MARAZION SCHOOL
POLICY FOR ANTI-BULLYING

Reviewed March 2022 by Headteacher, Chair of Governors and Link Governor for Behaviour

Approved March 2022 by FGB

Marazion School is familiar with the UN Convention on the Rights of the Child 1989.

"We can make a difference if we are vigilant to create a new kind of society, more compassionate, more caring, more sharing where human rights, where children's rights are respected and protected." Archbishop Desmond M Tutu

"Human is our only race." Reece James

The Education and Inspections Act 2006

Section 89 of the Education and Inspections Act 2006 provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be linked to the school's behaviour policy which must be shared with pupils, school staff and parents.

The Equality Act 2010

The Equality Act became law in 2010. It covers everyone in Britain and protects people from discrimination, harassment and victimisation. The Duty requires public bodies to have due regard to the need to:
- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act
- advance equality of opportunity between people who share a protected characteristic and people who do not share it

- foster good relations between people who share a protected characteristic and people who do not share it

Schools are required to comply with this Equality Duty. Everyone in Britain is protected. This is because the Equality Act protects people against discrimination because of the protected characteristics that we all have. Under the Equality Act, there are **nine protected characteristics**:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation
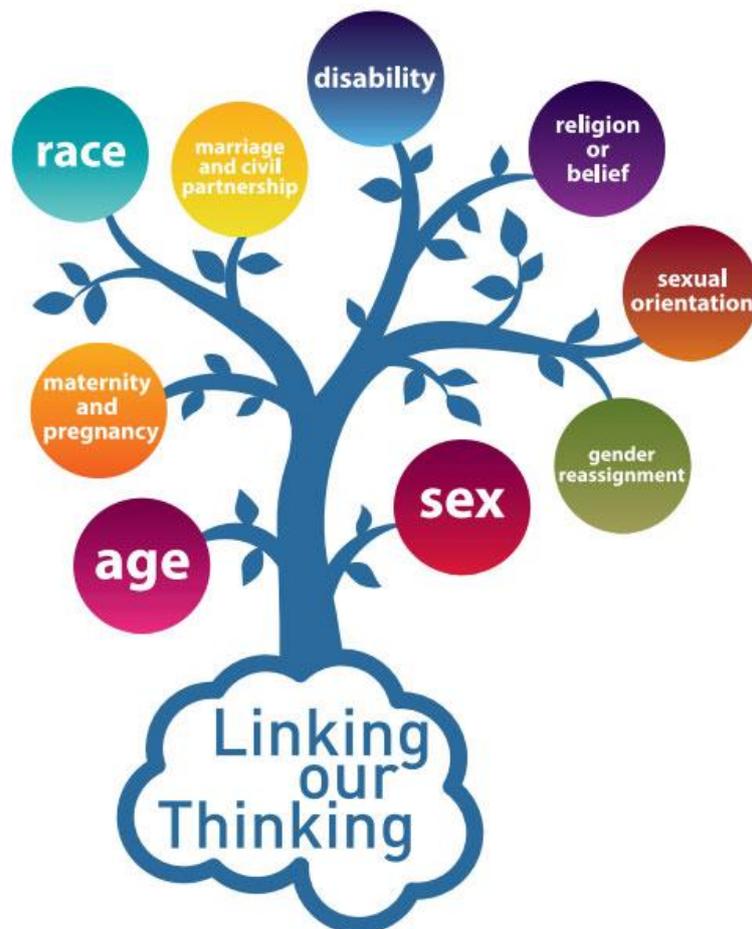
Prejudice is only dangerous when it is acted upon. To change behaviours is far easier than to change beliefs. And once behaviours and language begin to change, beliefs that were once held but are no longer verbalised will, in time, fade into the background.

Criminal Law

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that 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.

If school staff feel that an offence may have been committed they should seek assistance from the police. For example, under Malicious Communications Act 1988, any person who sends 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, is guilty of an offence if their purpose in sending it was to cause distress or anxiety to the recipient.

What is bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying 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 may be:
- physical – hitting, kicking, taking belongings
- verbal – name-calling, insulting, racist remarks
- indirect – spreading nasty stories about someone, excluding someone from social groups
- cyber-bullying (see below)

Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical. 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. 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 by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable.

If a staff member finds material that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline.

For more information on how to respond to cyber-bullying please refer to the 'further resources' section of this document.

Hate Incident

Bullying as a result of a protected characteristic is considered as a hate incident. This is because a protected characteristic is the very core of somebody's identity. It is something they cannot and should not want to change about themselves.

Hate incidents are different to other forms of bullying and should be treated as such. Hate incidents can, and do, have a profound effect on the victim. Negative language and stereotyping filters through schools, creating a culture of hostility that, once embedded, is very difficult to change. It is our responsibility at Marazion School to embed a culture of inclusivity that fosters positive mental health for all students, particularly those at most risk of exclusion. It is important that we know the stories of children with protected characteristics and that we learn and build on the variety of cultural norms of our pupils, their families and communities. A hate incident does not have to be perceived by the victim as such. If a member of staff sees an incident and feels that it was motivated by hate then it should be viewed as such. It is the same if a fellow pupil notices and reports an incident that they feel was motivated by hate but that they were not involved in. This is important as often the victims (especially primary age) are not aware of the possible reasons for an incident, especially if there is no specific language used. Therefore, it's often up to members of staff and children to be alert to this and report as they perceive the situation.

A culture of inclusion and cultural well-being begins with pupils, staff and governors and we aim to tune into the values, beliefs, attitudes and behaviours of different cultures and interact with empathy and understanding.

Hate incidents should **never** be looked at in isolation. Each time an incident of this nature occurs, the Designated Safeguarding Lead and the Link Governor for Safeguarding both review policies and procedures as well as planning and the content of assemblies and circle times. They also may implement training, alter school development plans and behaviour policies, Support is also available from the LA through the link below:
https://www.cornwall.gov.uk/school-messenger-home/pupil-support/equality-and-diversity/equality-and-diversity-incidents-and-hate-crime-in-schools-online-reporting-form/equality-and-diversity-incident-reporting-form/

What do we need to do?

Record: Recognise a hate incident and record it as quickly as possible

Respond: Respond as appropriate, challenging prejudice

Report: To the pupils and parents involved, the governors and the LA.

Marazion School has a ZERO TOLERANCE approach to bullying and pupils, staff, parents and governors all agree that this is an expectation and the RIGHT way to behave, ensuring pupils' safety and well-being. We are all PRO-ACTIVE and we all strive to develop strategies to prevent bullying occurring in the first place. We:

- **Know that we are UNIQUE**
- **Have HIGH EXPECTATIONS**
- **Know that being KIND is how to be the very BEST YOU**
- **Expect adults and older pupils to be very good ROLE MODELS**

- **Develop POSITIVE relationships within the school community and local area**
- **Understand HOW our actions affect those around us**
- **Treat one another with RESPECT**
- **Celebrate DIFFERENCE and DIVERSITY**
- **Fight for FREEDOM of EXPRESSION and EQUALITY**
- **Show TOLERANCE for the culture and beliefs of others**
- **Operate a RESTORATIVE approach to racism and prejudice. Any topical news stories surrounding religion or race are dealt with head on, given children an opportunity to work through any confusing thoughts, feelings and opinions**
- **Choose a TRUSTED ADULT that we feel confident talking to if we have any worries or concerns**
- **Are able to TALK to our peers or trusted adults if we have a worry**
- **Use WORRY-EATERS to help us with our worries**
- **Can speak to our SCHOOL COUNSELLOR who works in school on Mondays**
- **Aim to feel SAFE and know that we can openly discuss any issues**
- **Trust that we will be LISTENED to**
- **ACCEPT that we will make mistakes, but we will LEARN from them.**

This culture extends beyond the classroom to the corridors, the dining hall, the playground, during school visits, fixtures and events and outside the school gates in our local community.

We aim to:
- Develop a whole school culture of inclusion and cultural well-being
- Develop a diverse, beautiful and happy curriculum that is inclusive and educates, ensuring that history is not taught to suit one race. Instead, there is ONE HISTORY, taught fully, where education includes the accomplishments of all sorts of people
- Involve parents, making it clear that the school does not tolerate bullying and making sure that they are aware of the procedures to follow if they believe their child is being bullied. The school takes any complaint about bullying seriously and resolves the issue in a way that protects the child
- Involve pupils so that they understand the school's approach and are very clear about their role in preventing bullying
- Evaluate our approach to preventing bullying regularly, taking account of any developments in technology
- Have our anti-bullying policy as a working document
- Be transparent about sanctions so that the consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable
- Have a robust and rigorous provision for pupils' spiritual, moral, social and cultural development, skilfully threaded through the curriculum
- Celebrate difference and diversity using open discussion about religion, ethnicity, disability, gender, sexuality, different family situations or appearance related difference
- Show zero tolerance to prejudice based, offensive or discriminatory language and understand that this language is unacceptable
- Prepare pupils very well to become responsible citizens in modern, multicultural Britain with the confidence to know how to make their voice heard and taken-into-account and to express themselves in a thoughtful and considered way
- Make sure that pupils know who they are, they have a place in the world and a voice that must be heard
- Be aware of the Prevent agenda and the Channel Referral process in order to support pupils and families, safeguarding against radicalisation and extremism
- Draw on the experience and expertise of specific organisations or resources for help with particular challenges
- Provide constant, consistent and effective staff training so that staff understand the principles and purpose of the school's policy and procedures

- Work with the wider community (locally and nationally) such as the police 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
- Make it clear and straight forward for pupils to report bullying so that are assured that they will be listened to and incidents acted on. Pupils should feel that they can report bullying which may have occurred outside school including cyber-bullying.

Any incidence of bullying is dealt with immediately:
o By the class teacher or the adult and is recorded in the Incident Book.
o If an adult feels unable to deal with the problem, then they go to the class teacher.
o Any incident may also be dealt with by the headteacher, who will talk to the children concerned individually and then together.
o If the bullying continues then the parents of all children involved are invited to school to discuss the problem.
o Appropriate sanctions are implemented where bullying is clearly proven.
o Section 89 (5), 90 and 91 of the Education and Inspections Act 2006 gives head teachers the power to regulate pupils' conduct when they are not on the 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 can relate to any 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.
o Where bullying outside school is reported to school staff, it should be investigated and acted on. Any incidence of bullying which occurs outside of school is dealt with by the class teacher and headteacher and appropriate sanctions are implemented where bullying is clearly proven. The head teacher should also consider whether it is appropriate to notify the police or anti-social behaviour co-ordinator in their local authority of the actions taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police are informed.
o Where bullying has a severe impact, school will ensure that there is appropriate provision for a child's short term needs and the impact it has had on their ability to learn.

How Do We Know the Impact of Our Anti-Bullying Policy?

✓ Pupils aim to use 'Marazion Manners' (MM) in all that they do. MM focuses on tolerance and respect
✓ We strive to develop a curriculum that is diverse and beautiful
✓ Funky Friday themes include a focus on how respect and love shine through a range of different religions and beliefs
✓ Monitoring shows a consistent approach to behaviour management inside and outside school
✓ September 17 Ofsted Inspection Report stated that 'pupils, parents and staff are all in agreement that pupils feel safe and are safe.'
✓ Collective Worship/PSHE programme, in assemblies and classes, provides an effective forum for discussion about responsible citizenship, including the celebration of difference and the promotion of tolerance and respect for others
✓ Older pupils are expected to act as excellent role models in and out of school
✓ During discussions about behaviour, pupils are able to explain what bullying is and are confident of what to so if they feel an incident requires further investigation
✓ Pupils play an integral part in promoting a pro-active approach to bullying at Marazion School
✓ Pupils trust adults in the school – they are willing to talk as they know that they are listened to
✓ Pupils use 'Worry Eaters' to manage their worries and as one way of dealing with any anxiety
✓ Half termly precepts aim to make us 'better people' and to be always aware of how our actions affect others
✓ Pupils know that 'Who Am I?" is the most important question of all
✓ Pupils can clearly communicate its role (and the role of others) in the prevention of bullying in school.

Pupils' comments:

I can talk to adults if I see behaviour that's not right and know that they will listen.
I can talk to a Trusted Adult.
I feel safe in school.
I can talk to Russell or Louise.
I use worry-eaters.
The School Council designed 'friendship benches' for the playground that you can sit on if you have no one to play with.
The friendship benches have 'We are the same.' / 'We are different.' to remind us that we are unique.
We believe in equality – we show respect for each other and we aim to treat people how we would like to be treated.
We have written 'Marazion Manners' to remind us how we are expected to behave – read them and remind yourself!
Information around school reminds us NOT to tolerate bullying – SAY NO to bullying.
Managing bullying is our job too.
We have ZERO TOLERANCE of bullying in school.
Don't be afraid of who you are.
It's good to be different.
Circle time is a chance to talk about things that are happening around the school.
I am happy to talk in circle time.
Older children are role models.
We SAY NO to bullying online too.
Precepts encourage you to think about what it means and they can change your own actions.
Stand up for yourself, talk to a teacher, ignore the person and tell yourself to be strong.
Go and tell an adult or play with someone else.
We can combat bullying by being kind to everyone.
Marazion School is sensible and kind.
If everyone is nice, bullying will soon stop.
We stand up for injustice.
#choose kind
Challenge bullying – cautiously and calmly
We respect and reflect and take care of each other.
We are a family.
Teachers here combat bullying.
Teachers talk to everyone involved.
We voice our concerns.
Bullying can happen here but teachers sort things out quickly so you don't see it happen.
You can speak to parents and teachers.
We sort any problems out straight away.
We all have a VOICE.
Our teachers sort it out before it gets bad.
We challenge that behaviour!
We can sometimes fix it ourselves.
We teach others that bullying is not right.
Bullying is unnecessary.

Marazion School Ofsted Inspection Report, September 2017:

Pupils, parents and staff are all in agreement that pupils feel safe and are safe. Pupils are very clear that they know who to talk to if they have a worry or a concern and that an adult will quickly help them.
Pupils have a clear understanding of bullying but say that it does not happen in school.
(Pupils) say that they see no bullying in the playground and are sure that any incidents would be dealt with swiftly and firmly by adults.
(Pupils) get on really well together and feel very safe in school, as a result of the high priority leaders place on ensuring pupils' safety and well-being.

Further sources of information

Other departmental advice and guidance you may be interested in

DfE Behaviour and Discipline in Schools Guidance
Mental health and behaviour in schools advice for school staff
Counselling in schools a blueprint for the future: advice for school leaders and counsellors Keeping Children Safe in Education (KCSIE)
Working together to safeguard children

Legislative links

Schools' duty to promote good behaviour: Section 89 Education and Inspections Act 2006 and Education (Independent School Standards) (England) Regulations 2014

Power to tackle poor behaviour outside school The Equality Act 2010

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 to develop and share good practice across the whole range of bullying issues.

The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector which can be accessed here.

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. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.

Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for 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. 16

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.
Intenet Matters: provides help to keep children safe in the digital world.

Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

The UK Council for Child Internet Safety (UKCCIS) has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includesadvice for schools and colleges on responding to incidents of 'sexting.'

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 Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia.

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.

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.

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 peoples 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 schools 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 young people about racism and provide education 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.

Please note that internal servers may block access to some of these sites. Schools wishing to access these materials may need to adjust their settings

Sexual harrassment and sexual bullying

Ending Violence Against Women and Girls (EVAW): A Guide for Schools. This guide from the End Violence Against Women Coalition sets out the different forms of abuse to support education staff to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse.

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 school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying.