

Moldgreen Community Primary School



Anti-Bullying Policy

Written by: SLT

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Review Date: November 2021



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Introduction

At Moldgreen Community Primary School we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying must not and will not be tolerated in our school. This means that *anyone* who knows that bullying is happening is expected to tell the staff. Any report of bullying will be immediately acted upon and we will follow our school anti-bullying procedures.

1. Aims

In our school bullying in any form is unacceptable. We aim to provide a safe and caring environment in which all children are valued and show respect for each other.

We also aim to support the victims of bullying behaviour and help those who bully to acknowledge and deal with their problems.

2. Objectives

- To promote an atmosphere of openness, trust and support in which all children feel they can report any bullying-type behaviour to an adult. (Appendix 1)
- To allow opportunity for those involved in bullying-type incidents to discuss the problem with a relevant adult before responsibility is attributed to either party.
- That a child who is the victim of bullying-type behaviour can receive support within school.
- To help bullies to empathise with the victim and consequently understand what they are doing and why.
- To make the bully aware of the consequences of their actions.
- To give those involved in bullying-type incidents strategies to help them overcome the problems of bullying, raise their self-esteem and help with confidence.
- Allowances will not be made on the basis of gender, colour, age or disability.
- Situations must be dealt with on a factual basis, sensitively and fairly by all adults concerned.

Our school works hard to ensure that all pupils know the difference between bullying and simply "falling out". Bullying is not when two people have an occasional fight or disagreement.

Prevention of Bullying

- Criticism should be aimed at the child's behaviour, not at the person.
- Adequate boundaries of behaviour should be maintained so that children may know where they stand. Behaviour outside these boundaries should be dealt with in a consistent way.
- Everyone should be aware of how language can be bullying in nature.
- Children should be encouraged to inform an appropriate adult of any bullying behaviour and not keep things secret because of threats of intimidation.
- If a child reports an incident that appears to be bullying, it must be dealt with effectively.
- Promote anti-bullying procedures within classrooms.
- Whole school focus once a year during national Anti-bullying week.

Teaching Opportunities across the Spiritual, Moral, Social and Cultural Education Curriculum.

1. Rights and Responsibilities of the Individual.

Children need to be taught that they have rights, but that there are responsibilities attached to these rights. Every child has the right to personal security and the responsibility to ensure that the security of others is not threatened.

2. Celebration of Differences

Children should be taught to value and appreciate differences of gender, race, age, ability, belief and physical appearance.

3. Friend or Enemy

Children sometimes need reminding that, if someone is not their friend, then this does not automatically mean they are an enemy.

4. Provocation

Children should be made aware that their actions might lead others to be provoked into bullying behaviour.

5. Imagination and Empathy

In order for children to be able to empathise, they need opportunities to develop their imagination.

6. Imaginative Curriculum

All staff need to foster the development of children's imagination through both play and work situations to help them to learn how to empathise.

Contexts:

Role play – drama

Literature, Poetry – appreciating and creating

Art- Appreciating and creating

'Mini World' (living out situations through model people and places)

Games and Circle Time

7. **Living by the Rules**

Children should be taught what the school rules are and to understand the importance of their application. Teachers need to establish class rules and apply these consistently.

8. **Assemblies**

Assemblies have a part to play in delivering the personal, social, moral, spiritual and cultural curriculum to the whole school.

9. **Social Responsibility**

Each child is responsible for their own behaviour and needs to be taught self-discipline and self-control.

10. **Assertiveness**

Children should be taught to respond to provocation in an assertive rather than aggressive manner – e.g. “I don’t like that”.

Guidelines for adults dealing with Bullying.

- Assess whether incidents are minor or not.
- Bullying incidents reported to be logged by class teacher on Integris.
- Racial incidents to be referred to headteacher and reported.
- Persistent bullies to be referred to SMT.
- Incident to be reviewed with victim and bully within two weeks to ensure problem has been resolved.
- Give sanction or punishment (see Behaviour Policy)
- Victim and Bully receive counselling/discussion with learning mentor/school co-ordinator.
- Parents are informed and invited to discuss problem.
- Outside agencies involved if necessary – Primary Pupil Referral Service, Police, Attendance and Pupil Support Worker.
- Victim and Bully have the opportunity to meet under the supervision of an adult.

Annex. 1

Routes through which victims of bullying can bring their problem to the attention of a responsible adult – in order of priority:

1. Go directly to the relevant adult (teacher, parent) as soon as a problem occurs.
2. Tell a friend who will tell a relevant adult.
3. Go to ‘a place of safety’.
4. Tell a school council member who will inform a relevant adult.

Review

This Policy will be reviewed in November 2021

Signed Chair of Governors..... Date.....

Signed Headteacher Date.....

