



The John Moore Primary School
&
Little Foxes Playgroup

Anti-Bullying

School Policy

Version:	1.13		
Review Cycle:	Annually		
Approval Level:	Governing Body, Individual Governor or Head Teacher		
Revision History:	Approved January 2006 (1.0) Reviewed January 2008 (1.1) Reviewed January 2009 (1.2) Reviewed January 2010 (1.3) Reviewed March 2011 (1.4) Reviewed January 2013 (1.5) Reviewed January 2014 (1.6) Reviewed January 2015 (1.7) Reviewed April 2016 (1.8) Reviewed May 2018 (1.9) Reviewed October 2019 (1.10) Reviewed October 2020 (1.11) Reviewed September 2021 (1.12) Reviewed September 2022 (1.13)		
Approved By:	Individual Governor/Headteacher	Date:	September 2022

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1 Introduction

At The John Moore Primary School and Little Foxes Playgroup, we believe that children should enjoy their learning and socialising to the full throughout their time here. We want them to feel safe and protected, so that they are able to develop, grow, learn and play in a safe, secure and caring environment.

The aim of this policy is to ensure that the whole school community understands that bullying is not acceptable in our settings and will not be tolerated, so that everyone in the settings can ensure learning takes place in a safe, supportive and caring environment.

We endorse the view of the Anti-bullying Alliance that settings that are most effective in managing bullying are those that have systems in place whereby the anti-bullying policy becomes part of the living culture of the settings and involves the whole school community.

To this end, we promote a culture of openness amongst children and staff, and regularly draw the children's attention to the ways we want them to behave. We believe that incidents of bullying in our settings are rare, and we want to ensure that this remains the case.

2 Our definition of bullying

The Anti-Bullying Alliance defines bullying as:

"The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face-to-face or online."

Bullying can be physical, verbal, or indirect and includes all forms of Cyberbullying. It can be related to race, religion or culture, SEN or disabilities, sexual orientation, sexist or sexual bullying or home circumstances. It can also include bullying of or by setting staff.

3 Response to Bullying - measures taken by the setting

3.1 Dealing with conflict in general 'one-off' situations:

From their entry to playgroup and school, we systematically teach children to deal with conflict in the following way(s):

- You must take responsibility for your own behaviour. (Restorative conversations)
- No other child has the right to make you behave in a way that you know to be wrong.
- **Step 1** - If someone is doing something to you that you don't like, the initial responsibility is on you to ask them firmly and politely to stop. ('Please don't do that because I don't like it.') This puts the onus on that person to stop what they are doing immediately.
- **Step 2** - If however, the behaviour continues (and you are on the playground), the onus is then on you to approach a 'Year 6 Restorative Star' if you think they can help you to sort out the problem. (school only)

- **Step 3** – If you still need help to sort out the problem find an adult and ask them to help you.
- The adult will follow up the incident with both parties, but the first thing they will ask is ‘Have you asked them to stop?’ If the answer is no, the adult will ask you to go back to Step 1 with the problem; however, this is often done with the adult’s assistance.
- If you are aware that another child is in a situation that he / she is not happy about, but lacks the confidence to deal with it, you should seek adult assistance on his / her behalf.
- Anyone who refuses to cooperate with this procedure, and is making another child’s time in playgroup/school difficult, is removed from the situation.

The purpose of the procedure outlined above is to ensure that:

- All children understand that they are accountable for their own behaviour.
- All children understand that they have a right to personal space which cannot be violated.
- All children begin to learn how to deal with conflict independently and develop the confidence and assertiveness to do so.
- All children know that an adult will support them if necessary but will not respond to unnecessary tale-telling.

We sometimes find that the following problems arise:

Problem	Solution
When an adult investigates the problem, there has been a misinterpretation of intention – someone has perceived that an action was deliberate, when in fact it was accidental e.g. when running in the playground, one child has bumped into another, who assumes that hurt was intended.	We stress the importance of ‘repairing the harm’ if you are aware that you have caused harm by accident, stating that this is what it was i.e. saying sorry. We regularly teach the difference between intentional and accidental incidents.
A child has responded to an offence by ‘hitting back’.	This puts both parties in the wrong. Adult intervention is usually necessary to lead a restorative conversation, to talk the children through the steps they should have taken and ask them to apologise to each other. We do not condone ‘hitting back’ as a response in any circumstances.
Third parties involve themselves in incidents, and, rather than sorting the problem out, actually cause more trouble, often by responding physically.	An adult becomes involved, a restorative conversation takes place and any child who has not done the right thing is asked to explain where they have gone wrong, and to ‘repair the harm’ to anyone concerned. We continually stress the importance of being responsible for your own behaviour only, and fetching an adult when necessary, rather than becoming involved yourself.
Children do not mention a problem to an adult, but tell a parent later in the day, who then	We will investigate a problem as far as is possible, but the time delay can make this quite difficult. We constantly

informs an adult on the child's behalf.

remind the children that they need to follow the correct procedure. On the occasions when they have done so, they are usually happy that the situation was resolved without adult intervention; in these cases, the child was informing rather than complaining, and the parent did not need to take action.

3.2 Dealing with pre-meditated and sustained conflict i.e. bullying:

We aim to help the children understand that there is a fundamental difference between the behaviour described in Section 2a), and bullying, as defined in this section. They are regularly taught that any systematic and ongoing threatening behaviour is bullying, whether physical or not, and will not be tolerated. We explain that this includes the following situations:

- If you are worried or frightened about coming to pre-school or school / going into the playground because someone is threatening you.
- If a child or group of children are persisting in targeting you with unpleasant behaviour, (verbal or physical bullying), and you are regularly being 'picked on' or made to feel excluded (emotional bullying).
- If one child is trying to make other children join with him / her in making you unhappy.
- If you have been told that there will be unpleasant consequences if you tell an adult. ('Dob us in.')

4 Our Procedures

4.1 CPOMS

The playgroup/school uses CPOMS (Safeguarding and Child Protection Software for Schools) to record all incidents that occur – both child or adult reported. These incidents can be linked to other children and actions taken are also recorded. CPOMS allows all staff to record information in a central repository and have relevant people alerted immediately. Senior leaders are able to build a chronology around a student and can produce reports on vulnerable pupils and groups. All staff have a CPOMS account and can access it via any internet enabled device.

4.2 Adult vigilance

If 'bullying' has been raised as a concern by a parent, all adults in the playgroup/school are made aware of this concern (via a school email account) in order that they can monitor the situation.

4.3 Time to talk

Pupils have the opportunity to talk and to be listened to.

4.4 Playground/ Class observations

Teacher/Teaching Partner/Senior Leader may carry out observations in the classroom or the playground to observe behaviours.

4.5 Partnership with parents

The playgroup/school operates an 'open door' policy and invites parents to share any concerns they may have openly and honestly. Parents of the victim are invited to stay in regular contact with the school to help the school monitor how things are going. The parents of the perpetrator(s) will be involved if the problem cannot be resolved using steps 1 – 7 below.

4.6 Home-School Diary

A home-school diary may be set up to monitor the daily feelings of a child.

5 What will happen if bullying is found to have occurred?

'Bullying is always taken very seriously. Everybody has the right to feel safe. We also need to make sure that bullies know how to stop bullying. Punishing on its own is not going to solve the problem'. (Simon Blake Acting Manager of The Anti-Bullying Alliance 2005).

- Both the victim and the 'bully' will be invited to discuss the situation with a member of staff. It is made clear to the victim that they can talk again at any time if things are not going well.
- Meeting with the person/ people involved – A meeting is held with the person/people involved, as suggested by the victim.
- Adult explains to the group that there is a problem that is worrying them involving – and they name the victim. The victim's unhappiness is emphasised.
- Share responsibility – It is stressed that the purpose of the meeting is to discuss how to help the victim be happy and safe. It is the responsibility of the person / people to help solve this problem.
- Ask the members for their ideas. Group members can be genuinely moved by the account of the victim's distress. The person/people involved are then asked to suggest ways in which the victim could be helped to feel happier.
- Leave it up to them – the adult then ends the meeting by passing over the responsibility for solving the problem to the group. Adult arranges to meet with pupil (s) again to see how things are going.
- About a week later, adult meets with each person, including the 'victim' again to see how things have been going. The outcome should not necessarily be that the victim has become the most popular person, but they must feel safe and happy and the bullying should have stopped.
- If the bullying continues then more serious steps will be taken. This could include removal from situations where the bullying is occurring, meeting with the child's

parents or the set up of a Home-School diary in order that the parent is aware of the child's behaviour each day.

- Support will be on-going for both the victim and the perpetrator. Work will continue to repair relationships between both parties and the situation will continue to be monitored.

6 Key Messages

The John Moore Primary School and Little Foxes Playgroup say 'NO to Bullies'.

If you are ever concerned about any kind of behaviour towards you or another child, you must:

- SAY NO!
- TELL an adult in the school
- TELL a friend
- TELL your parents or the people who look after you.
- Use the Worry Box (KS2)

This information is shared regularly with the children through Anti-Bullying Assemblies each term:

- You can expect that the information will be taken seriously and investigated straight away.
- All incidents and allegations will be dealt with in a consistent manner. Where bullying is suspected, incidents/ meetings will be systematically recorded.
- You are doing the right thing by seeking adult help – there is no other acceptable course of action.
- We have zero tolerance for any kind of protection of peers in bullying situations, and of any threats from perpetrators that would encourage a conspiracy of silence.

It should be noted that in very exceptional circumstances, children will be clearly instructed about the need to tell an adult (usually the class teacher) about all incidents of negative behaviour towards other children by a named child.

7 Prevention of Bullying

Measures taken by the playgroup/school to prevent the onset of it:

We believe that a safe environment relies on the development of a range of strategies that will inhibit bullying, and promote and facilitate positive relationships between pupils of all ages. Therefore the pre-school and school are committed to prevention of bullying through the explicit development of shared values and attitudes.

The playgroup/school is committed to:

- Using the 4Ss (Soar, Share, Strive, Sparkle) to underpin all work with the children. (school)

- Making maximum use of all opportunities to promote empathy, teach respect for diversity, remind children how to recognise what bullying is, and reinforce the strategies they can use to be assertive and confident without being aggressive; these opportunities include **Circle Time, assemblies, PSHCE lessons**, responses to conflicts between children and spontaneous conversations.
- **Circle Time** – Providing regular opportunities for Circle times, which encourage mutual respect and give children opportunities to talk, share and listen to others.
- **Anti-Bullying Week** - Providing an Annual focused Anti-Bullying Week where the Anti-Bullying Charter is reviewed with pupils, the Anti-Bullying Policy is reviewed and the theme is further explored through the week’s assemblies, circle times and special activities in classes.
- Providing regular feed-back and training sessions for the **Restorative Stars**. (school)
- **Worry Boxes (KS2)** - Providing opportunities for children to report bullying confidentially or anonymously e.g. through a ‘Worry Box’, where children can post notes which will be read by one adult only.
- Ensuring that friendship issues are included in the planning and delivery of **PSHCE**.
- Using the school’s ongoing system of **positive reward** and encouragement for good behaviour and considerateness towards others, in order to make children feel proud of both their own achievements, and those of their peers.
- Making use of relevant resources, such as SEAL resources and the bullying section in the **Police Box**, which includes activity and worksheet ideas.
- **‘E-safety’** – During Computing lessons children are taught about e-safety and how to be respectful and stay safe on-line.

8 The role of parents

We request that parents support us as much as possible in implementing this policy. They can do so in the following ways:

- If your child complains about the behaviour of another child, enquire about the background to the incident e.g. what led up to it, what your child did in response, was correct procedure followed etc. This means that children are hearing consistent messages from both playgroup/school and home, and they learn that there are two sides to every conflict.
- Maintain the distinction between accidents, single incidents and sustained bullying.
- Praise children for managing conflict independently.
- Inform the playgroup/school only about unresolved issues that do not appear to have been appropriately investigated, or about a major cause for concern involving systematic bullying.
- We strongly advise that in these cases parents do not take matters into their own hands by approaching other parents or their children but allow the pre-school/school to deal with the problem.

- Speak to your child's class teacher/key worker in the first instance, should it be necessary to report a problem to the pre-school/school.
- Try to avoid accusing individual children – sometimes there are certain names that occur regularly, but labelling children can lead to wrong assumptions.

9 Reporting and recording incidents

- Pupils can use all the systems outlined above to report any instances of bullying to adults in the playgroup/school.
- The playgroup/school has an 'open door' policy and parents are encouraged to come and talk to any of the adults in the settings should they have any concerns regarding the happiness and welfare of their children.
- All incidents of alleged bullying or any other instances of unacceptable behaviour are always recorded using CPOMS. This enables on-going incidents to be easily identified and allows staff to identify if there have been on-going issues between particular children.
- If concerns are reported to the Headteacher these are also recorded using CPOMS.
- The Headteacher will include any incidents of bullying in their Headteacher's reports to Governors in order that numbers may be monitored. This policy represents a whole-school approach to the prevention of bullying, and will be regularly evaluated and updated to ensure that it meets the current needs of all pupils at the pre-school/school, and remains effective in the light of changing circumstances.
- 'e' Safety – Where the alleged bullying is linked to 'e' safety, these incidents will also be recorded using CPOMS.

10 Other linked policies

- Behaviour in Schools Policy
- Exclusion Policy
- Attendance Policy
- Child Protection (Safeguarding) Policy
- Early Help Offer
- E-Safety and Acceptable Use (including Social Networking) Policy
- Equality, Information and Objectives

11 Appendix One

The John Moore Primary School child friendly definition of bullying:

'Bullying is when one person, or group, keeps on trying to make another person feel bad. It is NOT when you have an argument or a fight with someone, or when you say something unkind to someone once when you are angry. Bullying is done on purpose, over and over again.' (SEAL resources)

PHYSICAL

pushing, kicking, hitting, including violent threats, taking and damaging belongings.

VERBAL

Name calling, sarcasm, gossiping, spreading rumours and persistent teasing.

EMOTIONAL

Tormenting, humiliating, ridiculing, ignoring, excluding.

SEXUAL

Unwanted physical contact, comments of an unwelcome sexual nature.

ONLINE

Harassment, alarm, distress, or humiliation that uses internet-related and telephone technology.

RACIST

Gestures, taunts, graffiti, physical violence, mocking.

HOMOPHOBIC

Name-calling, physical aggression, making offensive comments.