




Anti-Bullying Policy

<p>Date Presented to the Governing Body: 14 March 2018</p>	<p>Signed:</p>  <p>Chair of Governing Body</p>
<p>To be Reviewed: March 2020</p>	

Statement of Intent

Moor Park High School & Sixth Form (MPHSSF) believes that all pupils are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.

These strategies, such as learning about tolerance, acceptance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant and supportive ethos at the school.

The Education and Inspections Act 2006 outlines a number of legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of the school's behavioural policy, which is communicated to all pupils, school staff and parents.

All staff, parents/carers and pupils work together to prevent and reduce any instances of bullying at the school. There is a zero-tolerance policy for bullying at MPHSSF.

Legal framework:

This policy has due regard to legislation, including, but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Children Act 1989
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011

This policy has been written in accordance with DfE advice, including, but not limited to:

- DfE 'Preventing and tackling bullying' (2017)

This policy will be implemented in conjunction with the school's:

- Behaviour Policy
- Cyber Bullying Policy
- E-safety Policy
- Safeguarding/child protection policy
- Equal Opportunities Policy

Definition:

Bullying is the behaviour by an individual or a group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying includes: name-calling; taunting; mocking; making offensive comments; kicking; hitting; pushing; taking belongings; inappropriate text messaging and emailing; sending offensive or degrading images by phone or via the internet; producing offensive graffiti; gossiping; excluding people from groups; and spreading hurtful and untruthful rumours. Although sometimes occurring between two individuals it often takes place in front of others.

Bullying can seriously damage a young person's confidence and sense of self worth, and they will often feel that they are at fault in some way. It can lead to serious and prolonged emotional damage for an individual. Those who conduct bullying or witness they bullying can also experience emotional harm, and the impact on parents and school staff can be significant.

Bullying is generally characterised by:

- **Repetition:** Incidents are not one-offs; they are frequent and happen over a period of time.
- **Intent:** The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.
- **Targeting:** Bullying is generally targeted at a specific individual or group.
- **Power imbalance:** Whether real or perceived, bullying is generally based on unequal power relations.

Pupils are bullied for a variety of reasons. Specific types of bullying include, but are not limited to:

- Bullying related to race, religion or culture
- Bullying related to SEN or disabilities
- Bullying related to appearance or healthy conditions
- Bullying related to sexual orientation, gender and sexual identity
- Bullying of young carers or looked-after children or otherwise related to home circumstances
- Sexist or sexual bullying

Bullying can take place between pupils, between pupils and staff, or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyberbullying methods.

Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:

- Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or in a way which conveys a message which is indecent or grossly offensive, a threat, or contains information which is false and known or believed to be false by the sender.
- The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
- Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.
- Other forms of bullying which are illegal and should be reported to the police include: violence or assault, theft, repeated harassment or intimidation and hate crimes.

There is no “hierarchy” of bullying – the school will take all forms of bullying equally seriously and will respond appropriately.

Signs of bullying

Some of the signs that a pupil may be a victim of bullying include, but are not limited to, the following:

- Being frightened to travel to or from school
- Asking to be driven to school
- Unwillingness to attend school
- Truancy
- Becoming anxious or lacking confidence
- Saying that they feel ill in the morning
- Decreased involvement in school work
- Returning home with torn clothes or damaged possessions
- Missing possessions
- Missing dinner money
- Asking for extra money or stealing
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Becoming agitated when receiving calls or text messages
- Lack of eye contact
- Becoming short tempered

- Change in behaviour and attitude at home

Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating.

Pupils who display a significant number of these signs are approached by a member of staff, in order to determine the underlying issues, whether they are due to bullying or other issues.

Aims & Objectives of the Policy

- To minimise the incidences of bullying in school
- To ensure that the school complies with statutory guidance on bullying
- To ensure all staff and pupils are aware of what constitutes bullying
- To ensure all members of the school community know how to respond to incidences of bullying.
- To raise pupil awareness of the serious consequences of bullying

To Whom This Policy Applies

The provisions of this policy will be applicable in relation to behaviour outside school on school business (for example school trips, sports fixtures, work experience etc) and also where there is a clear link between the behaviour and the maintaining of good order and discipline within the school.

In appropriate circumstances, the provisions of the policy will also extend to cover the conduct of pupils when they are not on school premises and not under the control or supervision of a member of staff.

Roles & Responsibilities

School Responsibilities:

Prevention is at the forefront of the school's Anti-bullying Policy.

Everyone should be made aware that bullying will not be tolerated and all members of the school community should clearly understand:

- The school's definition of bullying
- The school's procedures to deal with bullying, this will be achieved through CPD, the Staff Handbook, Tutorial Sessions, Citizenship/PSHE, the E-safety policy and the Assembly Programme

Staff Responsibilities

- Staff should be vigilant during registration times, during lessons and whilst on duty, so that bullying does not pass undetected.
- Staff treat reports of bullying very seriously.
- Staff do not ignore signs of suspected bullying.
- Unpleasantness from one pupil towards another is always challenged and never ignored.
- ALL Staff take action immediately when they become aware of a bullying incident; and should report any allegations of bullying via the Bullying Incident form
- Staff always respect pupils' privacy, and information about specific instances of bullying is not discussed with others, unless it is in a setting that the victim has given consent to. If the member of staff believes the pupil is in serious danger, e.g. of being hurt, they will inform the designated safeguarding lead immediately.
- Staff should ensure promptness to lessons and duties in order to prevent situations developing.
- Staff encourage pupil co-operation and the development of interpersonal skills through the use of group work and pair work.
- All types of bullying are discussed as part of the curriculum, and diversity, difference and respect for others is promoted and celebrated through various lessons.
- Seating arrangements in class will be changed and organised in a way that prevents instances of bullying.
- Potential victims of bullying are drawn into working groups with children who do not abuse or take advantage of them.

- Opportunities to extend friendship groups and interactive skills are provided through participation in special events, for example, drama productions, sporting activities and cultural groups.
- Staff should never bully, torment or be sarcastic to pupils, and should not tolerate this from others in lessons.
- Form teachers are alert to social dynamics in their class and are available for pupils who wish to report bullying. They also provide follow-up support after bullying incidents.
- All members of staff ensure that they are alert to possible bullying situations, particularly exclusion from friendship groups, and that they inform the pupil's form teacher of such observations.
- All staff will avoid gender stereotyping when dealing with bullying.
- All staff understand the composition of pupil groups, showing sensitivity to those who have been the victims of bullying.
- All staff have a duty to report any instances of bullying once they have been approached by a pupil for support.

Pupil Responsibilities

- Pupils should be expected to treat others with kindness, consideration and respect as stated in "The Moor Park Way Charter of Rights and Responsibilities".
- Pupils should report any incidents of bullying either of themselves or others to a member of staff.
- Pupils should ask for help from a member of staff in diffusing a difficult situation. They should not retaliate.
- Pupils are taught not to make counter-threats if they are victims of bullying.
- Pupils are taught to walk away from any dangerous situations and avoid involving other pupils in incidents.
- Pupils are advised to retain all evidence of cyber bullying.
- Pupils who are mentors/prefects should always report incidents to a member of staff even when they feel that a situation has been resolved.

Parent / Carer Responsibilities

- If parents have any concerns about bullying they should inform their child's Form Tutor or appropriate member of the Pastoral Team
- If they continue to have concerns then it is advised they contact the appropriate member of the Pastoral Team.
- Parents must keep any malicious text messages, comments on social networking sites or emails received by their children as evidence

Responding to Bullying Behaviour

At Moor Park, every individual is valued and all associated with the school are required to comply with the "Moor Park Way" which clearly states the right of all the school community to feel safe and secure, to learn and to teach and the right to dignity and respect. The "Moor Park Way" and also states the responsibilities each and every individual is required to accept.

Staff should never ignore suspected bullying, all accounts should be carefully listened to and a problem solving approach should be adopted

All staff are expected to take responsibility for dealing with the incidents they encounter.

- All reported or witnessed instances of bullying in the school are investigated by a member of staff.
- "One off incidents" should be challenged immediately.
- Incidents should be resolved by stopping the hurtful action and clearly reinforcing to the pupils that bullying behaviour is unacceptable.
- A clear instruction should be given to the child being bullied that they should report any further continuation immediately.
- Staff should act promptly report alleged incidents of bullying via BULLYING INCIDENT FORM but should avoid apportioning blame too readily.

- Avoid labelling pupils as “bully” or “victim”. After an incident both may need support to rebuild or reinforce self-image and esteem
- Never belittle a complaint, saying there’s nothing you can do, or refer to “telling tales”. We must encourage pupils to tell in order to undermine the secret power of the bully.
- The incident should then be closed. The incident needs to be recorded on BULLYING INCIDENT FORM for the attention of the Head of Key Stage
- Form teachers will also offer an ‘open door’ policy allowing pupils to discuss any bullying, whether they are victims or have witnessed an incident.

When dealing with a report of bullying the school will:

- Respond to any complaint by keeping a record of the interview
- Keep a record of all action taken
- Inform the parents of the pupils involved
- Agree further action with pupils & parents
- Collect CCTV footage (if available) and witness accounts
- Set date(s) for further meetings / contact
- Decide on whether external agencies are to be used
- A safe, supervised place is available for pupils to go to at non-structured times if they are involved in conflict with their peers, or wish to avoid a bully.

Cyber bullying

- The school has in place a Cyber Bullying Policy, which outlines the school’s zero tolerance approach to cyber bullying.
- The School views cyber bullying in the same light as any other form of bullying and will follow the sanctions set out in this policy if they become aware of any incidents.
- The school will support pupils who have been victims of cyber bullying by holding formal and informal discussions with the pupil about their feelings and whether the bullying has stopped, in accordance with the support section of this policy.
- In accordance with the Education Act 2011, the school has the right to examine and delete files from pupils’ personal devices, e.g. mobiles phones, 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 is seized by a member of staff, and there is reasonable ground to suspect that it contains evidence in relation to an offence, the device must be given 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, the headteacher will decide whether it is appropriate to delete or retain the material as evidence of a breach of the relevant policies.

Procedures for investigation and recording of incidents

incidents are reported to the relevant member of the Pastoral Team, who will complete the bullying incident form with all necessary details, including recording all actions taken and sanctions / support offered. A copy of this form is to be put in the files of all pupils involved.

When investigating a bullying incident, the following procedures are adopted:

- The victim, alleged bully and witnesses are all interviewed separately
- Members of staff ensure that there is no possibility of contact between the pupils being interviewed, including electronic communication
- If a pupil is injured, members of staff take the pupil immediately to the school nurse for a medical opinion on the extent of their injuries
- A room is used that allows for privacy during interviews
- A witness is used for serious incidents
- If appropriate, the alleged bully, the victim and witnesses, are asked to write down details of the incident; this may need prompting with questions from the member of staff to obtain the full picture
- Premature assumptions are not made, as it is important not to be judgemental at this stage

- Members of staff listen carefully to all accounts, being non-confrontational and not attaching blame until the investigation is complete
- All concerned pupils are informed that they must not discuss the interview with other pupils
- Due to the potential for sexist, transphobic and sexual bullying to be characterised by inappropriate sexual behaviour, staff members involved in dealing with the incident are required to consider whether there is a need for safeguarding processes to be implemented.

Severe/Unresolved incidents

These will be dealt with directly at the earliest opportunity. At this point a member of the Pastoral Team will:

- Make parents of both parties aware of the incident within twenty-four hours and arrange meetings where appropriate
- Ensure incident has been recorded, with any actions taken on the Bullying Incident Form.
- The relevant member of the Pastoral Team will ensure that the pupil is seen at least once a day for a fixed period of time to ensure incidents are not re-occurring, a record of this meeting, with any outcomes to be kept in the pupil files
- Use one or more of the strategies outlined below depending on the circumstances
- In the case of racist remarks, it is also reported to the member of staff responsible for informing county of racial incidents.

Prevention & Intervention Strategies

- All staff will receive a copy of the anti-bullying at the start of the academic year. There will be reminders to staff about the importance of the effective implementation of this policy during the course of the academic year including at Staff Meetings and briefings, as well as Departmental and Pastoral Meetings
- Form/Citizenship time will incorporate appropriate work on bullying as part of their programmes of study.
- A positive anti-bullying ethos will be created through the pastoral system, assemblies, displays, visiting speakers, Form work and through Peer support.
- Pupils will be encouraged to report their own concerns, and should be praised for reporting incidents of bullying on others.
- Parents will be informed of our policy and what they can do to help prevent bullying.
- Pupils who are bullied and pupils who bully others will be provided with structured support from the Pastoral Team and if necessary from relevant external agencies.

Sanctions

- The way in which the school responds to bullying behaviour will clearly differ from incident to incident.
- The school has an array of sanctions it might use in response to bullying behaviour. These may include: keeping a record of any incidents in the pupil's file, interview of pupil by SLT, meetings with parents, detentions, period of reflective work on behaviour, seclusion, fixed term exclusion, permanent exclusion.
- The school will also ensure that, where appropriate and with the agreement of all parties, restorative work is undertaken with both perpetrators and victims of bullying and that incidents are both formally and informally monitored over a period of one half term at least.

Support

- Pupils who have been bullied and who have been involved in bullying others will be assessed on a case-by-case basis and the Pastoral Team will, if necessary, refer the victim of bullying to the school counsellor, school nurse, school EP, PCSO and other external agencies
- Pastoral staff and Form Tutors will monitor (formally and informally) on a weekly basis for a period of one half term after the initial complaint
- If necessary, group dynamics are broken up by members of staff by assigning places in classes.

- The victim is encouraged to tell a trusted adult in school if bullying is repeated.
- The victim is encouraged to broaden their friendship groups by joining lunchtime or after-school club or activity.
- The progress of both the bully and the victim are monitored by the Pastoral Team. One-on-one sessions to discuss how they are progressing may be used where appropriate.
- If appropriate, follow-up correspondence/meetings are arranged with parents/carers one month after the incident.

Pupils who have been bullied are supported in the following ways:

- Being listened to
- Having an immediate opportunity to meet with their head of year or a member of staff of their choice
- Being reassured
- Being offered continued support
- Being offered counselling, where appropriate

Pupils who have bullied others are supported in the following ways:

- Receiving a consequence for their actions
- Being able to discuss what happened
- Being helped to reflect on why they became involved
- Being helped to understand what they did wrong and why they need to change their behaviour
- Appropriate assistance from parents/carers
- In cases where the effects of bullying are so severe that the pupil cannot successfully reintegrate back into the school, the headteacher and designated safeguarding lead will look to transfer the pupil to another mainstream school.
- Where a child has developed such complex needs that alternative provision is required, then the pupil who has been the victim of bullying, their parents, the headteacher and the designated safeguarding lead will meet to discuss the use of alternative provision.
- Follow-up support is given to both the victim and bully in the months following any incidents, to ensure all bullying has stopped.

Bullying outside of school

- Teachers have the power to discipline pupils for misbehaving outside of the school premises. 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 the town centre.
- Where bullying outside school is reported to school staff, it is investigated and acted on. In all cases of misbehaviour or bullying, members of staff can only discipline the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff.
- The headteacher has a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the headteacher the power to regulate pupils' conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member.
- The headteacher is responsible for determining whether it is appropriate to notify the police or the anti-social behaviour coordinator of the action taken against a pupil.
- If the misbehaviour could be of a criminal nature, or poses a serious threat to a member of the public, the police are always informed.

Implementation of the Policy

- This policy will be taken to the school council and discussed and agreed
- Where needed, Staff CPD on anti-bullying will be provided.
- Parents will be informed of the policy via school newsletter
- The policy will be launched and given a high profile throughout school.

Monitoring, Evaluation and Review of the Policy

- The Pastoral Team will collate incident reports and provide a half-termly report to SLT and Headteacher, who will report to the Governing Body termly.
- School Council will meet to provide feedback on pupil views of the anti-bullying policy
- Parent and pupil questionnaires will be used to gather viewpoints on the success of the policy.
- The policy is scheduled for review every 2 years and will be reviewed in March 2020

Procedures for dealing with complaints

- Anyone in the school who feels that this policy is not being followed is entitled to raise the matter with the Head.
Anyone outside the school who wishes to make a formal complaint must do so through the school's complaints procedure.

Confidentiality

- All incidents will be dealt with confidentially and sensitively. However where incidents fall within child Protection Procedures – confidentiality will be defined by that policy.

Appendix 1 – Bullying Report Form

This form will be sent to the headteacher upon completion:

Personal details

Name of person reporting incident:	
Name of pupil(s) being bullied:	
Form:	

Academic Year	Date of Record		Racist Incident	Bullying Incident			
Incident (Select the option which best fits the situation)							
Type of Incident (Select one option only)	Related to race, religion or culture <input type="checkbox"/>	Related to special educational needs (SEN) or disabilities <input type="checkbox"/>	Related to appearance or health conditions <input type="checkbox"/>	Related to sexual orientation <input type="checkbox"/>	Related to home circumstances (e.g. young carers, looked after children) <input type="checkbox"/>	Related to gender or gender identity (sexist, sexual or transphobic) <input type="checkbox"/>	Other (Please specify within summary of incident field) <input type="checkbox"/>
Method (Select all options which apply)	Verbal <input type="checkbox"/>	Physical <input type="checkbox"/>	Cyber bullying <input type="checkbox"/>	Indirect <input type="checkbox"/>			
	Written derogatory comments <input type="checkbox"/>	Racist comments in the course of discussion <input type="checkbox"/>	Refused to co-operate with other because of religion, ethnicity/language <input type="checkbox"/>	Incitement of others to behave in a racist manner <input type="checkbox"/>			
	Use of weapon <input type="checkbox"/>	Abuse of personal property/of family <input type="checkbox"/>	Racist graffiti/material /insignia <input type="checkbox"/>	Attempts to recruit others to racist organisations <input type="checkbox"/>			
Location of Incident							
Date of Incident			Time of Incident				

Has anyone else been informed of the bullying?

If so, when were they informed?

If not, why has the incident not been reported?

Help and support

What type of help and support are available to the victim?

Staff Details					
To whom the incident was reported					
Pupil Name	Pupil Involvement (Aggressor, Target, Witness, Participant,	Gender	Year Group	Ethnicity (Grp A, B, C, D,E or F)	Has pupil provided a description of incident? (If yes, please attach)

Please specify Ethnicity Groups:

A - White, B - Mixed, C - Asian or Asian British, D - Black or Black British, E - Chinese or other ethnic group,

F – White Irish Traveller or Gypsy/Roma

Action Agreed (specify actions agreed by each individual)				
Name (Pupil, Parent, Staff)	Action including support for pupil (Pupil, Parent, Staff)	Parents Informed (yes/no)	Review Date	Outcome of review (Resolved /Specify if Further Intervention Required)

Outcome Satisfaction Rating (please tick as applicable)								
Targeted Pupil	Good	<input type="checkbox"/>	Satisfactory	<input type="checkbox"/>	Poor	<input type="checkbox"/>	Unresolved	<input type="checkbox"/>
Reporter of incident	Good	<input type="checkbox"/>	Satisfactory	<input type="checkbox"/>	Poor	<input type="checkbox"/>	Unresolved	<input type="checkbox"/>

Additional Information (Including outcome of any other review)
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