



# Anti-Bullying Policy

## Moulton CEVC Primary School

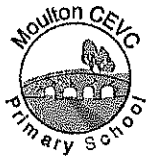
<b>Approved by:</b>	Full governing body	<b>Date:</b> 15 <sup>th</sup> March 2021
<b>Previously reviewed on:</b>	16 <sup>th</sup> March 2020	
<b>Next review due by:</b>	Spring 2024	

Chair of governor's signature

Developing a life-long love of learning is at the heart of our school's ethos. We strive for our pupils to be confident, positive and resilient, and to thrive in a safe, supportive and engaging learning environment, where each individual is nurtured to achieve their very best – academically, socially and spiritually.

Our school is an inclusive Christian community in which parents are actively encouraged to work with our dedicated staff and governors to secure the very best outcomes for each child. We value the input and support of parents and carers; our open and effective communication channels provide regular opportunities for you to meet with staff to discuss your child's progress; contribute to parent forums and other aspects of school life.

Our school's values centre around three words: individuality, community and responsibility and through these words, we explore Christian values and British values.



## School statement on bullying

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.

## Aims and purpose of the policy

- To ensure a secure and happy environment free from threat, harassment, discrimination or any type of bullying behaviour.
- To create an environment where everybody is treated with dignity and respect and where all members of the school community understand that bullying is not acceptable.
- 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.

Related policies: Behaviour policy, equality and diversity policy, safeguarding and child protection policy.

## 1. Definition of bullying

Bullying is hurtful, unkind or threatening behaviour which is deliberate and repeated. 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 its 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)
- Cyber (e.g. messaging, social media, email)
- Emotional/indirect/segregation (e.g. excluding someone, spreading rumours)
- Visual/written (e.g. graffiti, gestures, wearing racist insignia)
- Damage to personal property
- Threat with a weapon
- Theft or extortion
- Persistent Bullying

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
- Related to another vulnerable group of people

## **2. Reporting bullying**

In the first instance, concerns regarding a series of incidents which may be classed as bullying should be raised with the classteacher who will then find out facts by speaking with children and members of staff. Class teachers will speak with the senior leadership team if required.

Pupils are encouraged to speak to their family, school staff or other trusted adults if they are concerned about bullying. Where appropriate, classrooms have worry boxes, in which children can put messages for a staff member to read. Pupils are reminded regularly in assembly about speaking to adults in school if they are worried. Pupils are praised if their mum/dad/family member contact the school – they are told that they have done the right thing by speaking with an adult about their worry.

### **Reporting- roles and responsibilities**

One of our school values is responsibility. All members of our school community are expected to report bullying in any form. Everybody should be vigilant at all times.

## **3. Responding to bullying**

Sometimes the term 'bullying' is misused. A friendship issue or isolated unpleasant behaviour might be incorrectly referred to as bullying by a pupil, parent or other adult. This might happen if a child provides their parents/carers with a biased and/or emotional/exaggerated view of a situation/incident. Sometimes the school will arrange a meeting between relevant staff members, parents and children to ensure that all parties are in possession of the same information, and for the child to talk to their parents and school staff together.

After investigations, if incidents are deemed as bullying, the following actions will be taken:

1. Staff will record the bullying on an incident reporting form and also record the incident centrally.
2. The leadership team will monitor incident reporting form, analysing the results.
3. The headteacher will produce termly reports summarising the information, which will be reported to the governing body.
4. Support will be offered to the target of the bullying, and their family, from the leadership team, class teacher, mentor, or buddy or possibly through the use of a restorative programmes.



5. Staff will proactively respond to the bully who may require support from the leadership team, class teacher, mentor, or buddy or possibly through the use of a restorative programmes.
6. Staff will assess whether parents and carers need to be involved. It is best practice to main transparency with all parties, and so parents will usually be contacted.
7. Staff will assess whether any other authorities (such as police of local authority) need to be involved, particularly when actions take place outside of school.

#### **4. 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.

#### **5. 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, monitored and follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language. Staff are also encouraged to record the casual use of derogatory language using the classroom incident logs. All class incident logs are looked at by the leadership team regularly.

#### **6. 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. 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 in school, 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.

#### **7. School strategies to prevent and tackle bullying**

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

- 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.
- The PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying. It also includes opportunities for pupils to learn to value themselves, value others and appreciate and respect difference.



- Collective worship explores the importance of inclusivity, dignity and respect as well as other themes that play a part in challenging bullying.
- 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.
- Stereotypes are challenged by staff and pupils across the school.
- Pupils are continually involved in developing school-wide anti-bullying initiatives through consultation with groups such as the school council.
- Working with parents and carers, and in partnership with community organisations to tackle bullying where appropriate.

## **8. Training**

The headteacher is responsible for ensuring that all school staff receive regular guidance on all aspects of the anti-bullying policy.

## **9. Monitoring the policy**

The senior leadership team is responsible for monitoring the policy on a day-to-day basis, but all adults are expected to support a bullying-free environment. The senior leadership team is responsible for monitoring and analysing the recorded data on bullying. Any trends should be noted and reported.

## **10. 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.

