Moorlands Primary School

High Expectations, High Achievements, Challenge and Enjoyment for All

Anti-bullying policy

Name of Policy Writer/Amendments	Date Written/Amended	Next Review Date	Approved by Governors
Becky Freeman	October 2016	October 2017	October 2016
Becky Freeman	November 2017	November 2018	November 2017
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Becky Freeman	Amended with Barnardos April 2020		
Sarah Jones	November 2020	November 2022	November 2020

At Moorlands Primary School, we are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils.

In line with the Equality Act 2010 it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other
- conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

At Moorlands Primary School, we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment. 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 pupil 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.

This policy is closely linked with our Behaviour Policy, our Safeguarding Policy, our school Code of Conduct and the school's Vision, Aims and Values.

Principles

It is the responsibility of the Governing body and the Headteacher to ensure that all members of the school community work within a safe and enabling environment.

The four guiding principles of the Early Years Foundation Stage underpin our Anti-Bullying Policy from the moment a pupil enters our school, and throughout their time at Moorlands Primary School. They are:

- Every pupil is a unique pupil, who is constantly learning and can be resilient, capable, confident and self-assured
- Pupils learn to be strong and independent through positive relationships
- Pupils learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- Pupils develop and learn in different ways and at different rates including pupils with special educational needs and disabilities

Aims

We are determined to promote and develop a school ethos where bullying behaviour is regarded as unacceptable, to ensure a safe and secure environment is sustained for all pupils.

We aim for all pupils to reach their potential academically, socially and personally through learning and playing in a safe and secure environment.

Bullying Definition

At Moorlands Primary School, we discuss what bullying is, as well as incidents we would not describe as bullying, with all pupils through assemblies and PSHE lessons. We agree that:

- Bullying is usually physical hurting, name calling, nasty looks or leaving people out
- Bullying usually happens when the relationship is imbalanced
- Bullying is a repeated act of aggression which causes harm or distress, that it can be committed by individuals or group.
- Anyone can be a perpetrator of bullying and similarly anyone can be a victim of bullying.

What does bullying look like?

There are numerous different ways bullying can happen, which include, but are by no means limited to:

- **Physical bullying**: physical bullying is intentionally causing pain or distress using physical actions. This can include things like hitting, kicking, punching or tripping up.

- **Emotional bullying**: emotional bullying is intentionally causing harm through how someone is treated emotionally. This can include things like excluding, humiliating, or intimidation.

- **Cyber-bullying**: cyber bullying is any type of bullying which takes place using communication technologies, for example social media, mobile phones, emails or the internet in general.

- **Verbal**: verbal bullying is intentionally causing harm to someone using words and the things that are said to that person. This can include things like name-calling and teasing.

- **Indirect bullying** can include spreading malicious stories about someone, exclusion from social groups, being made the subject of malicious rumours, graffiti, or the display of discriminatory material.

Types of bullying
Cyber-Bullying
The rapid development of, and widespread access to, technology has provided a new medium for 'virtual bullying', which can occur in and outside school. Cyber-bullying is a different form of bullying which can happen beyond the school day into home and private space, with a potentially bigger audience, and more accessories as people forward on content.

Racist Bullying
This refers to a range of hurtful behaviour, both physical and psychological, that make the person feels unwelcome marginalised and excluded, powerless or worthless because of their colour, ethnicity culture, faith community, national origin or national status.

Homophobic, Biphobic and Transphobic bullying
This is behaviour or language which makes a young person feel unwelcome or marginalised because of their actual or perceived sexual orientation. People perceive that you have a particular sexual orientation and/or gender identity because you fit LGBTQ and stereotypes.

Vulnerable Groups
We recognise that some groups of pupils may be more vulnerable to bullying, including:
- Looked After Children
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children entitled to Free School Meals
- Children for whom English is an Additional Language
- Children who are, or are perceived to be, LGBTQ+

Bullying Prevention
Preventing and raising awareness of bullying is an essential to keeping incidents in our
school to a minimum. Through assemblies as well as PSHE lessons and displays, pupils are given
regular opportunities to discuss what bullying is, as well as incidents we would not
describe as bullying, such as two friends falling out, or a one-off argument. Pupils are
taught to tell an adult in school if they are concerned that someone is being bullied. We have trained playleaders in KS2 and buddies in KS1 who encourage and instigate play and games with groups of children in various areas of the playground. This is overseen by support staff who also led games and encourage children to play together.

There is a multi-agency approaches in combatting bullying, working with other outside agencies when necessary. Moorlands believes it is the responsibility of the whole school community including parents in setting examples of model behaviour.

Procedures and Practices

A broad and balanced curriculum will raise the awareness of the nature of bullying and of its effects and suggest ways in which we can tackle it as a caring community via:

- PSHE lessons (including circle time and P4C);
- Citizenship lessons;
- Lessons in other subject areas, as appropriate;
- Assemblies;
- Issues brought to School Council
- Group work with the learning mentor
- The use of creative learning through, for example, art, music, poetry, drama and dance, to develop understanding of feelings and enhance pupils' social and emotional skills.

ALL adults in school will ensure that they LISTEN to children's fears and concerns in a respectful manner and act appropriately. The school will ensure that there is always adequate adult supervision of children, particularly at less structured times of day, and that children known to have acted as bullies are **seen** to be prevented from continuing in their behaviour by being kept inside at playtime, etc.

Code of Conduct
Our school Code of Conduct is regularly promoted in assemblies and displayed throughout the school. Through pupils following these rules, and staff reinforcing them, bullying should be significantly reduced. Our Code of Conduct is as follows:

- Be kind, helpful and polite to others
- Be respectful of others; their opinions, feelings and property
- Respect everyone's right to speak and to be heard
- Work quietly to avoid disturbing others
- Care for the school environment and those in it by being tidy, clean and organised
- Use materials and equipment wisely and safely
- Move around the school and grounds safely and sensibly

Behaviour Policy
Our Behaviour Policy includes rewards and sanctions which are used consistently, alongside positive relationships, to prevent inappropriate behaviour, and promote positive behaviour.

Responding to Bullying
All cases of alleged bullying should be reported to the Headteacher/Deputy Headteacher or senior member of staff. In any case of alleged bullying, either the Class teacher, the Headteacher, or a senior member of staff should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate. If the allegation of bullying is upheld, the Headteacher (or senior leader) should seek to use a restorative approach with the perpetrator(s) and victim(s) together. The perpetrator(s) should fully understand the consequences of their actions on the victim(s) and apologise without reservation. Both parties should be clear that a repeat of these behaviours will not be acceptable. All bullying incidents must be recorded. Parents of both parties should be informed.
If the situation does not improve, the Headteacher (or senior leader) should meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the pupils involved. Any further incidents should lead to intervention (e.g. through outside agencies), further monitoring, support and punitive sanctions as deemed necessary. Any necessary action should be taken until the bullying has stopped.

Incident Reporting- on CPOMS
Incident reporting needs to pay attention to language used, which needs to be reported accurately. Staff need to be aware of what discriminatory language is and record incidents as such.
Who was involved?
Include the name of the victim and the instigator to identify and monitor patterns previously and in the future
Where did the incident take place?

Actual location of the incident on the school site so patterns can be identified and areas that staff may need to monitor more closely

When did the incident take place?

Date/time of the incident so patterns can be identified

What was said?

Record the specific language used, even if this is offensive

What action will you take/has been taken?

To record the action taken not just the consequences e.g. explaining to the instigator why it was wrong to use the language they did, and support for the victim.

Review systems

Having a named person review incident looking for patterns e.g. students needing support or their behaviour addressing.

Signs of Bullying

Staff should be vigilant in looking out for signs of bullying or other child protection
issues including:

- **Physical:** unexplained bruised, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.
- **Emotional:** losing interest in school, withdrawn, secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.
- **Behavioural**: asking to be taken to school, coming home for lunch, taking longer to get home, asks for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

This policy cannot stand alone. It has links with:

- The PSHE Policy
- The Behaviour Policy
- Race, Equality and Diversity Policy
- Sex and Relationship Policy
- Drugs Education Policy
- Social media Policy
- Online Safety Policy