Mason Moor Primary School

MASON MOOR
PRIMARY SCHOOL

Nurture • Grow • Achieve

Anti-bullying Policy
(including Child-On-Child Abuse)

Anti- bullying Policy			
Approved by:	Governing Body	Approval date:	Amended Jan 2023
Last review date:	January 2023	Contact:	
Next review date:	July 2023	Approvers signature:	Chair of Governing Body

Key contacts for discussing issues related to bullying at Mason Moor Primary School				
Academic Year	Designated Safeguarding Lead	Deputy Designated Safeguarding Leads	Safeguarding Governor	Chair of the Governing Body
2022-2023	Daniel Constable-Phelps (Executive Headteacher)	Anna Brooks (Deputy Headteacher) Kathryn Deakin (Assistant Headteacher)	Jo Halsey	Co-Chairs: Simon Waterson Jo Halsey
Other staff members who may be involved:				
Academic Year	SENCo		Assistant SENCo	
2022-2023	Tristan Benfield		TBC	

The purpose and scope of this policy statement Mason Moor Primary works with children and families as part of its activities.

The purpose of this policy statement is:

- to prevent bullying from happening between children and young people who are a part of our organisation or take part in our activities

- to make sure bullying is stopped as soon as possible if it does happen and that those involved receive the support they need

- to provide information to all staff, volunteers, children and their families about what we should all do to prevent and deal with bullying.

How this policy was developed

This policy has been developed in conjunction with the behaviour policy. It will be reviewed annually with parents, staff, governors and pupils as the school community develops. At Mason Moor Primary, we are committed to ensuring that pupils learn in a supportive, caring and safe environment without fear.

The ethos of our school fosters high expectations of outstanding behaviour and we will challenge any behaviour that falls below this. However, through this policy, we recognise that bullying can happen from time to time and make children's lives unhappy and hinder learning. As such we aim to work to prevent bullying and, if it does happen, pupils and parents should be assured that they will be supported through a consistent and constructive school response.

School Statement of Intent

This school believes that:

- Bullying is undesirable and unacceptable.

- Bullying is a problem to which solutions can be found.

- Seeking help and openness are regarded as signs of strength not weakness.

- All members of the school community will be listened to and taken seriously.

- Everyone has the right to work and learn in an atmosphere that is free from fear.

- All of us have a responsibility to ensure that we do not abuse or bully others.

- Young people should talk to an adult if they are worried about bullying and have a right to expect that their concerns will be listened to and treated seriously.

- Young people should be involved in decision making about matters that concern them.

- We all have a duty to work together to protect vulnerable individuals from bullying and other forms of abuse.

Aims of this Policy

- To assist in creating an ethos in which attending school is a positive experience for all members of the school community.

- To make it clear that all forms of bullying are unacceptable at school.

- To enable everyone to feel safe while at school and encourage pupils to report incidences of bullying.

- To deal effectively with bullying.

- To support and protect victims of bullying and ensure they are listened to.

- To help and support bullies to change their attitudes as well as their behaviour and understand why it needs to change.

- To liaise with parents and other appropriate members of the school community.

- To ensure all members of the school community feel responsible for combating bullying.

Objectives

- To ensure all parents and pupils have received and had opportunity to comment upon the school antibullying policy.

- To maintain and develop effective listening systems for pupils and staff within the school.

- To involve all staff in dealing with incidents of bullying effectively and promptly.

- To equip all staff with the skills necessary to deal with bullying.

- To involve the wider school community (eg midday supervisors) in dealing effectively with, and if necessary referring, bullying incidents.

- To communicate with parents and the wider school community effectively on the subject of bullying.

- To acknowledge the key role of the class teacher/teaching assistants in dealing with incidents of bullying.

- To ensure that all incidents of bullying are recorded and appropriate use is made of the information and where appropriate shared with relevant organisations.

Definition of Bullying

Bullying can be defined in a number of ways. We follow the DCSF Safe to Learn (2007) guidance which defines bullying as:

> *"Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally".*

At Mason Moor we define 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 direct or indirect and includes;

Verbal bullying – child-on-child name-calling, taunting, mocking, making offensive comments and teasing

Physical bullying – kicking, hitting, punching, pushing and pinching,

Emotional bullying - producing offensive graffiti, excluding people from groups, spreading hurtful and untrue rumours, being forced to do things against own will and taking belongings or money

Cyber bullying – offensive text messaging and e-mailing and sending degrading images by phone or the internet

Bullying can take place between pupils, between pupils and staff; or between staff; by individuals or groups; face to face, indirectly or using a range of cyber bullying methods. It can happen in isolation or quite often in the presence of others.

Child on child abuse / Peer-on-peer abuse

Context and Definition

Peer abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others. All staff should recognise that children are capable of abusing their peers. All staff should be aware of safeguarding issues from peer abuse including:

- bullying (including cyberbullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

This abuse can:

- Be motivated by perceived differences e.g. on grounds of race, religion, gender, sexual orientation, disability or other differences
- Result in significant, long lasting and traumatic isolation, intimidation or violence to the victim; vulnerable adults are at particular risk of harm

Children or young people who harm others may have additional or complex needs e.g.:

- Significant disruption in their own lives
- Exposure to domestic abuse or witnessing or suffering abuse
- Educational under-achievement
- Involved in crime

Stopping violence and ensuring immediate physical safety is the first priority of any education setting, but emotional bullying can sometimes be more damaging than physical. School staff, alongside their Designated

Safeguarding Lead and/or Deputy, have to make their own judgements about each specific case and should use this policy guidance to help.

Responsibility

Keeping Children Safe in Education (KCSIE), 2022 states that 'Governing bodies and proprietors should ensure their child protection policy includes procedures to minimise the risk of peer-on-peer abuse and sets out how allegations of peer on peer abuse will be investigated and dealt with'. It also emphasises that the voice of the child must be heard.

'Governing bodies, proprietors and school or college leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback. Ultimately, all system and processes should operate with the best interests of the child at their heart.'

Peer-on-peer abuse is referenced in the Safeguarding and Child Protection Policy (Appendix A). The sensitive nature and specific issues involved with child on child necessitate separate policy guidance. Peer-on-Peer Policy and Procedural Guidance dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to the impact on that individual child's emotional and mental health and well-being.

Specific School Targets – 2022-23

- To ensure all governors, parents, pupils, teaching and non-teaching staff have seen and had the opportunity to discuss the policy.

- To ensure all staff are familiar with reporting incidents procedures and a summative record sent to Southampton Local Authority.

- To ensure all incidents of bullying are fully recorded.

- To train pupils to use pupil mentors and peer mediators at playtimes.

Code of Conduct

We recognise that all adults in the school are in effect role models for the students. The way in which we behave towards each other and to students is particularly important in terms of providing positive role models.

Therefore, as adults we must:

- show respect for every student and other colleagues within the school community as individuals

- be aware of vulnerable students

- criticise the behaviour rather than the student

- avoid favouritism

- to be fair

- have high expectations of students

- never give students ammunition to use against each other

Young people also have a responsibility to role model appropriate behaviour for their peers. We therefore believe that all students must:

- show respect for their fellow students and adults working within the school community
- support and be sensitive to others when they may be feeling vulnerable
- actively seek to develop a praise culture within the school
- actively support the school anti-bullying policy
- take responsibility for their own behaviour

Reporting incidents of bullying

Staff first need to establish, with the child (and family), if the incident is bullying as per the definition of this policy. If it is deemed that the incident is not bullying, and the key wording for establishing this is **over time,** then the school will work to support the child in intervening and supporting a restorative approach to settling the incident down.

If this is established bullying:

An incident of bullying is reported to the school.

(This needs to be recorded onto CPOMS and onto the GoogleDrive document 'Bullying Incidents'.

Class teacher or TA to initiate a conversation with the child 'victim' – collecting a statement.

Reassure the child. Support their feelings. Listen well and HEAR the child's concerns.

1. Identify the pupil(s) causing the child concern.
2. Identify others who may have witnessed the incidents.
3. Identify the facts – what has been going on? What time period (build a chronology).
4. Contact the parent/carer to let them know that you are aware and are dealing with it.

School leader to speak directly to the alleged perpetrator.

Reassure the child. Support their feelings. Listen well and HEAR the child's concerns.

1. Collect a statement from the perpetrator.
2. Identify and address the victim's concerns – ask the child for their take on this.
3. Check CCTV where applicable.

In a situation where the alleged incident(s) are not witnessed or there is insufficient evidence to support a sanction:	**In a situation where the allegations are founded, and bullying has taken place:**
• Both children will be met with to mediate. • The actions to be taken will be discussed – these may include: increased vigilance at break/lunchtimes. • Parents will be notified in writing of the outcome of an investigation and the next steps to take.	• The school will decide on a sanction appropriate to the severity of the behaviours. • Both children will receive support from the school's ELSA. This is important – as we aim to correct the behaviours of the perpetrator to avoid further behaviours and the victim to reassure them of our support. • Parents will be notified in writing of the outcome of an investigation and the next steps to take.

Strategies To Reduce Bullying

The school will adopt a range of strategies to prevent and reduce bullying, to raise awareness of bullying and support victims and bullies.

Including:

- Co-operative group work. (Mason Moor's pedagogical model of grouped learning environments)
- Circle Time.
- Peer mentoring
- Anti-bullying Weeks and external workshops
- Midday supervisor training
- Buddy systems.
- PSHE programmes
- Cyber bullying and e-safety training for all pupils linked to the computing curriculum.
- The Diana Award – Ambassador Programme
- The Diana Award – Anti-Bullying Alliance Support

Confidentiality

School staff cannot promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to pupils. Child protection procedures must be followed when any disclosures are made. It is very rare for a pupil to request absolute confidentiality. If they do, in situations other than those involving child protection issues, staff must make a careful judgement whether or not a third party needs to be informed.

This judgement will be based upon:

• The seriousness of the situation and the degree of harm that the pupil may be experiencing.

• The pupil's age, maturity and competence to make their own decisions.

Where it is clear that a pupil would benefit from the involvement of a third party, staff should seek consent of the pupil to do so. If appropriate, staff might inform the third party together with the pupil. Unless clearly inappropriate, pupils will always be encouraged to talk to their parent/ guardian. An underlying principle in supporting pupils in our school is that all children are listened to sensitively and objectively and all incidences of bullying will be taken seriously.

Legislation

This policy takes full account of the school's legal obligations under the Education Inspections Act of 2006 to :

- promote the well-being of pupils in school
- develop a policy which encourages good behaviour and respect for others on the part of pupils and, in particular preventing all forms of bullying amongst pupils
- establish procedures for dealing with complaints about bullying

Schools in England have a legal duty to ensure the safety of all children and young people and to prevent all forms of bullying. Head teachers also have powers to respond to bullying outside of school premises including cyberbullying, and to search for and confiscate items that may have been used to bully or intimidate (The Education and Inspections Act 2006: The Education Act 2011).

The statutory duty on schools to promote good behaviour Education and Inspections Act 2006 Section 89 http://www.legislation.gov.uk/ukpga/2006/40/section/89

The power to tackle poor behaviour outside of school Education and Inspections Act 2006 Section 89(5)

http://www.legislation.gov.uk/ukpga/2006/40/section/89

The Equality Act 2010 Schools as public bodies have duties under The Equality Act 2010 to

● Eliminate unlawful discrimination, harassment and victimisation.

• Advance equality of opportunity

• Foster good relationships between people.

The Department for Education has published advice for schools on the Equality Act 2010. https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools

View the Equality Act 2010 http://www.equalities.gov.uk/equality_bill.aspx In Spring 2012 the Department for Education published 'Preventing and tackling bullying in schools - advice for headteachers and governing bodies'. This makes the legal duties of schools and colleges clear and is essential reading for all school staff. It was last updated in July 2017.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_t ackli ng_bullying_advice.pdf

The school also combines the advice of the Department for Education's 2022 policy 'Good Behaviour in School's' published Summer 2022.

Safeguarding

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care.

Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.

Children with SEND (Special educational needs and disabilities) must be protected from bullying, harassment and mistreatment. As in the Safeguarding Policy (2022) the school may need to understand the child's concerns in a way that is more difficult than for a peer. For example, the child may not be ready to talk or may not have the language needed to understand their concern. Staff need to understand the needs of the child and consider alternative ways for them to present their views:

- Pictorial
- Through a 1:1 who understands the child's needs
- Through sign language (BSL)

Criminal law

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

If school staff feel that an offence may have been committed they should seek assistance from the police. For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

Bullying Outside School Premises

- The Executive Headteacher has a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the Head the power to regulate pupils' conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member.

- Teachers have the power to discipline pupils for misbehaving outside of the school premises. 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 is investigated and acted on.

- In all cases of misbehaviour or bullying, members of staff can only discipline the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff, e.g. on a school trip.

- The Head is responsible for determining whether it is appropriate to notify the police, or the anti-social behaviour coordinator, of the action taken against a pupil.

- If misbehaviour could be of a criminal nature, or poses a serious threat to a member of the public, the police are always informed.

Appendix 1 - Specific Examples of Bullying

Racist bullying - Specific Examples of Bullying Racist bullying – an incident which is perceived to be racist by the victim or any other person. This can be in the form of:

- verbal abuse, name calling, racist jokes, offensive mimicry

- physical threats or attacks

- wearing of provocative badges or insignia

- bringing racist leaflets, comics or magazines

- inciting others to behave in a racist way

- racist graffiti or other written insults, even against food, music, dress or customs

- refusing to co-operate in work or play.

Sexual bullying – this is generally characterised by: (Macpherson report, 1999)

- abusive name calling
- looks and comments about appearance, attractiveness, emerging puberty
- inappropriate and uninvited touching
- sexual innuendos and propositions
- pornographic material, graffiti with sexual content
- in it's most extreme form, sexual assault or rape.

Sexual orientation – this can happen even if the pupils are not lesbian, gay or bisexual. Just being different can be enough. This can be in the form of:

- use of homophobic language
- looks and comments about sexual orientation or appearance.

SEN or disability – These pupils are often at greater risk of bullying. This can be characterised by:

- name calling
- comments on appearance
- comments with regard to perceived ability and achievement levels.

The need for adult sensitivity should be taken into account in a number of instances, e.g. when grouping children, marking children's work, sharing of results and assessment arrangements as well as an awareness of appropriate language being used when addressing pupils.

Text Bullying – Pupils receiving threatening or disturbing messages from possibly anonymous callers. (Mobile Phones are not allowed to be brought into Mason Moor. On very rare occasions where this is necessary on occasions, the pupils leave their phone in the office and need written permission from their parent/carer.) It is likely that a growing number of children will be using mobile phones out of school.

Cyber Bullying – Children receiving abusive messages or images via email or social networking sites. Within school children have restricted access to both of these.