

Reviewed: April 2025
Next review: April 2026
Written by: Miss J Bennett and the Anti-Bullying team



Hudson Road Primary School

Anti-Bullying Policy

1 Introduction

At Hudson Road Primary School, we value everyone as an individual, and we foster a sense of belonging to the school family. Everyone is respected and able to achieve and develop as lifelong learners in an environment that celebrates diversity and challenges prejudice.

Everyone has the right to go about their daily lives without the fear of being threatened, assaulted or harassed. No one should underestimate the impact that bullying can have on a person's life. It can cause high levels of distress, affecting young people's well-being, behaviour, academic and social development right through into adulthood.

At Hudson Road Primary School, we are committed to providing a caring, friendly and safe environment for everyone so they can learn in a relaxed and secure atmosphere free from oppression and abuse.

Bullying is an anti-social behaviour and affects everyone. All types of bullying are unacceptable at our school.

We will ensure that all parents/carers are kept up to date with anti-bullying information from Hudson Road.

We recognise the following legislation and will act in accordance to the laws they state:

- Equal Opportunities Rights
- Education Act 2002
- Human Rights 1998
- Health and Safety at Work Act 1974
- The Local Government Act 2000
- Disability and Discrimination Act 2003
- Anti Social Behaviour Act 2003
- The Education and Inspections Act 2006
- The Equality Act 2010
- Children and Families Act 2014

We also refer to guidance from Working together to Safeguard Children 2006 and the Local Authority Anti Bullying Charter Mark.

2 Reference to other policies

This anti-bullying reference has also been written with cross reference to other internal school policies. Policies to be observed in conjunction with our Anti-bullying policy are:

- Behaviour Policy
- Race Equality Policy
- Equal Opportunities Policy
- Health and Safety Policy
- Citizenship Policy
- Development Plan
- Mission Statement

3 Defining bullying

Bullying is a sustained or repeated action taken by one or more children, with deliberate intent. This behaviour results in having a negative effect on the emotional or physical well-being of the child.

Types of bullying include: verbal, emotional, physical, racist, and cyber bullying. This definition was produced in consultation of the whole school community, led by the anti-bullying team, whose members are a cross section of the whole school family.

4 Working Party

Although everyone in school has an active role in tackling bullying a named team has been organised to collaborate once a term and monitor anti-bullying progress within the setting:

Miss Bennett – Anti-bullying co-ordinator

Israel Babatunde and Laila Little - Pupil representatives

Mrs Westgate –Head teacher

Jahannara Begum – Staff governor

Mrs Laws – Lunch time Supervisor

5 Awareness Raising

Hudson Road currently holds Platinum level for the Local Education Authority Anti-bullying charter mark - which is recognised throughout the city of Sunderland. We have ongoing strategies and initiatives currently in place to raise the profile of anti-bullying in school and continue our successes.

- Anti-bullying policy available for all to read via Hudson Road's website and hard copy on request. Opportunities are given to parents/carers to contribute with annual renewal.
- Links provided for parents/carers to other informative appropriate websites and organizations.
- Anti-bullying book in reception area to inform parents, carers, community and visitors of available support.
- Opportunities to inform parents/carers as a captive audience about anti-bullying and request members for the parents/carers anti-bullying team
- Questionnaires to parents/carers annually.
- Questionnaires to children annually
- Staff meeting agenda to cover anti bullying/mental health.
- RSHE boards and displays visible within school.
 - Anti-bullying posters/leaflets displayed in school and all classrooms.
- Anti-bullying posters and leaflets created by pupils to inform both peers and parents available in reception area and throughout school.
- Anti-bullying display kept up to date with current achievements.
- All staff/team to be involved in yearly evaluations of anti-bullying policy.
- Pupil's voice, through school council, mini police, rights respecting champions, well-being team, assemblies and newsletters.
- Nurturing sessions to support both potential victims and perpetrators.
- Increased opportunities to promote improved community cohesion by introducing an Inter Faith week
- Pupils to be taught child exploitation related lessons across the curriculum and as part of PSHE lessons.
- Pupils to be taught diversity and acceptance of family differences in RSHE promoting acceptance and equality for all.

6 The Consultation Process.

- Questionnaires for parents/pupils/staff.
- Anti-bullying co-ordinator to liaise with outside agencies and inform staff of training and recommendations received.
 - Children to attend Children's Anti-bullying conferences at participating schools as recommended by the LEA.
- Schemes of work to be delivered by all staff
- School council meetings.
- Website updated to inform parents of current Anti-bullying Policy.

7. Policy Aims

To promote an ethos where bullying is regarded by all, to be unacceptable. Teachers, pupils, parents, carers and others in the local community to be given access to this ethos. Everyone should be educated and informed to support understanding of the definition of bullying and how we at Hudson Road implement our Anti-bullying policy.

Children will be aware on how to keep themselves safe and also know strategies to help friends or peers in need of support through positive promotion of 'bystander awareness.'

Children will be taught the value of friendship and how to treat others with mutual respect. They will recognise their own fears insecurities and worries, and value themselves and others as individuals. Self –esteem and behavior lessons will be taught in conjunction with behavior and safety issues and not be viewed as separate topics.

Consistency by all staff on agreed strategies must be implemented without acceptance to ensure the policy aims are met.

To ensure a safe and secure environment is created where everyone can live, learn and work, and where staff and pupils understand the value of being British and what that entails.

8. Responding to Bullying

- All staff to respond to bullying incidents using the agreed protocol. If deemed to be a bullying incident details to be written on CPOMS. Allow all pupils to have a voice and their recount of events detailed.
- Incidents to be recorded and passed to Deputy/Head teacher for decision making on action to be taken such as involving parents at the appropriate time.
- When parents become involved all details/conversations should be logged for referrals and to ensure action is taken to the satisfaction of parents/carers staff and children.
- Staff must be observant of patterns and repetitiveness in incidents to ensure the correct support for involved children is used.
- Incidents concerning Racism or sustained bullying to be reported to ARCH.
- All staff to respond using SEAL and PSHE lessons in particular response to an incident if required.
- Quality Circle Time.
 - Nurture Groups
 - Friendship Group
- Named pupil representative to be given a voice in meetings to discuss behaviours and children's concerns.
- Increased School Council involvement.
- To monitor children from FUP or LAC, giving support through nurturing, friendship groups etc, where deemed necessary.
- Staff to be aware of increased cyber-bullying trends and online safety. All staff to read 'safer working practice and levels of conduct', recommended by safeguarding team from LEA. Available on Sunderland Learning Hub within Safeguarding section.
- All staff to complete safeguarding training including issues around child exploitation.

- All staff to be trained on awareness of issues around 'young carers.'
- Staff to be trained on British Values and the impact of this on our whole school community.
- All pupils to understand the school's approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders.

9. Implementation of the Policy.

- Whole school Anti-bullying week
- Whole School E-Safety Week
- Assemblies
- PHSE/British values
- Circle Time
- Newsletters
- Displays/posters
- High profile response to bullying
- School Council meetings
- Introduction meetings for new staff
- School Prospectus
- School/home diaries

10. Curriculum Implementation.

- PSHE curriculum clearly follows through with strands of Anti-Bullying, as well as exploring related issues (e.g what makes a good friend)
- Children to write their own 'Class Charter' each academic year.
- Children taking the lead in classroom jobs to raise self-esteem and promote positive behaviour.
- Targeting children who need help support and guidance relating to self-esteem issues.
- School ensures the needs of the bullied child are met through intervention and support. Nurture provision provided if deemed necessary.
- Pupils are given opportunities to promote positive friendships within the whole school ethos.
- Anti-bullying lessons to be delivered throughout the academic year and not to be viewed as an isolated learning outcome.
- Pupils to be aware that prejudiced based language is not acceptable, and openly discuss protected traits which may be vulnerable groups.
- School, where necessary will work with the wider community to tackle bullying issues outside of school.
- School has created an inclusive environment where people have different ways to communicate their concerns around bullying issues in school.

11. Monitoring

- Bullying records used to track numbers, types, locations and frequencies. This information should allow coordinator to highlight emerging patterns and inform future steps for prevention.
- Staff, who are on duty, report bullying incidents to class teacher.
- Lunch time supervisors to report incidents to class teacher.
- All parents concerns to be documented and responded to accordingly.
- Staff to inform and communicate with parents regarding action and monitoring of incidents. These conversations should be recorded, monitored and actioned.
- Parents/Staff discussions to be dated and recorded for monitoring purposes.
- Children involved are monitored and giving appropriate support.
- Bystander action/increased, sense of collective responsibility.
- Improved attendance.
- Improved attainment.
- Yearly questionnaires to monitor any pupil concerns.

12. Evaluation.

- Staff team to meet on a regular basis and Miss Bennett to highlight changes and occurrences in regards to anti-bullying systems and progress required.
- Review incidents and responses each term to ensure actions have been undertaken.
- Questionnaires to be passed yearly to Senior management/Governors
- PHSE for children evaluations to be addressed.
- Parents meetings.
- Governor meetings.
- Senior Staff/staff meetings.
- School visitor's evaluations.
- Tracking of children's academic progression to assess impact on pupils learning

13. Review.

- Anti-bullying team to review and coordinator to report findings in whole staff meetings.
- Annual review in coordinators report with action plan.
- Anti-bullying team to liaise with Governors and Head when required.
- Identify areas of weakness ensure strategies are then put in place.
- Anti –Bullying Policy must appear annually on the Governor's agenda and posted on website after parents/carers invite to respond