



MOYLES COURT SCHOOL

Moyles Court School Anti-Bullying Policy

Including EYFS and Boarding

Adopted by: (signatures)

Headteacher: 

Mr. R. Milner-Smith

Date: November 2023

Executive of the Board: 

Mrs. Joanne Broadway

Date: November 2023

This policy has been written using the guidance outlined in the DfE's publication [Preventing and Tackling Bullying](#), [Keeping Children Safe in Education \(2023\)](#) and the Equality Act (2010) and should be read in conjunction with our own Safeguarding Policy, Behaviour Policy and E-Safety Policy.

Aims and objectives

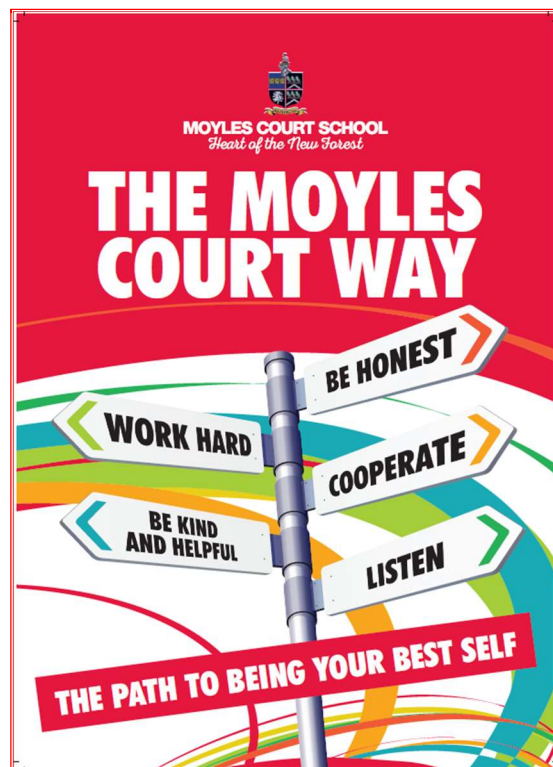
Bullying is wrong and damages individual children. We, therefore, do all we can to prevent it, by developing a school ethos and culture in which bullying is regarded as unacceptable.

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety. We aim to enable pupils to develop resilience and good self-esteem as a means of combating bullying.

School Aims and Mission Statement

Moyles Court School educates each pupil within an inspiring, challenging and nurturing environment, to become responsible and respectful members of an ever changing international community.

At Moyles Court we recognise the importance of providing an academic and broad-based education, designed to enable all pupils to discover their individual strengths and allow them to flourish and fulfill their potential. They are encouraged to work effectively, both independently and as a team, and to express their creativity and powers of imagination in a stimulating and supportive environment. We strive to foster self-confidence, enthusiasm, resilience, tolerance, good manners and integrity and provide a level of pastoral care that nurtures both physical health and emotional maturity. We recognise that for future success, life skills play an equally important role alongside academic achievement and encourage our pupils to be innovative, compassionate and purposeful.



What is Bullying?

The school uses the definition of bullying set out by the Anti-Bullying Alliance:

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. It can happen face-to-face or online.

Bullying can take many forms (for instance, cyberbullying via text messages or the internet or banter which crosses the line and causes distress), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender or sexual orientation. It might be motivated by actual differences between children, or perceived differences.

Bullying includes: name-calling; taunting; mocking; hurtful banter; making offensive comments; kicking; hitting; pushing; taking belongings; cyber bullying: inappropriate text messaging and emailing; sending offensive or degrading images, photographs, by phone or via the internet; or via social websites. Producing offensive graffiti; gossiping; excluding people from groups; spreading hurtful and untruthful rumors. Although sometimes occurring between two individuals in isolation, it quite often takes place in the presence of others.

Bullying may specifically involve:

- bullying related to race, religion or culture
- bullying related to SEN or disability
- bullying related to appearance or health conditions
- bullying related to sexual orientation (homophobic, biphobic or transphobic)
- sexist or sexual bullying
- teasing, abusive remarks and name calling
- threats and physical violence
- damage to property
- leaving pupils out of social activities deliberately
- spreading rumours.

Cyber-bullying is a different form of bullying which can happen 24/7, with a potentially bigger audience. Cyber bullying is an aggressive, intentional act carried out by a group or individual, using electronic forms of contact (e.g. e-mail, social media, text message, photographs) against a victim who cannot easily defend him or herself. This may occur repeatedly. The advent of cyber bullying adds a new and worrying dimension to the problem of bullying – there's no safe haven for the person being bullied. Cyber bullying can follow children and young people into their private spaces and outside school hours. Bullying may cause long term psychological damage and even suicide.

As a school, we recognise that at times, there may be friendship fallouts, teasing and conflict. We use the ABA definition to recognise that these may turn into bullying behaviour or they may be recognised as individual instances of behaviour. This is an area that is regularly explored and explained by the class teacher with our children. Annex C can be used to help determine whether an incident could be regarded as a 'Bullying incident'.

Bullying and Keeping Children Safe

At Moyles Court, we do this through a number of important ways:

Safeguarding: treating bullying incidents as a child protection concern. **When there is ‘reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm’ a bullying incident should be addressed as a child protection concern under the Children Act (Dept for Education).** For example, bullying could be a form of ‘child on child’ on abuse (formally known as peer-to-peer abuse).

Informing parents to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. Parents should feel confident that the school will take any complaint about bullying seriously and resolve the issue in a way that protects the child, and they must reinforce the value of good behaviour at home;

Informing pupils so that all pupils understand the schools’ approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders;

Regularly evaluating and updating our approach to take account of developments in technology, for instance by updating our ‘e safety policy ‘and reviewing our systems and processes on a regular basis. For example, during Anti-Bullying Week in November, our pupils complete a bullying questionnaire and our policy is reviewed and updated where necessary.

Educating our pupils. For example, the Prefect Team, overseen by the Deputy Head, are briefed on any bullying issues taking place which they need to be aware of at breaks and lunchtime, and are asked to assist with this in the first instance and refer on to the Deputy Head if progress is not made. The School Council meets regularly to discuss matters of concern including bullying. The school participates in the National Anti-Bullying week events. Peer support is discussed and implemented, when necessary, from PSHE lessons. A buddy system is used to integrate new pupils or for those pupils who are feeling isolated.

Implementing appropriate disciplinary sanctions. The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable; openly discussing differences between people that could motivate bullying, such as religion, ethnicity, disability, gender or sexuality, in PSHE and assembly. We regularly remind children that using any prejudice based language is unacceptable.

Using specific organisations or resources and working with specialised agencies such as the police and children’s services where bullying is particularly serious or persistent and where a criminal offence may have been committed. Schools can draw on the experience and expertise of anti-bullying organisations with a proven track record and / or specialized expertise in dealing with certain forms of bullying.

Providing effective staff training. All school staff are required to understand the school’s policy, its legal responsibilities regarding bullying, how to resolve problems, and where to seek support.

Making it easy for pupils to report bullying so that they are assured that they will be listened to and incidents acted on. Pupils should feel that they can report bullying which may have occurred outside school including cyberbullying;

Creating an inclusive and safe environment where pupils can openly discuss any issues or concerns, without fear of further bullying or discrimination;

Celebrating success. Celebrating success is an important way of creating a positive ethos and the school celebrates numerous achievements of pupils both in and out of school in assemblies, in class and by Headmaster's Commendations, House points certificates, player of match awards, recognitions and other achievement awards or certificates.

Recognising individual differences and celebrating them. We are all different and we seek to celebrate the success and differences each person has within the framework of Christian tolerance and acceptance. We promote inclusion and diversity and will not tolerate any discrimination or harassment on grounds of the nine protected characteristics outlined in the Equality Act of 2010: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation.

Responding to Bullying

This policy aims to produce a consistent school response to any bullying incidents that may occur.

Staff are required to follow the **Anti-Bullying Procedure** (Annex A) in the staff handbook to counter bullying and imposing sanctions.

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school. Staff are trained to take action to reduce the risk of bullying and to be aware of the times and places where bullying is most likely to occur.

Action against bullying is not confined to the school premises and the school will take disciplinary action against bullying outside of school, where it is reasonable to do so. Disciplinary action however, will only take place on school premises.

The role of the Board

The Board supports the Headmaster in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

Compliance checks are undertaken by both Board members and the Headmaster to ensure the policy is in line with the Equality Act.

The role of the Headmaster

It is the responsibility of the Headmaster to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying.

The Headmaster ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. He draws the attention of parents and children to this fact at suitable moments. For example, if an incident occurs, the Headmaster may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished. Alternatively, the form teacher of any affected pupils will discuss bullying in a form period. The level of sanctions applied, including ultimately expulsion from school, are detailed in the Anti-bullying Procedure for all staff.

The Headmaster sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour. The Deputy Head oversees the Pastoral Care system of the school and along with the DSL is available to discuss all concerns about bullying, with members of staff.

The Headmaster will ensure suitable staff training occurs to alert all staff to the problems of bullying and suitable strategies to prevent it.

The Deputy Head is responsible for ensuring that incidents are logged by staff. The Deputy Head will monitor and identify trends in discussion with the Headmaster and the DSL to ensure that strategies are working effectively.

In order to ensure that discrimination is not taking place towards a pupil or group of pupils weekly pastoral meetings take place and discussions are held with the Headmaster and the Deputy Head as well as in the weekly Senior Management Team meetings.

The role of the teacher

Teachers at Moyles Court take all forms of bullying seriously, and intervene to prevent incidents from taking place. If teachers witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied, the form teacher must follow the **Anti-bullying Procedure** (Annex A) and, after consultation with the Deputy Head, inform the child's parents.

Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying. Teachers will follow the school's behaviour policy with regard to the victim and the bully. Teachers will also include aspects of anti-bullying in their curriculum.

The role of parents

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's Form Teacher/ Class Teacher immediately. Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

Reporting Bullying

Please refer to Annex A which provides a clear reporting structure for all members of our school community to report bullying behaviour.

We recognise that some children will not wish to report bullying behavior directly to a teacher or member of staff, so we have alternative routes available. For example, Yabberboxes positioned around the school or via email to wellbeing@moylescourt.co.uk.

Further information and guidance:

- [What is Bullying Behaviour? - PDF](#)
- [The Effects of Bullying Behaviour - PDF](#)
- [Dealing with bullying behaviour - PDF](#)
- [Preventing bullying behaviour - PDF](#)
- [Family Online Safety Guide.](#)
- [Internet Watch Foundation](#)
- [Kidscape](#)
- [Preventing Homophobic Bullying Among Children](#)
- [Department for Education Preventing Bullying Advice](#)
- [Ofsted Strategies for Tackling Bullying](#)
- [Embedding Anti-bullying Work in Schools](#)
- [Cyberbullying: Advice for Headteachers and School Staff](#)
- ['Thinkyouknow' Online Safety Advice](#)
- [BullyingUK Advice for Schools](#)
- <https://www.childnet.com/resources/cyberbullying-guidance-for-schools>

This policy is subject to an annual review, which takes place every November during Anti-Bullying week.

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Annex A

ANTI-BULLYING PROCEDURE

If it is suspected/alleged that a pupil is being treated unkindly:

1. The Form Teacher/Class Teacher investigates and decides whether there is a problem. If there is no case to answer e.g. untrue/retaliation/misunderstanding (see Annex C for help) record the facts briefly on iSAMS under 'student profiling', 'notes and comments'. The Deputy Head reviews all notes on a weekly basis.
2. If an issue of unkind behaviour is identified, the Form Teacher/ Class Teacher records this on iSAMS as a strike, using the category 'unkind to others' and discusses the problem with the group or class to try to resolve it. **If there is a child protection issue, the DSL must be informed as soon as possible, and child protection procedures followed.** The Form teacher should aim to keep the matter low key and to rebuild friendships. Advice could be given privately as required, e.g. avoid saying silly things, stop spoiling games or lessons for others, guidance on inappropriate behaviour, how to develop a 'victor' mind-set rather than that of a victim to build confidence etc. Form teacher to set a time frame for dealing with the matter and inform relevant staff or those concerned of actions. *
3. If the problem happens a second time, the Form Teacher/Class Teacher talks to the children concerned separately and should be recorded on iSAMS under 'student profiling', 'notes and comments' and a strike awarded for unkind behaviour*
4. If the problem persists, the Form Teacher and Deputy Head talk to the bully and victim separately. *
5. If the threshold for bullying has now been met, the Form Teacher/Class Teacher informs the parents of bully and victim. The Form Teacher and Deputy Head then talk with victim and bully separately. The bully is given a time limit in which to improve his/her behaviour. Behaviour is discussed, underlying reasons investigated and the bully will be given additional support as required. The bully may possibly be given a short term punishment e.g. lunchtime detention to give victim a chance to regain confidence and integrate with other pupils. A restorative justice approach using restorative conferencing involving both the bully and the victim can follow if appropriate.
6. If the problem continues a formal meeting is arranged with the Deputy Head and Form Teacher/Class Teacher, parents and bully. The aim continues to be to curb bullying but with a

warning of the serious consequences if it does not stop i.e. suspension or expulsion. A decision is reached on punishment/next step. *

7. If persistent bullying occurs, after warnings, Head and Deputy Head meet with parents and bully and decide further action. Pupil may be put on probation, suspended internally or externally or expelled. *

[*Record facts on on iSAMS under 'student profiling', 'notes and comments']

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Annex B

Moyles Court School Anti-Bullying Report Form

Completed by (name and role):

Date:

Name and role of individual/s making the allegation e.g. pupil, parent, teacher.

Form of referral e.g. verbal report, letter, e-mail, phone call:

Details gathered to date:

Action taken to date:

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Annex C

Factors to help determine if an incident constitutes Bullying

- Incident was bullying (all 3 amber warnings confirmed)
 - Hurt has been deliberately/knowingly caused (physically or emotionally)
 - It is a repeated incident or experience e.g. multiple incidents, cyberbullying or the involvement of a group
 - Involves an imbalance of power:
 - target feels s/he cannot defend her/himself, or
 - perpetrator/s exploiting their power (size, age, popularity, coolness, abusive language, labelling/name calling, etc.)

- Incident was not bullying on this occasion because it was
 - the first hurtful incident between these children
 - teasing between friends without intention to cause hurt (should not happen again)
 - falling out between friends after a quarrel, disagreement or misunderstanding
 - conflict that got out of hand (should not happen again)
 - activities that all parties have consented to and enjoyed (check for subtle coercion)
 - Other: _____

Resolution process agreed:

Support and/or sanction for those causing hurt or offence:

Support needed for the hurt party:

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Annex D

Focus of Bullying/Hurtful Behaviour

Please tick all elements which apply in your understanding of the incident(s) and record specific language:

	Definitely applies	Possibly applies
Age/ Maturity		
Appearance		
Size/weight		
Class/Socio-economic		
Family circumstance		
Ethnicity/Race		
Religion/Belief/faith		
Gender		
Transphobia/Gender identity		
Homophobia/sexuality		
Sexualised		
SEN and Disability		
Ability/application		