



Manor Park CofE VC First School Anti-Bullying Policy

- Please read in conjunction with the school's Relationship and Behaviour Policy.

Revision date: Nov 2021

Manor Park CE First School Anti-Bullying Policy

The RE/PSHE/PE CALT and Pupil Relationship and Engagement Leader are responsible for developing this policy.

Date issued: November 2021

Revised: November 2022

1. Roles and responsibilities

The CALT team/ PRE Leader 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 therapeutic culture within school
2. support children / young people who have experienced bullying
3. respond to and support children / young people who have bullied another
4. model appropriate, respectful and prosocial behaviours

Children in this school will

1. embrace a culture that reflects the therapeutic nature of our school, where the feelings of others are valued and respected
2. support children / young people who have experienced bullying antisocial behaviours.
3. demonstrate appropriate prosocial behaviours

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:

- *To help us "Be Safe, Be Kind and Be Our Best"
- *To help us be a good friend
- *To stop bullies from hurting the feelings of others
- *To know what to do if you or someone you know is being bullied\

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 consequences to incidents of bullying
4. To teach through educational consequences the impact of antisocial behaviours on others with a particular focus on 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)

Child speak- STOP - Several Times On Purpose
(NSPCC)

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 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.

Cyber bullying is any form of bullying which takes place online or through smartphones and tablets. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or unkind content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation.

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.

5. Prevention

Manor Park embraces difference and never tolerates bullying.

In addition to Jigsaw lessons (Celebrating Difference) the school has an annual Anti bullying focus week. We call this 'Friendship Week' 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: Shut the lid, Tell an adult, Don't worry.

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

Promoting the importance of diversity and celebrating difference is also covered through, Religious Education, Collective Worship and other curriculum topics.

Staff are trained to understand diversity and bullying issues including an understanding of the 9 protective characteristics.

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

6. Responding & Supporting

We address each incident of bullying 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 educational consequences and 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) when 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 Safeguarding Lead for Child Protection who will refer to Children's Services if appropriate.

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 a trusted adult within the school setting. Adults should raise a concern with a member of SLT or Headteacher. Initial relationship conflicts are logged on My Concern or in a Behaviour and Relationship Conflict (BARC) file, where they can be monitored by the PRE Leader, 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