



Moulton
Primary School

ANTI-BULLYING POLICY

Revised: Autumn 20

Introduction.

**Bullying hurts.
No one deserves to be bullied.
Everyone has the right to be treated with respect.**

At Moulton Primary School we take bullying behavior very seriously. Pupils, staff, governors and parents should be assured that they will be supported when bullying is reported as outlined in this policy. We believe every child and adult matters. We provide a happy, caring and safe environment in which everybody feels valued and secure. Everyone is encouraged to develop strong personal, academic, physical and creative skills for lifelong learning.

This policy has been written after consultation with all pupils led by questions from the School Council. At their meetings they have discussed their findings and produced their ideas.

Aim of this policy

- To ensure that all adults and pupils learn and work in a supportive, happy and caring environment without fear of being bullied.
- To assure all pupils and parents that they will be supported if bullying occurs.
- To make sure that all pupils, staff, parents and governors know what we regard as bullying and how it will be dealt with.
- To know what to do, how to report and respond to a bullying incident as a child, bystander, parent, staff or Governor.
- To ensure interventions are in place to support anti-bullying education.

What is bullying?

Definition

(In consultation with children, parents, staff and governors)

At Moulton Primary School we value the following definition;

1. It is a deliberate hurtful behaviour by an individual or a group, to cause feelings of unhappiness.(Is intentional, on purpose)

2. It is often repeated often over a period of time. (Is persistent or in a pattern, again and again and again)

3. It is difficult for those being bullied to defend themselves.

(An imbalance of power, intimidation, 'making' or 'forcing' me to do something)

Bullying is **not**;

- A one off fight or argument
- A friend sometimes being nasty
- An argument with a friend.

However if this behaviour is causing harm and being disrespectful, by a group or individual, consequences will be delivered as outlined in the school behaviour policy.

Bullying can take many forms of behaviour such as;

1. **Physical**-hitting, pushing, kicking, biting, taking or hiding belongings. Or any use of violence.
2. **Indirect/ Emotional**- spreading nasty stories about someone, tormenting, excluding someone from social groups.
3. **Cyber** –threats, calls and messages using mobile phones and computers, using any area of the internet (e-mail, chat rooms, videos, web-cam, messenger service, blogs and any other social networking sites.)
4. **Verbal** - name-calling, sarcasm, teasing, spreading rumours, and insulting comments.
5. **SEN/ Disability/ Health/ Ability**- any form of disrespectful or abusive behaviour regarding a learning difficulty, illness, impairment or learning ability

6. **Racist/ Cultural/ Religious**- any verbal, written, taunts, gestures or behaviour regarding a person's belief, race, appearance or religion.
7. **Sexual/ Sexist/ Homophobic/ Transphobic**- unwanted physical or verbal contact or sexually abusive comments because of or focussing on the issue of sexuality.
8. **Social/ Economic**- any disrespectful behaviour regarding a person's social, domestic, family or economic situation.

**Bullying is anti-social behaviour which affects everyone.
It is totally unacceptable and will not be tolerated in our school**

Summary of recording and reporting process

<u>Record</u>	<u>Respond</u>	<u>Resolve</u>	<u>Report</u>
<p>All adults to listen out for and identify any possible bullying behaviour.</p> <p>Record the detail of any incidents including names of all those involved and pass this to the Deputy Headteacher</p>	<ul style="list-style-type: none"> • Investigate • Interview • Update incident form (if required) • Detailed notes in the bullying book (kept in Deputy Headteacher's office) • Sanctions given • Engage with others (parents/safeguarding) 	<ul style="list-style-type: none"> • Provide feedback • Evaluate sanctions • Support interventions/ strategies • monitor relationships 	<ul style="list-style-type: none"> • complete an incident form with evaluation • log incident on SIMS if incident demands this • Feedback to Head/ Governors • Review the process for policy development

Why is it important to respond to bullying?

At Moulton Primary School we feel that it is very important to respond to any allegations of bullying because:-

- Bullying hurts people physically and emotionally
- No one deserves to be a victim of bullying
- Everybody has the right to be treated with respect
- Our school will become an even better place
- People will know what to do and bullying can be dealt with
- Everybody can feel confident about school.

Signs and symptoms of bullying

All adults, both in and out of school, should be aware of the signs that bullying may be occurring because we think that this is important. We think that these are:-

- Being frightened of walking to or from school
- Doesn't want to come to school or complains of feeling ill on a regular basis
- Stops eating
- Appears very quiet and unhappy
- Is often on their own in the playground
- Doesn't want to out into the playground at break-times or lunchtime

Reporting procedures following bullying behaviour towards a child.

1. Incident can be reported from a variety of sources (parent, child, bystander, member of staff or member of the community).
2. Children listened to individually and supported by the class teacher, class teacher or other member of staff.

3. Any hint of bullying (as defined above) and the Deputy Headteacher is informed.
4. Discussion with individual child/group of children to collect and investigate perceptions of what has happened in terms of actions and their consequences (refer to behaviour policy and sanctions) to agree a resolution and support for **all** parties involved (safe guarding and support).
5. Seek advice from supporting services and resources within school where appropriate.
6. Notes are made and kept in the Deputy Headteacher's office.
7. Incident form completed and passed to Inclusion Leader to keep on file and copy to be placed into the child/ren's file.
8. Depending on the child's reaction and severity of the action, parents will be informed whenever it is deemed necessary.
9. Time period agreed, to be reviewed. If not resolved, a behaviour support plan will be initiated.
10. If evidence of further bullying or hurtful behaviour to meet with pupils' parents or carers to agree on and implement sanctions and support strategies (see behaviour policy).
11. Records are kept of all interviews and meetings. Everyone directly concerned with the child/children's welfare is informed. (If necessary and appropriate, police will be consulted.
12. Once the behaviour has been successfully resolved, unless there is future occurrence, no further reference is made to it.

Reporting procedure following bullying behavior involving an adult

1. Incident can be reported from a variety of sources (parent, child, bystander, member of staff or member of the community).
2. Adult listened to individually and supported by a chosen adult associated with the school e.g. a Governor in the case of the Headteacher or any member of the School Leadership Team.
3. Discussion with the adult and supporting adult (as identified in 2) to collect and investigate perceptions of what has happened in terms of actions and their consequences, to agree a resolution. If appropriate, encourage staff member to use resources such as teacher support network and a union where appropriate.
4. Incident form completed and passed to Head teacher to keep on file.
5. Depending on the adult's reaction and severity of the action, to involve the chair of Governors and seek advice from their union .
6. Time period agreed, to be reviewed. If not resolved, a behaviour support plan will be initiated.
7. If evidence of further bullying or hurtful behaviour to meet with Chair of Governors and union representative to agree on and implement sanctions and support strategies.
8. Records are kept of all interviews and meetings.
9. All reported incidents of bullying are investigated

External support providers;

- DCSF (2007) 'Safe to Learn; embedding anti-bullying work in schools' guidance.
- DCSF (2009) Safe from Bullying on journeys
- Educational Welfare and Social Care.
- Health services- School nurse.
- Inclusion Pupils support service
- Educational Psychologists where appropriate.
- Life Education Bus.
- 'Anti-Bullying Alliance', 'Beat Bullying', NSPCC and similar agencies.
- Anti-bullying news letters and network meetings.
- Protective Behaviours Training.
- CaMH's service and Primary Mental Health Worker.
- Specialist Teacher for mental and emotional wellbeing. CYPS.
- Families Information Service.

Helpful Organisations;

- ABA www.anti-bullyingalliance.org.uk
- Beat Bullying www.beatbullying.org
- Bully Free Zone www.bullyfreeze.co.uk
- Bullying Online www.bullying.co.uk
- Childline and NSPCC www.nspcc.org.uk-phone line 0800 11 11

Parentlineplus www.parentlineplus.org.uk

National Healthy Schools www.healthyschools.gov.uk

SEAL www.teachernet.gov.uk/seal

Kidscape www.kidscape.org.uk-parent helpline 08451 205204

Young Minds www.youngminds.org.uk

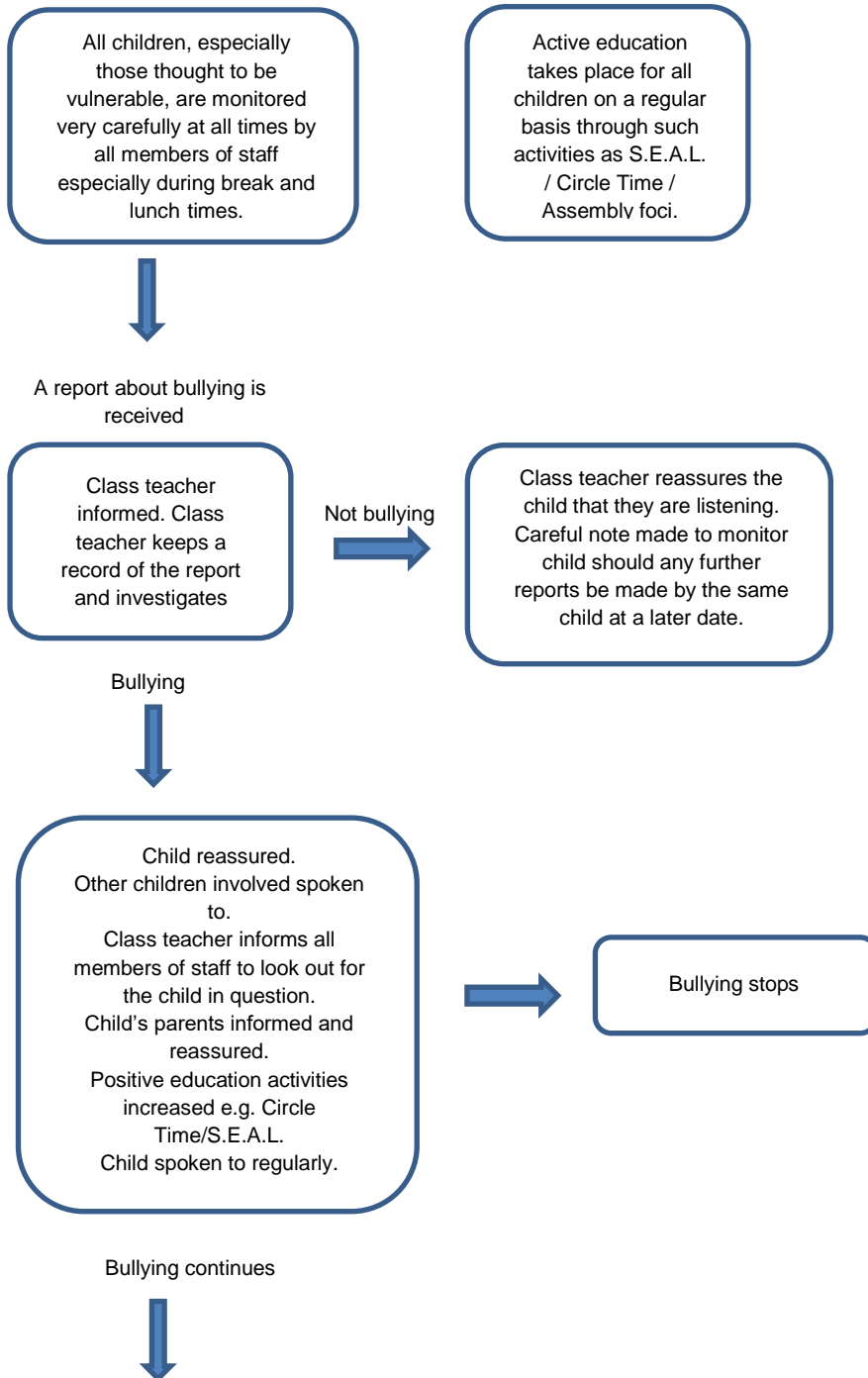
Interventions and strategies for the prevention of bullying behaviour;

- Following the “Rainbow of Responsibility” and embedding respect for the rights of others throughout the school.
- Anti-bullying week – annual event for the whole school, raising awareness in partnership with ‘The Anti-Bullying Alliance’ children, parents and staff.
- Using the PSHE, SEAL and a range of emotional literacy resources on a timetables basis to support teaching and learning of PSHE; to encourage and foster cooperative behaviour and maintain a respectful school climate.
- Assemblies using SEAL and external services and visitors
- Parent workshop, support booklet and information evening regarding e-safety.
- Web site resources and links signposting support for children and adults in the school community.
- Regular variety of staff training –internal and external including lunchtime staff.
- School Community signing up to the ‘Anti-Bullying- A charter for action’
- Wellbeing Register – well-being issues documented by all class teachers
- 1:1 support provided where necessary e.g. self-esteem/nurture groups - if linked to bullying behaviours.
- Using children’s home school diaries to provide communication links between parents and teachers.
- School children’s council.
- Worry boxes in every class, to promote positive feelings and share worries.
- Regular circle time in every class.
- Play Leaders and Lunchtime buddies in the playground to be a peer listening, supportive and active role for other children. To be supported and trained by lunchtime supervisors or other designated staff.
- Individual Wellbeing Plans- Tracked and targeted system in each class to provide interventions to support pupils with wellbeing needs.

Anti-bullying Steps to Success

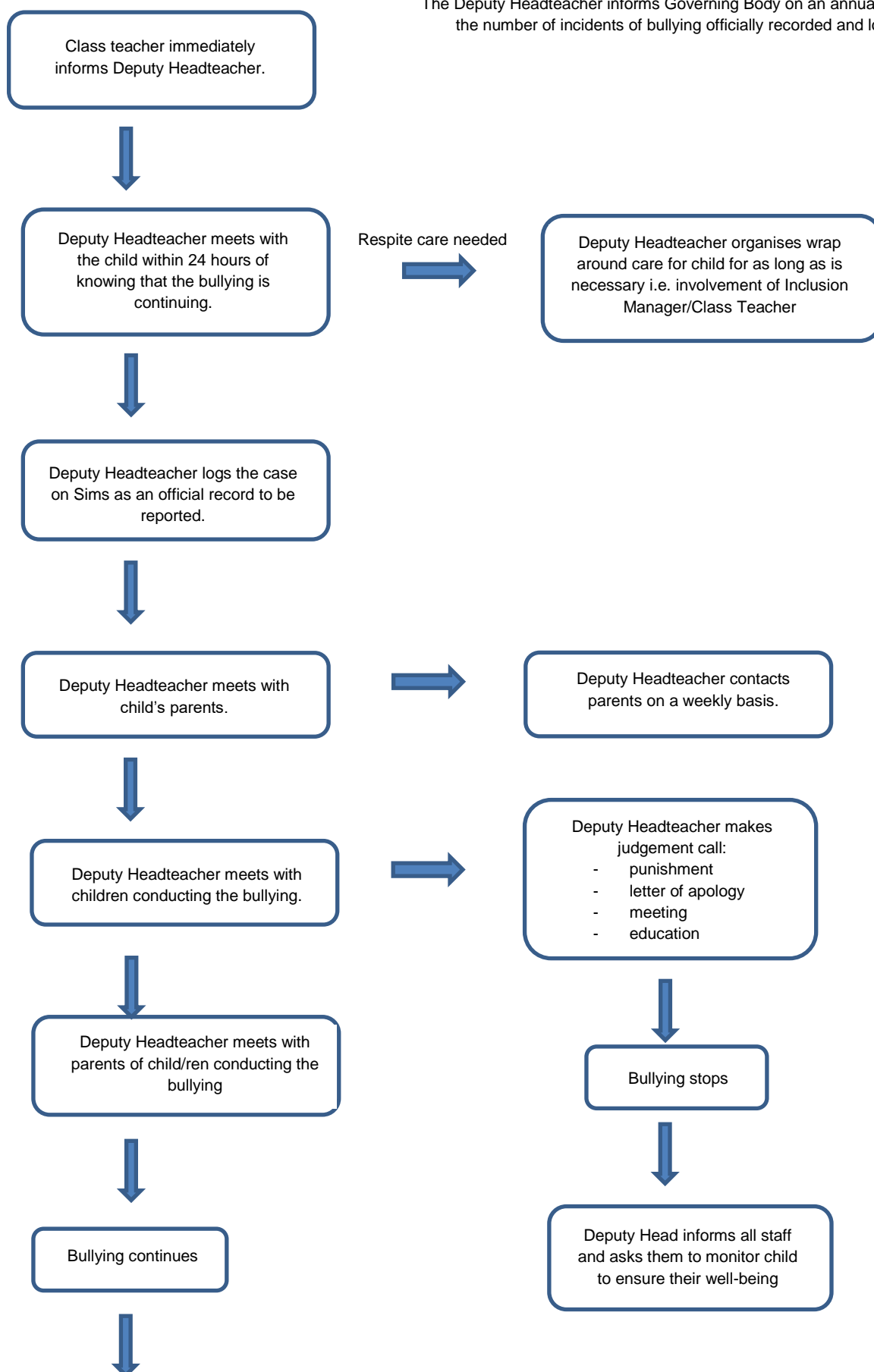
The Deputy Headteacher / Headteacher may be Informed at any stage if it is felt necessary.

Step 1



Step 2

The Deputy Headteacher may involve the Headteacher at any time should it be seen as necessary / important.
The Deputy Headteacher informs Governing Body on an annual basis the number of incidents of bullying officially recorded and logged.



Stage 3

