



MOORFIELD
SCHOOL

ANTI-BULLYING POLICY

Whole School Policy including EYFS



ANTI BULLYING POLICY

STATEMENT ON BULLYING

Moorfield School is committed to providing a caring, friendly and safe environment for all our pupils so that they can learn in a relaxed and secure atmosphere. Bullying of any kind will not be tolerated. If bullying does occur, the pupil(s) involved should feel able to talk about what has happened and know that incidents will be dealt with promptly and effectively. Bullying will be prevented in so far as is reasonably practicable.

THE EFFECT OF BULLYING

Bullying affects everyone, not just the victim and the bullies. It affects the children who may witness it and may be drawn into it. It damages the atmosphere in the School.

Bullying may take many forms. Any behaviour by an individual or group, usually repeated over time, which intentionally hurts or threatens to hurt another individual or group, either physically or emotionally, may be construed as bullying. Bullying can cause long lasting psychological damage to a victim and, as such, should be treated as a safeguarding concern. It is often motivated by prejudice against a particular group. All complaints must be taken seriously and pursued. Acting against bullying is a part of every teacher's duty of care to pupils.

Physical	- hitting, kicking, spitting, tripping someone up, punching or using any violence; and hiding, taking or damaging belongings
Verbal	- name calling, teasing, mockery, insults, regularly putting a person 'down'. It is important to consider the effects that name calling has upon the victim, rather than simply the actual words used which may seem to others harmless
Emotional	- being deliberately unfriendly, excluding someone from a group, tormenting, spreading rumours, inciting others to do the same
Racist	- physical, verbal or emotional abuse against a person or group because of colour or ethnicity. This includes taunts and graffiti.
Religious/cultural	- physical, verbal or emotional abuse against a person or group because of religious belief or other cultural issues
Sexual	- unwanted physical contact or sexually abusive comments, sharing of nude or semi-nude images or videos
Homophobic	- physical, verbal or emotional abuse against a person or group because of actual or perceived sexual orientation
Disability SEN	- focusing negatively on differences in physical or mental ability, focusing on a child who has special educational needs
Gender	- focusing on gender as a reason to be consistently nasty or hurtful
Family background	- a child who is adopted, who is a carer or who is in care must be protected
Prejudice	- prejudice against an actual or perceived difference

CYBER BULLYING

The rapid development of and widespread access to technology have provided a new medium for 'virtual' bullying, or 'cyberbullying'. Cyberbullying involves the use of information and communication technologies to support deliberate, repeated and hostile behaviour by an individual or group, which is intended to harm others.

At Moorfield, children are not permitted to bring mobile phones into school. However, if pupils indulge in cyber-bullying of fellow Moorfield pupils outside school, it would be viewed as negative behaviour and dealt with at school and in close communication with parents.

The School's PSHE and computing programmes promote online safety through the safe use of technology and social media, and give guidance on dealing with and reporting cyberbullying. When registering their child for Moorfield, parents and children sign and adhere to the 'Computing Pupil and Parent Agreement' which is updated annually. During induction, employees sign that they have read and understood the Code of Conduct which includes acceptable use of technology.

For monitoring purposes, the software package, 'classroom.cloud' is installed on all machines and this meets all the requirements of KCSiE 2024. The software works by monitoring the user and anything they typed, searched or used on that particular machine, including any language which constitutes cyberbullying. If a concern arises, it is recorded and rated accordingly and an email alert is triggered and sent to the Head of IT. As in all other incidents of bullying, cyber bullying will be recorded and addressed.

When an employee has concerns about a pupil's misuse of technology, they must report it to the Senior Leadership Team and Head. However, if the content potentially relates to inappropriate images of children, the SLT and Head will request that the pupil reveals the content of the relevant material and explain that it may be necessary to temporarily confiscate equipment. The wider search powers included in the Education Act 2011 gives teachers stronger powers to tackle cyberbullying by providing a specific authority to search for inappropriate files on electronic devices, including mobile phones. (*refer to Online Safety Policy*)

AIMS

At Moorfield, we foster an environment where independence is respected and individuals may flourish without fear. Every pupil has the right to be safe and happy at school and to be protected when s/he is feeling vulnerable. Safeguarding the welfare of our pupils is a priority as outlined in the School's *Safeguarding and Child Protection Policy*. Bullying is wrong and damages individual children. We do all we can to prevent it by creating a school ethos which is inconsistent with aggressive and bullying behaviour.

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

As members of staff at Moorfield we must:

- Encourage a responsibility in children for their own safety.
- Model the behaviour that we want to see from our pupils through treating everyone in our school community with respect and courtesy.
- Develop an atmosphere of trust, in which there is a listening and supportive adult and time to talk.
- Be vigilant in monitoring and supervising children in school and online. (*see Online Policy, Supervision of Pupils Policy*)
- Make use of opportunities during the school week such as PSHE and form time, assemblies, drama, stories, literature, historical events and current affairs, to educate our pupils about the nature and consequences of bullying and what each pupil can do as an individual to stop it from taking place. Staff must be vigilant and speak out against prejudice based language.
- Be aware that a bullying incident should be treated as a safeguarding concern when there is reasonable cause to believe that a child is suffering or is likely to suffer significant harm.

TEACHING CHILDREN ABOUT POSITIVE BEHAVIOUR AND THE PREVENTION OF BULLYING

In order to prevent a culture of bullying, pupils are given many opportunities to talk about their concerns and receive guidance on how to deal with bullying. The following preventative measures are in place at Moorfield:

- The Moorfield way is to be kind, caring and supportive of one another. This is of primary importance in all our dealings with one another.
- In the EYFS, even the youngest children are encouraged to behave towards one another with kindness and consideration. They have to learn to look after their own possessions and to respect others' possessions. They must learn to respect everyone and value difference and diversity.

We explain to children why some forms of behaviour are unacceptable and hurtful to others. We rarely need to impose sanctions but sometimes we may remove a treat for hurtful behaviour. Parents are always informed if a sanction or reproof is needed or if hurtful or inappropriate behaviour is repeated so that together a way of changing a behaviour pattern can be agreed.

- For children in the Main School (F1 to S6) awareness of bullying behaviour is also taught through assemblies, PSHE, drama, history, stories and literature.
- Pupils are encouraged to learn to appreciate ways to behave and respect people from all cultural, ethnic and religious backgrounds.
- We promote an ethos where we encourage children to talk to any adult in school about any concerns they may have, including bullying. Children are reassured that their concerns will be taken seriously and the adult will then record this concern in the individual pupil folder.
- Feelings boards are located in every classroom and children have a named peg. When they come into the classroom in the morning, they put their named peg on a 'feeling' or 'mood'. The class teacher is able to check the board during the day and monitor children who have expressed a negative feeling and encourage the child to talk about it.
- Another way that children can report bullying is through The Worry Box which is located inside the library, near the Calm Corner. Children can anonymously post concerns and request to talk to any member of staff they name. The Head of Upper School monitors the use of the worries.
- 'The Kindness Guide' is an information leaflet which every child in the main school (F1 to S6) receives each year to back up teaching and guidance on how to respond to bullying behaviour. (see attachment) We create an atmosphere in which pupils who may be bullied, or others who know about it, feel that they will be listened to and believed, and that the action taken will be swift but sensitive to their concerns. As a School, we believe that it is unacceptable for any pupil to watch bullying taking place and do nothing about it. We encourage all pupils to bring their concerns to the attention of a member of staff and/or their parents. It must be understood by children that talking about being bullied or someone else being bullied is not 'snitching' but taking steps to protect a human being from being harmed.
- Parents who are concerned that a child (their own, or another pupil) may be being bullied should approach their child's Form Teacher, or any member of staff in whom they choose to confide.

STAFF TRAINING

- Child welfare is the legal responsibility of every staff member and promoting a non-bullying culture promotes the safety of all pupils. It is the law for everyone employed at School to promote anti-bullying.
- Awareness of anti-bullying is raised through knowledge of the Anti-Bullying Policy and an awareness of the procedure to follow in the case of bullying incidents.
- The Anti-Bullying Policy is discussed with all newly recruited staff as part of their induction.
- In whole school staff meetings contents of the Anti-Bullying Policy are presented at least annually. *The DfE Preventing and Tackling Bullying (October 2017)* and *Cyberbullying: Advice for Headteachers and School Staff (2017)* are displayed in the staffroom.
- Teachers are aware and vigilant. Staff must take action to reduce the risk of bullying at times and in places where it is most likely. (e.g. at playtimes, in cloakrooms)
- All members of staff should be aware that their own conduct is influential and that they should avoid actions and statements which may imply support for the victimisation or humiliation of individuals.
- 'Pastoral Concerns' is an item on every staff meeting agenda. Staff awareness of sensitive friendships/potential bullying would be shared and discussed.
- Staff are encouraged to be proactive and vigilant at all times by acting as a presence around school especially in communal areas at change of lessons, before and after playtimes.

PROCEDURE IF A CHILD REPORTS ALLEGED BULLYING TO A MEMBER OF STAFF

1. All children involved are interviewed in an open and sympathetic way, but in private. Both bullied and bully must be heard and helped. (See below - Guidelines for Interviewing)
2. The Senior Leadership Team and the Head must be informed of all bullying incidents.
3. A written record of the incidents leading up to the report of bullying should be compiled by the member of staff.
4. A log of incidents is kept in the Head's office and is scrutinised by the Senior Leadership Team when necessary to ascertain the extent of bullying or identify any patterns/causes.
5. Records of interviews with pupils, conversations with parents and any action taken should be filed in the pupils' records in the office. Compiling and filing records is essential to enable patterns of behaviour to be identified.
6. During and following any incident and investigation, staff will take SEND into account when assessing bullying cases both for victim and perpetrator.
7. Every effort will be made to try to resolve the conflict in a reasonable way and seek to ensure that the future conduct of the alleged bully (and possibly the victim) does not cause conflict between them.
8. Parents of all parties will be informed of what has happened and told of any action taken.
9. Such incidents would be reported at the following staff meeting as a 'Pastoral Concern'.
10. If the bullying continues, it may become a disciplinary matter and sanctions would be followed. Depending on the severity of the case, privileges may be removed or freedom restricted. A way forward should always be agreed and pupils themselves may have ideas as to what is best to do to resolve the situation. This should recognise that suitable support is needed both for children who are being bullied and for pupils who bully others. There may be rare, specific and justifiable circumstances when this procedure is not followed point for point. The School's priority is to protect a child who is vulnerable in a bullying situation. The Head's discretion will be used in these circumstances. (see Behaviour Policy)
11. In repeated cases of bullying, the final sanction is for the Head to suspend the bully from School temporarily for a specified period or even permanently.

WELLBEING OF BULLYING VICTIMS

Victims of bullying are likely to lose self-confidence and self-esteem, and even blame themselves for "inviting" the bullying behaviour. This unhappiness is likely to affect their concentration and impair their learning. Some victims may experience stress-related symptoms such as stomach aches and headaches, nightmares or anxiety attacks. Some may avoid being bullied by not going to school.

Victims of bullying will receive support and help to develop strategies for dealing with bullying, including the rebuilding of self-esteem. Staff, including NHS school nursing services, may have useful advice to offer. Victims will also need to be reassured that school is a safe space and that there will be no repercussions for them as a consequence of placing sanctions on the perpetrator of the bullying.

GUIDELINES FOR INTERVIEWING

The member of staff should choose a place which is quiet with no interruptions.

The interview should be non-confrontational. The main theme should be that there is a problem to be solved.

There should be a mutual agreement that the pupil being bullied is unhappy and everyone should try to improve the situation.

It is not possible to promise that everything the child says can be kept confidential – any action taken will necessarily involve others. However, any child who is prepared to tell a teacher that s/he feels s/he is being bullied must be offered support and protection.

It is our aim that the victim of bullying will gain an understanding that revenge is never the correct response, and that to confront the alleged bully constructively is more likely to achieve change.

During the interview with the bully, they will be asked why they have behaved that way. They will be carefully listened to. They will understand the hurt and distress they have caused and be warned of the consequences should it ever happen again. Parents will be informed of the interview, if appropriate.

ADVICE FOR PARENTS

Every school is likely to have some problem with bullying at one time or another. Parents and families have an important part to play in helping us deal with bullying:

First, discourage your child from using bullying behaviour at home or elsewhere. Show how to resolve difficult situations without using violence or aggression.

Second, ask to see Moorfield's Anti-Bullying Policy, which sets out how it deals with incidents of bullying. You have a right to know about this policy which is as much for parents as for staff and pupils.

Third, watch out for signs that your child is being bullied, or is bullying others. Parents and families are often the first to detect symptoms of bullying. Common symptoms include headaches, stomach aches, anxiety and irritability. It can be helpful to ask questions about progress and friends at school; how break times and lunchtimes are spent; and whether your child is facing problems or difficulties at school. Don't dismiss negative signs. Contact the school immediately if you are worried.

If your child has been bullied:

- *calmly talk* to your child about it.
- *make a note* of what your child says - particularly who was said to be involved; how often the bullying has occurred; where it happened and what has happened.
- *reassure your child* that telling you about the bullying was the right thing to do.
- explain that *any further incidents* should be reported to a teacher immediately.
- *make an appointment* to see your child's form teacher.
- *explain to the teacher* the problems your child is experiencing.

Talking to teachers about bullying:

- *try and stay calm* - bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident.
- *be as specific as possible* about what your child says has happened - give dates, places and names of other children involved.
- *make a note* of what action the school intends to take.
- *ask if there is anything you can do* to help your child or the school.
- *stay in touch with the school* - let them know if things improve as well as if problems continue.

If your child is bullying other children:

Many children may be involved in bullying other pupils at some time or other. Often parents are not aware. Children sometimes bully others because:

- they don't know it is wrong.
- they are copying older brothers or sisters or other people in the family they admire.
- they haven't learnt other, better ways of mixing with their school friends.
- they are going through a difficult time and are acting out aggressive feelings.

To stop your child bullying others:

- talk to your child, explaining that bullying is unacceptable and makes others unhappy.
- discourage other members of your family from bullying behaviour or from using aggression or force to get what they want.
- show your child how to join in with other children without bullying.
- make an appointment to see your child's form teacher; explain to the teacher the problems your child is experiencing; discuss with the teacher how you and the school can stop them bullying others.
- regularly check with your child how things are going at school.
- give your child lots of praise and encouragement when they are cooperative or kind to other people.

The Moorfield Kindness Guide (see Attachment A) is a leaflet about stepping in to support others with kindness in order to prevent unkind or bullying behaviour taking hold. It teaches that everyone at our School can make a difference to how we treat one another. It is shared with all children at the start of every school year.

Policy reviewed: July 2026

Appendix A



The Kindness Guide

Moorfield is a kind school where we all aim to care and support one another.

Kindness everywhere

Moorfield pupils always try to look out for each other. If they notice someone is looking lonely, they invite them to join in. They are good at taking turns. Sharing and caring is very important at Moorfield.

What do we do if we see or hear someone being unkind about someone else?

We say, 'Don't do that. I really like them and we should all be friends.'

We tell the teacher if we think the other person was upset.

What do we do if someone is unkind to us?

We say, 'Please don't be unkind. Let's just be friends.'

We might tell the teacher if we are upset about it.

Sometimes children don't know how to be kind and they have to learn while they are at Moorfield. They might struggle to say things the right way and not have many friends. We hope that everyone at Moorfield learns to be kind.

Bullying is different

Bullying is when someone picks on someone else again and again with an action that is intended to hurt or upset the other person.

Bullies can use WORDS to scare or upset someone. They can shout or whisper. They can use technology to send mean messages about:

- How you look
- What you believe
- Your family
- Your ability or disability
- Your choices

Bullies can physically hurt by:

- Pinching
- Punching
- Kicking
- Biting
- Hitting
- Or with any action intended to hurt you.

How do bullies act?

Bullies can act alone or can create a gang.

They can be very sly, as they don't want to get caught. They can try to get others to bully for them.

What do bullies look like?

They come in all shapes and sizes. They may look perfectly normal. They may actually seem to be popular.

Bullies like having power over others.

What do I do if I see or hear someone being bullied?

Be kind to the victim.

Stick up for him/her.

Try to be brave enough to tell the bully to stop being so mean.

Tell a teacher as soon as possible about what you have seen or heard.

Try never to stand by and watch someone being bullied.

Ignoring someone bullying is as bad as being a bully yourself.

What do I do if I am bullied?

Tell a teacher as soon as possible.

(If they don't know you have been bullied they can't help and support you.)

Tell your parents.

Phone CHILDLINE 0800 11 11

NSPCC 0800 800 500

What will the school do if I am bullied?

Do not be afraid - THE SCHOOL WILL SUPPORT YOU

We will listen to your concerns and make arrangements to support you.

If the bullying does not stop after efforts have been made to stop it, bullies can expect to be disciplined.