



## **Mission Statement**

Moorgate Primary School sees itself as at the heart of the community. We provide children with an enriched curriculum and extended opportunities to thrive and develop them into lifelong learners. This is encapsulated in our school vision: Achieve, Challenge, Enjoy!

## **ANTI-BULLYING POLICY**

**All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood**

*Article 1, Universal Declaration of Human Rights Statement 1948*

### **A DEFINITION**

Bullying – is defined by the DFES as deliberately hurtful behaviour repeated often over a long period of time. Childline note, however, that it can also be seen as any occasion where someone deliberately intimidates or harasses another. It is recognised that bullying can be between adults, adults and children as well as between children.

Specific types of bullying are :

- ❖ Related to race, religion or culture
- ❖ Related to special educational needs and disabilities
- ❖ Related to appearance or health conditions
- ❖ Related to sexual orientation
- ❖ Bullying of young carers, looked after children, or related to home circumstances
- ❖ Sexist or sexual bullying
- ❖ Cyberbullying

(Ref. Safe to Learn – Embedding anti-bullying work in Schools, DCSF: 2007)

Bullying can take the form of:

Verbal – e.g. name calling, (including racist name calling) teasing, taunting, threatening,

Physical - e.g. hitting, kicking

Indirect. – e.g. being talked about, isolated, purposely left out, physical or facial expressions or gestures that cause distress, threatening body language.

Cyberbullying – a method of bullying rather than a type of bullying - including bullying by text message, via instant messenger services and social network sites, via email and via images or videos posted on the internet or spread by mobile phones.

Racial discrimination or stereotyping and discrimination of any kind for any reason is also considered bullying.

However, if two pupils of equal power, or strength, have an occasional fight, disagreement or quarrel this is not bullying.



At Moorgate Primary School the children represented by the School Council have discussed issues around bullying and have developed and reviewed many aspects of the antibullying strategies carried out in the school. They defined bullying as being :

Verbal abuse : picking on people, name calling, hurting people's feelings by this name calling, saying things on purpose aiming to hurt rather than just joking.

Physical abuse: hitting people, pushing them, beating them up and tripping up.

*The School will impose a sanction, where the School is satisfied it is reasonable to do so, upon any registered pupil, whose behaviour when they are not on the school premises or under lawful control of a member of staff, could, in the opinion of the School;*

- *have repercussions for the orderly running of the school;*
- *pose a threat to another pupil, a member of staff or member of the public; or*
- *could adversely affect the reputation of the school.*

## **AIMS AND OBJECTIVES**

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### **To defend the right of every child and adult to be happy and secure in our school**

To eliminate bullying from the school by.....

- Making the whole school aware of bullying, its definition and the procedures outlined in the policy.
- Creating channels for children to openly discuss their problems
- Empowering children who are bullied to seek help or help themselves.
- Modifying the behaviours of bullies and victims
- Having a proactive scheme of work throughout the whole school encouraging principles of citizenship, openness and fair play.
- Including all members of staff, pupils, parents and governors in the practice, monitoring and effectiveness of this policy.
- Teaching individuals to help themselves and each other.

This policy mostly relates to the following statements from the school Aims and Values:

- Provide a safe, secure and happy environment enabling **all** to reach their potential, to experience success and achieve personal goals.
- Create opportunities through which **everyone** will feel confident, valued; recognise their own worth and ability to learn.
- Prepare children to access an ever-changing world through open-mindedness and skills of adaptability
- Develop co-operation, responsibility, independence, compassion and tolerance for others.
- Promote good manners, tolerance together with respect for self and others.
- Meet the intellectual, social, emotional, physical creative, spiritual and moral needs of all.
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## **LEARNING EXPERIENCES/CURRICULUM STRATEGIES**

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There is a scheme of work in place with differentiated skills for all children in these areas (PSHE Scheme of work). In addition the school focuses, during anti-bullying week, specifically on the issue of bullying using the SEAL documents as guidance. This will impact the issue of bullying through its education for life skills, both indirectly and as focussed units.



Further to this, areas of the curriculum that lend themselves to aspects of education and anti-bullying will be highlighted. Teaching strategies will include drama, especially role play, discussion, circle time, and thinking and listening skills. One of our challenges is to not only teach children to help themselves, but to teach children to help each other. Children recognised for such achievements will be publicly rewarded by the Head Teacher.

### **Lunchtime Helpers/ Peer Mediators/ Huff and Puff Helpers**

Children from Year 5 and Year 6 work, in cooperation with the Lunchtime Supervisory Assistant, to ensure that all children have someone to talk to at lunchtime should the need arise. There are also children who have had peer mediator training to help solve disagreements at playtimes without the need for teacher/other adult intervention.

### **School Council**

The School Council are instrumental in not only developing the policy but also in putting the policy into practise. They reflect the views of their peers and provide further channels of communication for children in trouble.

### **Display work**

Throughout the year displays will be renewed on a regular basis that reflect bullying issues.

### **Outside Agencies**

Certain professional bodies will be invited to speak to the children, such as the police, Barnardos, NSPCC, as the opportunities arise. Drama productions will also be presented to the school focussing on anti-bullying issues.

### **Circle Time**

These activities will regularly provide channels of communication and forums for discussion and solutions for the children.

### **Anti-bullying Week**

During this week there will be a whole school focus on issues related to bullying and antibullying, beginning and ending with special assemblies

### **Resources**

The library has a wide range of books both fiction and non fiction on issues related to all aspects of bullying. These will be displayed in a designated area of the library and will be available for pupils and staff to borrow.

### **Year 6 Transition**

Year 6 pupils undergo a period of planned transition activities in order to ensure that they are fully prepared for, and not worried about their transition to the High School. Linked to this is Year 7 pupil conferencing the outcome of which will inform future transition activities.



## **AUDIT AND RECORD KEEPING including identification and consequent actions.**

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### **Audit**

Pupils will take part in pupil conferencing with senior members of staff, this will be twice a year and the results of which will be followed up on appropriately. Staff will be consulted through general staff discussion of policy. The results of these questionnaires will form a bi-annual audit that will continually inform modification of policy and practise. The main findings of the audit will be reported to pupils, staff, parents and LAC members through the school news letter.

Outcomes of the audit will also be:-

1. Identification of difficulties between children
2. Identification of bullying behaviour
3. Identification of children and groups where esteem and confidence are low and victim behaviour is exhibited.

## **REPORTING OF INCIDENTS/PREVENTION**

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The school is especially concerned with prevention which will include short time and repeated targets through circle time, speaking and listening activities and class assemblies etc to teach assertion and fairness 'skills', short steps over a long period of time to bring the culture forward where the children help each other and themselves.

Victims and witnesses will be encouraged to come forward and talk to an adult and will be treated with understanding and respect.

Lunchtime supervisors will be included in discussions about the use and implementation of this policy. They will receive training as required.

Children are told about a system of people who they can talk to about incidents, such as a trusted friend, who can then tell the Teacher. This is done in assemblies, during circle time and PSHE activities. The difference between 'telling tales' and reporting an incident is also addressed in these activities.

Adult members of the school community who need to report an incident of bullying will report to their immediate line manager who will investigate and refer the incident to the Head Teacher, as appropriate.

## **RECORDING OF INCIDENTS**

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- All incidents are to be recorded in a file kept in the Head Teacher's office, by the person that they were reported to.
- Each incident to have a form, filed in alphabetical order in class sections
- Follow up section to be completed by the same person who filed the report
- Records to be kept until the child leaves the school
- All staff, pupils, parents and governors to know about the system and have access to relevant data on request.
- Incidents are reported to the Governors termly in the Head Teacher's report.



## **ACTIONS AS A CONSEQUENCE OF REPORTED INCIDENT**

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*These sanctions are dependent on the severity of the incident. At certain times the staged sanction approach may be suspended.. for example an incident of physical violence/assault may lead straight to a temporary exclusion.*

The sanctions for this behaviour will follow the outline below (as defined in the School's Behaviour Policy)

1. Discussion with the victim and perpetrator by the Class Teacher or SLT member
2. Verbal warning with an informal meeting with parents
3. If repeated : Formal meeting with parents, formal recording as a bullying incident with possible referral to behaviour support service, educational psychologist or other professional bodies as appropriate.
4. Short term exclusion including lunchtime exclusion
5. Permanent exclusion - as a last resort - for persistent racist name calling or bullying where the pupil has not shown the willingness to adapt their behaviour.

Other sanctions may include a letter of apology to victims, detention, removal to an alternative playground, loss of playtime.

## **STAFFING**

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**Anti-bullying Lead:** Mr. J. Williams (Headteacher). It is the responsibility of the Head to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. His role is to support staff and to be up to date with current initiatives in order to cascade information to the staff as a whole. The Headteacher also sets the school climate of mutual support and praise for success, so making bullying less likely. The Headteacher reports to the governing body about the effectiveness of the anti-bullying policy. The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school.

**Area of Learning Lead:** (V Eaglefield) in her role as **PSHE Leader** works with others to formulate the long-term curriculum plan ensuring that Anti-Bullying is embedded.

**CPD Leader** (Deputy Head): ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.

**Teachers and Teaching Support Staff:** Have a responsibility to ensure appropriate delivery of Anti-Bullying in line with the Policy. All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place. Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc. within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. All staff assist the Headteacher in the investigation of bullying, counselling and offering support to victims and carrying out sanctions for perpetrators as appropriate.

**Local Academy Council:** The governing body supports the Headteacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately. Governors agree and review the Anti-Bullying Policy on a regular basis. They also question the Headteacher and others to ensure that the policy is implemented and impacts



positively on learning and teaching. The Curriculum Committee carry out a detailed review of the Anti-Bullying Policy on an annual basis.

**Pupils:** Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know. Pupils are invited to tell us their views about a range of school issues, including bullying, through regular questionnaires and pupil conferencing.

**Other adults including parents:** Parents and carers have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school. To realise that learning constantly takes place, not only within the classroom but in all environments. Value and recognise their role in shaping children's attitudes and life-long learning experiences. To create positive relationships with all children. To recognise their impact on children's self-esteem. To recognise the vital contribution they have to Anti-Bullying including responding to their own children's concerns.

*Parents and carers who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact the Headteacher. If they remain dissatisfied, they should follow the school's complaints procedure.*

## **PHYSICAL ENVIRONMENT**

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Bullying can take place both inside and outside of school. All staff need to be aware of the limitations of the environment and places where children are independent. Environments both inside and out need to offer children

- ❖ A safe place to be
- ❖ Activities
- ❖ Access to adult for immediate help

Staff need to be aware of potential 'danger spots' around the building such as the toilets. The children themselves most importantly need to be made aware of these as well as strategies for maintaining their own personal safety. During pupil conferencing pupils are asked to specifically identify areas where they feel most/least safe in the school.

## **EQUAL OPPORTUNITIES**

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*All children and staff have equal human rights at Moorgate Primary School*

The procedures in this policy are to be administered with full regard to our Equal Opportunities Policy and the rights of every individual.

Audit and monitoring procedures are in place providing information about ethnicity, disability, and social and gender groups. Any observable patterns in data would lead to further enquiry and consequent action. In line with the Equal opportunities policy, stereotyping is challenged and would constitute a form, or a part of bullying in some situations. It is often the recipient's reaction that affects the definition of bullying. It is the responsibility of the entire school to challenge prejudice and stereotype.

Bullying of a racist nature follows the same principles outlined here and are also reported to the Governors in the regular Head Teacher's Report.

## **PARENTAL PARTNERSHIP**

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Parents are to be informed of the policy and practise through an open invitation to a meeting to discuss the policy. The whole policy will be available on request. Further information will be

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communicated through letters and the Website. A copy of the Policy is available on the website under the policies page.

Parents will be immediately informed and involved in any serious incident of proven bullying involving their child. They will be fully involved in the application of sanctions.

The involvement at this level will be with the HT/DHT and Assistant Head and the class teacher.

## **MANAGEMENT, MONITORING AND EVALUATION**

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This policy is monitored on a day-to-day basis by the Headteacher and Assistant Head with Lead responsibility. The Headteacher reports all incident of bullying to governors through the Termly Headteacher's Report.

Review of planning, pupil conferencing, staff conferencing and lesson observation by the Subject Leader and Assistant Head with specific responsibility for Every Child Matters. To be carried out once every three years.

This will be through

- ✓ Monitoring of the recording procedures
- ✓ Data analysis of incidents, type, frequency and children involved
- ✓ Tracking of children who have been involved through victim or perpetrator role

Reviewing the effectiveness and relevance of the policy and may lead to :

- ✓ Regular anti-bullying messages/reminders
- ✓ Modification of practice and/or policy

This Policy was reviewed September 2021

Date of next review: Autumn 2023





**Report of Bullying Incidents**  
**Involving Members of the School Community**

*An incident of bullying is deliberately hurtful behaviour repeated over a long period of time or any occasion where someone deliberately intimidates or harasses another. This bullying can be Verbal, Physical or Indirect. (See Anti-bullying Policy for detailed definitions)*

**School**

**Date of Incident**

**Location of Incident**

- |                               |                          |                                      |                          |
|-------------------------------|--------------------------|--------------------------------------|--------------------------|
| Inside School/Classroom       | <input type="checkbox"/> | Just outside School                  | <input type="checkbox"/> |
| On playground or sports field | <input type="checkbox"/> | Away from school<br>e.g. school trip | <input type="checkbox"/> |
| Travelling to/from school     | <input type="checkbox"/> | Other:                               |                          |

**Information on those involved : personal information.**

	<b><u>Victim</u></b>	<b><u>Perpetrator</u></b>
Pupil(s)	<input type="checkbox"/>	<input type="checkbox"/>
Outside person (including parent)	<input type="checkbox"/>	<input type="checkbox"/>
Teaching Staff	<input type="checkbox"/>	<input type="checkbox"/>
Support Staff	<input type="checkbox"/>	<input type="checkbox"/>
Gender	<b>M/F</b>	<b>M/F</b>
Age/year group		

**ETHNICITY (circle as appropriate)**

**Victim**

**White :** British; Irish; Traveller of Irish heritage; Gypsy/ Roma;  
Other

**Black or Black British:** Caribbean; African; Other

**Asian or Asian British:** Indian; Pakistani; Bangladeshi; Other

**Mixed or shared heritage:** White and Black Caribbean; White and Black African; White and Asian; Other mixed background.

**Chinese**

**Traveller**

**Any other Ethnic Group**

**Perpetrator (circle as appropriate)**

**White :** British; Irish; Traveller of Irish heritage; Gypsy/ Roma;  
Other

**Black or Black British:** Caribbean; African; Other

**Asian or Asian British:** Indian; Pakistani; Bangladeshi; Other

**Mixed or shared heritage:** White and Black Caribbean; White and Black African; White and Asian; Other mixed background.

**Chinese**

**Traveller**

**Any other Ethnic Group**



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**Victim**

**Perpetrator**

Refugee

Asylum Seeker

Looked after child

**Summary of Incident** (Please describe briefly)

**Action Taken**

**Follow up:**

**Date:**

Has there been contact with parent(s)/carer(s) of victim? Yes/No

Has there been contact with parent(s)/care(s) of perpetrator? Yes/No

Further help required from other support staff/agencies? Yes/No

Please give more details of response to action taken and further action required.

Signed:

Designation