

# Anti-bullying Policy

## Key Principles

Our five key values are

Respect

Safety

Positivity

Cooperation

Kindness

Everyone at the school has the right to feel welcome, secure and happy. Only if this is the case will all members of the school community thrive, and be able to achieve their maximum potential. Bullying of any sort prevents this from happening, and undermines the quality of life within the whole community.

As a community, we are firmly committed to the principles that there is no place for bullying at Moulton School, and that it is everyone's responsibility to prevent it from happening, and to stop it, if and when it does.

This policy has been developed with the young people who attend the school, in order to take in to account their perspectives on bullying, prevention and how it is addressed.

## Aims of the policy

- To make the school a safe, secure and happy environment, in which each individual can flourish, and live and work without fear;
- To create a climate in the school, whereby students who are being bullied, or others who know about a bullying situation, know how to report an incident, and feel they will be listened to seriously; and that the action taken will be appropriate and in line with this policy;
- To develop an anti-bullying culture in the school community, where it is not acceptable to either bully another person, or to be a bystander to bullying.

This policy is closely linked to the 'Positive Behaviour Policy', and complements the following policies: 'Health and Safety', 'Teaching and Learning', 'e-safety (including the acceptable use policy), and 'Child Protection'. The policy is further supported through the teaching of PSHE, Restorative Approaches, including circle time, and the Home-School Agreement.

## Building Relationships

We believe that a successful school environment is one in which there are strong interpersonal relationships between all the members of the school community. We aim to create an emotionally mature community with high quality relationships at its core. In order to support the development of this, all students have a weekly opportunity to work in circles, usually with their form tutor, exploring key issues, and developing listening skills and emotional intelligence. We also encourage the use of circles in the wider work of the school; including, in staff meetings, student council meetings, and when discussing issues of conflict.

## Restorative Approaches

When conflict develops, including bullying, we will endeavour to try and address this through a restorative approach, which aims to put right whatever harm has been caused, enabling relationships to be mended, and possibly improved, and all those involved to be able to move forward successfully. This is not a 'soft' option. It requires all those involved to be honest about what has taken place, and also to take responsibility for their actions and for the impact of their actions.

It may be necessary to use this approach in conjunction with appropriate sanctions, in order to meet the school's need to assure the safety of everyone within the school community, or to address on-going issues, in which a previous restorative approach has not been fully successful. Detentions, out of circulation, internal exclusion, or even exclusion, may also be used, either as a time out, prior to a restorative approach being used, or in order to create the opportunity for a restorative conversation to happen.

## Definitions

### Definition of Bullying agreed with Moulton School Students

"Bullying is behaviour by an individual or group, repeated over time, which intentionally hurts another individual or group, either physically or emotionally." Preventing and Tackling Bullying (DfE, Oct 2014).

Note: Whilst accepting this definition, it is also noted that bullying may, on occasions, take the form of an isolated incident in which there is an imbalance of power.

### Bullying can take many forms:

- **Physical:** pushing, kicking, hitting, punching and any other forms of violence, including threats of violence.
- **Direct Verbal:** name-calling, sarcasm, spreading rumours, persistent teasing.
- **Social** (indirect verbal comments): unkind comments made in the proximity of the victim.
- **Cyber-bullying:** abusive texts, e-mails, snapchats, or any other inappropriate use of social networking sites, including unkind communication or creation of webpages, sexting
- **Emotional:** excluding, tormenting (i.e. hiding books, threatening gestures), ridicule, humiliation.
- **Racism/ Faith related bullying:** racial taunts, words, phrases and/or stereotyping, which includes reference to or signify a dislike or demeaning outlook on somebodies skin colour, hair type, religion, culture or faith.
- **Sexual:** unwanted physical contact, abusive comments, sexual gestures, sexting
- **SEND related bullying:** SEN and disability targeted bullying.
- **Homophobic:** ridicule, name calling, unkind comments, humiliation which directly links to a young person's actual or perceived sexual orientation.
- **Gender:** Ridicule, victimisation, humiliation or/and harassment which directly links to somebodies gender including transgender and cisgender students and sexism.

The school works hard to ensure that all pupils know the difference between bullying and simply 'falling out'.

## **Vulnerable Students**

The following definition of vulnerable students comes from the Department for Education:

Bullying can happen to all children and young people and it can affect their social, mental and emotional health. School staff should support all pupils who are bullied. This means being aware of the effect that any form of bullying can have and being especially alert to where it may have a severe impact. The department has produced advice on preventing and tackling bullying which includes information on what constitutes bullying.

Some pupils are particularly vulnerable to bullying and may be severely affected by it, such as those with special educational needs or disabilities. Others may be particularly vulnerable because they are going through a personal or family crisis, or suffering from a health problem. Children in care that are frequently on the move may be vulnerable because they are always the newcomer. Those with caring responsibilities may be vulnerable because they are socially isolated. This list is not exhaustive and indeed any young people that are perceived to be different are also vulnerable.

There is evidence to suggest that pupils that are badly bullied in school are more likely to be bullied out of school, for instance either on their way to, or from school, or through cyberbullying. These vulnerable young people may also be at risk of turning to social media for consolation or retaliate by resorting to cyberbullying themselves.

## **Strategies**

### **Preventing Bullying**

We aim to create a supportive, anti-bullying climate, through raising student awareness of bullying as an issue, ensuring students understand that preventing and stopping bullying is everyone's responsibility, and creating a 'telling' environment within the school, in which bullying is always reported.

Promoting an anti-bullying culture

- Holding student and staff led anti-bullying assemblies based on Moulton's 5 values: Respect, Safety, Positivity, Co-operation, Kindness
- 'Our school, our values' thought of the week, linking to the 5 values, which can be discussed in form time
- Curriculum approaches (e.g. PSHE sessions, ICT, Drama, English)
- Student Leadership Programme including student mentors and student mediators
- Anti-Bullying student group meetings
- Anti-Bullying steering group meetings – involving students, teaching staff, support staff, governor representative and parent representative
- Posters and display boards to promote the anti-bullying agenda, alongside other publicity
- Anti-Bullying Week activities including assemblies, circles and PSHE topics all relating to anti-bullying
- Promoting the use of 'Worrybox@moultonschool.co.uk'
- Weekly restorative circles as a form group to build strong and mutually respectful relationships
- Information about local and national agencies that can offer support.

- Collaborating with The Cube Arts Disability Centre in order to raise awareness of people with learning disabilities and share drama based work with the centre.

#### Raising self-esteem

- Celebration of successes and achievements
- Development of personal and social skills through PSHE and Circle Time
- Encouragement and support from form tutors, teachers and the year team
- Referral to other school staff as appropriate

#### Using restorative Approaches

- Building relationships, and emotional intelligence and maturity
- Providing opportunities for students to mix and build effective working relationships during the weekly circle time within form groups, team building days and subjects.
- Using restorative conversations between students who have fallen out, or have friendship issues

#### Effective management and supervision of pupils:

- On and off site, as outlined in various school policies; including, the 'Positive Behaviour Policy', and the 'Teaching and Learning Policy'
- Ensuring appropriate supervision of the site before and after school, and during break and lunch
- At lunchtime, students may wish to attend lunchtime clubs, or their year area (more vulnerable students may wish to use the C block (by prior arrangement)).
- Appropriate training for staff, to include:
  - Child Protection
  - Anti-bullying strategies (general)
  - Anti-bullying procedures (specific)
- Training for staff in Restorative Approaches

#### Active involvement of parents through:

- Communication with school staff
- Calendared meetings (e.g. parents' evenings, and parent information evenings)
- A webpage on the school website about bullying, and Moulton School's approach to preventing and dealing with bullying
- Home – School Agreement
- Parent Forum, with a member of parent forum part of the anti-bullying steering group
- Restorative meetings, as appropriate

### **Reporting Bullying**

It is important that students who are being bullied, or others who know about a bullying situation, report such situations promptly to a member of staff. Being a bystander is not acceptable; students who see bullying taking place have a responsibility to report this.

Students can speak directly to their form tutor, Year Leader or Assistant Year Leader (or any other member of staff); report incidents anonymously via the worry box outside each Year office; or email their concerns to 'worrybox@moultonschool.co.uk'.

Students will receive a response from 'worrybox@moultonschool.co.uk' within 1-2 days. Parents will be informed of their son/daughters 'worry', if they feel that they are a victim of bullying, within 2-3 days. Parents/Carers can, of course, telephone, e-mail or write to the school to raise any concerns they may have.

Staff should be aware that students who are being bullied may not report it. However, there may be changes in their behaviour, which indicate that a student is a victim of bullying, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Any concerns of this nature should be reported to the year office, promptly.

### **Reporting Cyberbullying**

Cyberbullying can take place in and out of the school. It is a different form of bullying, in that it can happen at any time of day or night, and potentially has a greater audience.

Pupils have lessons in the curriculum about internet safety, acceptable use and how to keep themselves safe when using technology. Alongside this, assemblies and circle time activities address the safe use of the internet.

Pupils are encouraged to report incidents of cyberbullying.

### **Responding to Bullying**

All reported incidents of bullying will be investigated and taken seriously by staff members. It is probable that the initial investigation will be carried out by the form tutor or year office. Our 'CLASH' strategy is used to ensure the issue has been dealt with in the correct way and the bullying log has been completed:

- **Communication-** must be made to parents/ guardians
- **Log-** The bullying log must be completed
- **Action-** should be agreed by the YL and carried out. Restorative meetings scheduled. Parents made aware.
- **Statements-** must be taken and other investigations carried out.
- **Happiness-** questionnaires should be offered to the student and parent and returned and kept in the student's file.

As set out in the Positive Behaviour Policy, and above, when conflict develops, including bullying, we will endeavour to try and address this through a restorative approach, which aims to put right whatever harm has been caused, enabling relationships to be mended, and possibly improved, and all those involved to be able to move forward successfully. This is not a 'soft' option. It requires all those involved to be honest about what has taken place, and also to take responsibility for their actions and for the impact of their actions.

It may be necessary to use this approach in conjunction with appropriate sanctions, in order to meet the school's need to assure the safety of everyone within the school community, or to address on-going issues, in which a previous restorative approach has not been fully successful. Detentions, out of circulation, internal exclusion, or even exclusion, may also be used, either as a time out, prior to a restorative approach being used, or in order to create the opportunity for a restorative conversation to happen.

Restorative conversations and other relevant strategies are laid out in the Positive Behaviour Policy. These may include peer-led interventions, under close supervision and following training of any students involved.

Where bullying has taken place, parents/carers of both parties will be involved at an early stage. Parents are a very important part of the solution, and will be asked to support any strategies agreed to tackle the problem.

Outside agencies, with relevant expertise, may be involved, as appropriate, to work with the victim and the bully/ bullies.

Incidents of bullying will be recorded in the Bullying Log.

The situation will be monitored by a relevant member of staff to ensure that there is no continuance of the bullying.

When dealing with incidents of bullying, the school notes that, whilst bullying in itself is not a specific criminal offence in the UK, there are some types of harassing or threatening behaviour – or communications – that 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.

In dealing with reports of bullying, it is important to remember that the school has a specific statutory power to discipline students for poor behaviour 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 a town or village centre. Further information relating to the powers to discipline students for poor behaviour outside of the school premises is detailed in the Positive Behaviour Policy.

## **Bullying of School Staff**

Just as bullying of students can never be accepted at Moulton School, the bullying of staff will also not be tolerated.

If students attempt to bully staff, staff should report such incidents immediately including a written summary of concerns. The member of staff concerned should be informed of the action taken and has the right to refer the incident to the Headteacher should they feel that the matter has not been addressed to their satisfaction.

If a member of staff feels that s/he is being bullied by another member of staff, s/he should discuss the situation with the Headteacher. It may be appropriate for details of the bullying to be recorded in writing and be given to the Headteacher. Note: Any written concern regarding another member of staff constitutes a grievance and must be dealt with under formal grievance procedures. The Headteacher will inform the member of staff concerned of action taken.

If a member of staff is being bullied by a parent or visitor to the school, the incidents should be recorded in writing and given to the Headteacher. Again, the Headteacher will notify the member of staff concerned of the action taken.

If after discussion with the Headteacher, the member of staff believes that the issues are not being addressed then they can appeal in writing to the Chair of Governors.

## **Monitoring and evaluation**

This policy will be monitored through:

- Collation and analysis of data collected from anti-bullying surveys
- Discussion with, and feedback from, the anti-bullying group
- Collation and analysis of data collected from other school surveys

Moulton School is developing and accrediting its anti-bullying work through the Anti-bullying Quality Mark Award.

## **Further information**

For further information about current initiatives and resources to support the anti-bullying agenda:

- Kidscape
- BeatBullying
- The Diana Award
- The Anti-Bullying Alliance
- Childline
- NSPCC
- Young Minds
- Family Lives
- Department for Education document October 2014: 'Preventing and Tackling Bullying' and March 2014 'Supporting Children and Young People who are being Bullied'.