



PREVENTION OF BULLYING POLICY

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Moorfield Primary School Safeguarding Statement

“Moorfield Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and visitors to share this commitment.”

Moorfield Primary School Equality Statement

“Moorfield Primary School promotes equal opportunities for all pupils, staff and service users. We ensure that all persons have equal access to the full range of opportunities provided by the school. We celebrate diversity and actively encourage respect for all as well as promoting fairness and justice in the education that we provide.”

Introduction

The goal of Moorfield Primary School is to create a safe, secure, happy, orderly and caring environment that provides the opportunity for social, emotional and physical growth to ensure children receive their full entitlement – a quality education. In our school, as we have developed an ethos of care and consideration of others, bullying is less likely to emerge. However, we do believe that prevention is better than cure and that nowhere is free of risk. Bullying behaviour can have a damaging effect on victims. The consequences can be far reaching. For children who witness bullying the weight of responsibility can lead to feelings of worry, fear and guilt. In order to develop positive self-image and self-worth, bullying must be prevented in our school.

AIM AND OBJECTIVES

Our goal is to instil self-discipline in all children and enable them to make the right choices concerning their treatment of others. We aim to promote an atmosphere of mutual trust and respect between all those involved in the life of the school. These attitudes are important life skills and we believe that it is, therefore, essential to have a consistent approach to self-discipline throughout the school. A variety of approaches will be used to fulfil the following objectives

- To confirm that our community creates an atmosphere of care, security and respect within stated boundaries of behaviour.
- To define the term bullying.
- To ensure children receive their education free from humiliation, oppression and abuse.
- To promote good behaviour (acceptable, pleasant, polite, sociable and reasonable).
- To build positive relationships with parents, governors, support agencies and the wider community.
- To form an agreement where everyone in the school has a responsibility to prevent bullying.
- To develop strategies for dealing with bullying incidents.
- To support the school's behaviour and discipline policy.
- To protect groups of children who may feel vulnerable to prejudiced based bullying.
- To educate children regarding gender identity and sexuality.

Guidelines

1. Definition of Bullying

Bullying is "behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", July 2017)
Appendix 1

Recognising bullies / victims

There is no unique collection of characteristics that make bullies, they are not recognisable stereotypes. However, both male and female children exhibiting bullying behaviour do have things in common.

Children exhibiting bullying behaviour can also be victims, although bully/victims are in a minority. Victims are likely to be children who are not assertive (timid), unlikely to respond assertively, loners with few friends, anxious or fearful, younger children and those outside a group. It has to be remembered that vulnerability is not always visible to adults. (See Appendix 2)

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Immediate response to bullying

- Remain calm
- Ensure that the incident, or report, is taken seriously
- Reassure the victim
- Listen carefully
- If the behaviour appears to be bullying, rather than bossy or boisterous behaviour, put the School's procedures into operation
- Ensure any bullying behaviour is recorded appropriately and actions should be taken regarding homophobic or transphobic bullying.

2. Preventative action to prevent bullying

Preventative Tactics

a. The Curriculum

In all aspects of school life there is an emphasis on the importance of relationships.

Individuals in the community:

- value one another
- give frequent praise, encouragement and support.
- celebrate successes and share problems.

The PHSE curriculum has a unit of work dedicated to anti-bullying. This unit is taught annually during our Anti bullying Week and coincides with National Anti-bullying week. There are other units of learning that the children complete which include 'Getting on and falling out'. These units are learnt as a whole class. Throughout the year advice for children about bullying is reinforced.

Problem solving activities are employed across the curriculum and these require the children to work and co-operate together. This helps the children to develop skills such as teamwork, communication

and respect for others. In Years 4, 5 and 6 the children have the opportunity to go on a residential visit to further develop social skills.

All staff are trained on the delivery of Relationship Education which aims to promote healthy and respectful relationships. Children are taught how to recognise the signs of peer-on-peer abuse, about the impact of peer-on-peer abuse, how to create positive relationships and how to respond if they have a concern about an unhealthy relationship. (Appendix 3)

b. Supervision

Supervision of children occurs at all times and all staff are always vigilant of children's behaviour.

A selected group of children – anti bully ambassadors- from Year 3 to Year 6 are trained to peer mediate during playtimes and lunchtimes. All children are aware of the extra support the mediators provide and they often act as a 'Buddy' for vulnerable children. Children are given the opportunities to take responsibilities and demonstrate initiative.

All staff have been trained on promoting emotional wellbeing in school and can recognise signs of distress and/or safeguarding issues. Staff will follow the school's safeguarding procedures if they observe or are told about incidents of peer-on-peer abuse or if they identify a change in pupil behaviour that could indicate an issue of peer-on-peer abuse.

c. Communication

Parents/carers are made aware of the school's policy at their induction meeting and through the given documentation. The 'Home-School Agreement' seeks to establish an active partnership between parents/carers, staff and governors. The agreement also promotes positive values.

We have advice and guidance for parents and carers if a child is being bullied (Appendix 4).

Every effort is made to ensure that children transfer with ease and are comfortable in their new surroundings. New intakes are reassured that bullying is not permitted and it is unacceptable behaviour. A positive, caring ethos demands a 'Prevention of Bullying Policy' to be in operation throughout the school.

3. Management & Reporting

	Immediate responses
Challenge	• Challenge incidents sensitively. • Speak to targeted pupil(s) and perpetrator(s) privately explaining why bullying is not acceptable. • Record victim and perpetrators statements (Appendix 5) and upload to CPOMs • Use Restorative Justice techniques to rebuild relationships and help perpetrator(s) understand why their behaviour is unacceptable • Talk to the victim and perpetrator's family
Support	• Comfort the targeted pupil(s) and discuss different ways in which you or the school can help. • Support families to contact peer anti-bullying support groups or access outside support, if appropriate. • Support the perpetrator
Report	• Report the incidences to Governors on a half termly basis. Incidents relating to sexual violence/ sexual discrimination to be reported to Local Authority • Reported incidents will cover all associated with the school, either as victims or perpetrators. • Ensure relevant staff are made aware of the incident.

4. Cyber bullying

Cyber bullying is an unacceptable form of bullying behaviour which will not be tolerated. Every child is made aware of how this can be initiated, during computing sessions, and that it can take the form of threats, use of unacceptable language or name calling. When this happens during school time, all children are encouraged to tell let their teacher know immediately so that the normal bullying policy can be put into action. In dealing with incidents of cyber bullying outside of school hours, see E-Safety Policy.

See also DFE guidance for schools on Cyberbullying:
[Cyberbullying: Advice for Headteachers and School staff](#)

5. Monitoring and review: putting policy into practice

- The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.
- Any issues identified will be incorporated into the school's action planning.
- The headteacher will be informed of bullying concerns, as appropriate.
- The behaviour lead will report on a regular basis to the governing body on incidents of bullying including outcomes

Appendix 1 - Bullying Behaviour

Bullying ranges from just a look (subtle intimidation) to vicious assault. At the extreme end of the spectrum, children have been physically maimed, driven to suicide and even murdered.

- Name calling including racist name calling
- Malicious gossip
- Damaging or stealing property
- Coercion into acts against will
- Violence and assault
- Pinching/kicking
- Jostling
- Teasing
- Intimidation
- Extortion
- Ostracising
- Racial Harassment
- Damaging schoolwork and equipment.

Please refer to the guidance: Reporting Prejudice based Bullying

Bullying/ Bossiness and Bullying/Boisterous behaviour

Recognise the difference between

Bullying	Bossiness
Focused on younger smaller and timid children, increasingly relying on threat and force Wilful conscious desire to hurt, threaten and frighten	Bossing whoever is around at the time. Usually grown out of it as children mature and learn social skills
Bullying	Boisterous Behaviour
Play spoiling other children's activities, showing violence and hostility Intentionally rough, intimidating behaviour	More natural, uncontrolled- not vindictive, high spirits, not unfriendly

Appendix 2 – Early Warning Signals

Bullies tend to

- have aggressive attitudes over which they exercise little control
- lack empathy, they cannot imagine what the victim feels
- lack guilt; they rationalise that the victim somehow ‘deserves’ the bullying treatment.

Reasons for being a bully may be:

- victim of violence
- enjoyment of power/creating fear
- Copying behaviour at home or on T.V.

Reason for being a victim may be:

- new child in School
- race/sex/class
- child with family crisis
- disability – or difference of any kind
- low self-esteem
- display ‘entertaining’ reactions when bullied e.g. loss of control, tantrums.

Signs of distress

- withdrawn
- deterioration of work
- spurious illness
- isolation
- desire to remain with adults
- erratic attendance
- general unhappiness/anxiety/fear
- late arrivals
- bed wetting.

Appendix 3 – A Time to Talk

Advice for Children re Bullying Behaviour

- If you think or feel that you are being bullied by another person tell an adult that you can trust, perhaps your parent or teacher. In School everything is handled sensitively and discreetly.
- If someone else is being bullied or distressed, take action.

Watching and doing nothing can suggest support for the bullying. **Tell an adult.**

- Only accept children who do not bully other children into your circle of friends. Stick together. There is strength in numbers. Bullies soon stop if they are not accepted as part of the group.
- Never try to “buy the bully off” with sweets or other “presents,” and do not give him/her money. Say “No” to the bully.
- Work out a plan of action with the adult that you trust.

**REMEMBER – IF YOU THINK OR FEEL THAT YOU ARE BEING BULLIED, TELL SOMEONE THAT YOU CAN TRUST, KEEP TELLING until SOMEONE HELPS.
BE PERSISTENT AND INSISTENT**

Appendix 4 – Advice and Guidance for Parents/Carers

Bullying Behaviour

Watch for signs of distress in your child. There could be an unwillingness to attend school, a pattern of headaches or stomach aches, equipment that has gone missing, request for extra pocket money, damaged clothing or bruising.

Take an active interest in the child's social life. Discuss friendships, how playtime is spent and the journey to and from school.

If you think your child is being bullied in School inform the staff immediately and ask for a meeting with your child's class teacher. Furthermore, when discussing the problem with your son or daughter follow the advice given for victims.

With the class teacher devise strategies that will help your child and provide her/him with support. If you require further assistance, make arrangements to meet with the Head teacher or Deputy Head teacher.

Do not encourage your child to hit back. It will only make matters worse. Such behaviour could be contrary to your child's nature. More positively, encourage your child to recruit friends. A child who has friends is less likely to be bullied.

FOR BOTH VICTIM AND PARENTS/CARERS

If your son or daughter is being bullied.

- First, tell your son or daughter that there is nothing wrong with him/her.
- He/she is not the only victim.
- Advise your son or daughter not to hesitate to tell an adult, for example their teacher.
- Advise your son or daughter not to try and "buy the belly off" with sweets or other 'presents', and not to give in to demands for money.
- Together with the class teacher and your son or daughter, work out a plan of action. Should the bullying be repeated, the teacher must be told that it has happened again.

Have parents of perpetrator/s been informed Y/N

10. REPORT FORM COMPLETED BY

Designation

Signed

Date

This form should be scanned into CPOMS for the attention of the head teacher.

Appendix 6– Schools Prejudiced based Bullying Incident Reporting Form – complete and upload to CPOMS or enter directly onto CPOMS using all categories on form

A prejudice-based incident is ‘any incident which is perceived to be a prejudice based incident by the victim or any other person’

School

Incident date Incident time

Name and position of person completing this form

.....

Number of victims

Incident Details

Did the incident relate to:		Was the victim:	
Disability		Pupil	
Religion or belief		Year group	
Sexual orientation		Staff member	
Transgender identity		Parent	
Or		Visitor	
Gender		Other	
Age			
Pregnancy/maternity			
Marital/civil partnership status			
Other			

Type of incident (tick all that apply)

Arson		Robbery	
Damage to property		Sexual assault	
Offensive mail		Threats	
Physical assault		Verbal abuse	
Discrimination in school		Discrimination in services	
Other (specify)			
Details of incident			

Were there any witnesses to the incident? Yes/no

If yes, do you know how to contact them? Yes/ No

Location of incident

1	Classroom	
2	Playground	
3	Other area in school (specify)	
4	Outside school /in school time	
5	Outside school/travelling to school /not in school time	

6	Other (specify)	
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Victim details

Name	
Age	
Town	
Postcode	
Tel	
Mobile	
email	

Ethnic origin of victim:

Has the victim suffered previous prejudice-based incidents: Yes/No

If yes over what time have incidents occurred?.....

Does the victim consider themselves to have a disability under the Equality act 2010

Victim's signature.....

Perpetrators details

Name	
Age	
Town	
Postcode	
Tel	
Mobile	
email	

Ethnic origin of perpetrator:

Has the perpetrator been involved in previous incidents linked to the victim: Yes/No

If yes over what time have incidents occurred?.....

Does the perpetrator consider themselves to have a disability under the Equality act 2010

Perpetrator's signature.....

To Be Completed By Person Reporting The Incident

Was the incident reported by the victim? Yes/No If no give details of the person reporting the incident

.....

Has the incident been reported to the Police or any other agencies?
(Specify).....

What action has been taken by the school/agency?

.....

.....

Outcome.....

.....

Has the victim been informed of the outcome? Yes/No

Appendix 7 – Hierarchy of Sanctions

Step 1	<u>Re-direction</u> This is where a member of staff deals with low level disruption. The adult should use a range of normal classroom management strategies, such as gentle encouragement to change the direction of behaviour; maybe a small act of kindness.
Step 2	<u>Reminder</u> A reminder of the expectations: Be Ready, Be Respectful, Be Safe will be delivered. Adults will use de-escalation strategies to avoid direct confrontation.
Step 3	<u>Caution</u> A clear verbal caution, delivered directly to the child. Adults will make the learner aware of their behaviour, clearly outlining the consequences if they continue.
Step 4	<u>Time out.</u> Adults will give the learner chance to reflect away from others. The child will normally be sent to the Key Stage Leader or in more extreme circumstances the Headteacher. They will take with them prepared work. This should be done swiftly with as little disruption as possible. The sanction will be recorded by the class teacher in the class behaviour book. Following time spent out of the classroom the child has a 15-minute loss of their own time during the next break.
Step 5	<u>Reflection Room.</u> Staff will record on CPOMs the reasons why a child has been sent to the reflection room. SLT will monitor these incidences and discuss actions. These will be set in accordance with the needs of the child. If the child continues to be sent to the reflection room parents/ carers will be invited into school for a discussion with the Head teacher.
Step 6	<u>Exclusion</u> In some cases, extremely challenging behaviour may lead to a temporary (fixed term) exclusion. The decision for this must be made by the Headteacher.

SUPPORTING DOCUMENTATION

- Keeping Children Safe in Education; Statutory guidance for schools and colleges (2025)
- Working Together to Safeguard Children (2025)
- What to do if you're worried a child is being abused (March 2015)
- Whistleblowing Policy
- Single Equity Policy
- Behaviour & Discipline Policy
- Safeguarding & Child Protection Policy
- Code of Conduct
- Complaints Policy
- E-Safety
- Racial Equality & Anti- Racism policy

Signed (Head Teacher): 

Date: 21st September 2026

Signed (Chair of Governors): 

Date: 21st September 2026