



Moorside Primary Academy

Anti Bullying Policy

Definition

Bullying is any behaviour that causes mental or physical discomfort or distress to others. It is the willful desire to hurt, threaten or frighten someone or make them do something against their will. It can be physical assault or verbal abuse and includes harassment, intimidation and extortion. It is anti-social behaviour and will not be tolerated from any member of our school community either inside or outside school.

Bullying is hurtful behaviour that is:

- *intentional*
- *repeated*
- *unprovoked*

Bullying is not:

- *falling out and getting upset with each other*
- *accidental*
- *something that happens once or infrequently*
- *when a person responds badly because someone has been hurtful to them*

Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; inappropriate text messaging and electronic messaging (including through websites, social networking sites and instant messenger); sending offensive or degrading messages by phone or via the internet; producing offensive graffiti; gossiping; excluding people from groups, and spreading hurtful and untruthful rumours.

Forms of bullying covered by this policy

Bullying can happen to anyone. This policy covers all types of bullying, including:

- bullying related to religion, race or culture
- bullying related to special educational needs
- bullying related to health conditions or appearance
- bullying of young carers or looked after children or otherwise related to home circumstances
- bullying related to disability
- bullying related to homophobia and transphobia
- sexist or sexual bullying
- cyber bullying

Aims

To define bullying to ensure that everyone, all staff, children and parents, knows what counts as bullying and how it affects others.

To devise strategies for coping with bullying.

To minimise the occurrences of bullying.

To monitor the incidences of bullying.

To assist staff in coping with bullying.

Methodology

The code of conduct and the behaviour policy both stress the rights of the individual child and they should be adhered to in school. There needs to be a positive approach towards a caring atmosphere in the school and in each classroom which develops praise and encouragement and in which the emotional needs of each member of the school community are acknowledged. Each child should feel that he has qualities and strengths that are valued and accepted and individual differences are recognised and celebrated, not crushed. The school should maintain a clear stance against intolerance and prejudice.

Time needs to be made available in each class for regular discussions/circle time, to enable children to share their feelings in a safe environment where children can learn to cope with problems in less anti-social ways.

Opportunities should be given to help children develop confidence to learn how to take responsibility in their lives and. to develop the skills of assertiveness through role play and drama.

Children should have channels to discuss in confidence their concerns in sensitive issues with a trusted adult and know that their concerns will be followed up.

Strategies for coping with bullying

Building self-esteem is crucial to the development of a supportive atmosphere. Each child should feel that he has qualities and strengths that are valued and accepted. Individual differences should be recognised and celebrated, not crushed. In a supportive atmosphere children will gain confidence in themselves. This enables them to be assertive rather than aggressive in their relationships.

Learning approaches outlined in our school policies should serve as guidelines. Alternative groupings of children and classroom structure with suggestions offered by children should be considered. Create a positive ethos, with an expectation of good behaviour at all times.

Praise and encouragement should be given for social qualities, attitudes and strengths displayed, not just for work done well.

Time needs to be made available for children to discuss their feelings about their different experiences as a group or as individuals. Sensitive areas should be treated sympathetically, especially negative areas of anger, fear and hate. Discussions should outline ways of dealing with these feelings e.g. what makes us happy, sad, afraid, anxious? How to resolve conflicts.

Feelings of fear and inadequacy are common to victim, bully and spectator. Bullying represents a way children are learning to pattern their behaviour to deal with certain feelings. Everyone concerned sees this pattern and is affected by it. We must teach them a way of behaving that is not harmful to themselves or others.

Methods for changing behaviour patterns

1. Developing co-operative qualities and the understanding that the quality of their relationships is crucial to their well being and they must work at building friendships.

- Learning to listen and consider other people's opinions and feelings.
- Learning to share
- Learning to compromise.
- Learning to understand and accept other people can think differently.
- Learning to support friends and adults and care for them.
- Learning to take responsibility for their actions-to help things work better.

- Learning to co-operate in games and group work.
2. Discussion of problems and how to cope with them – give them responsibility for making changes so they are in control.
- Discuss anti-social behaviour.
 - What is bullying? Children give their opinions.
 - Why is it not acceptable? Important to criticise the behaviour not the person – that person can still retain his self worth.
 - How can we deal with it? Ensure children know we are supporting them.
 - Consider the role of the spectator.
 - What if it reoccurs? Discussion of school sanctions.
 - All incidents of anti social behaviour and bullying to be reported, discussed and solutions put forward.
3. Assertiveness Training given.
- Learning to negotiate rather than fight to resolve conflict.
 - Learning about their rights as individuals.
 - Learning to say NO.
 - Learning to take responsibility for their own lives.
 - Developing the confidence to assert own values, opinions and standards.
4. Role play and drama can be used to act out incidents from child's own experience.
- Discussion of feelings
 - Prediction of outcomes.
 - Altering behaviour to a more acceptable form, re-enact scene with different behaviour to experience what might change for the better.

School needs to ensure that

- We create the right environment for positive relationships to flourish.
- Children do not feel afraid or ashamed to relate their experiences.
- Parents are advised to inform school if their child has been bullied, or threatened, or hurt by another child.
- Teacher to listen to the child and offer support whilst addressing the situation.
- All bullying incidents are logged, indicating the date, time, place and details of the incident.

- Parents of bullies are informed about the incident and any resulting decisions.
- A follow up procedure is set up to deter further incidents.
- Consequences, punishment, sanctions should be discussed on an individual basis.
- School contract, Code of Conduct needs to be reinforced on a half term/termly basis.
- Bullying should be addressed through PSHE and drama.

Monitoring and Evaluation

There will be continual monitoring of the level of in school. The following questions need to be asked:

- Has the ethos of the school improved?
- Has the level of awareness been raised?
- Have attitudes altered?
- Has the incidence of bullying decreased?

All bullying (and individual behaviour incidents) are recorded and monitored using a software application (CPOMS).