



Anti Bullying Policy for academic year 2017/18

Date Ratified	Review Date
October 2017	October 2018

Revision History

Date of Revision	Summary of Changes	Approved	Approved

Mossley CE Primary



ANTI-BULLYING POLICY

1.1 Introduction

Mossley C of E Primary School is a KiVa School we see bullying as action taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally. The vast majority of the pupils at Mossley C of E Primary School conduct themselves very well, are well mannered and well behaved. There are occasions, however, when certain children's behaviour can be described as bullying. This policy describes our interpretation of bullying behaviour and sets out the expectations we have of our pupils and the methods we employ to modify behaviour if children are considered to be a bully. Our aim is to always reward good positive behaviour and to show zero tolerance of bullying as defined below. We feel however that in each case of bullying it is the behaviour and not the child that meets with our disapproval.

1.2 Equality Act 2010

Mossley C of E Primary School strives to meet the aims of the above policy in all respects and adopt a consistent approach to all forms of bullying. The school aims to consistently eliminate discrimination, including discrimination on the grounds of sexual orientation, advance equality of opportunity and foster good relations.

The school will actively seek to protect the nine characteristics identified in the above Act through a range of approaches. These characteristics are:

- Age
- Marriage and civil partnership
- Disability
- Gender
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sexual orientation



1.3 **Bullying**

The staff and governors of Mossley C of E Primary School accept the definition of bullying as:

- **Physical** - Pushing, kicking, hitting, pinching, scratching and other forms of violence or threats.
- **Verbal** - Name-calling, sarcasm, spreading rumours, persistent teasing.
- **Emotional** - Excluding (sending to Coventry), tormenting, ridicule, humiliation.
- **Racist** - Racial taunts, graffiti, gestures.
- **Sexual** - Unwanted physical contact or abusive comments.
- **Cyber** - Misuse of the internet, mobile phone threats by text message and calls, misuse of technology e.g. camera and video facilities.

The use of intimidating or defamatory messages/ images both inside and outside of the school will not be tolerated. In order to combat cyber bullying, school will work with both the police and mobile network/ Internet service providers where appropriate.

1.4

Mossley Primary is a KiVa school.

KiVa is an evidence-based program to prevent bullying and to tackle any cases of actual bullying effectively. The further aspect of KiVa is the annual monitoring of the situation in school and the changes taking place over time; this is enabled by the annual online survey.

The main components of KiVa

KiVa includes both universal and indicated actions. The universal actions are taught to all KS2 pupils and focus mainly on preventing bullying. They take the form of specific weekly lessons and online games. This curriculum ties into our PSHE curriculum.

The indicated actions are used when a bullying case has emerged. They are targeted specifically to the children who have been involved in bullying as perpetrators or victims, as well as to several classmates who are challenged to support the victim; the aim is to put an end to bullying.



2 Aims and objectives

2.1 Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

2.2 We aim, as a school, to produce a safe and secure environment where all can learn without anxiety. The school will make everyone aware that the school values and cares for every child.

2.3 This policy aims to produce a consistent school response to any bullying incidents that may occur.

2.4 We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

2.5 We aim to ensure that everyone involved with the children is sensitive to and endeavours to ascertain whether an incident is true 'bullying' or a case of a dispute or a falling-out with friends.

2.6 We have an anti-bullying policy in place. Children with Special Educational Needs and disabilities do not always have the levels of social confidence and competence and the robust friendship bonds that can protect against bullying. At Mossley Primary School we take a whole school approach to deal with bullying related to SEN and disability to ensure that all pupils, including the most vulnerable, feel safe and secure in our environment.”

2.7 Some pupils with additional needs experience difficulties in monitoring and regulating their own behaviour. This can be heightened at more unstructured times of the day for example play time and lunch time. When their behaviours impinge on the safety of others an individual behaviour plan (IBP) is put in place in consultation with their parents. They are further supported by an additional adult on the playground. This individual plan is confidential between the child's parents and staff members.

3. The role of governors

3.1 The governing body supports the headteacher in all attempts to eliminate bullying from our school and requires that any incidents of bullying that do occur are taken seriously and dealt with appropriately.

3.2 The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy. The governors require the headteacher to report to the governors, on request, about the effectiveness of



school anti-bullying strategies. A yearly report will be given to the Full Governing Body on any incidents of bullying.

3.3 The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the headteacher and asks her to conduct an investigation into the case and to report back to a representative of the governing body.

4. The role of the headteacher

4.1 It is the responsibility of the headteacher 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 deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

4.2 The headteacher ensures that all children know that bullying is wrong and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong and why a pupil is being punished.

4.3 The headteacher ensures that all staff are equipped to deal with incidents of bullying.

4.4 The headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

5. The role of the teacher

5.1 Teachers in our school take all forms of bullying seriously and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class. They are made aware of any other incidents in school during Child Update at the beginning of staff meetings.

5.2 If teachers witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time then, after consultation with the headteacher, the teacher informs the child's parents.

5.3 If teachers become aware of any bullying taking place between members of a class, they deal with the issue immediately. This may involve counselling and support for the victim of the bullying and punishment for the child who has carried out the bullying. Teachers spend time talking to the child who has



bullied, explaining why the action was wrong, and endeavour to help the child change their behaviour in future.

5.4 If a child is repeatedly involved in bullying other children, the teachers inform the headteacher and the special needs co-ordinator. We may then invite the child's parents into the school to discuss the situation. In more extreme cases, when initial discussions have proven ineffective, the headteacher may contact external support agencies such as the Education Department or Social Services.

5.5 In addition to the above there is a range of steps that the school may instigate - see Appendix 1

5.6 Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By positive strategies of praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying. These include team points, stickers, stars, certificates and marbles.

5.7 Teachers will attend inset related to issues raised regarding bullying and behaviour management.

6. Recording procedures

6.1 Each class has a **red folder for recording safe guarding issues and a black folder for recording behaviour issues**. These folders create a record that can be accessed at all times and provides insights into patterns of behaviour. Whilst accessible, these folders are however kept in a safe place. These are monitored each term by the Headteacher and Safeguarding Governor.

6.2 When a child has behaved in an inappropriate way towards another child they are asked to fill in a KiVa '**How to be a Better Friend**' sheet. (There are different sheets for the different age groups). The sheets ask the child to think about the choice that they made, empathise with the other child (ren), discuss the consequences of their actions and make a plan for how they will make a better choice next time.

6.3 An official **Bullying and Harassment folder** is located in the head's office. This is where incidents of a more serious nature are recorded; these may involve issues of **racism** or the use of **abusive, homophobic language**. The information in this folder is sensitive and so it is kept under lock and key. These incidents are reported to Governors on an annual basis.(even a nil return)

6.4 If safeguarding issues with individuals have escalated and have been referred onto outside agencies, the records for these cases are kept in a special folder in the office which is also kept under lock and key.



7. The role of parents

7.1 Parents who are concerned that their child might be being bullied, or suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

7.2 Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

7.3 Parents have a responsibility to ensure that their child is aware that they will not tolerate bullying behaviour and, if necessary, they will be ready to support the school with regard to appropriate punishment etc.

7.4 Both school and home need to ensure that a child is aware that if he/she feels he/she is being bullied, they can share the problem with someone in authority.

7.5 It is important for parents to appreciate that dealings with children on these matters must be in private and not in public.

7.6 Parents need to understand that the school will speak to the parents of other children involved.

8. The role of the child

8.1 Children must be reminded that if they feel that they are being bullied they **MUST** tell someone in school immediately and not wait until they go home.

8.2 Children need to be helped to understand the difference between 'telling tales' and speaking up for themselves.

8.3 Children will be given opportunities (circle time / class time / worry boxes) to share their concerns with staff.

9. Monitoring and review

9.1 This policy is monitored on a day-to-day basis by the headteacher, who reports to governors about the effectiveness of the policy on request.

9.2 This anti-bullying policy is the governors' responsibility and they review its effectiveness annually by discussion with the Headteacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.



Ratified by Governors Date: 09.03.17
Reviewed March 2017

Anti-bullying Policy

APPENDIX 1

Steps that may be taken by School Staff (these are not in any specific order)

- take the incident or report seriously and make initial enquiries
- discuss with the classteacher and or the headteacher
- take action as quickly as possible
- explore all aspects, hear what 'the bully/ies' have to say
- decide whether the enquiry needs to be in 'private' or widened to involve other children / classes
- reassure the victim(s), do not make them feel inadequate or foolish, try to take the fear away
- offer concrete help, advice and support to the victim(s)
- make it plain to the bully that you disapprove
- encourage the bully to see the victim's point of view
- discuss the problem with both parties and try to reach an understanding of the way forward
- punish the bully if necessary, but be careful how it is done. Reacting aggressively or punitively gives the message that it is all right to bully if you have the power!
- explain clearly to both sides the punishment and why it is given
- explain that there will be some strategies put in place to monitor the situation e.g. the notebook
- remind all parties that any repetition will be dealt with immediately
- remind all parties of the attitude of the school towards the incident/s
- inform the staff at the next Child Update session
- decide whether or not to inform parents. Depending on the severity /timescale etc the headteacher may inform both sets of parents calmly and concisely; reassure both sets of parents that the incident has been noted and that the situation will be monitored.

Final steps:

- Do make sure that although the incident does not live on through reminders from you, you do continue to monitor the situation.
- Early intervention could prevent a future occurrence.



Anti-bullying Policy

Dear Parents,

The following is an overview of the school's anti-bullying policy. For a copy of the full policy please ask at the Office.

The Teacher's Role

The teachers at Mossley are fully committed to fairness and equal opportunities for all. We believe children should be taught to treat each other with kindness and respect. We are committed to positive intervention if incidents of bullying are brought to our attention. We always take reports of bullying seriously and are committed to investigating any alleged incidents.

In-class incidents should be dealt with by the class teacher.

Any serious or prolonged complaints will be referred to the Headteacher and parents of the child/ren involved will be contacted.

Out-of-class incidents must be reported to the classteacher who will deal with the incident as already described above.

All incidents of bullying should be reported by teachers at the weekly child update meeting in case they form part of a wider pattern of behaviour.

The Child's Role

The issue of bullying is regularly discussed in assemblies and circle times. The School takes an active part in talking about bullying and the damage it can do through anti-bullying week, assemblies, SMSC, PSHCE and circle times. The children are taught how to recognise bullying and the recommended course of action to take if they feel that they are being bullied. They are taught that bullying is unacceptable behaviour that it will not be tolerated and that it will have serious consequences for the bully.

The Parent's Role

If your child is being harassed, bullied, physically or verbally abused in any way at school (or coming to or from school), please report it to your child's teacher or the Headteacher immediately.

Your complaint will be listened to in a sympathetic way and the matter will be fully investigated.

We request that you do not confront another child