

Moss Park Primary School



Anti-bullying Policy

Nominated Anti-Bullying Lead	Richard Boyer
Designated Safeguarding Lead	Sally Nunwick
Safeguarding Governor	Allan Humphris
Date	October 2022
Responsible Committee	Curriculum Standards and Welfare
Reviewed	October 2023 – to show updated logo and KCSIE 2023 October 2024 – to update KCSIE 2024
Signed	<i>Richard Boyer</i>
Next Review	October 2025

Intent

This policy outlines what Moss Park Primary School will do to prevent and tackle bullying. Bullying is unacceptable and will not be tolerated. One of our school aims is to, "Equip pupils with the skills and values they need to form positive relationships based on equality and mutual respect". We do this primarily by promoting our school values throughout the curriculum and successfully implementing our behaviour policy. We recognise that despite our best efforts, bullying can happen in our school. We are committed to providing a safe, friendly and welcoming environment for all of our pupils. If bullying does occur, all pupils are encouraged to speak out and know that incidents will be dealt with promptly and effectively.

Purpose and Scope of this policy

- We aim to provide information to all staff, volunteers, children and their families about what we should all do to prevent and deal with bullying.
- To prevent bullying from happening between children who are part of our organisation or take part in our activities
- To make sure bullying is stopped as soon as possible and that those involved receive the support they need

Definition of Bullying

Bullying is "Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", July 2017. Bullying is recognised by our school as being a form of *child on child abuse* (Keeping Children Safe in Education 2024). We recognise that bullying can cause severe and adverse effects on children's emotional development.

How does bullying differ from teasing, falling out between friends or other types of conflict?

- 1) There is a deliberate intention to hurt or humiliate the recipient
- 2) There is a power imbalance that makes it hard for the victim to defend themselves
- 3) It is usually repeated over a period of time

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent - if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist, faith based or homophobic bullying and when children with special educational needs and/or disabilities are involved. We have a duty under the Equality Act 2010 to eliminate discrimination and harassment. If the victim might be in danger then intervention is urgently required.

What does bullying look like?

Bullying can take place 'in secret' when there are only two pupils present. It also may take place in the presence of witnesses who may, following investigation, be categorised as bystanders or accessories to the bullying. Bullying may include:

- Name calling/making offensive comments including comments (face to face or online) that are racist, faith based, sexist or homophobic remarks and include comments on physical appearance and perceived social status
- Physical assault – hitting, kicking, slapping, unwanted or sexualised touching
- Taking, hiding or damaging belongings
- Cyber bullying - inappropriate text messaging and emailing; sending offensive or degrading images
- Producing offensive graffiti
- Gossiping and spreading hurtful and untruthful rumours in person or social media/gaming platforms
- Excluding people from groups

- Controlling or coercive behaviour

There is no hierarchy of bullying - all forms should be taken equally seriously and dealt with appropriately.

Who can be subject to bullying?

Bullying can take place between individuals and between groups of pupils. All children have the right to equal protection from all types of bullying. We recognise that some groups of pupils may be more vulnerable to bullying including those with protected characteristics (Equality Act 2010), children in care and those who are young carers to parents and siblings.

Where can bullying take place?

- The journey to and from school
- In school
- On the playground
- In extracurricular activities
- Online – in and out of the school day
- In the local community spaces

School has the power to discipline pupils for behaviour outside of school hours when they are recognisable as a Moss Park pupil (Behaviour and Discipline in Schools DFE 2014). We use the appropriate stepped sanctions detailed in our Behaviour Policy. We have a responsibility to promote the welfare of all our pupils and to keep them safe, including when they are 'beyond the school gate.'

Preventing Bullying

We take proactive steps as a school community to prevent bullying:

- Whole school promotion of our school values and our 'Ready Respectful Safe' behaviour mantra
- All school staff are role models to others within the school in how they treat others and show respect
- All pupils, including those with SEN/D are included, valued and participate equally in school life
- We promote a shared understanding of the definition of bullying (STOP) and signs or symptoms that indicate someone may be experiencing bullying
- We listen to pupils, parents, carers and staff to develop strategies and approaches to prevent, report and respond to incidents of bullying
- Making clear we have a zero tolerance for offensive language or comments
- Clear guidance for staff and pupils on appropriate physical boundaries and education for all ages on consensual touch (NSPCC assemblies and workshops)
- We have created safe spaces at break and lunch times for children who may feel lonely or isolated (our Library Club)
- Educational events and weeks to teach staff, children, parents, and staff about bullying issues and the action they can take to stop bullying (our school prospectus and induction day for new parents and pupils, Anti-Bullying Week (Anti-Bullying Alliance/Kidscape) and Safer Internet Day (which we repeat throughout our computing curriculum)

- Regular inclusion of friendship and bullying issues in assemblies and class time
- The use of external support where needed (Longford Park Outreach, workshops and Trafford School Sports partnership playground leader training for pupils)
- A PSHE and Assembly programme that celebrates difference and promotes inclusion

Identifying and Reporting Bullying

- We encourage pupils to understand what bullying means (Several Times On Purpose) and how to report it (Start Telling Other People) via our school council leaflet, anti-bullying week focus and regular class assemblies
- We have a 'Chat Box' in the classrooms to report all sorts of concerns
- We encourage and support pupils to be alert to and report bullying behaviour and also to speak up for less confident classmates
- We train all staff (including non-teaching) to recognise that pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Staff are encouraged to seek advice from colleagues, or the Designated Safeguarding leads to raise a concern on My Concern, our online reporting tool
- Parents can be assured that Moss Park Primary School takes all reports of bullying very seriously. Our priority will be to support those being bullied and to stop the bullying. It is our responsibility to assess the seriousness of the bullying and to determine the appropriate action that should be taken.

Responding to Bullying

Clear procedures exist to prevent bullying among pupils and these are regularly discussed and reviewed.

The following steps are taken when dealing with incidents:

- 1) If bullying is suspected or disclosed by a pupil or parent/carer to a member of staff, the incident will be reported to the Headteacher or Deputy Headteacher (hereafter HT/DHT)
- 2) Reports of Bullying are then investigated by the HT/DHT and if initial exploration indicates a likely bullying incident, a Bullying Investigation will take place
- 3) If the HT/DHT do not think that the incident falls under our definition of bullying, we will set up a restorative session with the pupils concerned
- 4) Within a bullying investigation, The HT/DHT will then interview all concerned, will record their findings and use their professional judgement to decide the next course of action
- 5) Parents of both parties (victim and perpetrator) will be kept informed throughout the process
- 6) Stepped sanctions will be applied on a case by case basis in accordance with our behaviour policy
- 7) Support will be offered to all involved immediately and a restorative approach will be taken – this may involve our Longford Park Outreach worker
- 8) Class teachers and the HT/DHT will regularly liaise to ensure that no further incidents of bullying has taken place
- 9) All allegations of bullying are logged as such on My Concern, our safeguarding system, as a record and as a tool to track the effectiveness of our policy

Pupils who have been bullied will be supported by:

- ✓ Offering an immediate opportunity to discuss the experience with a teacher or other member of staff of their choice
- ✓ Giving the pupil a voice in a restorative session with the perpetrator/s
- ✓ Reassuring the pupil that we will prevent a recurrence of the issue
- ✓ Offering support through our pastoral system

- ✓ Restoring self-esteem and confidence in a variety of activities

Pupils who have bullied will be helped by:

- ✓ Discussing what happened with a teacher or other member of staff
- ✓ Taking part in a restorative session to explore the reasons for bullying, the impact on the victim and the opportunity to make amends
- ✓ Including the support of parents or guardians to help change the attitude of the pupil and prevent further incidents occurring

The following stepped sanctions may be applied in accordance with our policy:

- Loss of Free Time during playtimes and lunchtimes
- Behaviour monitoring report
- Exclusion from certain areas of school premises
- Suspension (internal or formal)
- Exclusion

Bullying rarely takes place in isolation, so we may reinforce our position on bullying or explore different aspects of potential bullying within the peer group through PSHE, circle time and assemblies, as appropriate, in an attempt to eradicate such behaviour.

The role of governors

The governing body supports the Headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the Headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Headteacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

The role of the Headteacher

It is the responsibility of the Headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Headteacher may decide to use assembly/circle time as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being sanctioned.

The Headteacher sets the school climate of openness, mutual support and praise for success, making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The Headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying. This is a combination

The Headteacher will personally liaise with pupils, parents and carers who have made an allegation of bullying and will ensure that they are regularly updated on the case.

The role of the school staff

Staff in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They promote positive behaviour in class, monitor the wellbeing of pupils and support pupils with friendship issues. They keep their own records of all incidents that happen in their class, on My Concern, which is checked regularly for patterns of behaviour. All members of staff will deal with a report or disclosure of bullying by contacting the HT/DHT to lead an investigation.

If, as professionals, we become aware of any bullying taking place between members of a class, we deal with the issue immediately in consultation with the HT/DHT. This may involve counselling and support for the victim of the bullying, and implementing a stepped sanction for the child who has carried out the bullying. We spend time talking to the child: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future.

Staff routinely attend training that enables them to become equipped to deal with incidents of bullying and behaviour management. Teachers attempt to support all children in their class and to establish a climate of trust and respect for all by praising, rewarding and celebrating the success of all children. Where appropriate, within our school curriculum we discuss how we expect to be treated and how we treat others (RE/PSHE/Circle Time/Assembly).

The role of parents

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. The **Anti-Bullying Alliance** is a good source of advice around all aspects of bullying (for pupils, teachers and parents). Here is a section for parents who think their child is being bullied:

<https://anti-bullyingalliance.org.uk/tools-information/advice-and-support/advice-parents-and-carers/how-can-i-help-my-child-if-they-are>

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

Monitoring and review

This policy is monitored on a day-to-day basis by the Headteacher, who reports to governors about the effectiveness of the policy termly within the Headteacher's Report. The policy is made available to parents, carers and pupils on their induction at Moss Park Primary School, or when the Bullying policy is reviewed. It is on the school's website and paper copies may be requested at no charge. Governors, with the Headteacher, analyse information on behaviour and bullying incidents with regards to any protected characteristics of pupils concerned (Equality Act 2010) and/or vulnerability of all children involved in bullying incidents, location and times of incidents in order to inform any review to our Bullying policy and systems. They evaluate the responses to the bi-annual parent and questionnaire and any concerns or complaints escalated to the Governing Body.

Signed: *Sally Nunwick* (Headteacher and DSL)

Signed: *Allan Humphris* (Chair of Governors)

Reviewed: October 2024

Adopted by Governors:

Review: October 2024

SECTION A: ALLEGED BULLYING INCIDENT					
Target Name(s):		Age:	Year group:	Class:	
Ethnicity:		Gender: M / F	SEN Stage:		
Home language:		Looked-after child: Y / N	Young Carer: Y / N		
Member of staff to whom the incident was reported:					
Date of incident:					
Time of incident:					
Location of incident:					
Target's Account / Concern of parents/carers:					
Alleged perpetrator(s):		Age:	Year group:	Class:	
Name(s):					
Nature of incident including details of any injury or damage to property, etc:					
Circle any elements that apply:					
Form: Physical Verbal Indirect Cyberbullying					
Type: Race/religion/culture Sexual/sexist/transphobic Homophobic SEN/disability					
Home circumstances Gifted/talented Health conditions Other					
Parents/carers of alleged target(s) informed:					
Date:		Time:			

Alleged perpetrator(s) account of the incident	Age:	Year group:	Class:

Bystanders'/ witnesses' accounts of the incident			
Name(s):	Age:	Year group:	Class:
Parents/carers of alleged perpetrators informed:			
Date:		Time:	
SECTION C: ACTION TAKEN			
Details of immediate action taken:			
Monitoring of action taken and details of follow up and longer term action taken:			

Bullying

Bullying is an action taken by one or more children with the deliberate intention of hurting another child, either physically, verbally or emotionally over a period of time. At Moss Park Primary School bullying is unacceptable and we recognise it can damage children's individual and educational needs - we use the acronym STOP (several times on purpose) to explain bullying in child-friendly language and STOP (start telling other people) as a strategy. Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent - if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist, religious or homophobic bullying and when children with disabilities are involved. If the victim might be in danger, then intervention is urgently required.

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: Racial Faith-based Sexist Homophobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
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

We do all we can to prevent bullying, by developing a school ethos in which bullying is not tolerated under any circumstances. Please see our Anti-Bullying Policy for further details. We have a special Bullying Incident report form that can be completed by a child with a senior member of staff. This policy and form are available on the school website or in the school office (paper copy). Once a bullying allegation has been confirmed, then the SLT will deal with the bullying as a 'serious misbehaviour' incident and apply sanctions on a case by case basis. Parents will always be involved in the investigation and outcome. The perpetrator and victim will be supported and we use our specialist TA from Longford Park School to initiate a restorative approach for the pupils concerned.

BULLYING vs. TEASING

CAN HAPPEN
ANYWHERE

CAN INCLUDE AN ARGUMENT OR FIGHT
BETWEEN FRIENDS

INTENTIONAL
DESIGNED TO CAUSE DISTRESS

GOOD NATURED
PLAYFUL

BY SOMEONE WHO HAS MORE
**POWER OR
INFLUENCE**

EQUAL
NOT GANGING UP
ON ONE PERSON

REPEATED

NOT REPEATED
OVER AND OVER AGAIN

INTIMIDATION
FEAR AND CONTROL

THEY'D STOP
IF YOU ASKED THEM TO

**REACH
OUT.COM**