



Manor Park CofE VC First School **Anti-Bullying Policy**

May 2019

Revision date: May 2020

Manor Park CE First School Anti-Bullying Policy

The RE/PSHE/PE CALT is responsible for developing this policy.

Date issued: November 2017

Revised: November 2018

1. Roles and responsibilities

The CALT team will

1. develop the policy in line with good practice, the Special Educational Needs and Inclusion Policies
2. ensure that agreed protocols are followed
3. evaluate the progress the school is making in relation to the anti-bullying agenda

Class teachers are responsible for the day to day implementation of practices and they will

1. support the development of an appropriate culture within school
2. support children / young people who have experienced bullying
3. respond to children / young people who have bullied
4. model appropriate, respectful behaviour

Children in this school will

1. embrace a culture that respects difference
2. support children / young people who have experienced bullying behaviours.
3. model appropriate, respectful behaviour

These roles and responsibilities are monitored by the school's governing body.

2. Participation

At every stage in the development of this policy, recognition has been given to the importance of ownership. The children and staff have been involved in the development of this policy, and the governors have agreed it.

3. The aims and objectives

Staff asked children what the aims of a policy should be.

Pupils replied:

- *Help people make friends
- *Stop bullying
- *Keep our playground safe
- *Help children to be independent
- *Help people understand the rules

This policy follows guidance set out in the DfE document 'Preventing and Tackling Bullying – Advice for School Leaders, Staff and Governing bodies' and the Dorset Safeguarding Children Board document 'Everyone is Different'.

The aims and objectives of the policy are to develop and maintain

1. a culture of respect where difference is valued
2. a system of support for children who have been bullied
3. a system of clear, fair and consistent responses to incidences of bullying

4. Defining bullying

Children are taught that bullying of any kind is unacceptable. "Bullying is the repetitive, intentional hurting of one person by another, where the relationship involves imbalance of power. Bullying can be physical, verbal, or psychological. It can happen face to face or through cyberspace".

(Anti-bullying Alliance ABA 2013)

In generic terms (and as stated in the DfE document 2011 "Preventing and Tackling Bullying – Advice for School Leaders, Staff and Governing bodies".) bullying is described as 'behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.'

The three main types of bullying are:

- **Physical** This includes hitting, kicking, scratching and the taking or deliberate damaging of property.
- **Verbal** This includes name calling, insulting or discriminatory remarks (racist, sexist, homophobic, biphobic or transphobic), teasing, threats and extortion or sending nasty notes, text messages, emails etc.
- **Indirect** This includes ostracising or the spreading of nasty stories about someone and social exclusion of an individual.

Racist, sexist, homophobic, biphobic or transphobic harassment involves the same kind of behaviour directed against someone because of their culture or identity, their gender, gender identity or sexual orientation.

Children learn the difference between bullying and friendship issues and are introduced to the following ideas:

- Someone who is being bullied does not have equal opportunities.
- Bullying means they do not get the rights that they are entitled to.
- Bullying is learned behaviour. It can be 'unlearned'.
- Victims need a balance between protection and empowerment.
- Adults can bully with sarcasm, put downs, making comparisons and name-calling.

5. Prevention

Manor Park embraces difference and never tolerates bullying.

In addition to Jigsaw lessons the school has an annual Antibullying Week. We call this 'Friendship Friday' and children participate in a range of activities relating to conflict, bullying and being safe. We focus on cyberbullying on Safer Internet Day every February and refer to it

continually when children are using the internet. The easy way for them to remember the procedure is: Close, Tell, Don't Worry.

The focus of our annual school café, run by Year Four children, is centred around PSHCE, and provides valuable opportunities to work with others.

It is also covered through Rights Respecting Schools material, Religious Education, Collective Worship and other curriculum topics.

Staff are trained to understand diversity and bullying issues.

Staff, pupils and members of the school community model appropriate respectful behaviour.

6. Responding & Supporting

We address each incident of behaviour individually and appropriately.

We:

1. Listen to the child who has been bullied and identify the type of support they feel they need.
2. Listen to the child who has bullied and identify the type of support they need.
3. Apply disciplinary protocols consistently and fairly.
4. Carefully consider and decide upon the appropriate level of parental involvement for both parties.
5. Complete the school's recording forms and involve outside agencies (such as Educational Psychologists and Behaviour Support) as appropriate.

Child Protection

We recognise that under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is "reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm". Where this is the case, school staff will report their concerns to the Designated Senior Person for Child Protection who will refer to Children's Services.

7. Reporting

We have a clear system for gathering information about what is happening in school. Children or Parents should raise a concern initially with their Teacher or Teaching Assistant. Teachers should raise a concern with a member of SLMT or Headteacher. Initial relationship conflicts are logged in a Behaviour and Relationship Conflict (BARC) file, where they can be monitored by the SST and governors. More serious incidents or ongoing concerns are then dealt with in an appropriate manner - **see Responding and Supporting**

8. Evaluating

We will track the outcomes of individual incidents of bullying and monitor progress.

9. Resources

- Jigsaw
- Kidscape, Beatbullying, Anti Bullying Alliance
- Cyberbullying
- Dorset Police eSafety team

Key Documents

- i. Preventing and Tackling Bullying – Advice for School Leaders, Staff and Governing bodies.
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf
- ii. Ensuring good behaviour in schools - A summary for head teachers, governing bodies, teachers, parents and pupils
<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0076882/ensuring-good-behaviour-in-schools>
- iii. The Equalities Act 2010 – this act identifies 9 protected characteristics and is the key piece of legislation that places duties on a school with respect to bullying.
www.homeoffice.gov.uk/equalities/equality-act
- iv. Commissioned Survey of pupils' experience of bullying in school – scheduled to report Summer 2012 www.ofsted.gov.uk/inspection-reports/surveys/forthcoming-surveys

RE CALT - November 17