



# Moorcroft School

## Anti-Bullying Policy

### Statement of Intent

At Moorcroft School we are committed to providing a caring, friendly and safe environment for all of our pupils to enable them to learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should know that incidents will be dealt with promptly and effectively. *Anyone* who knows that bullying is happening is expected to tell the staff.

### What Is Bullying?

Bullying is the frequent use of aggression targeted at the same person with the intention of hurting that person. Bullying results in pain and distress to the victim.

Bullying can be:

- Emotional: being unfriendly, excluding, tormenting (e.g. threatening gestures)
- Physical: pushing, kicking, hitting, punching or any use of violence
- Racist: taunts, graffiti, gestures
- Sexual: unwanted physical contact or sexually abusive comments
- Homophobic behaviour
- Verbal: name-calling, sarcasm, spreading rumours, teasing
- Cyber: All areas of internet, such as email & internet chat room misuse, mobile threats by text messaging & calls, misuse of associated technology , i.e. camera & video facilities

## **Objectives of this Policy**

- All teaching and non-teaching staff, governors, pupils and parents should have an understanding of what bullying is.
- All teaching and non-teaching staff, governors, pupils and parents should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises. Pupils and parents should be assured that they will be supported when bullying is reported.

## **Why is it Important to Respond to Bullying?**

Everybody has the right to be treated with respect. In addition, pupils who are exhibiting bullying behaviour need to learn different ways of behaving.

We have a responsibility to respond promptly and effectively to issues of bullying.

## **The responsibilities of the Headteacher and Trustees are:**

- Ensuring staff receive appropriate training in disability equality, and how to recognise and deal with bullying
- Developing a system of recording incidents of bullying
- Determining and ensuring the implementation of a policy for the pastoral care and support for learners
- Celebrating the anti-bullying work of the school
- Involving disabled learners when reviewing policy documents, including the disability equality scheme and behaviour and anti-bullying policies, by ensuring that they are supported to participate
- Ensuring 'pupil voice' policies enable the school to capture all aspects of their learners' communications, including behaviour-related information
- Providing structures and systems that respond effectively to the 'pupil voice', so that the views of learners are known to be significant
- Demonstrating and acknowledging a range of success measures, beyond those of the academic achievement traditionally valued by schools, so that all learners feel valued.

## **The responsibilities for teachers and support staff**

Teachers and support staff should ensure that all learners feel secure and valued and consequently are able to learn and contribute to school life. Among the ways teachers can achieve this are by:

- Promoting the well-being of individual learners and ensuring, as far as possible, that learners are free from bullying and harassment
- Ensuring that learners who have experienced bullying are taken seriously
- Helping learners to take responsibility for their actions
- Helping learners to take a positive view of difference and challenging stereotypical views
- Celebrating the successes of disabled learners
- Helping learners to articulate their views and experiences
- Modelling the behaviour and values they are trying to instill
- Taking advantage of training opportunities to increase their understanding of disability and improve their ability to recognise bullying and manage behaviour
- Providing well-differentiated accessible learning opportunities so that all learners experience the self-esteem and confidence that comes with success and achievement.

## **The role of Parents:**

Parents are the experts on their children's behaviour and their physical and mental well-being. They have a key role to play in supporting their children if they bully others or experience bullying themselves. They can offer advice to school staff on extra support their child might need or any creative solutions that may help to resolve conflict. Parents have a wealth of knowledge that the school will want to call upon when developing or reviewing this anti-bullying policy. It is important that as a school we listen to and respond to parents' concerns and keep good communication going between them when dealing with bullying incidents relating to their children.

## **Preventing of bullying is crucial and is helped by:**

- Effective school leadership that promotes an open and honest anti-bullying ethos
- Use of curriculum opportunities (in particular, PSHE and Citizenship classes can be used to discuss issues around diversity and draw out anti-

bullying messages).

- A whole-curriculum approach to developing social and emotional skills in areas such as empathy and the management of feelings, is also highly relevant to reducing bullying.
- Use of opportunities throughout the school calendar and at certain times of the school day to raise awareness of the negative consequences of bullying e.g. themed assemblies.
- Engaging pupils in the process of developing the school anti-bullying policy and promoting open and honest reporting.
- Developing class and school rules together with pupils that clearly emphasise an anti-bullying message.
- Improving the school environment and ensuring that pupils feel a sense of self worth and esteem. Displays and messages around the school that promote an anti-bullying message.

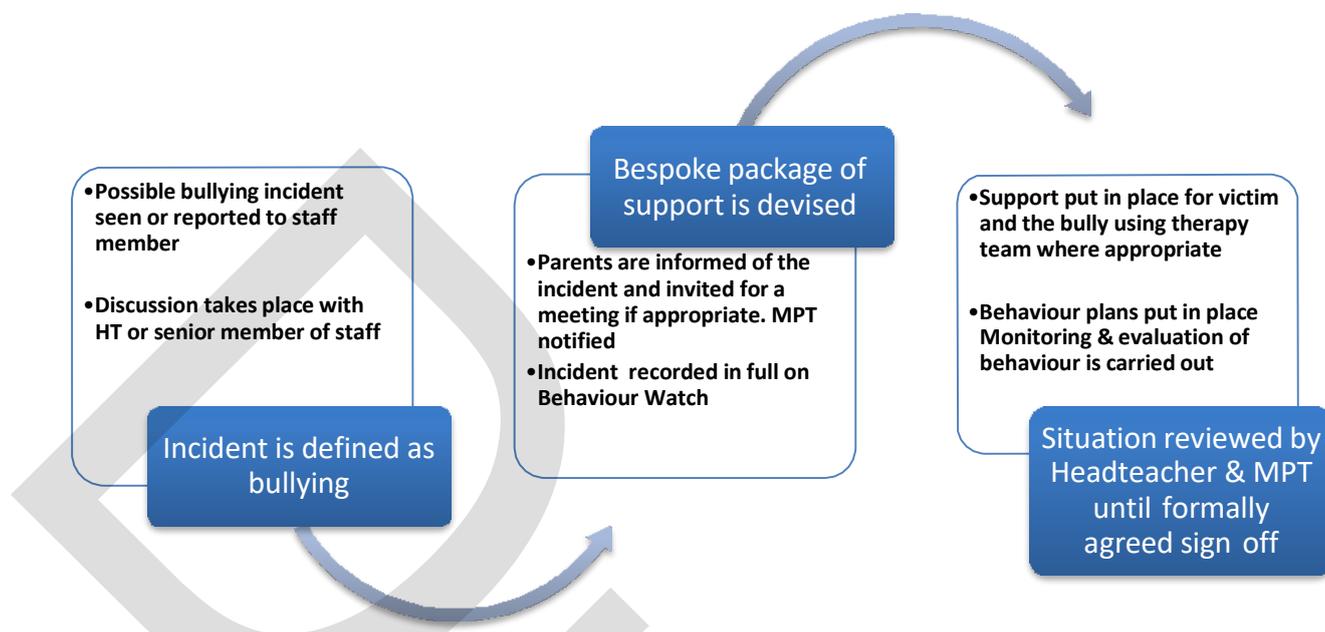
The creation of a positive school ethos is therefore crucial in the prevention of bullying. In spite of our best efforts, there may still be occasions when bullying occurs.

### **Procedures**

1. Report bullying incidents to staff
2. Incidents will be recorded by staff on behaviour watch
3. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem
4. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
5. Behaviour plans will be implemented to help the bully/bullies change their behaviour
6. The relevant therapy teams will be called upon to support the bullied individual and provide input for the person who is carrying out the bullying
7. The success of the interventions will be closely monitored and evaluated by the Headteacher (HoS) and the Multi-Professional Team (MPT) and will remain in place (or altered where necessary) until the Headteacher and MPT jointly agree that the interventions have been successful.

The diagram on the next page gives an overview of the school's response to a bullying incident. Recording of the incident is very important, as is the creation of a bespoke intervention package that supports both the victim and the bully.

The response will be in conjunction with the school's MPT and they will play a key delivery in the creation, implementation and monitoring of the package.



Any incident that may be deemed to be bullying must therefore be reported by a member of staff and discussed with the Headteacher or a member of the SMT. If agreed that the incident does constitute bullying then the above process is put in place.

## Cyber Bullying

Due to the nature of the pupils at Moorcroft, it is not anticipated that cyber bullying will be a significant concern. However, it is important that staff are trained and alert to its existence so that they can respond accordingly if and when it occurs. In the case of cyber bullying, the process described above will be implemented in the same way. Esafety training for staff takes place annually and as part of the induction process for new staff.

**May 2018**

**Signature of the Director of Schools :** \_\_\_\_\_

**Date :** \_\_\_\_\_

May 2018

**To be reviewed:** May 2021