

## **MOOR PARK ANTI-BULLYING POLICY**

### **Aims and Objectives of this policy.**

- To help staff and children deal with bullying when it occurs
  - To minimise occurrences of bullying.
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- ❖ 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 any deliberate, prolonged, sustained attempt by a child or group of children to make another child unhappy. It can threaten the individuality of a child and may be racist, sexual/sexist, homophobic, cultural or spiritual (attacking a child's religious beliefs).
  - ❖ Bullying can be physical or mental and it can take various forms: threatening, frightening, abusing, hurting or excluding. Cyber bullying (by email, photograph, 'phone, text or networking websites such as 'myspace' or 'bebo') is particularly insidious. All forms of bullying can cause psychological damage and even suicide. Therefore bullying must be taken seriously.
  - ❖ 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 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.
  - ❖ 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 – and that those areas of the school where bullying may be most likely are included on a patrol route.
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### **Curricular Approaches to Bullying**

- ❖ Form teachers/ tutors – form period and ‘circle time’.
  - ❖ PSHE programme.
  - ❖ Religious Studies curriculum.
  - ❖ Assembly/Chapel
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As part of the induction process, all incoming staff are made aware of the school’s anti-bullying policy. Further formal training is implemented when necessary for the staff as a whole or for individual teachers.

Communication between pupils and staff is positively encouraged in the case of bullying. Children who feel bullied 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 senior member of staff directly. 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 may be recorded in the Welfare Book (kept in the ‘Confidential’ section of the SCR filing cabinet) and a senior member of staff 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'.

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. 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.

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.

JRB

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