

Moorside Primary School



Anti-bullying Policy

Our Purpose

Moorside Community 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 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

Anti-bullying policy

Rationale

At Moorside Community 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, we encourage the development of self-discipline, supporting children to become responsible, respectful members of our diverse society.

Aims of the policy

- To ensure that pupils are able to learn in a safe, supportive and caring environment without fear of being bullied.
- To promote kindness and positive relationships.
- To teach pupils and their families what bullying means and actually looks like.
- To provide learners, staff and parents with guidelines to enable sensitive and confident responses to incidents of bullying.
- To raise staff awareness of possible situations concerning bullying among pupils of the school.
- To support victims of bullying incidents.
- All governors, staff, pupils and parents should have an understanding of what bullying is.
- All governors, staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously and pupils and parents 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 where the intention to hurt another person, or group of people and which involves an imbalance of power is bullying behaviour. It can happen face-to-face or through cyberspace.

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.

Types of bullying:

- 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 - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- 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 – all areas of internet, such as email & internet chat room misuse
- Mobile threats by text messaging and calls
- Misuse of associated technology such as camera and video facilities

Signs of recognising victims:

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

- Is frightened of walking to or from school
- Doesn't want to go on the school / public bus

- 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 books damaged
- 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
- Is frightened to say what's wrong
- Is afraid to use the internet or mobile phone
- Is nervous & jumpy when a cyber message is received

This needs to be regularly reviewed in line with staff safeguard training and National guidelines.

Cyber bullying

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, 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 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 pupils and parents to inform us immediately they become aware of an act of bullying. Pupils and parents in general are very open and do inform us.

However, it is important for parents to recognise that some social media have legal age requirement beyond primary school (13+) therefore it is the parents responsibility to monitor and regulate their children's activity.

Outside School

If accidents of bullying take place outside of school it is sensible for the parents to inform the school. After this the role of the school is to support the child\children in school to ensure they receive their education. Parents may be advised to contact their local police if it is felt to be appropriate.

Actions staff must take against bullying:

- As staff when dealing with bullying it is important to 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

- Reassure the victim(s).
- In serious cases, parents will be informed and will be asked to come in to a meeting to discuss the problem
- 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
- 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. An appropriate member of staff will discuss the allegation with the pupil making the complaint and this will always be shared with the leadership team and next steps agreed and monitored.
- The same member of staff will discuss the allegation with the pupil against whom the complaint is made and there will be a discussion with the leadership team to keep them updated.
- The member of staff will bring both pupils together and try to resolve the issue.
- If the issue can be resolved then support will be offered to the victim and the perpetrator. Both sets of parents will be informed.
- If the issue cannot be resolved then both sets of parents will be informed and invited to school to a meeting to try and resolve the issue.
- 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).
- Ongoing communication between staff members is very important to enable identification and monitoring of any triggers or common trends.

In some cases of text message or internet bullying, the school will advise parents to contact the police.

No two cases of bullying 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 of both the victim and the perpetrators. 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 pupils when they enter the school that bullying will not be tolerated. Learners are made aware of the School's Policy on bullying and the School's Code of Conduct which is displayed around the schools as well as posters promoting anti-bullying awareness. 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 and/or other agencies. Posters promoting anti-bullying awareness are displayed throughout the school.

Curriculum

Throughout the curriculum especially during PSHE lessons, it is important pupils 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 pupils how constructively to manage their relationships with others
- We will use interactive resources and visiting theatre-in-education groups to support our curriculum work. We will hold an annual anti-bullying week in November.

School Council

The School Council will examine and discuss the Child-friendly Anti-Bullying policy annually with the Headteacher 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 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 taking into account the needs of vulnerable pupils.

Both victim and perpetrator will receive individual support based on their circumstances and their level of need. Support can include a quiet word from the teacher, engaging with parents, access to counselling.

Tackling instances of racism/homophobia and discrimination

Day to day practice in line with the Equality Act 2010, everyone in Moorside Community Primary School 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 pupils because of their "gender, status of parents, race, bi-lingual, 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 Headteacher, who will decide whether they warrant notification on the local authority's ARCH site.

Follow-up after incidents

Incidents of bullying will be followed-up by the investigating member of staff to check that the bullying has not started up again. This will be logged, recorded and communicated to parents and any other appropriate adult.

Useful phone numbers and websites

<http://clennelleducationsolutions.co.uk/>
www.childnet-int.org www.kidscape.org.uk
www.stoptextbully.com www.bullying.co.uk
www.cyberbullying.org www.kooth.com
www.chatdanger.org.uk www.schools-out.org.uk
www.anti-bullyingalliance.org.uk www.stonewalls.org.uk

NSPCC Helpline: 0808 100 2524

Parent line Plus: 0808 800 2222

Action	With Whom	Date
Initial policy discussions	Leadership	August 2017
Reviewed and monitored	Leadership	September \ October 2017
Shared with Staff	All Staff	November 2017
Reviewed by Governors	Governors	27.11.17
Next Review	All staff, parents, governors	July 2019
Reviewed by Governors	Governors	October 2019