



Anti-bullying Policy 2023

Reviewed: September 2023
Next review: Autumn 2025

The Moorlands Primary Federation (TMPF) comprises seven schools: Bishop Rawle C.E. Primary School; Dilhorne Endowed C.E. Primary School; Great Wood Primary School; Hollinsclough C.E. Academy; Manifold C.E. Academy, St. Werburgh's C.E. Primary School; and The Valley Primary School.

Introduction

At TMPF, we are committed to providing a warm, caring and safe environment for all our children so that they can learn and play in a relaxed and secure environment. Bullying of any kind is unacceptable and will not be tolerated in our schools. We take all incidents of bullying seriously. Bullying hurts. No-one deserves to be a victim of bullying. Everybody has the right to be treated with respect and pupils who are bullying others need to learn different ways of behaving.

We acknowledge that bullying does happen from time-to-time, indeed, it would be unrealistic to claim that it does not. When bullying does occur, everyone should be able to tell and know that incidents will be dealt with promptly and effectively in accordance with our anti-bullying policy. We are a *TELLING* group of schools. This means that anyone who knows that bullying is happening is expected to tell the staff.

Rationale

All our school policies form a corporate, public and accountable statement of intent. This policy has been created based upon a whole-Trust approach understood and agreed by staff, children and Trustees. This policy is the formal statement of intent for anti-bullying. It reflects the importance the school places upon everyone's rights to learn/work in a safe and caring community. The policy also shows how we, as a school, meet the legal requirements of recent Education Acts.

This policy relates to all pupils, staff, parents and Trustees of The Moorlands Primary Federation.

Aims and Objectives

The aim of this policy is to try to prevent and deal with any behaviour deemed as bullying. The implementation of this policy will create an ethos where bullying is regarded as unacceptable so that a safe and secure environment is created for everyone to learn and work in. All members of the school have a responsibility to recognise bullying when it occurs and take appropriate action in accordance with the school policy.

This will happen in the following ways:

- We will meet the legal requirement for all schools to have an anti-bullying policy in place;
- All Trustees, teaching and non-teaching staff, pupils and parents/carers will have an understanding of what bullying is through this policy;
- All Trustees, teaching and non-teaching staff will know what the school policy is on bullying and will consistently and swiftly follow it when bullying is reported;
- All pupils and parents/carers will know what TMPF's policy is on bullying and what they can do if bullying occurs;

- Pupils and parents/carers will be assured that they will be supported when bullying is reported;
- Whole-school initiatives (staff training, Worship, Celebration assemblies etc.) and proactive teaching strategies (nurture lessons, Collective Worship, circle time etc) will be used across our schools to reduce the opportunities for bullying to occur;
- A positive, caring ethos will be created within the school environment where everyone can work, play and express themselves, free from the fear of being bullied;
- Differences will be celebrated in a positive way to ensure every child feels special and important;
- Research shows us children with Special Educational Needs and Disabilities (SEND) can be more susceptible to bullying, so, our staff will We will celebrate the positive attributes of children with additional difficulties such as: dyslexia, ADHD, autism and dyspraxia.

What is Bullying?

Bullying

It is important to understand what is meant by bullying. It is also important to differentiate bullying from unpleasant and antisocial behaviours. A single negative encounter with another child is not bullying.

We define bullying as:

- A social behaviour (sometimes involving groups);
- Repeated behaviour that can persist over time, not singular in occurrence;
- An imbalance of power between the 'bully' and the 'victim';
- Behaviour that meets the needs of the 'bully';
- Behaviour that causes harm to those who are powerless to stop it;
- Behaviour that can be verbal, physical and, or psychological;
- The victim possesses continuing fear, even when the bully is not present.

Bullying can be:

- Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures);
- Physical - pushing, kicking, hitting, punching or any use of violence;
- Racist - racial taunts, graffiti, gestures;
- Sexual - unwanted physical contact or sexually abusive comments;
- Homophobic - because of, or focussing on, the issue of sexuality;
- Verbal - name-calling, sarcasm, spreading rumours, teasing;
- Cyber - including but not limited to (especially as technology changes) SMS (text messaging), video messages, WhatsApp messages, SnapChat, Tik Tok, (*children under 13 should not access most social media sites*) all areas of the internet, plus emails and internet 'chat room' misuse.

We have a responsibility to respond promptly and effectively to issues of bullying.

It is important to understand that bullying is not the *odd occasion* of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone, whether or not all parties perceive it to be so. It is bullying if it is done several times on purpose. Children sometimes fall out or say things because they are upset. When occasional

problems of this kind arise it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns, occasional name-calling or a childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

Where does bullying happen?

It can happen anywhere – in the classroom, in the corridor, in the toilets, in the dining hall, in the playground. Bullying may also happen on the way to and from school. In such cases, the School Leader/Executive Principal/CEO is empowered by law to be able to deal with such incidents should this be necessary but must do so in accordance with the school's policy.

At TMPF, we are concerned with our children's conduct and welfare outside of our schools, as well as inside each school and we will do what we can to address any bullying issues that occur off the school premises. The following steps may be taken:

- Talk to the local Community Police Officer about problems on the streets;
- Talk to the Headteachers/Leaders of other schools whose children may be involved in bullying off the premises;
- Talk to community members about issues relating to bullying;
- Map out safe routes to school for children;
- Discuss coping strategies with parents/carers;
- Talk to the children about how to handle or avoid bullying outside the school premises;
- Discuss internet safety with parents/carers and pupils, making them aware of the things that they can do to ensure they are secure when online.

Signs and Symptoms

A child may indicate by signs or behaviour that he/she/they is/are being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- changes their usual routine;
- becomes withdrawn, anxious, or lacking in confidence;
- is unwilling to go to school;
- begins to truant;
- more frequently feels ill in the morning;
- begins to do poorly in school work;
- has possessions which are damaged or "go missing";
- asks for money or starts stealing money (to pay bully);
- has dinner or other monies continually "lost";
- has unexplained cuts or bruises;
- becomes aggressive, disruptive or unreasonable;
- is bullying other children or siblings;
- stops eating and changes eating patterns;
- is frightened to say what's wrong;
- gives improbable excuses for any of the above;
- is afraid to use the internet or mobile telephone;
- is nervous and jumpy when a 'cyber-message' is received;
- cries themselves to sleep at night or has nightmares;
- attempts or threatens suicide or runs away.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

What strategies can be taught to the children?

Wherever anyone is in school, they have the right to feel safe. Nobody has the right to make anyone feel unhappy. If someone is being bullied, it is important for them to remember that it is not their fault and there are people who can help them.

Possible strategies they can be encouraged to use are:

- Tell someone – it can be a teacher, a Learning Support Assistant, a lunchtime supervisor, a parent/carer, a friend, a brother, a sister or a relative. Give them as many facts as you can (What? Who? Where? When? Why? How?).
- Tell the bully that he/she/they is/are making you feel upset.
- Be assertive - stand up to them, look at them directly in the eye, tell them to stop and mean it.
- Play with your friends.
- If you are scared, ask a friend to go with you when you tell someone.
- Keep a diary of what's been happening and refer to it when you tell someone.
- Keep on speaking out until someone listens and helps you.
- Never be afraid to do something about it, and quickly.
- Don't suffer in silence.
- Don't blame yourself for what is happening.
- Call a helpline.

What can you do if you see someone else being bullied? (The role of the bystander)

Ignoring bullying is cowardly and unfair to the victim. Some victims are unable to help themselves and need the support of others to enable them to speak out. Help if you can without putting yourself in danger:

- Tell someone – it can be a teacher, a Learning Support Assistant, a lunchtime supervisor, a parent, a friend, a brother, a sister or a relative. Give them as many facts as you can (What? Who? Where? When? Why? How?).
- Don't smile or laugh at the situation.
- Don't rush over and take the bully on yourself.
- Don't be made to join in.
- If safe to do so, encourage the bully to stop bullying.
- If you can, let the bully know you do not like his/her/their behaviour.
- Let the victim(s) know that you are going to get help.
- Tell a member of staff as soon as you can.
- Try and befriend the person being bullied.
- Encourage the person to talk to someone and get help.
- Ask someone you trust about what to do.
- Call a helpline for some advice.

Procedures for reporting and responding to bullying Incidents

All staff will respond calmly and consistently to all allegations and incidents of bullying in The Moorlands Primary Federation. They will be taken seriously by all staff and dealt with impartially and promptly. All those involved will have the opportunity to be heard. Staff will

protect and support all children involved whilst allegations and incidents are investigated and resolved. The following step-by-step procedures will be used for reporting and responding to bullying allegations or incidents:

1. Report all bullying allegations and incidents to staff;
2. Staff will make sure the victim(s) feels safe;
3. Appropriate advice will be given to help the victim(s);
4. Staff will listen and speak to all children involved about the incident separately;
5. The problem will be identified and possible solutions suggested;
6. Staff will attempt to adopt a problem-solving approach which will move children on from them having to justify their behaviour;
7. Appropriate action will be taken quickly to end the bullying behaviour or threats of bullying;
8. Staff will reinforce to the bully that their behaviour is unacceptable;
9. The bully (bullies) may be asked to genuinely apologise. Other consequences may take place and appropriate sanctions applied (see TMPF Behaviour Policy);
10. If possible, the pupils will be reconciled;
11. An attempt will be made, and support given, to help the bully (bullies) understand and change his/her/their behaviour;
12. In more serious cases, parents/carers will be informed and will be invited to come into school for a meeting to discuss the problem;
13. After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place;
14. Bullying incidents will be discussed regularly at staff meetings should they occur to facilitate a whole-staff approach to supporting the situation;
15. If necessary and appropriate, the Designated (or Deputy Designated) Safeguarding Lead in school, Social Services or police will be consulted.

The following sanctions may be used:

- Recognition and acceptance by the bully of their wrongdoing;
- Apologise to the victim(s) verbally (or in writing) stating the behaviour which will now cease;
- Lose privileges;
- Lose playtimes;
- Spend playtimes and lunchtimes with an adult, or away from other pupils;
- Parents/carers will be invited into school;
- Behaviour Record implemented;
- Be removed from class and work in isolation;
- Be withdrawn from participation in school visit, clubs, events, sporting teams, performing arts;
- Suspension (usually 3 or 5 days depending upon severity and frequency, but this is subject to change);
- Permanent exclusion.

Strategies for the prevention and reduction of bullying

Trust initiatives and proactive teaching strategies will be used throughout the schools to develop a positive learning environment with the aim of reducing the opportunities for bullying to occur. These may include (but are not limited to):

- Involving the whole school community in writing and reviewing the policy;
- Undertaking regular questionnaires and surveys to monitor the extent of bullying in the school and the effectiveness of the anti-bullying policy;

- Each class agreeing on their own set of class rules;
- Making national anti-bullying week a whole-school event each year;
- Awareness raising through anti-bullying assemblies;
- PHSE (Personal, Health and Social Education) schemes of work and SEAL (Social and Emotional Aspects of Learning);
- Circle time on bullying issues;
- Use of playtime 'Buddies' system;
- Children writing stories and poems and drawing pictures about bullying;
- Children being read stories about bullying/ social stories;
- Using drama activities and role-plays to help children be more assertive and teach them strategies to help them deal with bullying situations;
- Prominently displaying anti-bullying posters produced by the children around the school;
- Introducing playground improvements and initiatives;
- Using praise and rewards to reinforce good behaviour;
- Encouraging the whole school community to model appropriate behaviour towards one another;
- Organising anti-bullying awareness CPD for all staff.

Monitoring

To ensure this policy is effective, it will be monitored and evaluated. Questionnaires completed by the whole school community, together with surveys, focus groups and bullying/behaviour incident books will be used to gauge the effectiveness of the policy. Following any review, any amendments will be made to the policy and everyone informed.

Equal Opportunities

This policy applies to all staff and pupils within our schools.

This policy is to be read in conjunction with TMPF Behaviour Policy.