



Moorside Primary School and Nursery

Anti-Bullying Policy 2025 - 2027

Date:	Review Date:	Coordinator:	Nominated Governor:	
February 2025	February 2027	Mrs S Price	Mr C Lea	
Headteacher:		Mrs C Rowett	Date:	18.3.25
Chair of Governors:		Mr C Lea	Date:	18.3.25

Our Anti-Bullying Policy has been written in collaboration with Moorside staff and our school council.

Why do we need an Anti-Bullying Policy?

Our school promotes a secure and nurturing environment for all, free from threat, harassment and any type of bullying behaviour.

Bullying is: "any behaviour which is seen or believed by the targeted individual or any other person, as intending to hurt, intimidate, frighten, harm or exclude. It is **usually persistent** and an abuse of power, **leaving the targeted individual feeling defenceless.**"



Children want to come to a school free from bullying. This is evidenced in the work that we have done as a school as an ongoing part of our curriculum; internet safety, healthy relationships and as part of our Anti-bullying week activities.

Our School Council say that,

'We know that we need to keep everyone safe and emotionally well. We all need to be respected and treated the same in school and beyond. If that happens it will be a nicer school experience.'

As a school, we both teach children about potential risks and harm as well as respond rapidly to address behaviour that could be a cause for concern by harming others physically and/or emotionally. We have a home-school charter to share our expectations and aims to work together with parents to keep children safe and promote clear communication with school. This is to ensure that all members of our community have a voice and can raise concerns about friendships, relationships and incidents that may affect an individual's well-being at any time.

Bullying *can* be:

- Calling names
- Taunting
- Physically hurting
- Taking, hiding or managing children's belongings
- Telling lies about children or people they know
- Leaving the victim out of group activities - isolation
- Ignoring
- Making victims do things they don't want to do.
- Harassment

As well as general bullying described, there can be some very specific types that all children should be aware of. Bullying isn't always obvious, it can happen inside and outside of school and in our ever-changing society, we continue to adopt and adapt teaching and interventions to raise awareness.

Specific types of bullying can include:

- Cyber bullying
- Homophobic bullying
- Biphobic bullying
- Transphobic bullying
- Sexual bullying/harassment
- Racist bullying
- Relational bullying
- Bullying children with special educational needs and disabilities
- Religious bullying

(See appendix 2 for more information about these types of bullying and what children need to be aware of.)

Our school aims:

- To increase awareness and to encourage children to report concerns regarding bullying incidents.
- To provide protection, support and reassurance for victims.
- To develop the self-confidence and self-esteem of all our children.
- To provide support for bullies and victims to reconcile and restore a positive relationship.
- To promote an anti-bullying ethos amongst the whole school community.

How do we deal with bullying in our school?

1. Our school gives out a clear message that bullying is not accepted.
2. We promote a climate of cooperation and caring as part of our 'Be Kind' ethos, through our PHSCE activities, Solution Circles and Restorative Practice.
3. All adults are aware of procedures for dealing with bullying as set out in this policy.
4. All children are taught how to recognise and report bullying.
5. All adults are aware and alert for signs that a child may be being bullied.
6. All reports about bullying are taken seriously and acted upon quickly.
7. Children being bullied are given strategies on how to deal with their situation.
8. Bullies are supported to identify why their behaviour is unacceptable and what steps they need to take to improve it.
9. Parents and carers are contacted if their child is involved to help the restorative process.

Prejudiced based incidents and hate crimes

When asked about 'hate crimes', our school council discussed,

'People being unkind to others because of their culture, nationality or religion. They said that they thought this was much more serious than other forms of bullying...leaving people out can be because they are 'different' but it can be jealousy too.'

The definitions of a prejudiced based incident and a hate crime are as follows:

A prejudiced based incident is any incident which is perceived by the victim, or any other person, to be prejudiced towards an individual, due to one or more of their protected characteristics, which are age, disability, faith, gender identity/reassignment, marriage and civil partnership status, pregnancy and maternity status, race, gender or sexual orientation

A Hate crime or prejudice-based incident is any incident/crime that is motivated by hostility on the grounds of race, religion, sexual orientation, disability or transgender identity

There are three categories of hate crime in legislation:

- incitement to hatred offences on the grounds of race, religion or sexual orientation;
- specific racially and religiously motivated criminal offences (such as common assault); and
- provisions for enhanced sentencing where a crime is motivated by race, religion, sexual orientation, disability or transgender identity.

Although this sort of crime is collectively known as 'Hate Crime' the offender doesn't have to go as far as being motivated by 'hate', they only have to exhibit 'hostility'. This can include name calling, physical abuse or damage to property.

How do we deal with 'hate crime' in our school?

In line with North Yorkshire's policy and procedures, we take every incident seriously.

The importance of preventing hate crime happening in the first place is recognised and the school is committed to challenging those attitudes that can lead to discrimination and divisions within our society.

- Prejudice based incidents and hate crimes are clearly identified as such and the frequency and nature of them is monitored within the school.
- All incidents and hate crimes are recorded in school and are reported to North Yorkshire County Council using the online reporting tool.
- Persistent or PREVENT-related hate crimes are reported to the police
- Preventative action is taken to reduce the likelihood of such incidents occurring, including addressing sensitive and controversial issues relating to prejudice, in the curriculum.
- All staff are confident in challenging the beliefs and attitudes that can lead to hate crime.
- The wider implications of such incidents for the school and local community are recognised and acted upon appropriately. As school we would signpost individuals to support as necessary.

Who do children report bullying to in our school?

Our school councillors say that,

'They know that they can go to any adult in school and that they would be able to help them. They said that all adults would be able to help them in the same way and that adults always take them seriously and arrange to talk to people about worries. The adults in school deal with things discretely. The children recommended that if something happens at the end of the day, you can tell parents and they will report it to school so that school will pick up on it the next day.'

Children are reminded regularly that they can report either as a victim or a witness directly to any adult who will follow the procedures or they can write an anonymous comment and post it in the confidential worry box.

Every child is supported in reporting bullying to staff members, and where required, provision supports their communication.

Adults include: victim's class teacher, bully's class teacher, Parent Support Advisor/ child wellbeing-mentor, teaching assistants, parent, carers, Headteacher, mid-day supervisors.

Parents and carers should contact their child's class teacher as soon as possible so that children are supported appropriately in school.

Procedures all staff should follow to address the concerns of children.

- All adults will listen respectfully to children and ensure their worries are fed back to the child's class teacher.
- Children should be reassured that what they say will be treated in confidence unless it is a safeguarding concern and in which case will be made aware that the adult has to share with specific people.
- All staff should explore the validity of the claims through observations and by checking with other adults. Malicious allegations should be dealt with using the school's restorative process.
- Bullies should not be approached immediately where the victim feels that direct action against the bully would antagonise the situation.
- PHSCE and SRE lessons and solution circles should be used to explore the situation anonymously, through role play or discussion as soon after the disclosure as appropriate.
- All children should be encouraged to identify bullying behaviour in themselves and others and talk about how they can address this and restore better relationships and understanding.
- Where this does not bring about an improvement the following steps should be considered:
 1. Ask the victim to explain in detail what actions are taking place, by whom and when. Establish how long this has been going on and what, if anything has been done to improve the situation.
 2. Explore with the victim why they think they are being bullied – has anything happened in the past?
 3. Meet with the bully and ask them to explain how they feel about themselves, who they like and who they don't. Ask them if there are children who might think they don't like them. Do they think there is anyone whose feelings are very hurt and sad as a result of their behaviour? Give them time and a chance to identify their own actions before sharing information from the victim.

4. Create a plan with the bully about how they can improve the relationship with their victim. Let them know that their parents/carers and their victim's parents/cares will be informed so that they can help and support the next actions.
5. Provide time to follow up with both parties to review and support progress.
6. All allegations of bullying will be reported to the Headteacher from the outset.

Where the situation is unresolved at the end of the above process, the Headteacher will be informed and further actions will be considered depending on the severity of the situation. This may result in the police being informed; the parent support advisor and or other agencies may become involved.

Appendix 1

Cyber bullying

When asked about what we mean by cyber bullying, our School Council said,

'People sometimes write things that they wouldn't say face to face online – they can be miles away. But then they can also blame it on others typing it and not them..... or delete it.'

This is when someone uses a mobile phone, email or the Internet to bully you.

Here are ways to help avoid this:

- Be careful who you give your phone number and email address to.
- Don't leave your mobile unattended.
- Never lend your mobile phone to anyone, if a friend or anyone else asks to borrow it then dial the number or text for them. If you don't do this they could use your phone to bully someone else and you could end up getting the blame.
- Be careful about the personal details you put on social networking sites such as Facebook. Always use the privacy settings. Remember, you must be over thirteen to join sites such as Facebook.

If you do experience this type of bullying, don't reply to abusive emails or texts but do keep them, as they can be used as evidence against the bully.

- Check your personal details on the Internet sites and remove any that could give away too much information.
- remove or block anyone you suspect of bullying from your friend lists.

All parties (children, parents, staff and governors) can access support through <https://national.lgfl.net/digisafe>

Homophobic bullying

If someone calls you 'gay' or a 'lesbian' and bullies you in other ways, such as being violent towards you because either you are gay or they think you are, this is what is meant by homophobic bullying. It includes bullying you because they think members of your family are gay. It is a type of bullying which often goes on in secret because those targeted are scared to tell.

If you are being bullied in this way, it is important that you tell a teacher, your parents or a carer what is happening to you or someone else.

All parties (children, parents, staff and governors) can access support through

<https://www.childline.org.uk/info-advice/bullying-abuse-safety/types-bullying/homophobic-bullying/>

Transphobic bullying

Transphobic bullying often occurs as a result of others' prejudice being directed at a child or young person because: They are transgender, They are perceived to be transgender or because they do not fit with traditional gender norms (eg. boys with long hair or wearing make-up, girls playing team sports) They have transgender friends or family members or they may be perceived as being different.

All parties (children, parents, staff and governors) can access support through

<https://www.beyondbullying.com/transphobic-bullying>

Relational/ Social bullying

This sort of bullying is often harder to recognise and is often carried out behind the back of the person who is being bullied. It can include: lying, fake rumors and spreading gossip, encouraging others to turn against someone, leaving someone out constantly and encouraging others to do the same, socially excluding someone online, cyberbullying, negative comments on posts and images, damaging someone's social reputation or social acceptance or using humiliating nicknames and continuing when asked to stop.

It isn't easy for someone going through this to accept when the line crossed from being a prank or banter to persistent bullying. By the time you realise it is bullying, it may feel harder to seek support.

Peer on Peer Abuse and Sexual Harassment

Peer on peer abuse can happen both inside and outside of school or college and online. It is important that we all recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to it to support all parties. All staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature.

Peer on peer abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;

Possible signs and indicators of peer on peer abuse may include:

- absence from school or disengagement from school activities
- physical injuries
- mental or emotional health issues
- becoming withdrawn – lack of self esteem
- lack of sleep
- alcohol or substance misuse
- changes in behaviour
- inappropriate behaviour for age
- harmful towards others

All parties (children, parents, staff and governors) can access support through

<https://www.childline.org.uk/>

<https://www.nationalbullyinghelpline.co.uk/contact.html>

Racist bullying

If people treat you differently or unfairly because of your race, colour, faith, culture or country of origin, this is called racist bullying. It is illegal to treat someone in this way. Any incident has to be reported to the Department for Education via the Local Authority.

Bullying children with special educational needs and disabilities.

If you have special needs or a disability, this means you may need help with work in school or have difficulty expressing clearly to adults who don't know you that others are hurting or being unkind to you. For example; you may have a sight or hearing difficulty that other children make fun of.

Religious bullying

This is a type of racist bullying, but is specifically about the religion you are a part of.

Through our Christian ethos and religious education curriculum we:

- Develop awareness of the different religious groups within the community.
- Adopt a viewpoint that affirms the value of other religions.
- Create opportunities to explore different religious traditions in the historical, cultural and contemporary contexts.
- Accommodate the diversity of spiritual needs and practices of our children.

Our School Councillors say,

'We make posters that we have in school to share that message of 'no bullying'. We do this to inform others that we say NO to bullying. We do solution circles to help with friendships and support others. This is helpful as it gives us time to listen to other people's views and opinions'.