



The Management Committee of  
*Herons Dale Primary*  
*School*

have adopted the following policy:

## Anti - Bullying

Reviewed by: Anna Bayliss

Date: Oct 18

Review Date: Oct 21

## Anti-Bullying Policy

### **Introduction**

Hérons Dale School is a Special Primary School in Shoreham which caters for pupils with a diverse range of needs, including PMLD, SLD, MLD and ASD. We believe 'Communication is the key' to success and everything we do is geared towards developing language and communication skills. We are keen to make our children aware of the importance of Personal, Social, Health and Citizenship Education (PSHCE) in their everyday lives and these skills are a vital part of our curriculum. It is important for us to provide the PSHCE skills that will be invaluable in later life.

The teaching of 'Anti-Bullying' falls within the curriculum area of PSHCE. At Herons Dale School, we strive to maximise every possible opportunity to deliver good quality PSHCE and within this develop good social communication and interaction. This policy outlines the teaching, organisation and management of the good social communication and interaction taught and learnt at Herons Dale School. The implementation of this policy is the responsibility of all the teaching staff.

Please also refer to Herons Dale School Teaching and Learning Policy.

### **Rationale and Aims**

At Herons Dale School we help all our pupils to achieve their full potential by providing a broad, balanced, relevant and inclusive curriculum. We ensure that all our children are given access to a curriculum which is fully inclusive, regardless of race, gender, religion or ability. We help all pupils to show consideration for themselves, each other and the wider community.

PSHCE provides the opportunity for pupils to develop a range of skills, knowledge and understanding that will support them both now and in later life. Key opportunities are timetabled to celebrate achievement, such as Star of The Week Assembly. Pupils in both Key Stages have opportunities to work in mixed groups at least weekly. Lunchtimes are used to develop good social skills and table manners by seating pupils on mixed-age tables (wherever possible) with at least one member of staff. Other agencies are involved wherever appropriate, to provide support and advice, such as Speech and Language, Occupational Therapy and our School Nurse.

## Anti-Bullying Policy

### **Hérons Dale School Aims**

**Happy days filled with learning**

A happy and relaxed child will be able to engage in all learning.

Experiences which develop a fit and healthy lifestyle

A variety of strategies and approaches in the delivery of PSHCE ensures that this is the case.

**Relevant, broad, balanced, creative and inclusive curriculums**

Hérons Dale teachers use a range of curriculums to ensure that all children have the opportunity to develop skills in all relevant areas of the PSHCE curriculum at their own level.

**Opportunities to be part of the community**

Pupils participate in a range of events such as carol singing, fundraising days, shoebox appeal etc. in order to develop awareness of and contribute to the wider community.

**Nurturing relationships**

Achievements in PSHCE are celebrated together and where appropriate, our pupils are encouraged to work collaboratively and reflect on their learning through sharing work and experiences.

**Stimulating learning environments where pupils feel safe and secure**

An environment which is underpinned by PSHCE learning and encourages children to develop, rehearse, consolidate and apply their skills in a functional way.

**Diverse and personalised approaches to learning**

Staff work closely with pupils to ensure learning matches their PSHCE needs in the broadest possible sense, whether that be a focus on self-care skills, developing an awareness of relaxation techniques, running nurture groups etc.

**All-encompassing communication**

Where possible, activities are supported through the use of different communication pathways including objects of reference, symbols, PECs, pictures, eye-gaze technology, switch sounds and a multi-sensory approach.

**Life skills development**

Educational Visits provide opportunities for pupils to apply their PSHCE skills in a wider field e.g. taking part in collaborative activities with others

**Encouragement and support to have respect, confidence and resilience**

We always strive to ensure that pupils are able to generalise the skills they have learnt, at a pace which supports the development of confidence, in order to help prepare them for their future.

## Anti-Bullying Policy

### **Hérons Dale 'Anti-Bullying' Aims**

**At Herons Dale School, good social communication and interaction contributes to the curriculum for PSHCE by ensuring that all children:**

- Build skills to enable social interaction
- Develop confidence at playing in the vicinity of / next to / with adults and peers, depending on where they are at in terms of their personal play development skills
- Develop the confidence to communicate with adults and peers
- Build empathy to think about the feelings of others and relationships
- Develop tolerance to respect the views of others
- Are confident to communicate their ideas and opinions
- Develop self-esteem and self-awareness
- Know ways to stay safe and ask for help and support

Building awareness of 'Anti-Bullying' strategies will promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships based on respect for themselves and for others at home, at school, at work and in the community.

### **The Curriculum**

The school's curriculum is based on the National Curriculum and Early Years Foundation Stage Curriculum and planning is linked with 'Every Child Matters' (see Appendix 1). Teachers also have access to other curriculums to ensure that the needs of all of our children are being fully catered for. In situations where other curriculums are being utilised, this will have been rigorously planned for in liaison with the Deputy Head for Achievement.

Other curriculums which we use include:

- IMPACTs
- NCCA Ireland Curriculum
- Penny Lacey

Staff meet regularly to evaluate the curriculum on offer and to update the school's policy documents on each curriculum area.

## Anti-Bullying Policy

We ensure that we maximise each child's learning opportunities and that they have access to a broad and balanced curriculum. Our PSHE+C curriculum covers the teaching of 33 strands and citizenship, grouped under the three themes of; Feeling Good About Me, Relationships and Taking Care of Myself. Strands are covered in line with the annual PSHE+C calendar which details events / theme weeks and suggests links to relevant strands. Class teachers will also make decisions about which other areas of the curriculum to deliver for each child, ensuring that each pupil receives a bespoke PSHE+C curriculum which is tailored to meet individual needs. The 'Anti-Bullying' curriculum is taught through each of the three themes.

Pupils are given opportunities to explore and develop good social communication and interaction skills in a practical and meaningful way. At Herons Dale, pupils are given opportunities to develop and rehearse each of these skills at their own level.

The various curriculums which are used at Herons Dale allow for each pupil to receive a uniquely tailored PSHE+C experience which is underpinned by an understanding of the above.

Through careful personalised planning and preparation we aim to ensure that throughout the school children are given opportunities for:

- a personalised teaching approach to make sure that all the children are taught at their appropriate level
- a creative curriculum to ensure that 'Anti-Bullying' is not taught only as discrete lessons, but that it is embedded through our topic-based work, daily interactions, core values and ethos of the school so children have the opportunity to develop and use these skills in a range of different sessions throughout each day
- practical activities and games
- individual, group and whole class discussions and activities
- open and closed tasks
- PLAY

### **Teachers' Planning, Organisation and Homework**

Each class teacher is responsible for the teaching of 'Anti-Bullying' within the PSHCE curriculum in their class, in consultation with and with guidance from the PSHCE coordinator. All teachers will be expected to adapt plans to fit the individual needs of the children and to ensure that learning is developmentally appropriate for each child.

## Anti-Bullying Policy

Teachers employ many different strategies and approaches, from Herons Dale's basket of tools, to enhance the teaching of good social communication and interaction and these are outlined in the school's Teaching and Learning Policy.

We are a total communication school, ensuring that all children have access to the mode of communication that enables them to communicate as effectively as possible. The delivery of our 'Anti-Bullying' message will be supported by relevant communication systems to allow all pupils to access the learning and to share their understanding of concepts.

### **Assessment for Learning**

Teachers will continuously assess their pupils through questioning, observations and assessing recorded work. In this way short-term assessments will be an informal part of every lesson to check children's understanding and inform future planning. All annotations will be made in accordance with Herons Dale's Marking Policy.

Where appropriate, pupils will be encouraged to engage in self and peer assessment.

All progress is celebrated with the children. Feedback is provided to the children in a multitude of ways including; verbal, physical, written, stickers, thumbs up, certificates, team points etc. It is delivered in a way which is meaningful for each individual child.

### **Staff Development**

Staff meetings, Learning Walks, HAT Days, work scrutiny, planning scrutiny and INSET training days will be utilised to support staff in their development as identified through feedback, consultation, data analysis, progress meeting discussions and performance management etc. The sharing of good ideas and good practice is actively encouraged and opportunities are created to facilitate this.

As appropriate, staff are enabled to attend externally provided training to support their development. Staff meetings are then be used as a platform to disseminate this training. Additionally, guest speakers are invited to school to support staff development.

### **Partnership with Parents / Carers**

PLPs are shared with parents at the beginning of each term and there is an opportunity to discuss these during a parent consultation, at which time parents also have the chance to look through examples of their child's work.

## Anti-Bullying Policy

An end of year report is sent to parents and parents are welcome to make appointments to discuss this further if they would like to. There is a further opportunity to discuss progress with parents at their child's Annual Review.

### **Resources**

Our PSHE+C curriculum signposts a range of resources and curriculums for teacher's information. There are a variety of resources stored centrally in the Resource Room. These include books and session resources. The EQUALS scheme provides suggested activities to meet the learning intentions of all our pupils. Online resources specifically for teaching 'Anti-Bullying' are also used and detailed on the PSHE+C plans.

### **Technology**

Technology will be used in various ways to support teaching and motivate children's learning as often as possible, be it through 'fun' activities to aid learning; reinforcement of data handling or by use of specialist software to encourage, extend or assess progress. Technology will involve the computer, audio-visual aids and iPads etc. All staff will be compliant in adhering to the school Online-Safety Policy and will ensure pupil use all equipment appropriately.

### **Role of the PSHCE Coordinator**

In liaison with the Deputy for Achievement, the role of the coordinator is to:

- Audit resources and manage the budget for replenishment
- Undertake work scrutiny
- Undertake planning scrutiny
- Access pupil voice
- Oversee delivery of the curriculum
- Write and update the policy
- Analyse data
- Identify CPD needs
- Produce a yearly action plan
- Support staff and signpost to support

### **Equality and Diversity**

- We will use all available information to set suitable learning challenges for all, respond to pupils' diverse needs and overcome any potential barriers to learning in PSHCE

## Anti-Bullying Policy

- We will ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity

### **Accessibility**

- We will ensure that all pupils have access to learning in PSHCE by making necessary changes to the physical environment e.g. height adjustable tables
- We will ensure that the curriculum is tailored to meet the needs of each individual learner in PSHCE. Individual targets will be detailed in each child's termly Personalised Learning Plan.
- We will ensure that any written information that is to be shared with children during PSHCE sessions is delivered in a way which best suits the learner.

### **Confidentiality, Child Protection and Disclosure**

All staff follow the procedures detailed within the Herons Dale Child Protection policy (see Appendix 1).