

Anti-Bullying Policy 2022 / 2023

'Working together to achieve success'

Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying does not only affect an individual during childhood, but can have a lasting effect on their lives well into adulthood. By effectively preventing and tackling bullying, our aim is to create a safe, disciplined environment where pupils are able to learn and fulfil their potential.

What is bullying?

Bullying is a form of child on child abuse by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms either prejudice-based, discriminatory (for instance racist, homophobic, disability related), sexual harassment (comments, taunting, physical behaviour, online sharing of images and upskirting) or cyber bullying (for example via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Bullying falls into two categories:

Emotionally harmful behaviour, such as taunting, spreading hurtful rumours and excluding people from groups, or cyberbullying; and

Physically harmful behaviour, such as kicking, hitting, pushing or other forms of physically abusive behaviour.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. We believe that early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating.

Cyber-bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised



Our mission:

'Working together to achieve success'

- As fit and healthy **individuals** who are inquisitive and have the confidence to try new things.
- As resilient and independent **learners** who strive to achieve their best.
- As caring and kind **friends** who respect and value difference and challenge discrimination.
- As active and responsible **citizens** who have a positive impact within their school, community and wider world.

by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so without parental consent.

Prejudice-based and Discriminatory Bullying

Prejudice-based bullying is when bullying behaviour is motivated by prejudice based on an individual's actual or perceived identity; it can be based on characteristics unique to a child or young person's identity or circumstance. In order to respond effectively to incidents as they arise, we act to address the root cause of prejudice through educating our children through our PSHEC and the wider curriculum as, according to research, anti-bullying work which clearly addresses the particular needs of vulnerable or minority groups is most effective. To address the years of unfavourable treatment experienced by some groups, The Equality Act 2010 makes it unlawful to discriminate against people with a 'protected characteristic'. These are: disability, gender reassignment, pregnancy and maternity, marriage and civil partnership, race, sex, religion or belief and sexual orientation.

The role of the witness

Witnessing bullying behaviour is a powerful situation to be in. If witnesses do nothing, they can act as an audience, which can encourage the children doing the bullying, even if they do not mean to. At Mossgate, we teach the children that the witness needs to respond in a way to make bullying less likely:

- challenge the children doing the bullying (in certain circumstances);
- 'scoop up' the child who is being bullied ('come on, you're needed in our game now' spoken to the child as two children take an arm each and lead the child away);
- tell an adult;
- talk to others;
- be kind to the person experiencing bullying behaviour.

We recognise the feelings that witnesses may experience and understand why they sometimes don't tell others about the bullying they have witnessed. However, if bullying is to be tackled, all children have a role to play. If we feel that a witness has not responded appropriately to stop the bullying, or even encouraged the bullying behaviour, we may take disciplinary action against them as well. We recognise that the witness may also need support, which will be provided by appropriate staff.

Prevention

We believe that our response to bullying starts before a child has been bullied. Through Personal, Social, Health, Economic & Citizenship (PSHEC) and Religious Education (RE), we teach children from an early age about difference, tolerance and the rule of law and our values curriculum promotes kindness, respect, honesty, trust, courage and responsibility.

Staff also proactively gather information about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place. This might involve talking to pupils about issues of difference, perhaps in lessons, through dedicated events, projects, or through assemblies. Staff themselves will be able to determine what will work best for their pupils, depending on the particular issues they need to address.

We work hard to develop an ethos of good behaviour where pupils treat one another and staff with respect because they know that this is the right way to behave. This culture extends beyond the classroom to the corridors, the dining hall, the playground and beyond the school gates including travel to and from school. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest.

At Mossgate Primary School we:

- Promote a positive and caring ethos built on respect and understanding for others.
- Create an inclusive environment. All staff work hard to create a positive, caring and safe environment.

- Through our curriculum, we openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality or appearance related difference and also children with different family situations, such as looked after children or those with caring responsibilities. We teach children that using any prejudice-based language is unacceptable.
- Anti-Bullying and online safety have a high profile in our curriculum. We have a half termly focus looking at bullying linked to the national Anti-Bullying Week (November) and a second half term focussing on cyberbullying (February). In addition, all year groups have an online safety unit within the computing curriculum.
- Involve parents to ensure that they are clear we do not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. By working with parents, we want them to feel confident that we will take any complaint about bullying seriously and resolve the issue in a way that protects the child, and they reinforce the value of good behaviour at home.
- Involve pupils. All pupils understand the school's approach and are clear about the part they can play to prevent bullying, including when they find themselves as witnesses.
- Across school, we have Anti Bullying Ambassadors, who provide support and 'child-speak' resources so our whole school understands what bullying is and feel empowered to spot it, tackle it and resolve it.
- Create a caring environment so pupils can openly discuss concerns with key staff in their class or during break and lunch times.
- Make it easy for pupils to report bullying so that they are assured that they will be listened to and incidents acted on. We want pupils to feel that they can report bullying which may have occurred outside school including cyber-bullying.
- Celebrate success at all levels, reward good behaviour and promote the use of our values. We believe that celebrating success is an important way of creating a positive school ethos.
- Implement disciplinary sanctions. The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable.
- Draw on the experience and expertise of anti-bullying organisations for help with a proven track record and/or specialised expertise in dealing with certain forms of bullying.
- Provide regular and effective staff training so that staff understand the principles and purpose of our Anti-Bullying Policy and Behaviour Policy.
- Outline the acceptable use of technologies with all staff and volunteers as part of our induction process.
- Work with the wider community such as the police, high schools, school nurse and children's services to agree a clearly understood approach to cases where bullying is particularly serious or persistent and where a criminal offence may have been committed. When appropriate, we also work with other agencies and the wider community to tackle bullying that is happening outside school.
- Make playtimes fun and active using different zones which appeal to the interests of all children. The Mossgate Parliament consults the views of the school when looking at how playtimes can be improved with new equipment.
- Regularly evaluate and update our approach and resources to take account of developments in technology.

Procedures for dealing with incidents

All staff will ensure that reports of bullying are reported to the headteacher, or deputy headteachers, to be investigated. All staff have a duty of care to ensure that a child who reports an incident of bullying is treated sensitively and supported appropriately. If the incident is found to be bullying, then parents will be invited into school for a meeting and to discuss next steps as appropriate including support.

As well as the victim, the perpetrator will be supported when addressing all forms of bullying so that they are aware of their behaviour and why it is unacceptable.

Support for pupils who are bullied

In all cases of bullying, we have a responsibility to support children and make appropriate provision. The nature and level of support will depend on the individual circumstances and the level of need. These can

include a quiet word from a member of staff that knows the pupil well, providing formal counselling, engaging with parents, referring to local authority children's services, completing a Common Assessment Framework or referring to Child and Adolescent Mental Health Services (CAMHS).

Where bullying has a severe impact

In some circumstances, the consequences of bullying may lead to a child experiencing pronounced social, emotional or mental health difficulties. Staff will ensure that appropriate provision for a child's short-term needs, including setting out what actions they are taking when bullying has had a serious impact on a child's ability to learn. If the bullying leads to persistent, long-lasting difficulties that cause the child to have significantly greater difficulty in learning than the majority of those of the same age, then we will consider whether the child will benefit from being assessed for SEND.

Bullying which occurs outside school premises

School staff members have the power to discipline pupils for misbehaving outside the school premises. Law states that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include 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 will be investigated and acted on. The headteacher will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal, or poses a serious threat to a member of the public, the police will always be informed.

While school staff members have the power to discipline pupils for bullying that occurs outside school, they can only impose the disciplinary sanction and implement that sanction on the school premises or when the pupil is under the lawful control of school staff, for instance on a school trip.

Vulnerable pupils

Bullying can happen to all children and young people and it can affect their social, mental and emotional health. Staff support all pupils who are bullied and are alert to the effect any form of bullying can have. There is evidence to suggest that pupils that are badly bullied in school are more likely to be bullied out of school, for instance either on their way to or from school or through cyberbullying.

Regular training ensures staff are aware that some children are more likely to be the target of bullying because of the attitudes and behaviours some children have towards those who are different from themselves. For example, those with special educational needs or disabilities, those who are adopted, those who are suffering from a health problem or those with caring responsibilities may be more likely to experience bullying because they can be socially isolated. Children in care that are frequently on the move may also be vulnerable because they are always the newcomer. Others may be particularly vulnerable because they are going through a personal or family crisis, or suffering from a health problem. These vulnerable young people may also be at risk of turning to social media for consolation or to get their own back by cyberbullying themselves, therefore counselling and online safety education can help. In addition, children with special educational needs or disabilities can often lack the social or communication skills to report such incidents so it is important that staff are alert to the potential bullying this group faces and that their mechanisms for reporting are accessible to all.

Staff also need to be aware of a range of other local or individual factors that result in some children being more vulnerable to bullying and its impact than others. Being aware of this will help us to develop strategies to prevent bullying from happening and also be alert to those children who may be severely affected when it does occur.

The impact of bullying can be severe because of the nature and extent of the bullying or because it is combined with other factors, such as those mentioned above, that also affect the social, mental and emotional health of the pupil.

Special Educational Needs and Disabilities (SEND) Code of Practice

While bullied children will not be routinely considered as requiring SEND support, we will provide support in a proportionate and tailored way to meet individual needs. Our graduated response to the varying levels of SEND among children builds on the SEND Code of Practice: 0 to 25 years, statutory guidance. We recognise that some bullied children will have SEND and understand that additional barriers can exist when recognising abuse and neglect in children with SEND, which may include: assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration; these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children; the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and communication barriers and difficulties in managing or reporting these challenges. As a school, we provide the required pastoral support for children with SEND to communicate any claims.

Safeguarding children and young people

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident will be addressed as a child protection concern under the Children Act 1989. Where this is the case, staff will share concerns with the school's Designated Safeguarding Lead (DSL) who will contact children's social care and work with them to take appropriate action.

However, external support can be given to pupils whether or not it is deemed a child protection concern. Even where safeguarding is not considered to be an issue, we will 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 engaging in bullying.

Separate on site provision

Removing bullied children from school, even for a short time, disrupts their education and can make it difficult for them to reintegrate. In itself it also fails to address the causes of the problem and can send the wrong message that victims of bullying are unwelcome. We will respond sensitively where an absence arises as a result of bullying and work with the child and family to support them.

We will do all that we can to ensure bullied children continue to attend school. In addition to the examples of support listed above, this could include using separate on-site provision that provides respite for bullied pupils, whilst maintaining their educational progression. It is important that this support goes hand-in-hand with measures to tackle the bullying so that bullied children feel safe at school, and on their way to and from school.

Alternative provision

In extreme cases, where the effects of bullying are so severe that it is not possible to reintegrate a child back into their school, then other arrangements will be made for the pupil to continue their education. In the first instance this may involve the transfer of the child to another mainstream school. Where a child has developed complex needs as a result of bullying, which cannot be met in mainstream education, then alternative provision may need to be arranged.

Intervention - Discipline and tackling underlying issues of bullying

We will apply disciplinary measures (see Behaviour Policy) to pupils who bully in order to show clearly that their behaviour is wrong. Disciplinary measures will always be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils.

We will also consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case, the child engaging in bullying may need support themselves.

Advice for staff who are being bullied online

- Never respond or retaliate to cyberbullying incidents. Report incidents appropriately and seek advice and support from a senior member of staff.
- Save evidence of the abuse; take screen prints of messages or web pages and record the time and date.
- Where the perpetrator is known to be a current pupil or colleague, the majority of cases can be dealt with most effectively through our existing policies and procedures.
- Where the perpetrator is known to be an adult, in nearly all cases, the first action should be for a senior staff member to invite the person to a meeting to address their concerns, and if they have a reasonable complaint, to make sure they know how to raise this appropriately. They can request that the person removes the offending comments.
- If they refuse, it should be an organisational decision what to do next – either the school or you could report the matter to the social networking site if it breaches their terms, or seek guidance from the local authority, legal advisers or support from other agencies for example, The UK Safer Internet Centre.
- If the comments are threatening or abusive, sexist, of a sexual nature or constitute a hate crime, you or a representative from the school may consider contacting the local police. Online harassment is a crime.

We have a duty to support staff and no-one should feel victimised in the workplace. Staff should seek support from the senior management team, and their union representative if they are a member. The Professional Online Safety Helpline is a free service for professionals and volunteers working with children and young people, delivered by the UK Safer Internet Centre. The helpline provides signposting, advice and mediation to resolve the e-safety issues which staff face, such as protecting professional identity, online harassment, or problems affecting young people; for example, cyberbullying or sexting issues.

All employers, including employers of school staff in all settings, have statutory and common law duties to look after the physical and mental health of their employees. This includes seeking to protect staff from cyberbullying by pupils, parents and other members of staff and supporting them if it happens.

Support for staff who are bullied

Bullying of staff, whether by pupils, parents or colleagues, is unacceptable and will not be tolerated. Evidence indicates that one in five (21%) teachers have reported having derogatory comments posted about them on social media sites from both parents and children. School leaders, teachers, school staff, parents and pupils all have rights and responsibilities in relation to cyberbullying and should work together to create an environment in which pupils can learn and develop and staff can have fulfilling careers free from harassment and bullying.

If an adult within school feels that they are being bullied by another adult at the school, or have been subjected to a bullying incident, then this should be reported to the Headteacher. If such an incident involves the Headteacher, then the person is advised to speak to a senior leader and / or contact the Chair of Governors.

We regularly offer support to parents on how to help their children engage safely and responsibly with social media through our website, newsletter and information booklets sent home. By creating a good school - parent relationship, we aim to create an atmosphere of trust that encourages parents to raise concerns in an appropriate manner and part of this is making sure that parents are aware and understand how to communicate with the school. It is not acceptable for pupils, parents or colleagues to denigrate and bully school staff via social media in the same way that it is unacceptable to do so face to face. We encourage all members of the school community, including parents, to use social media responsibly. Parents have a right to raise concerns about the education of their child, but they should do so in an

appropriate manner. Parents will be contacted and action taken if they fail to communicate appropriately with staff and school either face to face or through online systems.

Criminal law

Although bullying in itself is not a specific criminal offence in the UK, 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. 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. If school staff feel that an offence may have been committed, they may elect to seek assistance from the Police, but any reference to the Police should only be undertaken with the agreement from the Headteacher. When reporting incidents to the police, both the victim and perpetrator(s) will be supported and remain protected from any bullying or harassment as a result of any report they have made. This support may be needed for an extended amount of time. In instances like this, we will work alongside Children’s Social Care and any other external agencies to provide this support.

Guidance and Information

This policy has been written in accordance with recent Department for Education guidance:

- Keeping Children Safe in Education (September 2022)
- Preventing and tackling bullying: Advice for headteachers, staff and governing bodies (July 2017)
- Cyberbullying: Advice for headteachers and school staff (2014)
- We have also consulted online advice produced by the Anti-Bullying Alliance, Childline and the NSPCC.

Monitoring and Review

Monitoring is the responsibility of the Headteacher, Governors (through the School Improvement Committee) and senior leader with responsibility for behaviour. The policy will be reviewed annually.

| Reviewed by the Subject Leader: | Approved by Governors: | Next review date: |
|--|-------------------------------|--------------------------|
| Autumn 2022 | Autumn 2022 | Autumn 2023 |

Further Resources

Specialist Organisations

The following organisations provide support for schools and parents dealing with specific bullying issues including the social, mental or emotional affects caused by bullying.

- The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network.
- The Diana Award: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying.
- Kidscape: Charity providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training for staff and young people.
- The BIG Award: The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.
- Restorative Justice Council: Includes best practice guidance for practitioners 2011.

Cyber-bullying and online safety

- ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifically includes new cyberbullying guidance and a practical PSHE toolkit for schools.

- Digizen: provides online safety information for educators, parents, carers and young people.
- Internet Matters: provides help to keep children safe in the digital world.
- Think U Know: resources provided by Child Exploitation and Online Protection (CEOP).
- The UK Council for Child Internet Safety (UKCCIS) has produced a range of resources for schools and parents about how to keep children safe online, including 'sexting.'

SEND

- Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.
- Changing Faces: Provide online resources and training to schools on bullying because of physical difference.
- Cyberbullying and children and young people with SEN and disabilities: Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.
- Anti-bullying Alliance SEND programme of resources: Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.
- Information, Advice and Support Service Network: Every Local area has an information, advice and support service, providing information, advice and support to disabled children and young people, and those with SEN, and their parents.

LGBT

- Barnardos: through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying
- EACH: (Educational Action Challenging Homophobia): provides a national freephone Action line for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyber homophobia.
- Metro Charity: an equality and diversity charity, providing health, community and youth services across London, the South East, national and international projects. Metro works with anyone experiencing issues related to gender, sexuality, diversity or identity
- Proud Trust: helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training and events, campaigns, undertaking research and creating resources.
- Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.
- Stonewall: An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

Mental health

- MindEd: Provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young people's mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied.
- PSHE Association – guidance and lesson plans on improving the teaching of mental health issues

Race, religion and nationality

- Anne Frank Trust: Runs a school's project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.
- Educate Against Hate: provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.
- Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.
- Kick It Out: Uses the appeal of football to educate about racism and provide packs for schools.
- Tell MAMA: Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies.

- Anti-Muslim Hatred Working Group: Independent members of this group are representatives from the Muslim community and will assist and advice on all relevant issues.

Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW): A Guide for Schools which sets out the different forms of abuse to support staff to understand violence and abuse of girls and warning signs to look for.
- Disrespect No Body: A Home Office led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom.
- Anti-bullying Alliance: advice for staff about developing effective anti-bullying practice.