



ANTI BULLYING POLICY

Policy statement on equality and diversity

The Mosslands School will promote equality of opportunity for students and staff from all social, cultural and economic backgrounds and ensure freedom from discrimination on the basis of disability, gender, race, age, religion or belief, and sexual orientation.

Equality and diversity are integral to the school's priorities and objectives. We will support inter-faith and inter-cultural understanding and engage all students in playing a full and active role in wider engagement with society.



ANTI BULLYING POLICY

Rationale

The school recognises the entitlement of all pupils to be educated in a safe and non-threatening environment. Bullying may well lead to unhappiness in school, academic progress may be impaired and in some cases pupils may be reluctant to attend.

All pupils must understand that:

- It is unacceptable to bully
- It is unacceptable to be bullied
- It is unacceptable to stand by idly and watch bullying
- It is unacceptable not to report bullying

Bullying is defined as a pattern of behaviour over a period of time whereby an individual or group subjects a pupil to threats or actual incidents of physical and/or verbal aggression/abuse.

Principles

1. The school prospectus makes a clear statement to pupils and parents about the standards of acceptable behaviour.
2. Staff are expected to take appropriate and firm action as and when bullying comes to their attention. Failure to do so condones the bullying.
3. Pupils should know that their complaints will be taken seriously and dealt with in confidence and that complaints can be made to any member of staff who would then refer them through the appropriate channel, normally the House Office system.
4. A firm disciplinary line will be taken with bullies which will include counselling, restorative justice, parental involvement and in appropriate cases exclusion.

Procedures

1. All pupils are required to report either instances or perceived instances of bullying. This will be stressed during the induction of new pupils and through subsequent assemblies.
2. PSE lessons, form periods and assemblies are used to promote good peer relations and to emphasise the effect and unacceptability of bullying.
3. As pupils move through the school they are provided with a range of tasks which encourage cooperative work and experience a variety of groupings that help to extend their relationships beyond a small group of friends.
4. Staff will be alert to signs of bullying and concerns will be discussed with House Office staff at the earliest opportunity.
5. Parents are encouraged to discuss school life with their children and any concerns about bullying should be raised with the appropriate House Office staff straight away.



Guidance for Staff

Staff are expected to take appropriate and firm action as and when bullying comes to their attention. Firm action should be taken whatever the situation, whether it occurs in their classroom, on corridors, the school yard or any other environment.

Pupils should know that their complaints will be taken seriously and dealt with in confidence and that complaints can be made to any member of staff who would then refer them through the appropriate channel, normally the House system. Confidence in this reporting system will be enhanced through rapid action being taken.

Incidences of bullying should be recorded by House Office staff, as should action taken. This will allow for the monitoring of bullying incidences across the school. Levels of bullying will be reported and monitored by the governors Personnel and General Purposes Committee.

Staff should be alert to signs of bullying either through direct observation or through discussion with parents. These signs and symptoms may include:

- Unexplained bruises, scratches, cuts, bite marks
- Belongings repeatedly going missing.
- Refusal to say why he/she is unhappy.
- Distressed at the thought of going to school.
- Refuses to go to school.
- Reports aches and pains.
- Frightened of walking to school alone.
- Changes routes to school.
- Has started taking longer to get home from school.
- Seems withdrawn, unhappy or in a world of their own.
- Cries at bedtime.
- Returns home with torn clothes or damaged schoolwork.
- Returns home hungry.
- Asks for more money than usual or steals money.
- Loses interest in schoolwork or finds it harder to concentrate.
- Refuses to go out to play or stops going to activities in the evening or weekends.

Staff should take every opportunity to reinforce the school's anti-bullying policy.



Guidance for dealing with a bullying incident

The Mosslands School supports Wirral's definition of bullying:

- **Bullying is behaviour that is intentional.**
- **Someone intends to deliberately hurt you.**
- **It can be by one or more people.**
- **It is repeated over time.**
- **It is done to cause you stress or upset.**

When a pattern of bullying behaviour is established, the child's Head of House should speak with the victim, bully and where appropriate witnesses present. If bullying behaviour is established, the perpetrator should be warned that their behaviour can be construed as bullying and if the pattern continues after this warning they will face serious sanctions, including exclusion from school. Parents of both bully and victim should be informed that this conversation has taken place. Pastoral staff should regularly check with victim that they are no longer facing bullying behaviours. If bullying behaviour continues despite the Head of House (HoH) intervention, then HoH should discuss possible exclusion with the Director of Pastoral Care, (Currently Mr Sinclair). If a student is excluded more than once for bullying behaviour directed at one individual, the length of exclusion should increase and if issues continue the case should be referred to Director of Pastoral who may issue a risk of permanent exclusion to the perpetrator. In extreme cases the bully may be permanently excluded from school by the Headteacher.

Where appropriate pupil support services may contribute to resolving issues by providing Restorative Justice between victim and perpetrator, counselling services for victim and social skills work with perpetrator. The child's Head of House should make referrals to pupil services.