



Moira Primary School

Anti-Bullying Policy 2025 – 2026

This policy is reviewed every year and was agreed by the Governing Body of Moira Primary School in September 2025 **and will be reviewed again in September 2026**

Signed: _____ Chair of Governors

Date: _____

Aims and Objectives

Pupils at Moira Primary School will be educated in an environment, which promotes high standards of teaching and learning. In order to achieve a good working environment, our school expects high standards of behaviour throughout the school day. When pupils have problems they must feel confident to tell an adult and know what action will be taken.

Bullying is the planned desire to hurt, upset, threaten or frighten someone else repeatedly. Bullying is anti-social behaviour and affects everyone. It is unacceptable and will not be tolerated. Only when issues of bullying are addressed will all pupils be able to fully benefit from the opportunities available at school.

Doing nothing is the worst reaction to being told about bullying. It causes the targets more pain, without resolving their problems and may suggest tacit approval to the child with bullying behaviour. Everyone at Moira Primary School is committed to ensuring that all who meet and work on our school premises will feel safe and secure.

All staff are committed to ensuring that all pupils feel safe at school and that their concerns are being addressed and validated.

It is recognised that the Headteacher and Governing Board have a statutory responsibility for school behaviour and discipline, but that all members of the school community accept collective responsibility for the successful implementation of this policy, including the pupils themselves.

Definition of Bullying

Bullying is present to a greater or lesser extent in all institutions. All members of the school community deserve the right to feel valued, equal and respected and be able to come to school or work without fear. Therefore, this policy applies to school children and staff.

Bullying is different from other kinds of unacceptable behaviour because it has a serious effect on a person's self-esteem, emotional and mental health, which in turn prevents them from developing their full potential and can seriously affect their life chances. Equally the whole school community and bystanders have a duty to be mindful of situations and to act in line with this policy.

We have adopted the Anti-Bullying Alliance's definition of bullying which is:

'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.'

This can happen face to face or online.

We talk about it being:

- hurting another person, or group, on purpose, more than once.
- involving using violence, hurtful words or ganging up to make another person feel helpless.
- face-to-face or through the Internet.

We explain this to the children as '**S**everal **T**imes **O**n **P**urpose' and encourage children to '**S**tart **T**elling **O**ther **P**eople'.



Different Types of Bullying

There are a number of different kinds of bullying but is it not limited to:

Physical: Hitting, kicking, stealing, hiding belongings, anything physically unpleasant.

Verbal: Name-calling, insults, religious taunting, offensive remarks, teasing, using language, which is threatening, coercive, racist, sexist, homophobic. This includes attacks on non-English speakers, SEN pupils and those with a disability.

Emotional: rumour spreading, malicious gossip, extortion, coercion of the harmed into acts he/she does not wish to do, intimidation, initiation or hazing violence, ostracising, spreading rumours or stories, graffiti, threatening or obscene gestures, inciting others to be unkind, excluding, isolating or ignoring another pupil.

Cyber: All areas of the internet such as email and internet chat room misuse, mobile phone threats by text messages or calls, misuse of associated technology i.e. camera and video facilities.

Instigators may use different pretexts as the basis of their bullying, including the nine protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation – See Appendix 1 Equality Act Poster).

Forms of bullying (as referred to in our Equality policy) could be considered as:

- **Racial, religious, cultural bullying** - is where the motivation for bullying is based on the targets skin colour, culture, nationality or faith.
- **SEN and disability bullying** - where an individual or group are targeted because of a special educational need or disability which includes learning difficulties, sensory impairments and mental health conditions.
- **Appearance or health conditions** – where an individual or group are targeted because of their physical appearance or a health condition for example a disfigurement, a traumatic injury, severe skin condition.
- **Home circumstance** – where the motivation for bullying is based on the persons living arrangements for example: young carers, children in care or geographic locality i.e. where they live.
- **Homophobic and Biphobic bullying** – relates to a person's sexual orientation. It is based on prejudice or negative attitudes, beliefs or views about lesbian, gay or bi people. Individuals or groups can be targeted because of their actual or perceived sexuality. People who have lesbian, gay or bi family members can also be targeted as can students who do not conform to gender stereotypes.
- **Transphobic bullying** – relates to gender identity. It is based on prejudice or negative attitudes, views or beliefs about trans people. Transphobic bullying affects people who are trans but can also affect those questioning their gender identity as well as people who are not trans but do not conform to gender stereotypes.
- **Sexual bullying** – can relate to the target's gender or body, this can have a sexual and/or sexist element.

How we proactively reduce incidents of bullying in school

As a school, we are determined to eradicate bullying of any kind. Bullying can sometimes be misunderstood as 'falling out' with other pupils, or a one-off disagreement so it is the job of the whole school to ensure that children understand what bullying is. We are a listening and telling school. This is the message that will be promoted at all times and with all audiences. There is an agreed collective responsibility to address any incidents of bullying observed. Throughout the year as a minimum, we invest time in the list below to achieve this.

- Weekly PSHE lessons and more specifically taught units to support children in their understanding of bullying

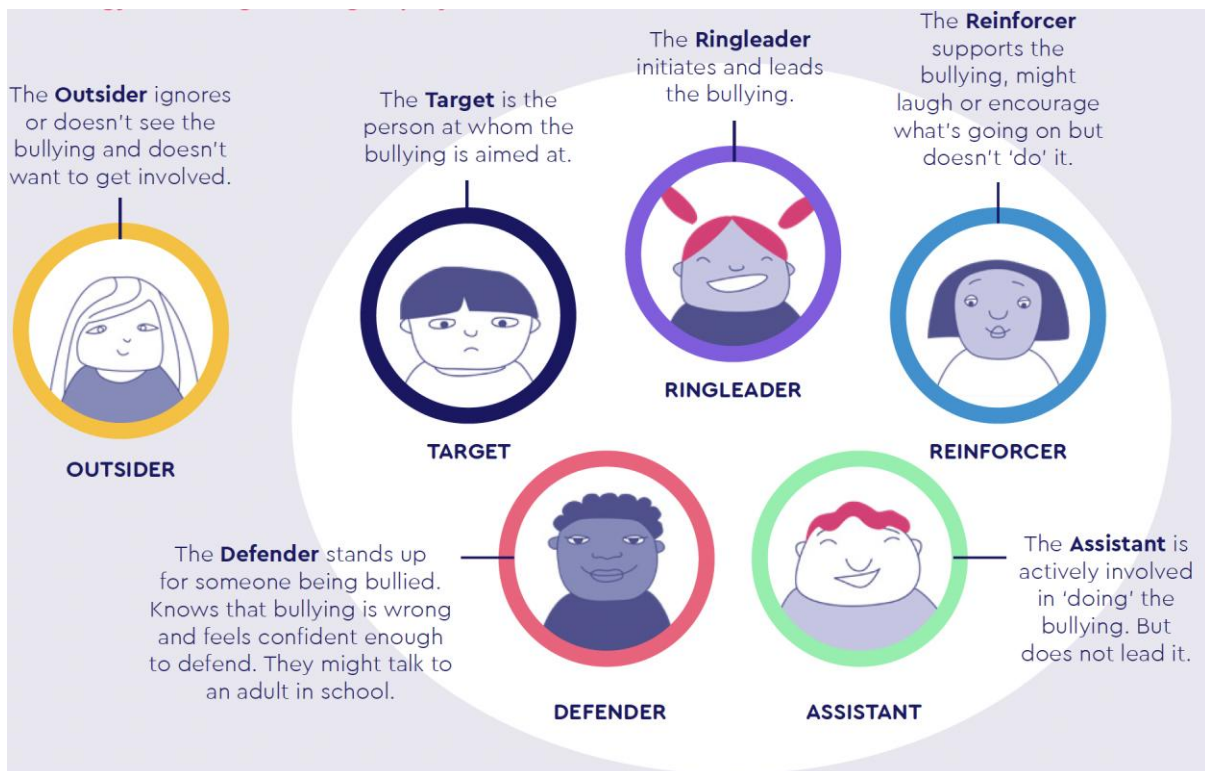
- Schools Assemblies that share with the whole school the Anti Bullying message.
- Participate in the National Anti-Bullying Week (November) and the "Beyond Bullying" Award Scheme.
- Internet Safety Week to make children aware of the dangers of cyber bullying.
- Train Anti-Bullying Ambassadors to support our children in the event of bullying.
- Anti-bullying training for Governors and relevant staff plus in house staff training to ensure school adults are aware and kept up to date with the guidance on bullying.
- Within school, we actively promote a culture where children can 'tell' in a supportive environment, without fear of reprisals. We use PSHE sessions, assemblies and classroom initiatives such as worry boxes.
- This policy will be discussed with all pupils and be made available to parents on request. This is to ensure that all pupils understand the school's policy of zero tolerance of bullying and their role in making it a success.
- The School Council will include bullying as an agenda item regularly.
- On a daily basis numerous, structured, lunchtime activities for all pupils to participate in will be provided.
- Incidents will be logged and monitored on a termly basis by the Headteacher. The information will be given to the Governing body each term as part of the Headteachers Report and shared with members of the teaching staff as and when deemed appropriate.

What is our approach to dealing with an allegation of bullying?

Our 3-step response to bullying aims to ensure a consistent, reflective and effective approach to responding to bullying incidences.



When talking about the incident we will use the following language



Procedure for Reporting and Dealing with an Incident

The procedure for a **child** reporting a possible bullying allegation is as follows:

If any child feels concerned about any issue of bullying, they can approach any adult in our school to report the incident either verbally or in writing if this is preferred. They may feel happier being accompanied by a friend to do this.

If any child or adult sees an incident that they feel constitute bullying, then there is an expectation that this will be reported to the class teacher initially.

Parents should, first and foremost, be familiar with the definition of what bullying is and the different types of bullying that can occur. Communication between home and school is key for the school to the identification and prevention of bullying. By supporting the school and their policies, and by informing school if there are any concerns, it means that situations and incidents can be dealt with swiftly and appropriately. Encouraging their child to speak to staff at school if they are worried about bullying will develop positive relationships and ensure that children feel safe and secure.

The procedure for a **parent** reporting a possible bullying allegation is as follows:

- In the first instance **speak to your child's class teacher**. Please **do not** confront a child yourself.
- Ensure you speak regularly to the class teacher to be informed about how the above investigation is going.
- Keep communicating any further incidents with the class teacher by helping your child to keep a log of any incidents they perceive as bullying over a period of time (normally 3 -4 weeks) – Remember bullying is not often solved overnight.
- Be prepared for a meeting with the other parents
- If you are not satisfied with the outcome refer to a senior member of staff (one of the Assistant Headteachers) in the first instance.

The procedure for a **teacher** investigating a bullying allegation is as follows:

- The class teacher will talk to both the alleged target and the alleged perpetrator(s). A clear and precise account of what has occurred will then take place and supporting statements from any witnesses will be taken.
- The class teacher will record allegation on CPOMs (as a behaviour incident).
- Following the investigation, the class teacher will decide if the situation is bullying, a one-off incident or a general falling out – seek a Behaviour Champion's guidance if required.
- If it is deemed a bullying incident always inform the Headteacher and the parents of both target and perpetrator(s) – this could be done separately or in a joint meeting depending on the nature of the bullying.
- If it is deemed a bullying record on CPOMs under the category of 'Bullying'.
- Any pupil who has been the target will be given the opportunity to discuss their experience with their class teacher, the ELSA Lead or a member of the Senior Leadership Team. Where necessary, they will be offered additional support.

- The ELSA Lead will work separately with both the child/ren identified as the target and the child/ren who have been identified as the perpetrator/s, to address the issues raised.
- The staff involved may also seek to organise restorative work between both parties using a variety of techniques to resolve the issues between those who child with bullying behaviours and those who have been bullied.

Lunchtime Supervision

All lunchtime supervisors will monitor children's behaviour. They will have clear instructions to report all incidents of bullying to the relevant Behaviour Champion, who will either:

- Deal with the incident personally
- Report the incident to the Class Teacher, who will take action to deal with the situation and log the incident on CPOMs.

Anti-Bullying Ambassadors



We have 12 Anti-Bullying Ambassadors in school (2 representatives per class in Years 1-6). Pupils were elected by their class peers. Their role is **to help educate their peers on bullying**, lead on anti-bullying campaigns, promote a culture which celebrates and tolerates difference and help keep their peers safe both online and offline.

Dealing with Extreme Cases

Extreme cases, for instance if a serious act of violence is committed against a pupil, may result in exclusion from school. In these cases, the school will follow the LA's Exclusion Policy and the police may be contacted if a criminal offence has been committed.

In all cases both the child with bullying behaviour and the target will have the opportunity to explain what happened and will be offered future support as necessary. Witnesses will be interviewed separately. The member of staff dealing with the incident will make notes of what was said and by whom. These will be passed on to the Headteacher as appropriate. A phone call may be made to explain how the school has dealt with the issue, or a parent may be told at the end of the school day when they come to collect their child. Full records of all conversations, comments and actions taken will be recorded on CPOMS.

Bullying Outside School

Headteachers have a specific statutory power to discipline pupils for poor behaviour outside the school premises. Section 89(5) of the Education and Inspections Act 2006

gives Headteachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff.

This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre. Where bullying outside school is reported to school staff, it should be investigated and acted on. The Headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

What to do if you think your child is being bullied?

Parents who believe their child has been harmed as a result of bullying, or believes their child is harming others, should share their concerns with the school at the earliest opportunity and be prepared to work with the school to keep the children safe. The first port of call should be to contact the class teacher. All expressions of concern will be taken seriously and investigated thoroughly and, if there is a concern regarding incidents of bullying, this will be shared with the Headteacher. Should parents still be concerned, contact should be made with the Headteacher.

Statutory Duty of Schools

Headteachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils.

Note: The School is currently completing the assessment paperwork for the Leicestershire Anti-Bullying Award.



THE EQUALITY ACT

The Equality Act 2010 makes sure that people with particular characteristics are protected from discrimination¹. It is your right² that you should not be treated differently based on:

- 1 Age³
- 2 Disability
- 3 Gender reassignment
- 4 Marriage and civil partnerships
- 5 Pregnancy or maternity
- 6 Race
- 7 Religion or belief
- 8 Sex
- 9 Sexual orientation

¹ Discrimination means unfair treatment of somebody based on a particular characteristic
² Your rights are things you are born with that belong to you that nobody can take away
³ While you are attending school there is no protection against age discrimination (unless you are in a 6th form, FE college or University) or marriage or civil partnerships discrimination



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