



Moreton Church of England Primary School



Anti-Bullying Policy

Reviewed: N Batt, Headteacher

Date: November 2022

Agreed by Governors (Date):

Signed (CoG):



'Growing Together in Faith, Knowledge and Love'

Moreton Church of England Primary School is a Christian community where the teachings of Jesus are used to support and guide everything we do and where we share God's love for us. Our relationships with others are based on mutual respect and consideration for others and underpinned by Christian values. We believe that all people are made in the image of God and are unconditionally loved by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community – *'There is a place for everyone here'*.

Aims and purpose of the policy

- ❖ To ensure a safe and supportive environment free from threat, harassment, discrimination or any type of bullying behaviour;
- ❖ To communicate how we will create an environment where all are treated with dignity, kindness and respect and where all members of the school community understand that bullying is not acceptable;
- ❖ To communicate how we will create a culture so that all pupils can thrive and flourish;
- ❖ To ensure a consistent approach to preventing, challenging and responding to incidents of bullying that occur;
- ❖ To inform pupils and parents of the school's expectations and to foster a productive partnership which helps to maintain a bullying-free environment;
- ❖ To outline our commitment to continuously improving our approach to tackling bullying by regularly monitoring and reviewing the impact of our preventative measures.

Definition of Bullying

There is no universally accepted definition of bullying and at times parents/carers can get confused between what is bullying and what is a friendship fall out or relational conflict between children.

Relational conflict can be:

- ❖ Happens occasionally
- ❖ Accidental
- ❖ Equal power between 2 people
- ❖ Remorseful
- ❖ Effort to solve a problem

Bullying is considered to be hurtful, unkind or threatening behaviour (either physical or emotional) which is deliberate and repeated. At Moreton we have adopted the ECC definition of bullying which is that "bullying is any behaviour which is perceived by the targeted individual or any other person, as intending to hurt, intimidate, frighten, harm or exclude. It is usually persistent and an abuse of power, leaving the targeted individual feeling defenceless." Bullying can be carried out by an individual or a group of people towards another individual or group, where the bully or bullies hold more power than those being bullied. If bullying is allowed it harms the perpetrator, the target and the whole school community and our secure and happy environment.



The nature of bullying can be:

- ❖ Physical (e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact)
- ❖ Verbal (e.g. name calling, ridicule, comments, sexual or racial comments)
- ❖ Cyber (e.g. messaging, social media, email)
- ❖ Emotional/indirect/segregation (e.g. excluding someone, spreading rumours, persistent staring/looking)
- ❖ Prejudice based (e.g.. driven by negative attitudes towards a group of people/victim because of differences)
- ❖ Visual/written (e.g. graffiti, gestures)
- ❖ Damage to personal property
- ❖ Threat with a weapon
- ❖ Theft or extortion

Cyber- bullying is the most rapidly increasing form of bullying. Cyber-bullying can be defined as an aggressive, intentional act, carried out by a group or individual, using electronic forms of contact, repeatedly and over time against a victim who cannot easily defend themselves. This can include bullying through text message, picture / video clip (via mobile phone cameras), phone call, email, chat-room, through instant messaging and bullying via websites or social media.

Bullying can be based on any of the following things:

- ❖ Race (racist bullying)
- ❖ Sexual orientation (homophobic or biphobic)
- ❖ Special educational needs (SEN) or disability
- ❖ Culture or class
- ❖ Gender identity (transphobic)
- ❖ Gender (sexist bullying)
- ❖ Appearance or health conditions
- ❖ Religion or belief
- ❖ Related to home or other personal circumstances

All staff in our school are alert to signs of bullying and will act promptly and firmly against it in accordance with school policy.

Statutory Duty of Schools

The Headteacher has a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils.

Responsibilities for Reporting Bullying

Staff – All school staff have a responsibility to educate our children about bullying, to be vigilant to signs and symptoms of bullying in their daily work with children, to take any suggestions of bullying seriously and to treat all involved sensitively and to ensure details are recorded and reported to a senior member of staff if necessary.



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Senior Leaders and the Headteacher have overall responsibility for ensuring that the Anti-Bullying policy is followed by all members of schools staff and that the school upholds its duty to promote the safety and wellbeing of all young people.

Parents and carers have a responsibility to look out for signs of bullying (e.g. distress, feigning illness, lack of concentration). Parents and carers should support their child to report the bullying. We also expect parents and carers to support the school if their child has been responsible for bullying behaviour. Concerns should initially be reported to the class teacher who will then take responsibility for following our Anti-Bullying Policy.

Pupils should not take part in any kind of bullying and should watch out for signs of bullying among their peers. Pupils should never be bystanders to incidents of bullying- they should offer support to the victim and encourage them to report it.

Responding to bullying

When bullying has been reported, the following actions will be taken:

- ❖ Staff will record the bullying using the school's paperwork, Appendix 2, and through our Safeguarding procedures;
- ❖ A named member of staff will lead on the anti-bullying issue. At Moreton, this is the Headteacher or Deputy Headteacher;
- ❖ The alleged incident/s will be investigated fully to ascertain if it is substantiated;
- ❖ They will monitor and information recorded and will support school staff to manage the incident;
- ❖ Termly reports will be produced summarising the information which will be reported to the governing body;
- ❖ Support will be offered to the target of the bullying from their class teacher, a member of our SEND/LSA Team or a buddy if appropriate. We will always try to use a restorative approach between the bullied child and the bully;
- ❖ Staff will proactively respond to the bully who may require support following the incident;
- ❖ Staff will encourage parents and carers to be involved;
- ❖ Staff will assess whether any other authorities (such as police or local authority) need to be involved, particularly when actions take place outside of school.

Bullying outside of school

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during school holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupils' wellbeing beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities outlined in this policy.

Derogatory language

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored on our school online safeguarding system. Follow up actions and consequences, if appropriate, will be taken for pupils and staff found using any such language. Further information can be found in our Child on Child/Harmful Sexual Behaviour policy.



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Prejudice based incidents

A prejudice based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. Examples of this are racist comments or comments about gender, culture, appearance or disability. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice based incidents are taken seriously and recorded and monitored, with the Headteacher regularly reporting incidents to the Governing Body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti bullying interventions.

School strategies to prevent and tackle bullying

We use a range of measures to prevent and tackle bullying:

- ❖ Our school vision is at the heart of everything we do and ensures that all members of the school community are revered and respected as members of a community where all are known and loved by God.
- ❖ Regular training for staff on current online trends through CEOP or Digital Safety online
- ❖ High profile of anti-bullying through use of posters, regular assemblies, celebration events of key events such as Pride and Black History Month, integrating themes into lessons and engaging with external agencies or speakers to deliver the message in engaging ways;
- ❖ Promotion of 'THINK' (T – is it true? H – is it helpful? I – is it inspiring? N – is it necessary? K – is it kind?);
- ❖ We use a pupil-friendly Anti-Bullying code to ensure that all pupils understand the policy and know how to report bullying. This is attached at the end of the policy and is displayed in every classroom
- ❖ Our House captains act as support mentors and ambassadors for anti-bullying;
- ❖ Pastoral support on morning gate to check how pupils are and to alert teachers if they notice anything that may be useful;
- ❖ Our PSHE programme of study includes half-termly opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying. It also includes units or themes such as Anti-Racist RE for pupils to learn to value themselves, value others and appreciate and respect difference;
- ❖ Worry box within classes to enable staff to identify and resolve any concerns swiftly;
- ❖ Collective Worship explores the importance of inclusivity, dignity and respect as well as other themes that play a part in challenging bullying. Our celebrate and success assembly at the end of the week promotes living out Christian values including kindness and friendship;
- ❖ Through a variety of planned activities and time across the curriculum, pupils are given the opportunity to gain self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions;
- ❖ In class, regular opportunities are taken to discuss issues that may arise in school and for teachers to target specific interventions;
- ❖ Stereotypes are challenged by staff and pupils across the school. We actively promote diversity within our groupings e.g.. girls playing rugby or boys taking part in dance routines;
- ❖ Peer-mentoring can offer support for both the mentor and the child they are mentoring.
- ❖ Our restorative justice approach provides support to targets of bullying and those who show bullying behaviour;
- ❖ Pupils are continually involved in developing school-wide anti-bullying initiatives through our assemblies and buddy system;
- ❖ We work with parents and carers, and in partnership with community organisations where appropriate, to tackle bullying.



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Training

The Headteacher is responsible for ensuring that all school staff (including teachers, HLTAs, LSA, admin and catering staff and midday supervisors) receive regular training on all aspects of the anti-bullying policy.

Monitoring the Policy

The Headteacher and Deputy Headteacher are responsible for monitoring the policy on a day-to-day basis. The Headteacher and Deputy Headteacher are responsible for monitoring and analysing the recorded data on bullying.

Evaluating and reviewing

The Headteacher is responsible for reporting to the governing body (and the local authority where applicable) on how the policy is being enforced and upheld, via the termly report. The governors are in turn responsible for evaluating the effectiveness of the policy via the termly report and by in school monitoring such as learning walks and focus groups with pupils. If further improvements are required the school policies and anti-bullying strategies should be reviewed.

The policy will be reviewed every **2 years**, in consultation with the whole school community including staff, pupils, parents, carers and governors.



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ANTI-BULLYING CODE

Being a 'telling school' forms the basis of our anti-bullying code. Involving bystanders is a very important aspect of tackling bullying because there are always people who know what is going on. It means that even if the bullying target is too afraid to tell a teacher, all the bystanders know that it is their duty to do so. The anti-bullying code which is attached is used in conjunction with the anti-bullying policy. The code is displayed in all classrooms and discussed with our pupils regularly.

Our Learning Mentor team are able to facilitate support groups if necessary to support incidents of bullying, working with all children involved. Our 'Buddies' do a lot of work around the school and one of their roles is to help us in our anti-bullying campaign. Older pupils understand how to care for younger pupils who are unhappy. These helpers offer support to the younger pupils and report any difficulties to a member of staff who can then intervene.

Circle time and SMART thinking is linked to our curriculum for Personal, social, health and citizenship education (PSHE) – structured lessons are taught which encourage the pupils to take a responsible and caring attitude towards each other. If held regularly, this can be an effective way of sharing information and provide a forum for discussing important issues such as equal rights, relationships, justice and acceptable behaviour. It can also be used just within the affected group to confront bullying that already exists.

Please read our Behaviour Management Policy in conjunction with this document.

Date of Last review: November 2022

Headteacher signed: _____

Date: _____

Chair of governors signed: _____

Date: _____



Moreton's Anti-Bullying Code

Action against bullying

We believe that bullying behaviour is totally unacceptable.

Bullying behaviour can be one or some of these things that happen often:

Hurting Name Calling Being Threatened Being called names because of our faith, skin colour or disability

Things being hidden, stolen or broken

Sending inappropriate messages on a mobile phone or computer

Bullying can happen face to face or online

If you feel that you are being bullied

TELL SOMEONE

You can tell:

- ✓ Your class teacher
- ✓ Mrs Batt Headteacher
- ✓ Any other member of staff
- ✓ A friend
- ✓ A family member

HELP YOURSELF

- ✓ By ignoring comments
- ✓ Walk away
- ✓ Do not react

BUT ALWAYS **TELL**

If the bullying persists **TELL AGAIN**

You can help others by:

- ✓ Always reporting bullying behaviour
- ✓ Do not join in bullying behaviour (Remember those who take sides with a bully are as bad as the bully themselves)

We want Moreton School to be bully free. Everyone has a part to play in this.



STAFF ACTION

If you suspect a child is being bullied, or you have an incident reported to you:

- ❖ Talk to the child about it
- ❖ Listen
- ❖ Offer support
- ❖ Do not ignore it
- ❖ Enter the incident on an Incident Form

Ensure that the child's class teacher knows (both victim and child exhibiting bullying behaviour).

Make it clear to the child that his/her behaviour is unacceptable but remain calm.

Make it clear to the victim that the school can help, and that they will be supported.

Reassure the child that it is not their fault they are being bullied. Reassure the child that he/she was right to tell. If the child who bullied gets into trouble it is his/her responsibility, and NEVER the fault of the child who complained.

Continue to monitor. Do not assume the bullying has stopped.

Ensure that the incident is recorded and the school stages of sanctions are applied (be careful how this is done. Reacting aggressively or punitively gives the message that it is alright to bully if you have power.).

Continue to monitor the child exhibiting bullying behaviour.



Appendix 2

Bullying incident recording form Sep 2019

Date/time of incident	
Children involved (including bystanders)	
Where incident took place (playground, classroom, etc)	
Type of bullying (physical, verbal, indirect, cyber)	
Form of bullying (racist, religious, cultural, sexual, SEN/disability based, homophobic, bi-phobic, transphobic, related to home circumstances etc)	
Brief summary of incident	



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Member/s of staff reported to/witnessed by	
Impact of incident	
Action taken	
Follow up action (including dates)	
Signed (name)	