



## Anti-Bullying Policy 2023

### Aims & purpose of the policy

At Great Moor Infant School we are committed to working with children, staff, governors and parents/carers to create a school community where bullying is not accepted.

At our school the safety, welfare and well-being of all pupils and staff is a key priority. Our school is a place where people have the right to be themselves, to be included and to learn in a safe and happy environment. Everyone at our school is equally valued and treats each other with respect and kindness. Bullying of any kind is unacceptable and will be identified and thoughtfully dealt with at our school. We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and challenge any bullying, harassment or discrimination.

We actively promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our pupils to become responsible citizens and to prepare them for life in 21st Century Britain. These values reflect those that will be expected of our children by society, when they move into junior school and beyond, in the world of work or further study.

We are committed to improving our school's approach to tackling bullying and regularly monitor, review and assess the impact of our preventative measures.

### We define bullying as:

**Bullying is the purposeful choosing of behaviours that threaten, intimidate or hurt someone, which is often, but not always, repeated overtime, which involves a real or perceived power imbalance.**

We acknowledge that bullying takes many forms and may include relationships, intimate relationships, online or face-face.

### Identifying and supporting vulnerable children and young people

We work closely in school to identify particularly vulnerable groups, perhaps minority ethnic groups, travellers, refugees, LGBT pupils, midterm arrivals, pupils who transfer late into the school, children or young people in care, young carers, teenage parents and those with other special needs who may find it more difficult to build and maintain friendships.

As a school we plan positive action to support these pupils with all relevant staff members and provide additional support where necessary, for example peer support through buddy schemes and help them access clubs and out of school provision.

## Who is bullied?

Anybody could be subject to bullying at any time in their life. It is not only something that affects children and young people.

A person is bullied when, either as an individual or part of a group, she or he suffers in any way from the direct result of intentional and persistent harassment and/or victimisation by another individual or group.

A person who has been bullied may commonly find it difficult to combat victim behaviour or report their experiences to those who may be able to help them.

### **Below are some factors that may increase vulnerability:**

Schools must refer to the Equality Act 2010 and the 9 protected characteristics within it, when dealing with bullying related incidents.

Some groups of children and young people are understood to more susceptible to incidents of bullying (children who display bullying behaviours or children who are targeted), including those who:

- are in foster care or residential homes (looked after children)
- are understood to be at risk from a range of safeguarding or child protection issues i.e. safeguarding / organised crime groups
- have specific special educational needs/a disability
- are from minority ethnic backgrounds
- are refugees or asylum seekers
- start a school or activity group mid term
- from the LGBTQ+ community or those who may be exploring their gender identity
- have English as a second language
- are young carers
- have suffered physical or emotional trauma including domestic abuse, acrimonious separation, or bereavement
- have a parent that was a victim of bullying
- experienced poverty or deprivation

## Types of bullying

### **There are a number of bullying behaviours that can be summarised as:**

- Physical aggression – hitting, kicking, tripping up, spitting, taking or damaging property, use of threat or force in any way, intimidation or demands for money or goods
- Verbal – name calling, insulting, teasing, 'jokes', mocking, taunting, gossiping, secrets, threats. Reference to upsetting events e.g. bereavement, divorce, being in care
- Non-verbal – staring, body language, gestures
- Indirect – excluding, ostracising, rumours and stories, emails, chat rooms, messaging phones, notes, inappropriate gestures
- Cyber – text messaging, internet chat rooms, the use of social media applications such as Snapchat, Instagram or WhatsApp, the misuse of camera or video facilities (including the self-generated inappropriate images), offensive questions and nasty inbox messages.

- Emotional – threatening or humiliating
- Exclusion – isolating individuals and controlling behaviour
- Parental incitement

## Hate Crime

**Some bullying behaviours may also be considered as hate crime, this would include, for example targeting a child or young person on grounds of race, sexual identity/orientation, race or disability.**

**We acknowledge that some acts of bullying will constitute a criminal offence and in these cases other organisations will need to be contacted e.g. the Police or Social Care.**

## Peer Abuse

**Children and young people who harm others (also referred to as Peer-on peer abuse):**

Peer-on-peer abuse can take various forms, including serious bullying (including cyber-bullying), relationship abuse, domestic violence, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour, and/or gender-based violence.

There is no clear boundary between incidents that should be regarded as peer-on-peer abuse and incidents that would be considered as bullying.

Assessments must be made on a case-by-case basis.

Our school has a clear pathway for dealing with such incidents.

Reference must be made to the Safeguarding Policy.

## Derogatory language

Derogatory or offensive language is not acceptable and will not be permitted. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be all challenged by staff and recorded and monitored on CPOMS and follow up actions and consequences, if appropriate, will be taken for pupils and staff found using any such language.

Staff are also encouraged to record the casual use of derogatory language using CPOMS.

## Prejudice-based incidents

A prejudice-based incident is often unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group.

It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitored in school, with the head

teacher regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying intervention.

### **Possible indicators of being a victim of bullying include:**

We recognise that the following behaviours may suggest someone is being bullied or is bullying. However, we also recognise that the list is not exhaustive.

- disturbed sleep
- bed-wetting
- head and stomach aches
- problems with concentration,
- changes in behaviour and attitude
- truanting
- bullying other children
- damaged or missing clothes / money / property,
- asking for more money than usual or stealing money
- withdrawn or changes in their usual behaviour patterns or attitude
- distressed or emotional and finds it hard to articulate their feelings
- changes in their eating patterns
- changes in their online activity including not wanting to talk about it or share experiences
- shows evidence of self-harming
- is unusually tired without a reasonable explanation
- has unexplained bruises or marks on their body, (some may refuse to change for PE)
- repeatedly comes to school without dinner money or a packed lunch
- seems afraid to be alone and requires more adult interaction.

### **School initiatives to prevent and tackle bullying**

**We use a range of measures to prevent and tackle bullying including:**

- Proactive teaching and learning around how to build and maintain healthy relationships, including explicit work on how to appropriately manage conflict within relationships.
- The PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying
- School assemblies help raise pupils' awareness of bullying and derogatory language
- Diversity and inclusivity are continually celebrated across the school through all our work including our curriculum, displays, books and images. The whole school participates in events including Anti-Bullying Week, Black History Month and Safer Internet Day.
- The use of stereotypes and derogatory language are consistently challenged by staff and pupils across the school
- Restorative approaches provide support for the harmed and harmer plus any other affected parties involved in any bullying incident.

- Pupils are involved in developing school-wide anti-bullying initiatives through consultation with groups for example through the learning council or questions on pupil questionnaires.

## Reporting – roles and responsibilities

### SENIOR LEADERS:

The Head teacher and senior leaders have overall responsibility for ensuring that the anti-bullying policy is understood and followed by all members of the school community and ensures the school upholds its duty to promote the safety and well-being of all young people.

### STAFF:

All school staff and volunteers have a duty to report bullying, to be vigilant to the signs of bullying and to play an active role in the school's measures to prevent bullying. If staff become aware of bullying, they must reassure the pupils involved and inform relevant staff in line with school guidance.

### PARENTS AND CARERS:

Parents and Carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour.

Parents and carers should encourage their child not to retaliate, support, and encourage them to report the bullying when it occurs.

**When parents have concerns, we would encourage them to speak with us at the earliest opportunity. We find that it is much more effective to speak to the school when an incident occurs and not to post it on social media as this may affect and delay any investigations and outcomes.**

Parents and carers can report an incident of bullying to the school either in person, or by phoning or emailing the school office.

Pupils should not take part in any kind of bullying and should watch out for signs of bullying among their peers. When finding themselves alongside an incident of bullying, they should attempt to offer support to the victim and, if possible, help them to tell a trusted adult.

**Parents and Carers must also give due regard to and follow the principles of our *Respect Charter* on school premises towards pupils, staff and other parents.**

## Dealing with an Incident

When bullying has been reported, the following actions will be taken:

- Staff will investigate and record the bullying on the schools incident reporting form and also record the incident centrally on CPOMS.

**Restorative meetings should be offered for any incident, this includes race or hate, homophobic and transphobic incidents).**

- Designated school staff will monitor incident reporting and information recorded, analysing and evaluating the results.

- Designated school staff will produce termly reports summarising the information, which the head teacher will report to the governing body.
- We will offer support to all involved within a bullying incident. Individual meetings will be held with all parties to devise a plan of action that ensures all feel listened to and supported.
- Staff will pro-actively respond to these plan.
- Staff will decide whether to inform parents or carers and where necessary involve them in any plan of action.
- Staff will assess whether any other services (such as Police or the Local Authority) need to be involved, particularly when actions takes place outside of school.

***Safeguarding procedures must be followed when child protection concerns arise.***

### **Recording and Reporting:**

We maintain a system of data collection and analysis in relation to any reported incidents of bullying in school. Termly feedback is made available for governors via the Headteacher report.

From 2023 this information will be on CPOMS.

### **Monitoring and Evaluation:**

The Headteacher is responsible for reporting to the governing body (and the Local Authority where applicable) on how the policy is being enforced and upheld The governors are in turn responsible for monitoring the effectiveness of the policy by in school monitoring such as learning visits.

### **Links to other school policies & key documents:**

This anti-bullying policy links to a range of policies/strategies, including:

Keeping children safe in education  
 Equalities and Diversity policy  
 Equality Act 2010  
 Behaviour policy  
 Care and control policy  
 Relationships and Sex Education policy  
 Respect Policy and Charter  
 Safeguarding policy  
 Responsible Use policy

### **Appendices**

- Stockport's Anti-bullying Charter
- BSS Audit
- Anti-bullying Checklist for schools



# An Anti-Bullying Charter for Stockport Schools

**Bullying is the purposeful choosing of behaviours that threaten, intimidate or hurt someone, which is often, but not always, repeated overtime, which involves a real or perceived power imbalance.**

**At Great Moor Infant School our community will:**

- **Work together as staff, children and parents/carers to create a school community where bullying is not accepted**
- **Discuss, monitor and review our anti-bullying policy every two years**
- **Keep a high profile in and around school to prevent bullying behaviours developing**
- **Support staff to promote positive relationships, identify and tackle bullying appropriately**
- **Investigate incidents of bullying and take action where necessary, supporting all individuals involved at all times**
- **Ensure that children are aware that all bullying concerns will be addressed and dealt with sensitively and effectively so that pupils feel safe to learn and that pupils abide by the anti-bullying policy**
- **Report back quickly to parents/carers regarding any concerns on bullying and deal promptly with complaints. Parents/carers in turn will work with the school to uphold the anti-bullying policy**
- **Learn and share good practice and utilise the support of the Local Authority and other agencies where appropriate**

**Chair of Governors:**

**Headteacher:**

**EYFS and KS1 children:**

**March 2023**

