

Moorside Primary School



Anti-Bullying Policy

MOORSIDE PRIMARY SCHOOL



PURPOSE, VISION & VALUES

Our Purpose

Moorside Primary is a school at the heart of our diverse community in the West End of Newcastle.

We pride ourselves in belonging to a caring school community where everyone is welcome. We strive to deliver an outstanding education for all our children. We help everyone to become caring and active citizens.

We encourage everyone to thrive and achieve their full potential.

Our Vision

We want everyone in our school to work together to make us as good as any school can be.

We want to create new opportunities for everyone to succeed.

We want to create a culture which broadens all of our horizons.

We want everyone to be able to tackle the challenges we will face in an ever changing world. We want all of our children to effectively engage with each other and with our community.

Our Values

We all believe...

Our local community deserves a school they can be proud of.

We are a caring community where everyone is welcome.

We all value, respect and support each other.

Our community has the right to be safe and healthy.

Our children should have the chance to enjoy and be enthused by their time in our school.

We all agree...

Everyone will always try their best and take pride in all that they do.

Everyone will demonstrate good manners at all times.

Everyone will respect each other and show consideration.

Everyone will respect and care for our environment and resources. Everyone will celebrate each other's successes and achievements.

Rationale

At Moorside Primary School, we believe everyone has the right to feel happy and safe regardless of their age, ability, gender, race or religion. By embedding this within our school, it encourages the development of self-discipline, allowing children to become responsible members of society.

Aims

The aims of this policy are to:

- ensure that children are able to learn in a safe, supportive and caring environment without fear of being bullied;
- provide children, staff and Parents/Carers with guidelines to enable sensitive and confident responses to incidents of bullying;
- provide the knowledge and ensure the understanding that bullying is anti-social behaviour and our expectation is that children and staff will behave in appropriate and socially acceptable ways towards each other;
- raise staff awareness of possible situations concerning bullying among children within the school;
- support victims of bullying incidents;
- promote kindness and positive relationships.

We will achieve this by ensuring that:

- all staff, children, Parents/Carers and Governors have an understanding of what bullying is;
- all staff, children, Parents/Carers and Governors know what the school policy is on bullying, what they should do if bullying arises and follow it when bullying is reported
- as a school we continually take bullying seriously and children and Parents/Carers should be assured that they will be supported when bullying is reported.

What is bullying?

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim. This form of aggression can be physical, verbal or psychological, although not all aggression is necessarily bullying. Any behaviour which is repetitive and the intention is to hurt one person or group of people, which involves an imbalance of power is bullying behaviour. It can happen face-to-face or remotely using electronic devices and social media applications.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent 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.

These are the types of bullying that may occur:

- Physical e.g. hitting, kicking, taking belongings, sexual harassment or aggression;
- Verbal e.g. name calling, insulting, making offensive remarks;
- Indirect e.g. spreading nasty stories, sending malicious e-mails or text messages on mobile phones or through social network sites, exclusion from social groups;
- Emotional e.g. being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures);
- Racist e.g. racial taunts, graffiti, gestures;
- Sexual e.g. unwanted physical contact or sexually abusive comments;

- Homophobic e.g. because of, or focussing on the issue of sexuality; ➤ Sarcasm and teasing;
- Cyber e.g. all areas of web-based tools such as email & internet chat room, social media misuse;
- Mobile threats by text messaging and calls;
- Misuse of associated technology such as camera and video facilities.

Signs of recognising victims:

A child may indicate by signs or behaviour that they are being bullied. All adults should be aware of these possible signs and that they should investigate if a child:

- Is frightened of walking to or from school;
- Does not want to walk to school;
- Begs to be driven to school;
- Changes their usual routine;
- Is unwilling to go to school (school phobic);
- Begins to truant;
- Becomes withdrawn anxious, or lacking in confidence;
- Starts stammering;
- Attempts or threatens suicide or runs away;
- Cries themselves to sleep at night or has nightmares;
- Feels ill in the morning;
- Begins to do poorly in school work;
- Comes home with clothes torn or items/clothing damaged;
- Has possessions which are damaged or 'go missing';
- Asks for money or starts stealing money;
- Has unexplained cuts, markings or bruises;
- Becomes aggressive, disruptive or unreasonable;
- Is bullying other children or siblings;
- Stops eating;
- Is frightened to say what is wrong;
- Gives improbable excuses for any of the above;
- Is afraid to use the internet or mobile phone;
- Is nervous and/or appears jumpy when a cyber message is received.

Cyberbullying

The 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 on line, public posting of images, threats and manipulation or stalking.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated further. It is important all staff and Parents/Carers are aware of what bullying is and how to identify signals and triggers. Experience has shown that it is more effective to act openly because the bully thrives on an atmosphere of secrecy. So, we urge children and Parents/Carers to inform us immediately they become aware of an act of bullying.

Children and Parents/Carers in general are very open and do inform us. However, this is not always the case and it is in these situations that the bully can persist. So, there are some circumstances when we depend on others to provide us with information.

These are actions that can be taken against all types of bullying:

- Remain calm; you are in charge, reacting emotionally may add to the problem;
- Take the incident or report seriously;
- Take appropriate action – log concerns on CPOMS/Cause for Concern for
- Ensure serious bullying incidents are reported to Senior Leadership Team
- Reassure the victim(s). In serious cases, Parents/Carers will be informed and will be asked to come into school to discuss the situation. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly. An attempt will be made to help the bully (bullies) change their behaviour and reflect on their actions.

What happens when an incident of bullying is reported?

The aim is prevention. However, in the event of this failing, each case is dealt with promptly in a manner which is deemed appropriate to the occasion. Usually, an appropriate member of staff will discuss the allegation with the child making the complaint. This will be followed with the following steps of action:

- The same member of staff will discuss the allegation with the child against whom the complaint is made;
- The member of staff will bring children together, only if it is appropriate to do so and try to resolve the issue;
- If the issue can be resolved, then support will be offered to the victim and the perpetrator and both sets of Parents/Carers will be informed;
- If the issue cannot be resolved, then both sets of Parents/Carers will be informed and invited to school to discuss this with the aim being to resolve the matter;
- If the issue cannot be resolved, then a warning will be put in place and the consequences of breaching that warning will be explained (e.g. an exclusion may follow if there is a repeat of the incident in the future);
- All bullying reports will be recorded on CPOMS for future reference and follow-up actions will be noted;
- In some cases of text message or internet bullying, the school will advise Parents/Carers to contact the police.

No two cases are the same however each and every one is taken very seriously and every effort is made to eradicate the problem. This will always involve working with the Parents/Carers of both the victim and the perpetrator. In this way the reasons for any bullying should come to light. The most suitable measures can be taken to prevent it happening in future and leaving those who may have been involved with a clearer picture of the situation.

It is made very clear to all children when they enter the school that bullying will not be tolerated. Our aim is to equip children with the skills and strategies to help themselves should they or others be subjected to bullying. Children are made aware of the school's policy on bullying and the expectations in school. Ongoing communication between staff members is very important to enable identification and monitoring of any triggers or common trends.

When an issue of bullying has been identified the school will mediate between the involved parties to resolve the issue. This may include the involvement of Parents/Carers and/or other agencies.

Curriculum

Throughout the curriculum especially during PSHE lessons, it is important children are aware of the importance of bullying not being tolerated. The curriculum can be used to:

- Raise awareness about bullying and the anti-bullying policy;
- Increase understanding for victims, and help build an anti-bullying ethos;
- Teach children how constructively to manage their relationships with others.

This will be through a range of methods in line with our PSHE curriculum, UNICEF children's rights and reactive to children's experiences in school, the community and the wider world. We will also take part in the wider events of the nation during the annual Ant-Bullying week that takes place in the UK. Ongoing communication between staff members is very important to enable identification and monitoring of any triggers or common trends.

School Council

The School Council will examine and discuss the Anti-Bullying policy annually with the Head Teacher and amendments are made and then shared with staff.

Lunchtimes

Midday Supervisors will be included in training on how to identify and deal with aggression and bullying. We will continue to improve the play environment to provide quiet areas and retreats as well as improved play facilities.

Restorative practice

Wherever possible we will implement disciplinary sanctions in a restorative manner. The consequences of bullying should reflect the seriousness of incidents so that others see that bullying is unacceptable. These should be applied fairly, consistently and reasonably taking accounts of any SEN or disabilities and the needs of vulnerable children. Both victim and perpetrator will receive individual support based on their circumstances and their level of need.

Tackling instances of racism/homophobia and discrimination

In line with the Equality Act 2010, everyone in Moorside Primary Schools is committed to the principle of creating and promoting equality of opportunity. This can be encouraged in a relaxed and positive atmosphere where diversity, collaboration, respect and interest are stressed at the expense of competition and conformity. We must, however, guard against altering expectations of children because of their gender, status of Parents/Carers, race, bilingual, lone parent or working class backgrounds. By doing so we may well be contributing to a regime of inequality. This is not to deny the evidence of special need, but to insist that these needs are perceived in educational rather than social terms. (Coulby J. 'A practical approach to Behaviour in the Primary School.')

Incidents of racism should be reported to the Head Teacher. Prevalence of hate crimes is hugely under reported in our Local Authority and is something the Police Community Engagement Teams are keen to stress is extremely important.

As a means of attempting to increase the reporting of Hate Crime incidents, the ARCH reporting referral form is being discontinued and replaced with a mechanism called STOP HATE UK.

There is also an online reporting system for reporting any of the identified hate crimes;

- Race
- Faith
- Disability
- Gender Identity
- Sexuality

Incidents of bullying will always be followed up and monitored by the Head Teacher and the Senior Leadership Team in order to ensure steps that have taken place have been effective.

Useful websites with information for adults to access:

www.childnet-int.org

www.kidscape.org.uk

www.bullying.co.uk www.kooth.com

www.schoolsout.org.uk

www.antibullyingalliance.org.uk

NSPCC Helpline: 0808 100 2524

Parent line Plus: 0808 800 2222

Date Policy Implemented	September 2024
Date to Review Policy	September 2025