



**MATTHEW MOSS  
HIGH SCHOOL**  
*Learning for Life*

Policy No.: 19

Policy: Anti-Bullying

Review Date: June 2018

Policy Name: Anti-Bullying Policy: Anti-Bullying

Nominated Lead Member of Staff: Assistant Headteacher (Pastoral)

Review Cycle: 1 Year

Authorisation: Headteacher

Review Date: June 2018

# **ANTI- BULLYING POLICY – Matthew Moss High School**

## **STATEMENT**

Bullying is an anti-social and destructive behaviour, it cannot be tolerated. A school cannot be truly successful until issues of bullying are addressed. To ensure that Matthew Moss is a safe and secure environment in which students can learn and flourish we aim to ensure all pupils feel confident to tell a member of staff and we will respond appropriately to all bullying situations. All students and staff regardless of culture, background, sexuality and ability have the right to be treated fairly and equally with respect.

## **DEFINITION**

Bullying is deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. It may involve single perpetrators or a group; by allying themselves with such a group a person becomes a bully.

The main types of bullying are:

| Bullying:                            | Examples   |
|--------------------------------------|--|
| Physical                             | Hitting, kicking, pushing, theft   |
| Emotional                            | Name calling and insults   |
| Indirect                             | Spreading rumours, excluding someone from social groups  |
| Racial                               | Bullying motivated by race, including racial taunts, gestures and insults  |
| Homophobic<br>(extends into<br>LGBT) | Bullying focussing upon issues of sexuality and gender   |
| Cyber                                | All areas of the internet and email including chat room misuse. Threats by mobile phone and text messaging. Also including misuse of associated technology, i.e. phone, camera & video facilities. |

Bullies coerce other people into joining their behaviour, thus the bullied may choose to become the bully. However, bullies do tend to rely on such coercion to create their power and the circle must be broken.

Students who are being bullied may show changes in behaviour e.g. 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.

Matthew Moss High School is committed to effective teaching and learning. It is therefore essential that we create a climate in which victims feel that they can report bullying and in which all students condemn bullying and support a victim should they seek help from their peers in reporting the behaviour. All staff must be alert to symptoms of behaviour which suggest a student is being bullied.

## **STATUTORY DUTY**

Headteachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of the staff, parents and students.

The governing body supports the Headteacher in addressing incidents of bullying. The governing body will not condone any bullying in school, and any incidents of bullying that do occur will be taken very seriously, and dealt with accordingly.

The governing body reviews the effectiveness of this policy regularly and expects the Headteacher to report to the governors on request about the effectiveness of Matthew Moss High School's anti-bullying policy.

If a parent is dissatisfied with the way the school has dealt with an incident of bullying they can ask the chair of governors to look into the matter. In all cases, the governing body notifies the Headteacher and asks the Headteacher to conduct an investigation into the case and to report back to a representative of the governing body.

Governors may also be involved in mediation to resolve incidents of bullying.

## **IMPLEMENTATION**

### **Staff:**

If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached:

Students are spoken to by relevant member of staff (Class Teacher, Head of Family, Form Tutor etc).

Students may be asked to write an account of what happened.

Eyewitness statements may be requested.

A clear account will be recorded and shared with the relevant form tutor(s) who may wish to involve the Head of Family.

The Form Tutor / Second in Family / Mentors / Head of Family will interview all concerned and record the incident.

Staff will be alerted to help monitor the students involved.  
Parents of both the bullied and the bully will be kept informed.  
Punitive measures will be used as appropriate.  
The involvement of outside agencies such as the Children's Society will be considered.

### **Pupils:**

Victims of bullying will be supported by:  
Being reassured that the school will support them.  
Being asked to keep a diary to record what happened and how they dealt with the situation to share with appropriate member of staff and parents .  
Being offered opportunities to discuss the experience with someone they feel they can talk to eg. form tutor, learning mentor.  
Being offered continuous support.  
Being offered opportunities to regain their confidence and self esteem eg: responsibilities within the form, working for the school council etc.  
If referred to Learning Mentor an action plan could be created and implemented.

### **Parents:**

Parents of both the bullied and the bully will be kept informed throughout.  
Parents of the bully will be involved in the rehabilitation of offenders.

### **Bullies could be helped by:**

Being led to understand why the behaviour is wrong and unacceptable.  
Discussing what has happened.  
Being encouraged to identify motives for their involvement.  
Put on a programme led by the Children's Society. Interventions and recommendations in school supported by The Children's Society Anti-bullying Team.

### **The following disciplinary and intervention strategies are available:**

Students will be spoken to as individuals and as a part of a group if appropriate.  
Information to be recorded on the SIMS.  
Referral to Learning Mentor for both Victim and Offender.  
Detention.  
Official warnings to cease offending.  
Inform parents of bullying behaviour.  
Group work with students to offer support and discussion about behaviours  
Interviewed with parents where a contract of behaviour is agreed.  
Withdrawn from lesson.  
Change in Class/ Tutor group.  
Support through Common Assessment Framework.

Exclusion from certain areas of the school premises.

Fixed term exclusion.

Managed Removal.

Summit Meeting.

Managed Transfer.

Permanent exclusion.

## **THE CURRICULUM**

An awareness of the harmful effects of bullying is raised during Learning For Life sessions and in Form Time. The subject is also part of the curriculum in a number of faculty areas particularly English and Humanities. In Performance and ICT students undertake a programme of study regarding Cyberbullying. Assemblies regularly address the issues of relationships, working together and damaging behaviour.

School supports the national Anti-Bullying Week, Holocaust Memorial Day, and World AIDS Day to raise awareness of these issues.

Our Citizenship work, both within the curriculum (see Learning For Life for Long Term Scheme of Work) and on Family and Faculty Learning Days, promotes the view that bullying is unacceptable, that we should look after each other and value our community at Matthew Moss High School.

The School Council provides another forum for discussing our policy on bullying and recruiting student involvement in creating our community. The H2H group offer peer support and raise the awareness of Bullying amongst students.

## **MONITORING, EVALUATING AND REVIEW**

The School will review and assess this policy annually by the Pastoral Manager and Lead Learning Mentor. It will then be discussed by the Pastoral Leadership Team., Student Council and during Form Time. After the consultation period appropriate changes will be made and then taken to the Governors for ratification.

This policy will be promoted through Learning for Life, Form Time, Changemakers, Family Learning Days, Anti-Bullying Week and the VLE. It will be implemented throughout the school community.

### **Associated policies:**

**Behaviour and Relationships**

**Sex and Relationship Education**

**Special Educational Needs**

**Behaviour Principles Written Statement**

**Equality Information and Objectives**

**Child Protection**

**Combatting and Preventing Extremism**

**Attendance and Punctuality**

**School Visits**

**Pastoral**