on grounds of race, colour, nationality (including citizenship), or ethnic or national origin. All racial groups are protected from discrimination. Schools are required to have a policy that shows how they will promote equality of opportunity and good relations between people of different racial groups.

The Local Government Act 2000; Section 104
This amends Section 28 of the Local Government Act 1998 by indicating that nothing shall deter "the head teacher or governing body of a maintained school, or a teacher employed by a maintained school, from taking steps to prevent any form of bullying."

Schools Standards and Framework Act 1998; Section 61
This states that the head teacher shall take steps to encourage good behaviour and respect for others on the part of pupils and, in particular, prevent all forms of bullying among pupils. Since September 1999 schools are required to have a strategy to prevent bullying, including measures against racist bullying.

The Human Rights Act 1998
This act is based on the European Convention on Human Rights. It prohibits torture, inhuman and degrading treatment or punishment. Specifically, Article14 states "the enjoyment of the rights and freedoms set forth in the convention shall be secured without discrimination on any

ground such as sex, race, colour, language, religion, political or other opinion, national or social origin, association with a national minority, property, birth or other status."

The United Nations Convention on the Rights of the Child 1991
The UK ratified this in 1991, committing itself to provide the Convention's minimum standards for all young people and children under the age of 18. Specifically, Article 19 stated the children's right to be protected from all physical or mental violence. Under Article 12, they have the right to participate and Article 37a highlights that no child shall be subjected to torture or other cruel, inhuman or degrading treatment or punishment.

The Crime and Disorder Act 1998 and The Anti-Social Behaviour Act 2003
Schools, youth clubs and other educational settings should liaise with their local police officers where acts of bullying become criminal e.g. harassment, assault, wounding and causing grievous bodily harm with intent, or the carrying of weapons.

Appendix Two – Additional Government Guidance

Bullying – A Charter for Action can be downloaded from:
http://publications.teachernet.gov.uk/eOrderingDownload/Bullying

Appendix Three- Additional Guidancehttp://publications.teachernet.gov.uk/eOrderingDownload/Bullying

Cyberbullying
Up to date and relevant resources are available on the Anti-Bullying Alliance website.
http://www.antibullyingalliance.org.uk

Appendix Four

Young people's Participation
In North Tyneside we have a Participation Team that will support organisations to effectively involve young people in Safe to Learn Work. Contact the team on 643 8590

Appendix Five - Support Agencies Local and National

Anti-Bullying Alliance (ABA) Brings together over 60 organisations into one network with the aim of reducing bullying, and creating safer environments in which children and young people can live, grow, play and learn. www.anti-bullyingalliance.org.uk

ChildLine Offers a free 24-hour helpline and counselling service for children in distress or danger. Telephone: 0800 1111

National Healthy Schools Programme
A joint Department of Health (DH) and Department for Children, Schools and Families (DCSF) initiative. Part of the Government's drive to reduce health inequalities, promote social inclusion and raise educational standards. Schools can access support from a local programme coordinator.
www.healthyschools.gov.uk

Educational Action Challenging Homophobia (EACH)
Established to challenge homophobia in education. www.eachaction.org.uk

Education for All Joint campaign by Stonewall, Fflag and LGBT Youth Scotland to combat homophobic bullying. Website includes resources, research and case studies.
www.stonewall.org.uk/education

MencapMencap fights for equal rights for people with learning disabilities, and their families and carers, and provides housing and employment support.
www.mencap.org.uk/

National Autistic Society Champions the rights and interests of all people with autism, and seeks to ensure that they and their families receive quality services appropriate to their needs.
www.autism.org.uk

School's Out! Aims to support lesbian, gay, bisexual and transsexual (LGBT) staff in education, and to raise the profile of LGBT people and issues. www.schools-out.org.uk

StonewallA campaign and lobby group working to achieve legal equality and social justice for lesbians, gay men and bisexuals. www.stonewall.org.uk

Victim Support Staff and volunteers offer free and confidential information and support for victims of crime. It operates via a network of affiliated local charities, the Witness Service and the Victim Supportline. Currently developing specialist and outreach services for children and young people affected by crime and bullying. www.victimsupport.org.uk

Appendix Six - Preventative Strategies

Anti-bullying assemblies
Set of six assemblies developed from ideas suggested by young people in secondary and special schools, based on the principle of maximum student participation
www.anti-bullyingalliance.org.uk

Anti-bullying videos and schools programmes
A variety of programmes available to watch or download, from the Teachers TV website
Teachers TV anti-bullying resources

Bullying in children's fiction
Selected list of books for children and young people which deal with bullying.
www.anti-bullyingalliance.org.uk

Bystander teaching activity
Written for Anti-Bullying Week 2006 by Rita Adair and Lorna Vyse. For use with pupils of year five age upwards
www.anti-bullyingalliance.org.uk

Making schools safer using effective anti-bullying strategies
NCB Spotlight briefing
www.anti-bullyingalliance.org.uk

Setting up a peer support scheme
Childline guide for teachers and other professionals who want to set up and assist peer support schemes
www.anti-bullyingalliance.org.uk

How can schools best support pupils showing bullying behaviours?
This briefing reviews widely used interventions which can be used by schools to provide support for children and young people who bully others.
http://www.antibullyingalliance.org.uk/downloads/pdf/bullying_behaviours_briefing_08.pdf

Appendix Seven

Parent/Carer Support
Parent/Carer booklet written by Burradon Primary PSHE Team available on North Tyneside Learning Platform PSHCE section.

Parent/Carer Booklet Your Teenager
Website offering advice and information on all issues related to bringing up teenagers, including what to do about bullying.
www.yourteenager.co.uk/

Bullying: Why it matters
YoungMinds aims to provide parents or carers with straightforward information about children's mental health problems
www.youngminds.org.uk/publications/leaflets/bullying.php

Parenting topics: Bullying
Advice from the national charity that works for, and with, parents
www.parentlineplus.org.uk

Appendix Eight - training and support in North Tyneside

Training
Staff training should include:

- Awareness raising for all staff of the policy and its contents
- Policy and procedures introduced during induction of new staff
- Clear guidance during in-service training on the management of incidents and how to respond to pupils concerns
- Sessions focused on how to offer preventive education covering content, teaching approaches and training
- Sessions focused on how to support pupils who experience bullying problems either as a bully or victim
- Training around specific types of bullying such as cyber, homophobic, racist etc…
- How to record, report and act upon this data.

The Local Authority can support all training needs.
Contact number 643 8590.