

# Anti-Bullying Policy

‘Together we unlock potential and learn for life’



**Moor**  
First School

This policy was approved by the Governing Body of Moor First School at their meeting on:

**Chair of Governors**

**Print:** .....

**Sign:** .....

**Co-Head Teachers:**

**Print:** .....

**Sign:** .....

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**Sign:** .....

## **Values and Beliefs**

Moor First School recognises that:

- All bullying is unacceptable, regardless of how it is delivered or what excuses are given to justify it;
- All acts of bullying have a harmful effect on pupil development, both educational, emotional and social;
- The needs of both the 'bullied' and the 'bullies' should be identified and addressed in a supportive manner;
- Dealing positively with bullying encourages an ethos that promotes respect, co-operation and understanding of others, thus preparing pupils for life in a diverse society.

## **Statement of Intent**

The aims and objectives of Moor First School in formulating this statement are:

1. To eradicate instances in which pupils are subjected to bullying in any form.
2. To establish appropriate means of providing after-care should an incident of bullying occur.
3. To ensure that all pupils and staff are aware of this policy and fulfil their obligations to it.

The school believes that its pupils have the right to learn in a supportive, caring and safe environment without fear of being bullied.

All institutions, both large and small, contain some numbers of pupils with the potential for bullying behaviour. If a school is well disciplined and organised, it can minimise the occurrence of bullying. The school strongly believes in the promotion of good citizenship, where it is made clear that bullying is a form of anti-social behaviour. It is wrong and will not be tolerated. It is important therefore that the school has a clear written policy to promote this belief, where both pupils and parents/guardians are fully aware that any bullying complaints will be dealt with firmly, fairly and promptly.

## **What is bullying?**

The Moor First definition of bullying is: "A systematic and repetitive victimisation of a person or group, by another or group of others."

Bullying is a subjective experience that can take many forms. Various national and international definitions of bullying exist and most of these have all three things in common, which reflects children's experiences of bullying.

The three common aspects in most definitions of bullying are that:

- It is deliberately hurtful behaviour.
- It is usually repeated overtime.
- There is an imbalance of power, which makes it hard for those being bullied to defend themselves.

Bullying is not:

- Children falling out
- Children losing their temper
- Children pushing or hurting in a single event.

Bullying can occur through several types of anti-social behaviour. It can be:

**Physical** - a child can be physically punched, kicked, hit, spat at, etc.

**Verbal** - Verbal abuse can take the form of name-calling. It may be directed towards gender, ethnic origin, physical/social disability, or personality etc.

**Exclusion** - A child can be bullied simply by being repeatedly excluded from discussions or activities, with those they believe to be their friends.

**Damage to property or theft** - Pupils may have their property damaged or stolen. Physical threats may be used by the bully in order that the pupil hands over property to them.

**Electronic / 'cyberbullying'** – via text message; via instant messenger services and social network sites; via email; and via images or videos posted on the internet or spread via mobile phones or other electronic devices

The school recognises that although anyone can be bullied for almost any reason or differences, some children may be more vulnerable to bullying than others. Research has identified various different types of bullying experienced by particular vulnerable groups of children. These include:

- Bullying related to race, religion or culture.
- Bullying related to Special educational Needs or disabilities (SEND).
- Bullying related to being higher ability.
- Bullying related to appearance or health conditions.
- Bullying related to sexual orientation.
- Bullying of young carers or looked after children or others relating to home circumstances.
- Sexist, sexual or transphobic bullying.

- Derogatory language – relating to race, religion, culture, special educational needs, disability, age, gender, sexual orientation, appearance, health conditions, family/home circumstances (including same sex partners)

### **What can pupils do if they are being bullied?**

- Remember that silence is the bully's greatest weapon.
- Tell themselves that they do not deserve to be bullied and that it is wrong!
- Be proud of who they are. It is good to be an individual.
- Try not to show that they are upset. It is hard, but a bully thrives on someone's fear.
- Stay with a group. Say firmly: "NO." Walk confidently away. Go straight to a teacher or member of staff to inform them.
- Fighting back nearly always makes things worse. As a school, we do not encourage or condone this behaviour.
- Tell a trusted adult straight away. The pupils will get immediate support.
- All the staff in the school will take any concerns seriously and will know how to deal with bullies in a way which will end the bullying and will not make things worse for the child.

### **What can pupils do if they know someone who is being bullied?**

- TAKE ACTION! Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.
- If you feel you cannot get involved, tell an adult IMMEDIATELY. Responsible adults have ways of dealing with the bully without getting you into trouble.
- Do not be, or pretend to be, friends with a bully.

### **What advice would we give a parent?**

- Look for unusual behaviour in your children. For example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their normal standard.
- Always take an active role in your child's education. Find out how their day has gone, who they have spent their time with, how lunch was spent, etc.
- If you feel your child may be a victim of bullying behaviour, inform the school IMMEDIATELY. Your complaint will be taken seriously and appropriate action will follow.
- It is important that you advise your child not to fight back as this approach will not resolve the situation or be supported by school.
- Make sure your child is fully aware of the school policy concerning bullying, and that they will not be afraid to ask for help.
- Stressing to children the importance of sociable behaviour.
- Reporting any misgivings they have concerning bullying.
- Actively endorsing and supporting the Anti-Bullying Policy.

### **As a school we will:**

- Ensure that each classroom has a worry monster/class file for children to privately disclose any worries or concerns regarding bullying. Class teachers will monitor and deliver activities/communicate solutions in response to these notes.
- Use any opportunity to discuss aspects of bullying, and the appropriate way to behave towards each other.
- Teach PSHE and RSE weekly to provide opportunities for pupils to understand about different types of bullying and what they can do to respond to or prevent bullying.
- Deal quickly, firmly and fairly with any complaints, involving parents where necessary.
- Hold an annual Anti-Bullying Week in school during National Anti-Bullying Week.
- Continue to have a firm but fair discipline structure. The rules are simple, easy to understand and reflect our school values.
- Deliver assemblies help to raise pupil's awareness of bullying and derogatory language.
- Encourage pupils to discuss how they get on with other people and to form positive attitudes towards other people. This includes a review of what friendship really is.
- Encourage pupils to treat everyone with respect.
- Ensure that values of equality and respects are embedded across the curriculum and are as inclusive as possible.
- Offer a range of rewards and sanctions outlined in the school discipline policy, including the methods of acknowledging good behaviour.
- Celebrate differences and diversity across the school through, diverse, displays, books, images. Whole school events including Anti - Bullying and E Safety Week.
- Ensure that each year group has two children from the year group above as pupil mentors (Playtime Pals), with whom children in the younger year group can discuss their problems. The year 4 mentor will be from year 4. Pupil mentors then inform an adult if required (teacher, non-teaching staff or helper). The adult is to inform the class teacher who will deal with the situation in line with the Discipline Policy.
- Remind the children of the Playtime Pals mentor system. Playtime Pals will be regularly referred to in assemblies along with the 'Buddy Bus Stop' introduced by the School Council who will also take a proactive role in counteracting bullying.
- Continually involve pupils in developing school –wider – anti -bullying initiatives through consultations with groups and through the anti – bullying survey
- Treat bullying as a serious offence and take every possible action to eradicate it from our school.

- Work with parents and carers, and in partnership with community organisations, to tackle bullying where appropriate
- Monitor and record all incidents on an Information sheet that will be kept in the Head teacher's Office. The Head teacher will check this record monthly.
- Staff, governors and parents will review this policy every three years along with the Discipline Policy. Within the review, staff training will be considered.

### **What parents can do if they believe that their child is being bullied?**

Parents are always asked to encourage their children to tell a teacher immediately that they have been upset. In turn, parents are encouraged to discuss their concerns with school; initially with the teacher who will inform the Headteacher. Parents should attempt to discover names, times and frequency whenever possible so that school can make full investigation by asking adults and children and by observing behaviours.

### **Action to be taken by school when bullying is suspected?**

If bullying is suspected, we talk to the suspected victim; the suspected bully; and any witnesses. Help, support and counselling will be given as is appropriate to both the victims and bullies. If any degree of bullying is identified, the following action will be taken:

#### **To support the victims we will:**

- Offer immediate opportunities to talk about the experience with the class teacher, support staff, learning mentors or any other adult the child may choose
- Inform the victim's parents/guardians
- Offer continued support and make referrals to external agencies for support (Mental Health Support Team)
- Arrange for the children to be escorted to and from the school premises.
- Apply one or more of the disciplinary steps described below to prevent further incidents

#### **To discipline and help the bullies we will:**

- Talk about what happened to discover why they became involved
- Inform the parents, guardians or carers of the bullies
- Continue to work with the bullies in order to address these prejudiced attitudes as far as possible
- Apply one or more of the disciplinary steps described below to prevent further bullying.
- Liaise with external agencies for support.

## **Disciplinary Steps**

- Bullies will be warned officially to stop offending in line with our 'Good to be Green' scheme (see Discipline Policy)
- The parents, guardians or carers of bullies will be informed of all incidents
- Bullies may be excluded from the school premises at lunchtime and isolated during break times
- The school has the right to request that the bully be escorted to and from the premises
- Persistent bullying may result in a fixed term exclusion for 1 or 2 days
- If the bullying continues the exclusion period may be increased to 5 days or for an indefinite period
- Permanent exclusion

## **Individual Responsibilities**

It is important that pupils recognise the difficulties, which staff may encounter in ensuring that the purpose and intent of the Anti-Bullying Policy can be effectively introduced and enforced. In this regard, pupils are expected to:

- Report all incidents of bullying using the procedures in place.
- Act in a respectful and supportive manner to their fellow pupils, reporting any suspected incidents that the victim may be afraid to report.
- Adhere to and promote the aims and objectives of this statement.
- Refrain at all times from any behaviour that would constitute bullying of fellow pupils.

## **Evaluation Procedures**

In order to assess the effectiveness of this policy, the following standards will be used as a means of measuring performance:

- Variations in number of reported incidents over a given period.
- Individual incident returns, including nil returns within given periods for different age groups.
- Variations in number of pupil absences, including post-registration absence, as an indicator of bullying.

## **Monitoring and Reviewing**

The school will review this policy and assess its implementation and effectiveness within governor meetings. The policy will be promoted and implemented throughout the school.

Please read this policy in conjunction with policies for:

- Pupil Discipline
- Equality Act
- E-Safety Policy and Acceptable Use Agreement
- Safeguarding/GDPR