A proud member of

Anti-Bullying Policy

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Approved by:	(CoG)	Date:
	(EHT)	Date:

The school is committed to safeguarding and promoting the wellbeing of all children and expects our staff and volunteers to share this commitment.

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1. Introduction

Moorcroft Wood Academy believe this policy should be a working document that is fit for purpose, represents the academy ethos, enables consistency and quality across the academy and is related to the following legislation:

- Children Act 1989
- School Standards and Framework Act 1998
- Education Act 2002
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 2011
- Education (Independent School Standards) (England) Regulations 2014

The following documentation is also related to this policy:

- Cyberbullying: Supporting School Staff (DCSF)
- No Place for Bullying (Ofsted 2012)
- Preventing and Tackling Bullying - Advice for School Leaders, Staff and Governing Bodies (DfE)
- Safe from Bullying: Guidance for Local Authorities and Other Strategic Leaders on Reducing Bullying in the Community (DCSF)
- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE)
- Sexual Violence and Sexual Harassment guidance (DfE, TES))
- Mental Health and Behaviour in Schools: Departmental Advice (DfE 2014)
- Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children
- Behaviour and Discipline in Schools Guidance (DfE)
- Equality Act 2010: Advice for Schools (DfE)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

We acknowledge the School Standards and Framework Act 1998 that clearly states that all maintained schools must have in place an Anti-Bullying Policy, which outlines procedures in order to prevent bullying amongst pupils.

We will ensure all academy personnel are aware of this policy, and that it is a working document referred to when dealing with incidents of bullying.

We have a duty of care to protect pupils from bullying, as part of our responsibility to provide a safe, secure, caring and friendly academy environment for all the children, in order to protect them from those who wish to deliberately hurt them either physically, or emotionally. We believe all our safeguarding procedures are in line with current legislation and advice, and that we promote the welfare of all children in our care.

We believe '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, sexual violence and sexual harassment, 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, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences'. (DfE)

We work hard to eliminate all forms of bullying and keep records of all incidents of bullying, including the different types of bullying that may occur in this academy.

We acknowledge that if bullying is left unaddressed it ***can*** have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health' not only in childhood, but also into adulthood.

We are aware that bullying can cause anxiety, depression, hyperactivity and behavioural problems, but the results from recent research states that anxiety and depression caused by childhood bullying decreases over a period of time. Bullying does cause suffering, but the impact on mental health decreases over time, so that children are able to recover in the medium term. Research results also show the potential for resilience in children exposed to bullying.

We work hard to prevent bullying from happening, and to support children who have been bullied by having in place resilience processes in order to help their recovery.

We believe it is our moral and legal duty to protect lesbian, gay, bisexual, and transgender pupils and academy personnel from all forms of bullying, and to educate all pupils about the important role that lesbian, gay, bisexual, and transgender people play in society. All forms of homophobic and transphobic bullying must be challenged, dealt with and recorded.

We believe by creating a safe, secure and caring academy environment we will encourage all pupils to report any incident of bullying to a member of the academy personnel.

We are aware that under Sections 90 and 91 of the Education and Inspections Act 2006 that we have the power to discipline pupils for misbehaving off the academy premises, such as on academy or public transport, outside local shops or in a town or village centre. All reported incidents of bullying outside school will be investigated and acted on.

Under no circumstances will we tolerate any form of bullying, and all incidents of bullying will be dealt with promptly and effectively as we wish to promote the wellbeing of all pupils.

We work hard to demonstrate the effectiveness of this policy by ensuring all incidents of bullying are investigated, dealt with and the outcome of each incident is recorded on CPOMS

We wish to work closely with the School Council and to hear their views and opinions, as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as an academy community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates in to all aspects of academy life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this academy to feel safe, secure, valued and of equal worth.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

2. Aims and Objectives

- To protect pupils from bullying as part of our responsibility to provide a safe, secure, caring and friendly academy environment for all children.
- To look out for all signs of bullying and to take the appropriate action to stop it.
- To develop an academy environment that is both safe and secure for all pupils.
- To have in place established systems that will deal with incidents of bullying.
- To develop confident children who will notify staff of any incident of bullying.
- To educate children on identifying all forms of bullying and know how to report them.
- To inform everyone connected with the academy of the academy's anti-bullying policy.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

3. Definition of Bullying

What is bullying?

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological.

4. Who can display acts of bullying?

Some people know that they are bullying others and they mean to bully, i.e. there is intent. However, some people bully others without recognising the impact of their actions. Similarly, a victim of bullying might not recognise what is happening to them and that bullying behaviour has a very insidious effect that affects a person's self-esteem, confidence and well-being.

A one-off incident tends not to comprise bullying. A characteristic of bullying is that in its different forms/behaviours it happens repeatedly over a period of time.

Instances of bullying tend to have the following common characteristics:

- **Repetitive and persistent.**

Bullying is usually experienced as part of a continuous pattern and it can be extremely threatening and intimidating even when very subtle. Nevertheless, sometimes a single incident can have precisely the same impact as persistent behaviour over time.

- **Intentionally harmful.**

The act of bullying intends harm to another individual although occasionally the distress it causes is not consciously intended by all of those who are present.

- **Involves an imbalance of power.**

Bullying leaves someone feeling helpless to prevent it or put a stop to it. In some case an imbalance of power may mean that bullying crosses the threshold into abuse requiring implementation of safeguarding procedures.

This policy covers all types and forms of bullying including:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing

Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After Children
- Children having caring responsibilities
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children entitled to Free School Meals
- Children for whom English is an Additional Language
- Children who are perceived to be gay, lesbian, bisexual or transsexual
- Those suffering from health problems, including mental health

5. What are the signs of Bullying?

There is no definitive way of identifying that a person is being bullied. Staff should therefore be vigilant in order to identify any of these physical and/or behavioural changes in a person as soon as possible.

The following physical and behavioural signs have been identified as possible indicators that bullying has/ or is taking place:

- Significant changes in normal behaviour or attitude
- Appearing upset
- Being withdrawn/ low mood
- Appearing frightened or subdued, possibly in the presence of particular people
- Flinching at actual or anticipated physical contact
- Asking not to be hurt
- Refusal to eat
- Refusal to participate
- Unwillingness to travel on public transport
- Not wanting to go to a certain venue
- Starting to bully others
- Incontinence
- Vomiting
- Unexplained illness
- Claims of feeling unwell with no apparent signs or symptoms
- Bruising or other physical marks
- Torn clothing
- Unexplained loss of money or possessions
- Sleepless nights
- Repeating words the perpetrator has said to them, e.g. “shut up or I’ll hit you”.
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We also recognise the role of pupils and other stakeholders in reporting incidents and not taking on a role of bystander if they witness an incident of bullying. We aim to promote a positive, caring ethos within our academy.

6. Prevention

Curriculum

We ensure that in all aspects of academy life there is an emphasis on the importance of relationships, emotional well-being and a community ethos.

Proactive strategies for the academy can involve:

- PSHE lessons supporting pupils in understanding what bullying is and how to combat it, encouraging pupils to problem solve. Through PSHE, children are encouraged to talk about their feelings and things that are worrying them.
- Involving parents and professionals in being proactive.
- Any child considered to be at risk is counselled individually and the class teacher and child work towards a resolution.
- Bullying is talked about openly.
- Fact and fiction books on bullying raise awareness and deepen understanding.
- Online Safety Parent and Child workshops to focus on cyber bullying.
- Problem solving activities are employed effectively in many areas of the curriculum and children work together.
- Regular assemblies to promote anti-bullying.
- Planned activities and events for national Anti-Bullying week each November.

7. What Happens When Bullying is Identified?

Procedure:

1. Bullying incident is reported to staff
2. In cases of bullying the incidents will be recorded by staff on CPOMS
3. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem
4. If necessary and appropriate the police will be consulted
5. The bullying behaviour, or threats of bullying, will be investigated and the bullying stopped quickly
6. Support and counselling will be given to the victim and strategies put in place to ensure they feel safe and happy at the academy. The child will have regular follow up meetings to check that the bullying has stopped
7. An attempt will be made to help the bully (bullies) change their behaviour.
8. Children to have follow up support with pastoral lead

Outcomes:

1. The bully (bullies) may be asked to genuinely apologise. Other consequences may take place
2. Pastoral support sessions will be delivered for the victim and the bully
3. In serious cases, suspension or even exclusion will be considered.
4. If possible and appropriate, the pupils will be reconciled

After the incident / incidents have been investigated and dealt with, each case will be monitored regularly to ensure repeated bullying does not take place

8. Roles and Responsibilities

Role of the Governing Body

The Governing Body will not condone any bullying and has:

- appointed a member of staff to be responsible for promoting positive pupil behaviour; delegated powers and responsibilities to the Head of School/ Executive Head Teacher to eliminate all forms of bullying, to keep records of all incidents of bullying and the different types of bullying;
- delegated powers and responsibilities to the Head of School to ensure all academy personnel and visitors to the academy are aware of and comply with this policy;

- responsibility for ensuring that the academy complies with all equalities legislation;
- nominated a designated governor to ensure that appropriate action will be taken to deal with all prejudice related incidents, or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring policies are made available to parents; ;
- the responsibility of involving the School Council in:
  - ☐ discussing improvements to this policy during the academy year in regard to how the academy identifies and resolves all issues relating to bullying in all forms;
  - ☐ organising surveys to gauge the thoughts of all pupils;
  - ☐ reviewing the effectiveness of this policy with relevant Staff.
- a nominated link governor to:
  - ☐ visit the academy regularly;
  - ☐ work closely with the Head of School and the coordinator;
  - ☐ ensure this policy and other linked policies are up to date;
  - ☐ ensure that everyone connected with the academy is aware of this policy;
  - ☐ attend training related to this policy;
  - ☐ report to the Governing Body every term;
  - ☐ annually report to the Governing Body on the success and development of this policy.
- responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Executive Head Teacher/ Head of School

The Executive Head Teacher/ Head of School will:

- encourage good behaviour, the respect for others and endeavour to prevent all forms of bullying among pupils as outlined in Section 157 of the Education and Inspections Act 2006;
- work in conjunction with the Senior Leadership Team to ensure all academy personnel, pupils and parents are aware of and comply with this policy;
- implement this policy;
- work to create a safe, secure, caring and friendly academy environment for all children;
- ensure academy personnel have a clear understanding of the extent and nature of bullying that may take place in the academy;
- work hard with academy personnel to create an ethos of good behaviour; encourage academy personnel to 'proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place';
- ensure that personal and social education curriculum and the religious education curriculum helps to deal with anti-bullying;
- investigate all reported incidents of bullying;
- ensure that all pupils understand that bullying is wrong;
- ensure that all parents aware of this policy and that we do not tolerate bullying;
- raise awareness of bullying with pupils, parents, academy personnel and governors on the grounds of protected characteristics;
- consult with pupils and parents to identify the extent and nature of bullying in the academy;
- inform parents of any incident of bullying and how it has been dealt with;
- ensure academy personnel report and record incidents of bullying
- ensure records of all incidents of bullying are:

- ☐ stored in a secure place; - CPOMS
- ☐ kept on CPOMS and transferred to new receiving schools/academies;
- ☐ kept as well as specific types of bullying and their outcomes;
- ☐ are categorised according to the protected characteristics which gives a clear picture of patterns of behaviour over each term / academic year;
- ☐ used to effectively track pupils through the academy;

- ensure pastoral support and other support mechanisms are in place to help those who have been bullied;
- ensure all perpetrators of bullying are given time to discuss why they have bullied and why their actions were wrong;
- make effective use of relevant research and information to improve this policy; such as 'Restorative Practice'
- implement a 'Restorative Practice' approach to all parties involved
- support any pupil who has been bullied;
- encourage any perpetrator of bullying to change their behaviour;
- impose sanctions on any pupil who continues to bully;
- consider fixed term suspension or permanent exclusion in the most serious incidents of bullying;
- work closely with external agencies to support pupils who experience bullying;
- work with anti-bullying organisations when dealing with certain forms of bullying;
- ensure effective supervision is in place between lessons, break times and lunchtimes;
- work with the wider community to deal with bullying that takes place outside the academy;
- deal with any form of bullying that takes place to and from the academy;
- proactively work with the police, parents/carers and the local community
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by monitoring:
  - ☐ the number of recorded incidents in an academic year;
  - ☐ the types of bullying that occur in an academic year;
  - ☐ how swiftly incidents of bullying are dealt with
- report termly the number of incidents of bullying and the outcomes to the Governing Body;
- report annually to the Governing Body on the success and development of this policy.

Role of the PSHE/RSE Leader

The coordinator will:

- lead the development of this policy and all linked polices throughout the academy;
- work closely with the Head of School and the nominated governor;
- provide guidance and support to all academy personnel to understand the signs or behaviour of someone
  being bullied;
- work with children to determine those parts of the academy where they do not feel safe;
- have in place good systems at playtime and lunchtime to reduce the risk of bullying such as:
  - playground buddies
  - ☐ mental health ambassadors (staff)

- ☐ Pupil Leadership Team
- ☐ Reduce the time the children are on the playground at lunchtime
- ☐ Stagger lunchtimes between year groups

- organise an anti-bullying week;
- discuss with the Pupil Leadership Team:
  - ☐ A definition for bullying.
  - ☐ Are pupils aware of this policy?
  - ☐ How can bullying be effectively dealt with?
  - ☐ How good are academy personnel in dealing with incidents of bullying?
  - ☐ How good are academy personnel in identifying the symptoms of bullying amongst pupils?
- liaise with the Head of School about the discussions with the pupil leadership team;
- plan age-appropriate opportunities in the curriculum to discuss issues related to the protected characteristics;
- build pupils' resilience to bullying;
- develop philosophy sessions to provide children with opportunities to discuss equality and diversity;
- ensure good arrangements are in place for pupils transferring from the primary to the secondary phase;
- work closely with external agencies to support pupils who experience bullying;
- collaboratively work with other schools/academies to identify common issues related to the protected characteristics;
- display posters of national and local help lines and where help is available in the academy;
- make effective use of relevant research and information to improve this policy;
- keep up to date with new developments and resources;
- provide training for all staff on induction and when the need arises;
- help counsel children who have been bullied and those who use bullying behaviour;
- review and monitor, annually report to the Governing Body on the success of this policy

Role of Academy Staff

Academy personnel will:

- comply with this policy;
- be aware of all other linked policies;
- be aware of the signs of bullying in order to prevent bullying taking place;
- report all incidents of bullying;
- investigate all reported incidents of bullying;
- take all forms of bullying seriously;
- make sure that all pupils know what to do if they are bullied;
- encourage pupils to report any incidents of bullying to any member of the academy personnel;
  - support any pupil who has been bullied;
- raise awareness of the wrongs of bullying through personal and social education and religious education;
  - use preventative strategies such as circle time, assemblies, Restorative Practice and PHSE
- undertake the appropriate training;
- implement the academy's equalities policy and schemes;

- report and deal with all incidents of discrimination;
- report any concerns they have on any aspect of the academy community.

Training for Academy Staff

All academy personnel:

- have equal chances of training, career development and promotion
  - receive training on this policy on induction which specifically covers:
    - ☐ What is bullying?
    - ☐ How to identify, prevent and manage bullying.
    - ☐ Types of bullying such as cyberbullying, bullying, bullying of children with special educational needs, homophobic bullying and bullying around race, religion and culture.
    - ☐ Sexual Violence and Sexual Harassment
    - ☐ Child on Child Abuse
    - ☐ Recognising bullying.
    - ☐ Anti-bullying strategies.
    - ☐ How to deal with a bullying incident.
    - ☐ Provide pastoral support the bullied and the bullies.
    - ☐ Anti-bullying week.
    - ☐ Tackling Homophobia
    - ☐ Building pupils resilience to bullying.
    - ☐ Working and co-operating with parents and carers
- receive periodic/annual training so that they are kept up to date with new information;

Role of Parents

Parents must:

- be aware of and support this policy;
- report to the academy any concerns they have of their child being bullied;
- be assured that the academy will deal with all incidents of bullying;
- be assured that they will be informed of incidents and will be involved in discussions;
- be asked to take part periodic surveys conducted by the academy;
- support the academy Code of Conduct and guidance necessary to ensure smooth running of the academy.

Role of Pupils

Pupils must:

- be aware of and comply with this policy;
- report if they are being bullied;
- report if they see someone being bullied;
- discuss ways of preventing bullying through the school council;
  - follow the following instructions if they are bullied:
    - ☐ get away from the situation as quickly as you can
    - ☐ report what happened to you, to one of the academy personnel by telling them:

- what has happened to you
- how you feel
- if you have been bullied before
- who bullied you
- where the incident happened
- when it happened

☐ make sure that your report is dealt with and who you told

☐ tell your parents or another family member

☐ ask for pastoral support if you are really upset

- treat others, their work and equipment with respect;
- talk to others without shouting and will use language which is neither abusive nor offensive;
- support the academy Code of Conduct and guidance necessary to ensure the smooth running of the academy;
- liaise with the school council;
- take part in questionnaires and surveys.

9.Equitiy Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this academy.

10.Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Executive Head Teacher/ Head of School and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

11.Linked Policies

- Acceptable Use Agreement
- KCSIE 2025
- Equality Statement and Objectives
- Pupil Behaviour and Discipline Policy
- Safeguarding and Child Protection Policy
- SEND/Inclusion Policy
- Online Safety Policy