Moss Hey Primary School



Anti-Bullying Policy

Agreed: Summer 2026
Review: Summer 2027

Aims & purpose of the policy

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

At Moss Hey Primary 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 equal and treats each another with respect and kindness, following our whole school values.

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 pupils by society, when they enter secondary 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.

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 (Cared for 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 an additional 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, video, or artificial intelligence (AI) facilities (including self-generated or AI-generated inappropriate images/deepfakes), offensive questions and nasty inbox messages. Shaming people online, encouraging people to self-harm, creating fake accounts.
- Emotional – threatening or humiliating
- Exclusion – isolating individuals and controlling behaviour

Some behaviours may be deemed to be abusive and may fall under the categorisation of peer abuse please cross reference with your safeguarding policy.

• Parental incitement- please cross reference with other policies such as the Respect Charter

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.

Child on Child Abuse

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

Child-on-child 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, sexual experimentation, etc.
Assessments must be made on a case-by-case basis. (Firmin, C. 2017. *Abuse Between Young People*).
Our school has a clear pathway for dealing with such incidents.

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 our central recording system (CPOMS) and follow up actions and consequences, if appropriate, will be taken for pupils and staff found using any such language.

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 or suicidal ideology
- 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.
- A child-friendly anti-bullying policy ensures all pupils understand and support the anti-bullying policy
- 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 LGBT History Month, Safer Internet Day, inclusions days for example; World Down Syndrome Day
- The use of stereotypes and derogatory language are consistently challenged by staff and pupils across the school
- Buddies and playground leaders offer support to all pupils, including those who may have been the target of bullying
- Restorative Approaches provide support for the harmed and harmer plus any other affected parties involved in any bullying incident.
- Pupils are continually involved in developing school-wide anti-bullying initiatives through consultation with groups for example through the school council and through an anti-bullying survey

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.
The following staff members are anti-bullying leads: Mrs Messham and Mrs Malkin.

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 or a member of staff.
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

Non-school staff, volunteers and outside organisation (Sports Coaches, music teachers, support services etc) also need to be made aware of the school's policy and the reporting of incidents

Dealing with an Incident

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

- Staff will investigate and record the bullying incident and this will be stored on CPOMS
- Restorative meetings should be offered for <u>any</u> incident, this includes race or hate, homophobic and transphobic incidents. <u>Please note that participation in any restorative repair meeting should be voluntary</u>
- Designated school staff will monitor incident reporting forms and information recorded on CPOMS analysing and evaluating the outcomes
- 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 plans, with all parties possibly requiring support and work with other colleagues as appropriate.
- 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 take place outside of school.

Safeguarding procedures must be followed when child protection concerns arise.

Bullying outside of school

Bullying is unacceptable and may take place on the way to and from school, before or after school hours, at the weekends or during the holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupils' well-being beyond the school day.

School will use their support systems when it becomes apparent that any incident of bullying is having an impact on an individual and/ or the school community.

Training and Awareness

The head teacher is responsible for ensuring that all school staff and volunteers receive regular training on all aspects of the anti-bullying policy.

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.

All staff and volunteers will use the agreed reporting format.

Monitoring and Evaluation:

The head teacher is responsible for reporting to the governing body (and the Local Authority where applicable) on how the policy is being enforced and upheld, via the termly report. The governors are in turn responsible for monitoring the effectiveness of the policy via the termly report, by in school monitoring such as learning walks, and focus groups with pupils.
The policy is reviewed every 12 months, and a committee set up to oversee the review process.

Date of last review: Summer 2026
Head teacher signed: Chair of Governors signed:

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
Relationships and Sex Education policy
Respect Policy and Charter
Safeguarding policy
Online Safety Policy (acceptable use)

Appendices

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

An Anti-Bullying Charter for Stockport Schools

This charter is awarded to

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.

Our school community will:

- **Work with staff, pupils 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 pupils are aware that all bullying concerns will addressed 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: Representative of pupils:

Date:

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Appendix 2 - A self-review tool for challenging bullying in schools

A self review tool for challenging bullying in schools

The following procedure can be used to gather evidence for the individual checklists then to create an anti-bullying action plan:

- Schools to make a floor plan of their school including grounds and leaving a space for outside school grounds.
- Teachers distribute one floor plan to each child.
- Teachers discuss the terms ‘unsafe’ and ‘safe’ with groups and what this means; including linking to ‘comfortable feelings’ or ‘uncomfortable feelings’.
- Children put a red dot on the plan for everywhere they feel unsafe and a green dot for everywhere they feel safe. Also put a red outside grounds if they feel unsafe anywhere on the way to or from school.
- Teachers to collate areas of concern within their own group discuss the reasons for this unsafe feeling and fill in the individual group self -review checklists (example pro forma following).
- In a staff meeting all staff collate individual audits and record action to be taken and when. (example pro forma following).

Individual group Anti-bullying Audit

Group:
Teacher:
Date:

Area of Concern	Reasons given for concern

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Whole school Anti-bullying Audit & Plan

School:
Antibullying lead:

Area of Concern	Reasons given for concern	Action to be taken	Date for action to be in place	Impact/Evaluation

Anti-bullying checklist for schools–

Issue	Evidence	In place	Partly in place	Not in place	Action
POLICY					
A clear definition of bullying is included in our school policy					
The definition of bullying is clearly understood by: Staff Children and young people Parents/Carers Governors					
Our anti-bullying policy is in place and makes clear reference to: Faith based bullying Racist bullying Homophobic & transphobic bullying Cyber-bullying Disability based bullying					
Policy is reviewed bi-annually by Governing Body in consultation with school community					
We have a Governor (or group) with a nominated responsibility for anti-bullying					
Policy is communicated effectively to the school community using a range of methods eg: the school website, posters, newsletter, leaflets, logos around school					
DEALING WITH INCIDENTS					
Children and young people are clear about how to report bullying in our school					
Children and young people are confident to report bullying in school					
We have clear structures in place which identify who deals with incidents of bullying that emerge in school					
We have clear mechanisms in place for recording incidents of bullying					
Records of bullying incidents include the support provided to: The victim(s) The bully					
The Governors in our school are aware of incidents via reports from the HT					
Our school includes restorative approaches in its toolkit to address bullying behaviour					

Our school provides access to self-help resources for children and young people					
Our school provides peer to peer support e.g.: playground buddies, peer mentoring etc.					
Our school takes care to ensure that the improvement for the harmer and harmed is sustained					
Where necessary our school calls upon other services to support children (both the victim and the bully) involved in incidents, and may use CAF/TAC where appropriate					
PREVENTION					
Our school challenges all verbal comments that could underpin a culture of bullying including: Racist language Homophobic language Discriminatory language					
We specifically teach sessions around: Cyberbullying Homophobic bullying Racist bullying Faith based bullying Disability based bullying (consider the following as options) • PSHE • Assemblies • Building and maintaining healthy relationships • Managing conflict					
Our commitment to the anti-bullying agenda is visible to our whole school community for example: • The website • Posters displayed around school • References in newsletter • Anti-bullying charter					
Participate in national programmes eg: Anti-Bullying week.					