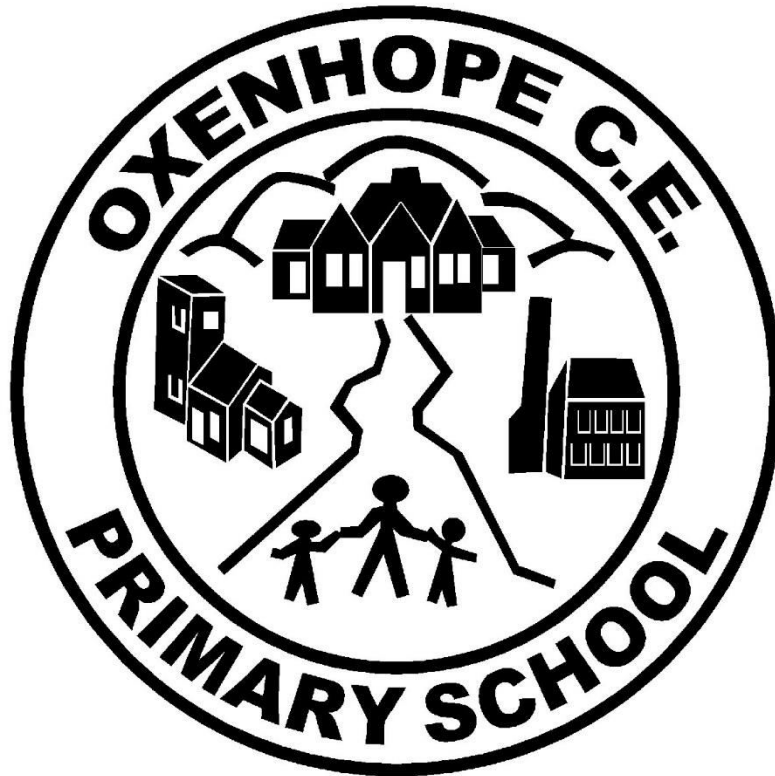


Peer to Peer Abuse Policy

(Anti-Bullying Policy)

November 2018



Oxenhope Church of England Primary School

If you are concerned about the safety of a child, act!

Our Named Persons for Child Protection are John Parkin (Headteacher), Alice Jones (Deputy Headteacher) and Gillian Dyson (Pastoral and Learning Mentor)

Useful phone numbers:

School – 01535 642271

Social Services Initial Contact Point 01274 437500

NSPCC – 0808 800 5000

West Yorkshire Police – 101 or 992

INTRODUCTION

At Oxenhope Church of England Primary school we are committed to enabling all children to access education successfully.

This is an "inclusive" process; part of this commitment is concerned with establishing a high standard of behaviour throughout the school.

The way in which pupils and adults behave has a profound effect on all the work that is undertaken. Therefore, a well thought out approach to this aspect contributes directly to both the social and learning aspects of our school.

OUR AIMS

To create an atmosphere where children are able to develop a moral awareness and are sensitive to the needs of others and one in which they will be able to show respect and consideration for other people and property.

To praise and reward positive attitudes and work and to maintain fairness and consistency whilst encouraging self-discipline.

We will promote an ethos of respect and encourage children to feel confident to speak out if they feel that they are victims.

The children will know that they can approach any member of staff.

We will not tolerate bullying or discrimination.

We recognise that high standards are best promoted when everyone (staff, parents and children) have a shared understanding of what is acceptable and unacceptable in school.

By promoting good behaviour and anti-bullying, we can build individual and collective esteem and encourage good personal relationships. This will:

- Ensure a safe, caring and happy school.
- Promote good citizenship, good self-esteem, self-discipline and emotional intelligence.
- Prevent bullying.

The Governing Body has a duty under S175 Education Act 2002 that requires them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

Oxenhope C of E Primary School expects every member of the school community to:

- Behave in a considerate and fair way towards others.
- To encourage good behaviour and anti-discrimination.

Introduction to abuse and harmful behaviour

"All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another..."

Abuse: *a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children."*

(Keeping Children Safe in Education, 2018).

It is important to consider the forms abuse may take and the subsequent actions required.

Types of abuse

There are many forms of abuse that may occur between peers and this list is not exhaustive. Each form of abuse or prejudiced behaviour is described in detail followed by advice and support on actions to be taken.

Bullying (physical, name calling, homophobic etc.)

Bullying is unwanted, aggressive behaviour among school aged children that involves an imbalance. The behaviour is repeated over time. Both young people who are bullied and who bully others may have serious, lasting problems.

In order to be considered bullying, the behaviour must be aggressive and include:

- An Imbalance of Power: Young people who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: Bullying behaviours happen more than once or have the potential to happen more than once. Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason e.g. size, hair colour, gender, sexual orientation, and excluding someone from a group on purpose.

The government guidance of the definition of bullying states:

Bullying is defined as behaviour that is:

- **repeated**
- *intended to hurt someone either physically or emotionally*
- *often aimed at certain groups, for example because of race, religion, gender or sexual orientation*

It takes many forms and can include:

- *physical assault*
- *teasing*
- *making threats*
- *name calling*
- *cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)*

Physical abuse e.g. (biting, hitting, kicking, hair pulling etc.)

Physical abuse may include, hitting, kicking, nipping, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidentally before considering the action or punishment to be undertaken.

Sexually harmful behaviour/sexual abuse e.g. (inappropriate sexual language, touching, sexual assault etc.)

Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as well as the young person it is intended towards. Sexually

harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault/abuse.

Cyber bullying

Cyberbullying is the use of phones, instant messaging, e-mail, chat rooms or social networking sites such as Facebook and Twitter to harass threaten or intimidate someone for the same reasons as stated above. It is important to state that cyber bullying can very easily fall into criminal behaviour under the Malicious Communications Act 1988 under section 1 which states, that electronic communications which are indecent or grossly offensive, convey a threat or false information or demonstrate that there is an intention to cause distress or anxiety to the victim would be deemed to be criminal. This is also supported by the Communications Act 2003, Section 127 which states that electronic communications which are grossly offensive or indecent, obscene or menacing, or false, used again for the purpose of causing annoyance, inconvenience or needless anxiety to another could also be deemed to be criminal behaviour.

If the behaviour involves the use of taking or distributing indecent images of young people under the age of 18 then this is also a criminal offence under the Sexual Offences Act 2003. Outside of the immediate support young people may require in these instances, the school will have no choice but to involve the police to investigate these situations.

Prejudiced Behaviour

The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual).

EXPECTED ACTION TAKEN FROM ALL STAFF

Although the type of abuse may have a varying effect on the victim and initiator of the harm, these simple steps can help clarify the situation and establish the facts before deciding the consequences for those involved in perpetrating harm. It is important to deal with a situation of peer abuse immediately and sensitively.

It is necessary to gather the information as soon as possible to get the true facts around what has occurred as soon after the child(ren) may have forgotten. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. For example; do not use the word perpetrator, this can quickly create a 'blame' culture and leave a child labelled.

In all cases of peer on peer abuse it is necessary that all staff are trained in dealing with such incidents, talking to young people and instigating immediate support in a calm and consistent manner. Staff should not be prejudiced, judgemental, dismissive or irresponsible in dealing with such sensitive matters.

1. Gather the Facts

School staff need to speak to all the young people involved, gain a statement of facts from them and use consistent language and open questions for each account. The easiest way to do this is not to have a line of questioning but to ask the young people to tell you what happened. Only interrupt the young person from this to gain clarity with open questions, 'where, when, why, who'. (What happened? Who observed the incident? What was seen? What was heard? Did anyone intervene?) Consider the Intent (begin to Risk Assess) Has this been a deliberate or contrived situation for a young person to be able to harm another?

2. Decide on your next course of action

After the facts have been gathered staff are expected to log the incident on CPOMs and 'tag' in Senior Leadership Members, Pastoral Learning Mentor and any other appropriate staff members. Senior Leadership Team will then liaise with the staff members involved to discuss an appropriate course of action, in accordance with relevant school policy.

If from the information that is gathered, you believe any young person to be at risk of significant harm you must make a safeguarding referral (face to face) to the Designated Safeguarding Leads (Mr John Parkin, Mrs Alice Jones and Mrs Gillian Dyson) they will then make a judgement as to whether or not to inform Social Services

If social care and (in some cases) the police, intend to pursue this further they may ask to interview the young people in school or they may ask for parents to come to school to be spoken to also. It is important to be prepared for every situation and the potential time it may take. It may also be that social care feel that it does not meet their criteria in which case you may challenge that decision.

3. Informing Parents

If, once appropriate advice has been sought from police/social care you have agreement to inform parents or have been allocated that role from the other services involved then you need to inform the parents as soon as possible. If services are not going to be involved then equally, this information may need to be shared with parents. In all circumstances where the risk of harm to the child is evident then the school should encourage the young person to share the information with their parent or even with them (they may be scared to tell parents that they are being harmed in any way). Where school can evidence they are acting in the best interests of the young person they would not be criticised, however this would be the case if they actively breached the rights and choices of the young person.

The best way to inform parents is face to face. Although this may be time consuming, the nature of the incident and the type of harm/abuse a young person may be suffering can cause fear and anxiety to parents whether their child is the child who was harmed or who harmed another.

4. Outcomes

- The perpetrator (s) may be asked to genuinely apologise. Other consequences may take place.
- In serious cases, suspension or even exclusion will be considered
- If possible, the pupils will be reconciled
- After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

5. After care

It is important that following the incident the young people involved continue to feel supported and receive help even if they have stated that they are managing the incident. Sometimes the feelings of remorse, regret or unhappiness may occur at a much later stage than the incident. It is important to ensure that the young people do not engage in any further harmful behaviour either towards someone else or to themselves as a way of coping (e.g. self-harm). In which case, regular reviews with the young people following the incident(s) are imperative.

PREVENTION

For all schools and settings, it is important to develop appropriate strategies in order to prevent the issue of peer on peer abuse rather than manage the issues in a reactive way.

- We will raise awareness of bullying with the children and parents by taking part in the Annual "Anti Bullying Week" in November.
- A strong and positive PHSE/SMSC curriculum that tackles such issues as prejudiced behaviour and gives children an open forum to talk things through rather than seek one on one opportunities to be harmful to one another
- The "Safety Squad" will be a peer support group for children to access
- Phone numbers of Child Line and other appropriate help organisations will be displayed prominently in school.
- The school is aware of its responsibilities to prevent all forms of prejudice based bullying, including homophobia and transphobia.
- It is useful to ensure young people are part of changing their circumstances and that of the procedures within schools. Having a school council and pupil voice and encouraging young people to support changes and develop 'rules of acceptable behaviour' will go far in helping to create a positive ethos in school and one where all young people understand the boundaries of behaviour before it becomes abusive.

We will use KIDSCAPE methods for helping children to prevent bullying. As and when appropriate, these may include:

- writing a set of school rules
- signing a behaviour contract
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- making up role-plays (or using KIDSCAPE role-plays)
- having discussions about bullying and why it matters

OXENHOPE EXPLORERS BEFORE AND AFTER SCHOOL CLUB

Oxenhope Explorers will ensure that all before and after school club sessions are in line with the 'aims and objectives' of the school as described at the start of this policy.

Any incidence of bullying observed by members of staff or reported to them will be taken seriously and school procedures will be followed. It is the responsibility of the staff to ensure that the Senior Leadership Team is made aware of all incidents. It is the responsibility of the staff to ensure that school procedures are followed.

Oxenhope Explorers before and after school club will actively engage in whole school work around the issue of bullying i.e. plan activities to support whole school work during 'Antibullying week', 'Safer Internet day' etc. All staff will be made aware of this policy during their induction and when this policy is reviewed. They will also be made aware of the school's policies and procedures in relation to any incidences of staff bullying.

PUPILS WITH SPECIAL EDUCATIONAL NEEDS

Sometimes behavioural difficulties in school are an indicator that a child has a Special Educational Need. When concerns are significant we may ask our Inclusion Manager to evaluate the case and seek additional support for a child, when appropriate. These pupils may require specific behaviour strategies and input or an Individual Behaviour Plan. Advice from external agencies will be sought where appropriate and the needs of the child, the other pupils in the class and the staff will be taken into consideration (Please also refer to SEND and Inclusion Policy).

We will still investigate allegations of bullying fully if a children with special educational needs is involved is accused as the perpetrator, however different consequences maybe applied after investigation from Senior Leaders.

INCIDENTS OF RACISM

Defined as intimidating or aggressive behaviour (physical and / or verbal) by a person of one racial group against the person of another racial group.

Incidents will be dealt with by the class teacher following appropriate sanctions who will inform the Base Manager and Head Teacher.

If the discriminatory behaviour reoccurs the teacher will speak with the parents of the child who is displaying this behaviour and discuss strategies to resolve the issue.

If discriminatory behaviour persists the Head Teacher will then follow formal procedures laid down by Bradford Council (a copy of these procedures may be obtained from the school).

ROLES AND RESPONSIBILITIES

Children's responsibilities

- Know the rules.
- Follow the school rules.
- Accept the consequences of their actions.

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 the child's class teacher immediately. The child's class teacher will inform the Senior Leadership Team who will assess and treat the incident with urgency.

The Role of Teaching and Non-Teaching Staff

Staff must dedicate time to teaching children about the school rules and Anti-Bullying principles. They must action and report any incident brought to them and understand that abusive behaviour can happen to pupils in schools and settings and it is necessary to consider what abuse is and looks like, how it can be managed and what appropriate support and intervention can be put in place to meet the needs of the individual and what preventative strategies may be put in place to reduce further risk of harm. Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'.

The Role of the Head Teacher

It is the responsibility of the Head Teacher and Senior Management Team 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 Head Teacher will report to the governing body about the effectiveness of the anti-bullying policy on request.

The Head Teacher ensures that all children know that bullying is wrong and that it is unacceptable behaviour in this school.

The Head Teacher will follow formal procedures laid down by Bradford Council (a copy of these procedures may be obtained from the school).

The Role of Governors

The Governing Body at Oxenhope Church of England Primary School supports the Head Teacher 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 Governors require the Head Teacher on request to report about the effectiveness of school anti-bullying strategies.

MONITORING AND EVALUATION of the above procedures will be carried out by the Head Teacher and Senior Managers on a termly basis and reported to the governing body on request.

The Behaviour and Anti Bullying policy operates in conjunction with the following policies:

- Special Educational Needs and Disabilities (SEND).
- Equal Opportunities policy.
- Attendance Policy.
- Safeguarding and Child protection policy.
- CPOMs policy

Written by Alice Jones 12.11.18

Review Date November 2019