



Moorlands Schools Federation

# Relational Behaviour – Anti-Bullying Policy

Date of approval – January 2026

Date of review – January 2027

Approval level - LGB

Responsibility for preparation – Designated Safeguarding Lead and  
SENDCo/Inclusion Lead

Review Date	Summary of amendments made
28.01.26	No amendments required.

This policy has been developed and implemented in consultation with the whole school community including pupils, parents/carers, staff, governors and partner agencies. It was written with reference to the Equality Act 2010.

Moorlands Schools Federation promotes values which reject bullying behaviour and promote co-operative behaviour. Tackling bullying matters.

### **Statement of Intent**

Moorlands Schools Federation is committed to providing a supportive, caring and safe environment in which all children are free from the fear of being bullied. As a school we take bullying and its impact seriously. Bullying of any form is not tolerated in our school, whether carried out by a child or an adult.

Staff, children and parents or carers will be made aware of the school's position on bullying. Bullying behaviour is unacceptable in any form. The school has high expectations of outstanding behaviour and we consistently challenge any behaviour that falls below this. We encourage open discussions around differences between people, we actively challenge prejudice and we celebrate diversity. Anyone who knows that bullying is happening is expected to tell a member of staff.

Any child who is a victim of bullying will be dealt with in a sympathetic manner. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff informed, and then discussed with the headteacher. A clear account of the incident will be recorded on CPOMS. All staff will be informed so that close monitoring of the victim and bully can begin. Parents of both parties will be informed.

### **Our school community**

- Discusses, monitors and reviews our Anti-Bullying Policy on a regular basis.
- Supports staff to promote positive relationships and identify and tackle bullying appropriately.
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the Anti-Bullying Policy.
- Reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/carers in turn work with the school to uphold the Anti-Bullying Policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate.

In our school community:

- Everybody has the right to be treated with respect.
- Everybody has the right to feel happy and safe.
- No-one deserves to be a target of bullying.
- Pupils who bully need to learn different ways of behaving.

### **Aims of this Policy**

The aim of this policy is to try and prevent and deal with any behaviour deemed as bullying. The implementation of this policy will create an ethos where bullying is regarded as unacceptable so that a safe and secure environment is created in which everyone is able to learn and work. All members of the school have a responsibility to recognise bullying when it occurs and take appropriate action in accordance with the school policy.

In order to achieve this, the school will:

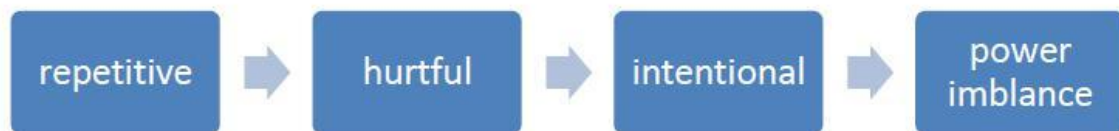
- Meet the legal requirement for all schools to have an Anti-Bullying Policy in place.
- Assure pupils and parent/guardians that they will be supported when bullying is reported.
- Ensure that there is a procedure to follow when incidences of bullying occur and that this procedure is made clear to all staff and pupils.
- Follow up every incident of alleged bullying to ensure that the victim is given as much support as possible.
- Inform parents of both the victim and bully of the action being taken by the school and what they can do to reinforce and support this.
- Ensure that all pupils have a trusted adult to talk to confidentially. Pupils need to know that something will be done if they report any bullying and are reassured that the incident will be handled in a sensitive manner.
- Ensure that all areas of school are supervised during play/lunch times and where possible at the beginning and end of the day.
- Set out procedures for dealing effectively with specific complaints from parents (please refer to the Complaints Procedure).
- Provide a pastoral support programme that enables pupils to have easy access to a trusted adult where they can discuss issues of concern, such as bullying, in a confidential setting.
- Use whole school initiatives and teaching strategies as a positive means of combating bullying.
- Endeavour to create a positive, caring ethos within the school environment where everyone can work, play and express themselves, free from the fear of being bullied.

## What is bullying?

We recognise that many children and young people will experience conflict in their relationships with other children and young people and as a school we are committed to developing empathy and the skills to manage relationships in a peaceful way that does not harm others.

In Moorlands Schools Federation, our definition of bullying is:

***“The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online”***



## Why is it important to respond to bullying?

There is considerable evidence to show that bullying has both short term and longer-term impact on pupils. Bullying impacts on pupils' wellbeing, can impact on attendance and become a significant barrier to learning. Bullying is associated with lower levels of school engagement and achievement both in primary and secondary schools and can lead to mental health concerns such as anxiety and depression.

**Bullying is unacceptable. Our school will respond promptly and effectively to reported incidents of bullying.**

## Types of bullying behaviour

Bullying can be, but not limited to:

- **Emotional** - being unfriendly, excluding, tormenting, threatening behaviour
- **Verbal** - name calling, sarcasm, spreading rumours, teasing, use of derogatory language
- **Physical** - pushing, kicking, hitting, punching or any use of violence
- **Written** - Any insults contained in note-passing, threatening letters, graffiti, defacing any property belonging to another individual.
- **Psychological pressure – silent bullying** - Social exclusion, rude gestures, lying, □ slander, passing or starting rumours, name calling, reorganising or pressurising friendship groups or any other activity designed to intimidate or hurt an individual.
- **Subtle bullying** - Looking at a person in a particular way, swearing at or about a person.
- **Extortion** - Theft, demanding money/goods with threats, vandalism, defacing property, ruling games, blackmail or any other activity designed to intimidate or hurt.

- **Online (Cyber Bullying)** – use of social media, messaging and calls. Misuse of associated technology e.g: photos and videos.
- **Racist** - Name calling, incitement, making comments about a person's country or culture or appearance, commenting on parents, spreading rumours, racial taunts, graffiti, gestures
- **Sexual** - unwanted physical contact, sexually abusive comments
- **Homophobic or biphobic** - bullying because of sexuality or perceived sexuality
- **Transphobic** – because of gender identity or perceived gender identity. Name Behaviour or language that makes a child or young person feel unwelcome or marginalised because of their perceived or actual gender identity
- **Incitement of others** - To become involved e.g. by blackmailing, excluding, or threatening behaviours.

### **Bullying is not ....**

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. It is bullying if it is done several times on purpose (STOP).

Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise, it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

### **Roles and responsibilities**

This Policy only works if it ensures that the whole school community understands that bullying is not tolerated and understands the steps that will be taken to both prevent and respond to bullying. Governors, the Executive Headteacher, Senior Leaders, Teaching and Non-Teaching staff must be aware of this policy and implement it accordingly.

### **The LGB is responsible for:**

- School Governors to take a lead role in monitoring and reviewing this policy. Governors also monitor records of bullying.
- Ensuring that the school adopts a tolerant and open-minded policy towards difference.
- Ensuring the school is inclusive.
- Analysing any bullying data to establish patterns and reviewing this policy in light of these.

### **The DSL/SENDCo and Inclusion Lead are responsible for:**

- Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.
- Analysing the data in the bullying record at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented.
- Arranging appropriate training for staff members.
- Keeping a log, on CPOMS, of all reported incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected.
- Offering emotional support to victims of bullying.
- Alerting the relevant phase leaders and headteacher regarding any incidents of bullying.
- Communicating the policy to the school community.

**Phase Leaders are responsible for:**

- Corresponding and meeting with parents where necessary.
- Providing a point of contact for pupils and parents, when more serious bullying incidents occur.

**Staff are responsible for:**

- Being alert to social dynamics in the classrooms and around school.
- Refraining from gender stereotyping when dealing with bullying.
- Watching for signs of possible bullying situations. Any concerns should be discussed with the class teacher, phase leaders, Deputy Head, SENDCo and Inclusion Lead or Executive Headteacher.
- Investigating any allegations of bullying. A full record of all incidents should be kept on CPOMS.
- Responding to the victim, offering them help and putting the school's Relational Behaviour Policy into operation.
- Providing follow-up support after bullying incidents.
- Making it clear to both the bully and his/her parents that this kind of behaviour is not accepted at our school.
- Using all pupils as a positive resource in the stopping of bullying. Peer groups will often be willing to help and support victims once recognised by a teacher.

**Parents are responsible for:**

- Informing their child's phase leader or class teacher if they have any concerns that their child is the victim of bullying or involving in bullying in anyway.
- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.

**Pupils are responsible for:**

- Informing a member of staff if they witness bullying or are a victim of bullying.
- Not making counter-threats if they are victims of bullying.
- Walking away from dangerous situations and avoiding involving other pupils in incidents.

- Keeping evidence of cyber bullying and informing a member of staff should they fall victim to cyber bullying.
- Abiding by the policy.

### **Signs and Symptoms of Bullying**

A child may indicate, by different signs of behaviour, that he or she is being bullied.

Adults should be aware of these possible signs and investigate further if a child:

- Is frightened of walking to or from school
- Begs to be driven to school
- Changes their usual routine/route to school
- Begins truanting
- Becomes withdrawn, anxious or lacking in confidence
- Starts stammering
- Attempts or threatens suicide or runs away
- Cries themselves to sleep or has nightmares
- Feels ill in the morning
- Begins to underperform in school learning
- Comes home with clothes torn or books damaged
- Has possessions go 'missing'
- Asks for money or starts stealing money (to pay the bully)
- Has dinner or other monies continually 'lost'
- Has unexplained cuts or bruises
- Comes home starving (money/snack/sandwiches have been stolen)
- Becomes aggressive, disruptive or unreasonable
- Starts swearing or using aggressive language for no apparent reason
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what's wrong
- Gives improbable excuses for any of the above
- Becomes isolated from friends
- Stays close to adults

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be taken seriously and investigated as soon as possible.

### **Preventing Bullying**

We foster a clear understanding that bullying, in any form, is unacceptable. We believe that preventing bullying is the responsibility of our whole school community and when there are incidents of bullying we will work together to deal with the situation and to learn from what has happened.

In our school we do this by:

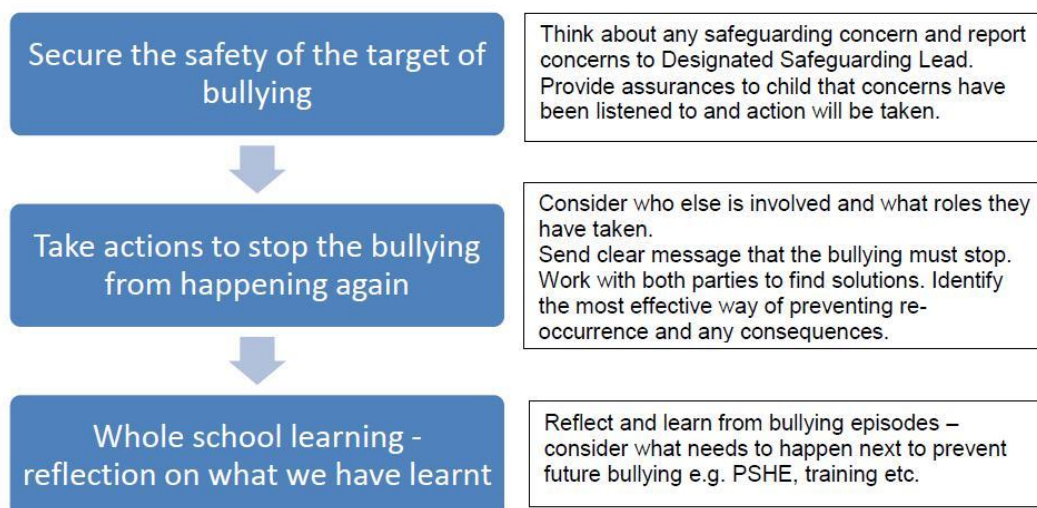
- Involving the school community in developing our policy including a child/ pupil friendly version of our policy.
- Promoting our L.E.A.R.N values and Moorlands Expectations.
- Using assemblies and circle time in class to ensure that pupils understand the differences between relational conflict and bullying.
- Building a positive ethos based on respecting and celebrating all types of difference in our school.
- Creating a safe and happy environment, with consequent positive relationships that have an impact on learning and achievement.
- Having Worry Boxes in all classrooms
- Having a positive ethos that all pupils, staff and parents understand.
- Work in school which develops empathy, social skills and emotional understanding e.g. Jigsaw PSHE, Citizenship, social and emotional learning programmes, circle time, peer mediation and playground leaders.
- Securing the safety of the target of bullying.
- Taking actions to stop the bullying from happening again.
- Whole school learning - reflecting on what we have learnt.
- Thinking about any safeguarding concern and report concerns to Designated Safeguarding Lead.
- Providing assurances to the child that concerns have been listened to and action will be taken.
- Consider who else is involved and what roles they have taken.
- Sending clear message that the bullying must stop.
- Working with both parties to find solutions.
- Identifying the most effective way of preventing re-occurrence and any consequences.
- Reflecting and learning from bullying episodes –consider what needs to happen next to prevent future bullying e.g. Jigsaw PSHE, training etc.
- Raising awareness of online bullying through regular online lessons.
- Adopting a social model approach to bullying. Diversity is valued and everyone is included in our school.
- Focussed work with individuals and groups of pupils where required to support understanding and development of social skills e.g. social skills groups, ELSA (Emotional Literacy Support Assistant), Thrive.
- Ensuring playground and midday staff are trained and we have a range of activities at lunchtime to promote positive play.
- Offering training to all school staff around bullying, including specific guidance on those groups who are most likely to be bullied.

### **Vulnerable Groups**

National research has shown that some groups of pupils are particularly vulnerable to bullying these include pupils with SEND, children looked after, pupils from minority ethnic groups or faiths, young carers, military children, Travellers, Pupil Premium, children from same sex parents, LGBTQ+ pupils and those perceived to be LGBTQ+.

Children, if identified as belonging to a vulnerable group, receive highly effective and personalised intervention and support. This is further enhanced by integration whenever possible with mainstream classes.

## Responding to Bullying



We monitor and review all bullying incidents to determine any patterns or trends that may require further action.

On a regular basis we give pupils the opportunity to feedback on how safe and happy they feel at school, we do this through pupil questionnaires and School Council meetings.

All staff are required to log bullying on CPOMS and notify the Designated Safeguarding Lead or SENDCo and Inclusion Lead when dealing with incidents of bullying. This should be done immediately.

### Procedures and Dealing with Incidents

In our school pupils are encouraged to talk to staff when they are unhappy or have concerns. Pupils in our school understand that they have a right to feel and be safe and a responsibility to support others to feel and be safe.

Pupils are encouraged to report bullying to:

- A trusted adult
- Their class teacher/TA, Peer mentors or buddies

Each class has a 'worry box' where children can report their concerns if they do not feel confident speaking to an adult.

Children are taught that it is important to talk to a trusted adult if bullying is taking place outside of school.

Parents are also encouraged to report concerns and bullying to named individuals. This is normally the class teacher.

When pupils report their concerns, our staff are trained to LISTEN and to BELIEVE. We involve children as far as possible in finding solutions.

The following steps should be followed in recording incidents of bullying and should act as a means to conveying to everyone how seriously the school regards bullying behaviour.

- The bullied pupil should record the events in writing with dates.
- The bully should record the events in writing with dates.
- The teacher should record their discussions with both parties.
- The parents/carers of the pupils should be contacted and a meeting arranged to discuss the incident.
- All written records of the incident should be logged on CPOMS.
- The member of staff should use the Relational Behaviour Policy when dealing with the bully.
- Any bullying that includes racist elements will be logged and tagged using CPOMS.
- Any bullying incident that includes homophobic elements will be logged and tagged using CPOMS.

### **Role of pupil being bullied:**

Nobody has the right to make you feel unhappy. If someone is bullying you, it is important to remember that it is not your fault and there are people who can help you.

Below are some strategies that pupils in our school have suggested to help you if you are being bullied:

- Try not to let the bully know that he/she is making you feel upset.
- Try to ignore them.
- Be assertive – stand up to them, look at them directly in the eye, tell them to stop and mean it.
- Say 'No'.
- Practise confronting the bully in front of a mirror.
- Stay in a group, bullies usually pick on individuals.
- Be brave.
- Get away as quickly as you can.
- Change a routine or route and walk with others.
- Tell someone you can trust – it can be a teacher, member of staff at school, a parent, a friend, a brother, a sister or a relative.
- Believe what the bully says is not true.
- Ask them why they are bullying you.
- If you are scared, ask a friend to go with you when you tell someone.
- If you don't feel you can talk to someone about it, use the worry box.
- When you tell an adult about the bullying give them as many facts as you can (What? Who? Where? When? Why? How?).
- Keep a diary of what's been happening and refer to it when you tell someone.
- Keep on speaking out until someone listens and helps you.
- Never be afraid to do something about it and quick.
- Don't suffer in silence.
- Don't blame yourself for what is happening.
- Call a helpline.

### **Role of a pupil who sees someone being bullied:**

Ignoring bullying is unfair to the victim. Staying silent means the bully has won and gives them more power. There are ways you can help without putting yourself in danger.

Below are some strategies that pupils in our school have suggested to help you if you see someone being bullied:

- Don't smile or laugh at the situation.
- Don't rush over and take on the bully yourself.
- Don't be made to join in.
- Ask the victim to play with you.
- If safe to do so, encourage the bully to stop bullying.
- If you can, let the bully know you do not like his or her behaviour.
- Shout for help.
- Let the victim(s) know that you are going to get help.
- Tell a member of staff as soon as you can.
- Try and befriend the person being bullied.
- Encourage the person to talk to someone and get help.
- Ask someone you trust about what to do.
- If you don't feel you can talk to someone about it use the worry box.
- Call a helpline for some advice.

### **Guidance for parents**

If a parent has any concerns about their child they should speak to the class teacher immediately. If a parent thinks bullying is the issue, the matter will be referred to the headteacher. The headteacher is always informed of any bullying concerns at Moorlands Schools Federation and monitors the situation carefully.

If a parent feels unable to talk to the class teacher, they can make an appointment to speak directly with the Deputy Headteacher and/or the SENDCo and Inclusion Lead.

The school will work with both the child and the parents to ensure that any bullying is stopped and that support is given where needed.

**Parents should not confront the bully or their parents. This can complicate the situation and distress the pupil.**

The school will deal directly with all children involved and their parents directly. Parents will be kept informed of any actions the school is taking.

If parents feel that their concern has not been dealt with appropriately they should follow the school's complaints policy.

### **If your child has been bullied:**

- Calmly talk with your child about his/her experiences.
- Make a note of what your child says including who was involved, how often the bullying has occurred, where it happened and what happened.

- Reassure your child that he/she has done the right thing to tell you about the bullying.
- Explain to your child that should any further incidents occur he/she should report them to a teacher immediately
- Make an appointment to see your child's teacher.
- Explain to the teacher the problems your child is experiencing.

#### **When talking with teachers about bullying:**

- Try to stay calm and 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.
- Discuss 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 and let them know if things improve as well as if problems continue.

#### **If your child is bullying others:**

- Talk with your child and explain that what he/she is doing is unacceptable and makes other children 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 he/she can join in with other children without bullying.
- Make an appointment to see your child's teacher and explain the problems your child is experiencing as well as discussing how you can work together to stop him/her bullying others.
- Regularly check with your child how things are going at school.
- Give your child lots of praise and encouragement when he/she is co-operative or kind to other people.

Information about cyber-bullying and online safety is sent out to parents at least once a year.

#### **Links with other school policies and practices**

This Policy links with a number of other school policies, practices and action plans including:

- Complaints Policy
- PSHE Policy (including Health Education and Sex Education)
- Relational Behaviour Policy
- Online Safety Policy
- Parental Code of Conduct

### **Monitoring & review, policy into practice**

We will review this Policy at least once every three years as well as if incidents occur that suggest the need for review. The school uses the guidance by the DfE and the Bullying Intervention Group to inform its action planning to prevent and tackle bullying.

All members of the school community, including pupils, staff, parents and governors, are expected to treat everyone with dignity respect at all times. This includes both face-to-face contact and online.

## Appendix 1: Sources of further information, support and help:

There is a vast amount of information and guidance available about bullying that can provide a wide range of support and help. The following list is just a small selection of the support available that teachers, parents and children have found useful.

Name of Organisation	Tel No.	Website
Act Against Bullying	Not available	<a href="http://www.actagainstbullying.com">www.actagainstbullying.com</a>
Advisory Centre for Education (ACE)	0808 800 5793	<a href="http://www.ace-ed.org.uk">www.ace-ed.org.uk</a>
Anti-Bullying Alliance (ABA)	No available	<a href="http://www.anti-bullyingalliance.org.uk">www.anti-bullyingalliance.org.uk</a>
Bullying UK	Not available	<a href="http://www.bullying.co.uk">www.bullying.co.uk</a>
Childline	0800 1111 Helpline for children open 24 hours a day	<a href="http://www.childline.org.uk">www.childline.org.uk</a>
Kidscape	020 7730 3300 (General enquiry numbers)	<a href="http://www.kidscape.org.uk">www.kidscape.org.uk</a>
NSPCC	0808 800 5000	<a href="http://www.nspcc.org.uk">www.nspcc.org.uk</a>
Parentline Plus	0808 800 2222	<a href="http://www.parentlineplus.org.uk">www.parentlineplus.org.uk</a>
Stand Against Racism and Inequality	0117 942 0060	<a href="https://saricharity.org.uk/">https://saricharity.org.uk/</a>
Think U Know Website: KS1 – Hector’s World: KS2 – Cyber Café:		<a href="http://www.thinkuknow.co.uk/5_7/hectorsworld/">http://www.thinkuknow.co.uk/5_7/hectorsworld/</a> <a href="http://www.thinkuknow.co.uk/8_10/cybercafe/">http://www.thinkuknow.co.uk/8_10/cybercafe/</a>