



ANTI-BULLYING POLICY

Aims and Objectives of this policy.

- To help staff and children deal with bullying if and when it occurs
 - To minimise occurrences of bullying and hopefully prevent it.
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- ❖ Every child should be able to learn in a school environment free from bullying of any kind and in which they feel safe and supported.
 - ❖ At Moor Park, all forms of bullying are totally unacceptable and are dealt with seriously. (Bullying can cause psychological damage, and even suicide).
 - ❖ 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, culture, sex, gender, homophobia, special educational needs and disability, or because a child is adopted or is a carer. It may occur directly or through cyber-technology (social websites, mobile phones, text messages, photographs and email). It might be motivated by actual differences between children, or perceived differences.
 - ❖ 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 (by email, photograph, 'phone, text or networking websites) is particularly insidious (See Cyber-bullying policy). 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. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police. 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.
 - ❖ All forms of bullying can cause psychological damage and even suicide. Therefore bullying must be taken seriously.
 - ❖ Bullying can take place between pupils, between pupils and staff, between staff; by individuals or groups; face to face, indirectly.
 - ❖ Pupils are encouraged in the belief that bullying should be exposed and dealt with effectively, not endured or ignored, as this helps neither the bully nor the bullied.
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Advice for staff

This document should be read in conjunction with the Cyber Bullying Policy, Child Protection Policy, Complaints Policy, and guidance for staff on Child Protection, Listening Skills, 'Conduct'.

- ❖ Never ignore an allegation or suspicion of bullying. This is a 'listening school'.
- ❖ Do not make assumptions.
- ❖ Listen carefully to all accounts paying careful attention to detail.
- ❖ Use the communication tools: welfare/conduct books; daily staff meeting ("Chapter"); weekly staff meetings; weekly pastoral meeting. Through careful recording, patterns can be identified.
- ❖ Seek support and advice from the Deputy Head or Headmaster.
- ❖ Ensure that when on duty, care is taken to notice interaction between children – especially those who are known to be vulnerable or under closer scrutiny (for example, children on Playground Watch) – and that those areas of the school where bullying may be most likely are included on a patrol route.

Curricular Approaches to Bullying

- ❖ Form teachers/ tutors – form period and 'circle time'.
- ❖ PSHE programme.
- ❖ Religious Studies curriculum.
- ❖ Assembly/Chapel
- ❖ These are all good tools to educate children about tolerance, building resilience to protect themselves and others, understanding differences, avoiding prejudicesbased language and respect.

As part of the induction process, all incoming staff are made aware of the school's antibullying policy. Further formal training is implemented when necessary for the staff as a whole or for individual teachers and the principles of the school policy are discussed at meetings to ensure all staff are aware of their responsibility to report and record any incidents and the content of the policy.

Communication between pupils and staff is positively encouraged in the case of bullying. Children who feel bullied or who witness bullying are strongly encouraged to share their worries with staff. It is also recognised, however, that some children may feel more comfortable confiding in their parents, in other family members, or in friends and third parties who may be privy to others' worries, whether pupils or friends of the school, are also strongly encouraged to communicate anxieties to the staff. Through the pastoral support network of meetings and record books, observations of behaviour that differ from the norm of individual children are noted and the possible causes – including bullying – are considered.

Serious concerns about a pupil should be raised with a member of SMT directly whether they occur inside or outside of school. When a member of staff refers an instance of bullying to a more senior colleague, they will be involved in the process of resolution and any further action taken. A concern will be recorded by the reporting member of staff in the Welfare Book (kept in the 'Confidential' section of the SCR filing cabinet) and a member of SMT may choose to investigate further or take action. A series of entries in the Welfare Book will result in the child being discussed at the weekly 'Pastoral Meeting'. This book is then reviewed termly by CGOM and JMC to see if there are any emerging patterns that need further investigation. Appropriate action will then be taken if any patterns are noted (see next paragraph).

If bullying is discovered to have been taking place, a positive plan of action is made at a meeting of staff concerned. The bullied and the bullying pupil may nominate a member of staff to represent them at this meeting, if they wish. Plans are made for both the bully and the bullied which involve those staff with the greatest empathy with the pupils involved. This allows the needs of all pupils to be met including those exhibiting the protected characteristics (SEN/D, LGBT). These plans are pursued until a successful rehabilitation is considered complete. In the case of persistent bullying, parents will be informed and involved in this process. No individual is greater than the school community and thus, in the case of persistent, habitual bullying, exclusion may become necessary.

Sanctions for serious misconduct (including bullying) are detailed in the school's behaviour management, rewards, sanctions, discipline and exclusions policy. If the incident is of a criminal nature then the incident shall be referred to the police by the Headmaster and if there is a safeguarding issue then the child protection policy will be enforced. A bullying incident should be treated as a child protection (CP) concern

where there is reasonable cause to suspect that a child is suffering or likely to suffer, significant harm.

The anti-bullying policy is strictly adhered to in the boarding houses, where the welfare and safety of all children is paramount. Promoting positive behaviour and relationships is a key aim for the boarding staff. [NMS 11, 12.1 & 12.2]

This policy is made available to all staff and incoming staff in the staff Handbook. It is also made available to parents. All parents are made aware at the beginning of their child's career at Moor Park that we, as a staff, need and want to hear any worries they might have over bullying, however small and insignificant they may appear.

This policy has regard for the DCSF Guidance Safe to Learn: Embedding anti-bullying work in school.