



Morelands Primary School

With Resourced Provisions for Children with Autism
And Speech, Language & Communication

Headteacher: Mr Steve Bilbe

E-mail: adminoffice@morelands.hants.sch.uk

www.morelandsprimaryschool.co.uk

Telephone: 023 92253770

Date of Policy:	Oct 2025	Review Date:	Oct 2026
Responsibility:	Stephen Bilbe	Chair of Governors:	Richard Gridley

Antibullying Policy

Rationale

At Morelands Primary School, a positive ethos is actively promoted. This is reflected in our Teaching and Learning Policy and Behaviour Management Policy. A co-operative attitude is promoted which encourages team effort and values the contributions of others.

We are committed to providing a caring, friendly and safe environment for all of our pupils, so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school - we encourage children to speak to the adults in the classrooms and on the playground, to gain support with difficult behaviour, this is shared with the Class Teacher. *Anyone* who knows that bullying is happening is expected to tell a member of staff.

What is bullying?

Bullying is a subjective experience that can take many forms. Various national and international definitions of bullying exist and most of these definitions have three things in common which reflect children's experience of bullying and evidence gained from extensive research in this area. The three common aspects in most definitions of bullying are that:

- It is deliberately hurtful behaviour
- It is usually repeated over time
- There is an imbalance of power, which makes it hard for those being bullied to defend themselves.

Bullying is planned, targeted and persistent behaviour, which causes regular distress to an individual either through repeated verbal, physical, psychological or social attack by a group or an individual.

- Verbal bullying is intentional **persistent** name calling.
- Physical bullying is **persistent intentional** and inappropriate physical contact.
- Psychological bullying is **persistent** sarcasm, threats or undermining of confidence.
- Social bullying is the **persistent** and **deliberate** breaking up of friendships or exclusion of individuals.

Bullying can be:

- | | |
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| Emotional | being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures) |
| Physical | pushing, kicking, hitting, punching or any use of violence |

Racist	racial taunts, graffiti, gestures
Sexual	unwanted physical contact or sexually abusive comments
Homophobic	because of, or focussing on the issue of sexuality
Verbal	name-calling, sarcasm, spreading rumours, teasing
Cyber	all areas of internet ,such as email & internet chat room misuse Mobile threats by text messaging & calls Misuse of associated technology , i.e. camera & video facilities

Why is it important to respond to bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Any reported incidents of bullying will be treated seriously and investigated to the full. Bullying is positively discouraged.

Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

Principles

1. We aim to avoid incidents of bullying by promoting a caring and positive ethos in the school, where mutual respect and understanding is prevalent.
2. We aim to encourage pupils to discuss incidents of unkindness, which may lead to bullying, with any adult in the school. This will be dealt with immediately and effectively.
3. Pupils are encouraged to take responsibility for their own behaviour and attitude to others.
4. Good behaviour and kindness is celebrated.
5. A clear definition of bullying is understood by the whole school community and contributions to it have been made by the whole school community.
6. Pupils with behaviour problems are given specific behaviour programmes (which link with behaviour strategies within the school) and targets to improve their behaviour. Progress is monitored.
7. Pupils who have been victims of unkindness or bullying are given appropriate support so that they do not lose self-esteem.
8. Pupils who have difficulties in developing peer group relationships are given programmes to develop positive relationships. Progress is monitored.

9. Incidents of bullying are recorded by class teachers initially and monitored by the SENCO and Headteacher.
10. Any pupil who is identified as being responsible for incidents of bullying will be dealt with as stated in the guidelines, and parents informed.
11. All adults will treat reported incidents of bullying seriously and either, pass the investigation process to a teacher, or if he/she is a teacher, carry out a full investigation. The teacher may decide to involve the Headteacher.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school, changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant, becomes withdrawn anxious, or lacking in confidence
- starts stammering, attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning, begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating, is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

Role of the Headteacher

- To promote self-discipline and proper regard for the authority.
- To encourage good behaviour and respect for others.
- To secure an acceptable standard of behaviour.
- To otherwise regulate the conduct of pupils.
(as section 22 – Education Act 1986 and the Human rights act in force as of October 2000)
- To lead in defining aims of the school in relation to standards of behaviour.

- To create conditions for establishing wide agreements of those standards and how they will be achieved.
- To ensure that the standards are consistently and fairly applied.
- To monitor the implementation of the Guidelines.
- To monitor incidents of bullying with a view to target setting.
- To support staff, pupils and parents in dealing with incidents of bullying.
- To intervene when appropriate or at the request of pupils, staff or parents.

Role of the Teacher

- To contribute to the whole school ethos, the Discipline Policy and Teaching and Learning Policy.
- To promote, with the support of the Headteacher, all statements as identified in Section 22 – Education Act 1986 and the Human rights act in force as of October 2000)
- To record all identified incidents of bullying.
- To respond to all identified incidents of bullying in line with the Guidelines.
- To maintain good order and discipline among the pupils.

Role of the Learning Support Staff

- To deal with any reported incidents of bullying by informing the class teacher of child concerned.
- To support class teachers, when requested, in dealing with incidents of bullying.
- To promote good behaviour and respect for others.

Role of Lunch time Staff

- To deal with any reported incidents of bullying by informing the behaviour coordinator and class teacher.
- To promote good behaviour and respect for others.

Role of Pupils

- To tell an adult in the school if he/she is being bullied.
- To tell an adult in the school if another child is being bullied.
- To take responsibility for his/her own behaviour and show care for others.

Role of Parents

- To contribute to the positive whole school ethos.
- To tell a member of staff in the school if they have concerns of bullying or behaviour that might lead to bullying.
- To promote good behaviour and respect for others.

Outcomes

At Morelands we use agreed guidelines for dealing with the bully, the victim and parents.

- The bully (bullies) may be asked to genuinely apologise. Other consequences will take place.
- In serious cases, fixed term or even permanent exclusion will be considered.
- If possible, the pupils will be reconciled.
- After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Prevention

As and when appropriate, these may include:

- Writing a set of school rules
- Signing a behaviour contract
- Writing stories or poems or drawing pictures about bullying
- Reading stories about bullying or having them read to a class or assembly
- Making up role-plays (or using KIDSCAPE role-plays) having discussions about bullying and why it matters
- Messages conveyed through PSHE and assemblies.

Arrangements for Monitoring

This policy will be monitored by the Headteacher and SLT through the analysis and evaluation of:

- Behaviour guidelines
- Lunch time pink books
- Merit books
- Behaviour incident records (including records of violent incidents, racial incidents and incidents of bullying behaviour)
- Exclusions records.

This policy is strongly based on the model policy written by KIDSCAPE. The Leadership team will report to Governors annually on the implementation of this policy.

Agreed by Staff and Governors: Oct 2025

Next review: Oct 2026

Guidelines for Parents

If your child has been bullied as defined in the policy:-

- Encourage your child to talk about it, but be patient as she or he may be distressed.
- Stay calm but show that you are supportive.
- Avoid dwelling on sensitive issues.
- Reassure your child that you are sympathetic and will do something about it.
- Explain that it happens to most people at some time or another.
- Try to help him or her to see the difficulty as a problem that can be solved.
- Ask your child if they can see ways of changing things.
- Talk to staff at your child's school about the bullying and work with them to improve the situation.
- Help everyone to keep a sense of proportion in the situation.

HELP ORGANISATIONS:

Advisory Centre for Education (ACE)	0808 800 5793
Children's Legal Centre	0845 345 4345
KIDSCAPE Parents Helpline (Mon-Fri, 10-4)	0845 1 205 204
Parentline Plus	0808 800 2222
Youth Access	020 8772 9900
Angie Seddon-Ellis (within school)	07545 415266
Bullying Online	www.bullying.co.uk



Crookhorn Lane, Waterlooville, Hampshire PO7 5QL



If bullying is suspected or reported we will talk to the suspected victim, the suspected bully and any witnesses. If any degree of bullying is identified the following action will be taken:

- Help, support and counselling will be given to both the victim and the bully as appropriate.
- Use “supportive” children to ensure that the bullied child is befriended and protected, eg. In going to and from school.
- The victim will be offered an opportunity to talk about the experience with a trusted adult as soon as is possible.
- Avoid embarrassing and shaming the bullied child by focusing on a particular incident when the child is present.
- Parents / guardians will be informed.
- Continuing support will be offered should he / she feel it is needed.
- Arrangements may be made for escorting to and from the classroom.
- Consider creating a safe space at break times to rebuild confidence.

We also discipline yet try to help the bully in the following ways:

- By talking about what happened, to discover why they became involved.
- Informing the bully’s parent / guardian.
- By continuing to work with the bully in order to do away with prejudiced attitudes as far as possible.
- Work with the bully to make sure they know what being a friend looks like
- By taking disciplinary steps to prevent more bullying.
- Where possible ask the victim to share with the bully just how they felt about the behaviours towards them.