



ANTI BULLYING POLICY **March 2021**

Everyone at Moorhill Primary School has the right to feel welcome, secure and happy. We aim to provide a safe, caring and friendly environment for learning, to allow learners to improve their life chances and help them maximise their potential. We also aim to produce an inclusive environment for all pupils, which openly discusses differences between people and celebrates diversity. Our school motto, 'Mutual Respect' and our school values reflect this.

We expect pupils to act safely and feel safe in school, including that they understand the issues relating to bullying and that they feel confident to seek support from school should they feel unsafe. We also want parents to feel confident that their children are safe and cared for in school and incidents when they do arise are dealt with promptly and well.

The school is aware of its legal obligations, including the Equalities Act 2010. We are aware of our role within the local community supporting parents/carers and working with other agencies outside the school where appropriate.

Objectives:

- To provide a safe and secure environment within which children feel safe and learn confidently.
- To encourage tolerance and respect for others' views, feelings, beliefs and property, developing the ability to live and work in co-operation with others.
- To promote self-esteem, self-reliance, the ability to communicate thoughts and feelings and form appropriate relationships.

This policy was formulated in consultation with the school community with input from:

- Members of staff at staff meetings.
- Governors' meetings.
- Parents/carers through responses to questionnaires completed at Termly Learning Conferences (parents evening consultations).
- Children and young people through Class Learning Forums, All Together (Anti-Bullying alliance) online questionnaire, in school surveys and PSHE/circle time discussions.
- Other external agencies through partnership meetings

Links with other school policies and practices

This policy links with several school policies, practices and action plans including:

- Behaviour policy
- Child protection policy
- Confidentiality policy
- Online safety and Acceptable Use Policies (AUP)
- Curriculum policies, such as: PSHE, ICT, British Values & SMSC
- Complaint's policy
- Staff/student/volunteer's code of conduct

Definition of Bullying:

'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace'

www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/what-bullying/aba-definition-bullying

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent for example if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying. If the victim might be in danger, then intervention is urgently required.

Behaviour often associated with bullying:

Baiting - Baiting can be used in bullying both on and offline. It can be used to bully someone to get 'a rise' out of them and it can be used to antagonize those who might be bullying others to get them to bully. Sometimes baiting is used secretly to try and get a person to explode in a rage or react negatively/loudly so that they get in to trouble.

Banter - The dictionary describes banter as: 'the playful and friendly exchange of teasing remarks'. Bullying is often justified as being just banter. It may start as banter, but some types of banter are bullying and need to be addressed as bullying.

Types of Banter:

- Friendly Banter- There's no intention to hurt and everyone knows its limits
- Ignorant Banter- crosses the line with no intention to hurt, will often say sorry.
- Malicious Banter- Done to humiliate a person-often in public

What does bullying look like?

Bullying behaviour can be:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online/cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
- Indirect - Can include the exploitation of individuals.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Specific types of bullying include, but are not limited to:

Prejudice Related Bullying

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin including Gypsy, Roma, Travellers
- religion, belief or lack of religion/belief
- sex / gender
- sexual orientation

These are called 'protected characteristics'.

As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disablist in nature. We will record these types of bullying, even that which represents a one-off incident, and report them to the local authority for monitoring purposes.

Other vulnerable groups include:

- bullying related to appearance or health
- bullying of young carers or looked after children or otherwise related to home circumstances

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious.

Prejudice Related Language

Racist, homophobic, biphobic, transphobic and disablist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or transsexual, or are perceived to be, or have a parent/carer or sibling who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or their friends, family members or their parents/carers.

In the case of homophobic, biphobic and transphobic language particularly, dismissing it as banter is not helpful as even if these terms are not referring to a person's sexual orientation or gender identity, they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

Where does bullying take place?

Bullying is not confined to the school premises. It also persists outside school, in the local community, on the journey to and from school and may continue into Further Education. The school acknowledges its responsibilities to support families if bullying occurs off the premises.

Cyberbullying

The ever-increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims. Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school.

Whilst most incidents of Cyberbullying occur outside school, we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other forms of bullying.

Cyberbullying can include:

- hacking into someone's accounts/sites
- Posting prejudice / hate messages
- Impersonating someone online
- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking

We will ensure that our children are taught safe ways to use the internet (see our online safety policy) and encourage good online behaviour.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

Roles and Responsibilities:

We expect **all** students, parents and staff to encourage children to be respectful within school and whilst in the community and promote an ethos of mutual respect in line with our school motto and core values.

Incidents of bullying must be reported immediately to the Headteacher. This can be direct from a parent or via a member of staff who has been informed of an incident. The incident is recorded in the school's anti-bullying log, which is used to monitor the effectiveness of the policy and to inform future practice. Parents of both parties will be informed of incidents involving their children.

Students will:

- Speak out about bullying.
- Know what bullying is and that it is unacceptable in any form.
- Follow the school behaviour systems.

Parents will:

- Support the school's anti-bullying policy and actively encourage their child to be a positive member of the school.
- Model respectful behaviours in front of their children.
- Monitor their child's use of online media and support online safety.
- Contact their child's class teacher if they believe their child is being bullied or is a perpetrator of bullying.
- Escalate the concern to the Headteacher if they feel it has not been dealt with.
- Follow the school's complaint procedure if they are still not satisfied.

Staff will raise awareness of bullying through:

- The pastoral curriculum (JIGSAW program).
- ICT – online safety curriculum.
- Class or group discussion.
- Annual awareness during National anti-bullying week & National Safer Internet day.
- Modelling respectful behaviours between children, parents and staff.
- Use of the All Together Anti-Bullying alliance and Diana Award resources.
- Reporting any safeguarding concerns.
- Reporting all incidents involving racist/homophobic and any other discriminatory behaviour to the Senior Leadership Team.

Governors will:

- Ensure the Anti-Bullying Policy is implemented.
- Monitor incidents of bullying that do occur and reviews the effectiveness of this policy regularly.
- Require the Headteacher to keep accurate records of all incidents of bullying, and report to the governors on request about the effectiveness of school anti-bullying strategies.
- Respond within ten days to any request from a parent to investigate incidents of bullying. The Governing Body notifies the Headteacher and asks her to conduct an investigation into the case, and to report back to a representative of the governing body.

Headteacher will:

- Implement the school Anti-Bullying strategy and ensure that all staff are aware of the school policy.
- Report to the Governing Body about the effectiveness of the policy on request.
- Ensure that all children know that bullying is wrong, and that it is unacceptable at Moorhill Primary School i.e. through assemblies, class learning forums etc.
- Ensure that all staff, including non-class based, receive sufficient training to be equipped to identify and deal with all incidents of bullying.

In addition to dealing with incidents concerning pupils, the Headteacher and governors must be prepared to address incidents involving members of staff. Staffordshire County Council policy indicates that if a formal complaint is made against one of its employees and investigation reveals a breach of the policy and standards set down by the council, then the council's disciplinary procedures will be used in the same way as the breaches of any of the Authority's other policies, rules and procedures. When a victim of a racist incident is a member of staff, it must be reported to the Headteacher

All allegations of bullying will be investigated thoroughly, calmly and impartially. If confirmed, sanctions will be put in place as appropriate, ranging from a genuine apology through to exclusion as a last resort. Other sanctions may include removal from the class; withdrawal of outside break or lunch time; a fixed period working out of class.

Actions are in place to make sure the bullying is not repeated. This might include mentoring for the child who has been bullied or who has bullied; monitoring around school, including on the playground; strategies to support a change in

Recording of incidents should include a brief description of the incident and the school's response which will enable the school and the authority to monitor the frequency of such incidents to ensure the authority is fulfilling legal obligations, thus promoting good education for all children. Parents must be contacted to discuss aspects of any incidents that occur.

Complaints

In the case of a pupil, member of staff or parent who is not satisfied with the steps taken by the Headteacher, they should be informed of their right to make a formal complaint, using the school's complaints policy which can be found on the school website.

Monitoring and Review

The Headteacher and Governors will analyse recorded information for patterns of people, places or groups. They will look out for in particular racist bullying, or bullying directed at children with disabilities or special educational needs. Any amendments needed to be made to this policy as a result of monitoring will be actioned immediately and all members of the school community informed. Otherwise, this policy will be reviewed every 2 years.

Next Review Date: March 2023