

Anti-Bullying Policy

This policy is inclusive of all pupils in the school including those in the Early Years Foundation Stage

Reviewed: June 2023

Reviewed by: J Hamilton-Smith

The DfE advice on the prevention of bullying is contained in **Preventing and Tackling Bullying (2017)** and forms the basis for the way that Moulsford Preparatory school deals with bullying.

AIMS AND OBJECTIVES OF THE SCHOOL

The main aim is to prevent bullying of any kind. To achieve this we look to raise levels of consciousness and understanding so that everyone in the school community, including Governors, teaching staff, non-teaching staff, pupils and parents feel responsible for combating the root causes of bullying and understand that it is unacceptable in all forms. The school operates a visible and proactive approach towards the prevention of bullying with a number of initiatives used to this effect. Victims are protected and supported and those engaged in bullying are encouraged to change their attitudes and beliefs about bullying, as well as their actual behaviour.

WHAT DO THE STAFF AND BOYS DO TO PREVENT BULLYING?

All the staff are involved in carrying out the main aim of the school referred to at the start of this policy. The standard of behaviour and the school rules are reinforced constantly during school assemblies and, more particularly, during Form times in the week, when certain aspects of the LFL education programme are covered. This specifically involves living together and consideration for other's well-being. Every member of staff reinforces the idea that speaking up early will help to prevent any bullying before it occurs.

A reward system of House Points encourages good social behaviour and kindness to others. House Points are awarded with a House Point ticket which is then handed in to the Head of House who uploads these on the Isams system. For those who demonstrate a consistent and/or outstanding level of good behaviour a Golden House Point may be awarded. The Head will present the recipient of a Golden House Point with a certificate in assembly and this individual's contribution will be recognised in front of the whole school. At the end of the academic year, all of those boys who have received a Golden House Point will be rewarded with a trip of their choice.

Since 2006 an **Anti-Bullying Charter** has been adopted by the whole school as an agreed code of conduct for all. Following Anti-Bullying Week this charter has been annually updated by the pupils. Every boy at Moulsford made a contribution to this charter and it is on display in every classroom as well as the school website so that it may be supported by Parents. During Anti-Bullying Week, we have visiting speakers or workshops from the likes of **The Power of One** company and **The Education Group** (Virtual Reality). Parents also receive a **Weekly Newsletter (The Weekly Roundup)** which keeps them updated on what the boys have been doing during the school week. It is hoped that through a strong link between staff, boys and parents any behaviour that could lead to bullying will be quickly discouraged and acted upon.



A strong sense of community is vital if bullying is to be prevented. The school provides a **buddy system** between boys in Year 7 and new boys in Year 3 as a way of promoting positive relationships across the age groups at Moulsford. The Year 7 boys enjoy the responsibility of showing the new boys around the school and imparting various tips, learnt over many years at Moulsford. The Year 3 boys are given the opportunity to get to know an older boy so that they are perceived as less threatening and they have some peer support during their first weeks at Moulsford and, it is hoped, beyond. Helping to break down the barriers of age brings the school closer together and is another device to prevent any form of bullying. Issues are discussed during formal (Form time, LFL) and informal meetings (break, before and after school). Form Heads will use various methods to enhance the ideas of community and responsibility as well as other issues that may arise from these meetings.

If we expect high standards of behaviour from the boys it is vital that they feel involved and valued in the running of their school. Therefore the **School Council** is held at least twice a term. Each form elects a representative with one of the Year 8 boys selected to be the chairman. All boys have the opportunity to give ideas to their form rep. Who will then feedback these issues during council meetings, overseen by the Deputy Headmaster (Pastoral). These issues will be discussed and a short list taken to the Headmaster by the council and the Deputy Headmaster (pastoral). Although not all wishes can be granted, the Headmaster will discuss all of the issues and will give reasons for his decisions. The minutes will be circulated to the Council members and then throughout the school.

Through a desire to be more environmentally friendly, the School Council wished to introduce **Eco Prefects**. These elected representatives would work towards reducing waste and increasing recycling as well as other initiatives to reduce the school carbon footprint. This once again provides the boys with responsibility and further enhances the positive, community driven approach towards caring for Moulsford as a school.

Our policy for **break times** has also helped to prevent potential incidents which may lead to bullying. Whilst boys are encouraged to have some time outside on the Astro turf, or the new playground (2012), provision has been made for boys to go to the school library to read, talk with friends or play chess. There is also a quiet garden area with seating beside the astro for boys to sit, chat or read during break times. This allows them to remove themselves from potentially distressing situations which can potentially lead on to more serious behaviour. Boys are always encouraged to discuss any problems they may be having with someone they trust.

The school does however recognize that bullying in whatever form, does exist at Moulsford and therefore the following procedures outline how it is addressed and dealt with.

HOW CAN BULLYING BE DEFINED?

OFSTED defines bullying as 'aggressive or insulting behaviour by an individual or group, often repeated over time, which intentionally hurts or harms.' Bullying can also cover such behaviour which has the effect of hurting or harming. Perpetrators and victims may include adults as well as children. Bullying may take a number of different forms, the principal ones being verbal and cyber bullying, physical and manipulative. Perception of the situation by the victim may be distorted, but the experience is very painful and difficult to defend against. Bullying often focuses on individual differences. In this respect it undermines the school's work in promoting tolerance and understanding in the community. Bullying may seize upon aspects of physical shape or appearance, or

focus on parental, cultural or ethnically based lifestyles. It may dwell upon race, religion or nationality. Sexual bullying may involve homophobia, or focus on alleged sexual attractiveness or lack of it. Types of bullying may also include racial, religious, cultural, sexual/sexist, homophobic, special educational needs and disability and cyber (social websites, mobile phones, text messages, photographs and email). Bullying may also be because a child is adopted or is a carer. Research suggests that a large number of incidents of intimidating behaviour such as name-calling or 'dirty looks' actually take place in classrooms when the teacher is present. This emphasises the need for constant awareness and vigilance by the staff. Signs of bullying may include: fear of lessons; a request to change study, dormitory or class; deterioration of academic work; books, clothes or other possessions missing, damaged or destroyed, unexplained physical injuries; sitting or eating alone; being late for lessons; a refusal to say what is wrong. Serious psychological damage may be caused by bullying and this is recognised within the policy.

TYPES OF BULLYING

Child on Child Abuse

Children are vulnerable to abuse by their peers. Such abuse should be taken as seriously as abuse by adults and is subject to the same child protection procedures.

Cyberbullying

Cyberbullying is a 'method' of bullying, rather than a 'type' of bullying. It includes bullying via text message, via instant-messenger services and social network sites, via email, and via images or videos posted on the Internet or spread via mobile phone. It can take the form of any of the previously discussed types of bullying, i.e. Technology can be used to bully for reasons of race, religion, sexuality, disability, and may be characterised by:

- Name calling
- Making use of written notes, e-mails, mobile telephone messages or social networking websites
- Including threats of physical violence.
- Sexting

Verbal

- Name calling, sarcasm, spreading rumours, a focus on a disability

Prejudice Based Bullying

Prejudice based bullying is repeated hurtful behaviour that exploits or abuses someone based on their actual or supposed membership of a vulnerable group or their support for such a group. Staff should be therefore be vigilant around bullying that could be:

Racist

This includes bullying that is motivated by a prejudice against or in favour of a specific racial identity. It may also involve behaviour which seeks to define racial identity on the basis of colour or physical appearance, assuming someone is of specific race because of how they look or their name.



Sexual

Unwanted physical contact or sexually abusive comment.

Homophobic/Biphobic/Transphobic

Abusive comments focussing on sexuality.

Cultural

Abusive comments relating to cultural background, place of birth or accent.

Religious

Abusive comments concerning religious beliefs and religious practices.

Special Educational Needs and Disability (SEND)

A focus on those who receive Learning Support, have learning difficulties or a physical disability.

WHAT ACTIVITIES COUNT AS BULLYING?

- Words or actions intended to hurt
- Bullying can be physical – hitting, kicking, punching, pinching or any action intended to hurt.
- Bullies can use words to tease about someone's shape, colour, looks, intelligence, or skills.
- Bullies can use words to hurt by shouting or threatening.
- Bullies exclude people and encourage others to do the same; they leave people out of games, refuse to share a book or a seat, or lend a pencil.
- Deliberately ignoring someone can be termed bullying.

HOW DO BULLIES ACT?

- Sometimes alone, sometimes in groups.
- Bullies often get others to do their bullying for them, they have the ideas but don't want to be caught bullying.
- They come in all shapes and sizes, all ages, boys, girls, men and women.
- Bullies are not always obvious; sometimes they appear to be popular.
- Bullies like having power over people.

HOW DOES MOULSFORD ADDRESS BULLYING?

When the new boys arrive at the school, the Deputy Headmaster (Pastoral) addresses the whole year group and explains the school rules and what living in a community involves. This includes encouraging others, not always putting oneself first, and identifying areas that could make one of their fellow pupils unhappy. Moulsford aims to develop and maintain a culture in which any form of bullying is considered to be unacceptable so that instances are the exception and not the norm. As well as the many initiatives that take place throughout the year, the school also recognises national Anti-Bullying Week during November and the Monday of that week is Odd Socks Day, which is actively supported by the school, and allows the school to come together to discuss, understand and challenge bullying at every level.

DISCOVERING BULLYING

Bullying can be discovered by members of staff or by information gathered from parents, other pupils or by the victim. This may be done through discussion in form time and in LFL, the use of the

worries box and through informal discussion at lunch and in boarding time.

BOARDING

The whole school Anti-Bullying Policy forms part of the Boarding policy document and is provided not only to parents of boarders but is available and known to staff and boarders, including junior and recently appointed staff;

Regular conversations with boarding pupils ensure that pupils do not identify bullying as a problem in the school. Staff are mindful that boarders do not have the opportunity to go home during the week and so may need extra support compared to their peers who are day pupils.

Pupils who are being bullied are suitably supported through the network of Boarding tutors and external support from the School Counsellor. Advice and contact details Child Line (0800 1111) are available on the boarding notice board and all boarders have access to a private telephone. Pupils who may bully others are also given suitable help and guidance as highlighted below.

WHAT PUNISHMENTS ARE AVAILABLE TO BULLIES?

Each case is dealt with individually and sanctions can range from a weekday Detention, or Minus House Point (which includes seeing the Head), to suspension followed by the ultimate punishment of expulsion from the school. The boys concerned would also view their parents being informed as a severe punishment. (At the school's discretion it may also withdraw certain privileges depending on the individual circumstances of each case).

SCHOOL PROCEDURES

Level 0	Thoughtlessness: if a pupil has made comments that are unkind and hurtful, but are considered to be clearly thoughtless, the Head of Year may have a conversation with the pupil about the impact of their behaviour. They may be asked to complete a letter of apology and could be placed in detention. This would be recorded on CPOMS.
Level 1	Where there is a degree of repetition, or where thoughtless behaviour involves physicality, or if there is an imbalance of power such as where a victim is a vulnerable pupil, or where the bullying is across different year groups. At Level 1 it is likely to involve a meeting with Deputy Head Pastoral and parents will be informed. This level may be by-passed and sanctions imposed immediately if bullying is found to be more serious.
Level 2	Warning as to future conduct: If, after the above discussion, the bullying continues, it will be assumed that it is deliberate and a more severe approach will need to be taken. If an individual incident of bullying is deemed serious enough, this may also warrant a 'Level 2 intervention. Sanctions will depend on the severity of the bullying. Following discussion with the Deputy Head Pastoral a formal letter will be sent to parents. A meeting with parents and the Deputy Head Pastoral and Head may be necessary.
Level 3	If after these two steps the bullying continues, it will be assumed that the pupil has no respect for those around him/her, and this will not be tolerated within the



	school community. In this situation a meeting between the Head and the parents to discuss the pupil's position in the school community will be arranged. In very serious cases it may be necessary to make a report to relevant authorities.
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All incidents of bullying are recorded on CPOMS and will be scrutinised on a regular basis to look for patterns in bullying behaviour. These incidents are discussed at staff meetings, and Heads of Years meetings, and any patterns are identified and targeted for action.

Incidents outside of school, especially those associated with cyberbullying are also recorded in order to evaluate the effectiveness of our procedures.

STAFF AWARENESS OF THE POLICY AND TRAINING

This document forms part of the staff handbook and all new members of staff receive a copy on appointment. The Deputy Headmaster (Pastoral) is responsible for reviewing the whole school policy on bullying and leading appropriate staff training to ensure that staff understand the principles of this policy, legal responsibilities, action required to resolve and prevent problems and sources of support.

The school takes part in National Anti-Bullying Week during November of each year and during this time the staff take an active role in activities.

In creating the Bullying Prevention Policy, regard was given to the DCSF Guidance Safe to Learn: Embedding Anti Bullying Work in schools and updated in accordance with DfE advice Preventing and Tackling Bullying 2017.

Anti-Bullying Charter

Verbal: name calling, teasing,
constantly annoying.

Physical: hitting, kicking, pushing.

Cyber: use of digital technologies or
mobile devices to target another
child.

What can we do?

Tell a teacher, a friend, anyone you
trust.

Report bullying whenever you see it.

Don't be a bystander because:

You have the Power of One!

United

Against

Bullying

