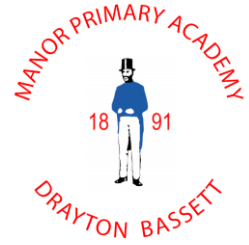




Inspiring All to Excellence



Manor Primary Academy

Anti-Bullying Policy

Document and Version Control

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2	11.10.23.	Simon Robson	Added to Fierté format Updated links Edited definitions of bullying to avoid repetition

Section	Changes Made

Introduction

Statutory duty of schools

Headteachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils.

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at schools.

Bullying can take many forms - it is not just physical abuse but verbal and mental. As we explain to children in school, it is when someone else makes you continually unhappy - even if it starts out as fun. We do talk to children both in assemblies and in class during PSHE/Circle Time sessions about bullying and how to deal with it.

Our message is, that they must not suffer in silence - they are encouraged to tell someone, preferably an adult, and parents should keep a listening ear and consult with school if they are worried.

We know that some parents encourage their children to "fight back", when there are problems with other children. Unfortunately, this often causes even more upset and can mean that fairly minor matters (which are easy to resolve) become major problems. It will also lead to confusion for the children involved - school and home need to be giving the same message.

At Manor, we actively discourage children from "fighting back", because we do not believe that this is the correct way to sort things out. We believe that if a child has a problem caused by someone else, then the correct way of dealing with it is for that child to tell a grown-up - either their own class teacher, or the Headteacher, or another grown-up in school, or their parents at home. This is how the problem gets sorted out - not by retaliation or confrontation.

Parents need to be aware of this policy in school - if it is difficult for them to accept, they should make an appointment to meet with the Headteacher.

Rationale

Everyone at Manor School has the right to feel welcome, secure and happy. Only if this is the case will all members of the school community be able to achieve to their maximum potential. Bullying of any sort prevents this being able to happen and prevents equality of opportunity. It is everyone's responsibility to prevent this happening and this policy contains guidelines to support this ethos.

Where bullying exists the victims must feel confident to activate the anti-bullying systems within the school to end the bullying. It is our aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in the school.

This document outlines how we make this possible at Manor School.

Definitions of Bullying

At Manor we define bullying as follows:

Bullying is when an individual or group **deliberately** hurts another or makes them feel unhappy. Bullying behaviour will be **repeated over a period of time** and is difficult for the victim to defend against.

There will often be an **imbalance in power** between protagonists. E.g. the bully is older, physically stronger, is part of a group, is socially 'popular' etc. Bullying may be racist, sexist, or homophobic. People can be bullied for any reason; because of the way they look, because of their religion, their age, because of a learning or physical disability for example.

The three main types of bullying are:

- physical (hitting, kicking, theft)
- verbal (name calling, racist remarks)
- indirect (spreading rumours, excluding someone from social groups).

Schools' teaching and ancillary staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

Bullying is not:

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

The school works hard to ensure that all pupils know the difference between bullying and simply "falling out".

Where does bullying happen?

It can happen anywhere – in the classroom, in the corridor, in the toilets, in the dining hall, in the playground, on social media etc. Bullying may also happen on the way to and from school. In such cases, the Headteacher is empowered by law to deal with such incidents but must do so in accordance with the school's policy. (See also Behaviour Policy). At Manor, we are concerned with our children's conduct and welfare outside as well as inside school and we will do what we can to address any bullying issues that occur off the school premises.

The following steps may be taken:

Talk to the local Community Police Officer about problems on the streets

Talk to the Head Teachers of other schools whose children may be involved in bullying off the premises

Discuss coping strategies with parents

Talk to the children about how to handle or avoid bullying outside the school premises

Signs and Symptoms of Bullying

A child may indicate, by different signs or 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
- becomes withdrawn, anxious or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to underperform in school work
- comes home with clothes torn or books damaged
- has possessions go "missing"
- asks for money or starts stealing money eg. (to pay the bully)
- has snack 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.

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.

Actions to Tackle, prevent and reduce bullying

Prevention is better than cure so at Manor we will be vigilant for signs of bullying and always take reports of incidents seriously. Whole school initiatives and proactive teaching strategies will be used throughout the school to develop a positive learning environment with the aim of reducing the opportunities for bullying to occur. These can include:

- PSHE, RE, assemblies and Circle Time whenever possible to reinforce the ethos of the school and help pupils to develop strategies to combat bullying-type behaviour. Every year, as part of our assembly work in school, we will focus on bullying. This enables us, as a whole school, to reinforce our behaviour code and remind pupils what to do if bullied and reminds them of strategies to combat bullying-type behaviour
- Using drama activities and role-plays to help children be more assertive and teach them strategies to help them deal with bullying situations
- Pupils are also reminded of our behaviour code and what to do if bullied.
- Pupils are told that they must report any incidence of bullying to an adult within school.
- When another pupil tells them that they are being bullied or if they see bullying taking place it is their responsibility to report their knowledge to a member of staff.
- Using praise and rewards to reinforce good behaviour
- Encouraging the whole school community to model appropriate behaviour towards one another
- All reported incidents of bullying will be investigated and taken seriously by staff members.
- Teachers will note incidents.
- If a member of staff on duty deals with an incident, then this will be reported to the class teacher of that child at the end of break.
- The Class Teacher of the victim will be responsible for reporting the incident and the action taken, to the Headteacher.
- In order to ensure effective monitoring of such occurrences, and to facilitate coordinated action, all proven incidences of bullying should be reported to the Headteacher.
- Any incidents involving racist abuse should be reported to the Headteacher even if the surrounding events seem trivial.
- Upon discovery of an incident of bullying, we will discuss with the children the issues appropriate to the incident and to their age and level of understanding. Initially, a problem-solving approach may help.
- The adult will try to remain neutral and deliberately avoid direct, closed questioning which may be interpreted as accusatory or interrogational in style.

- Each pupil must be given an opportunity to talk and the discussion should remain focused on finding a solution to the problem and stopping the bullying recurring.
- Undertaking regular questionnaires and surveys to monitor the extent of bullying in the school and the effectiveness of the anti-bullying policy
- Each class agreeing on their own set of class rules at re start of each year and revised as the year progresses.
- Making national anti-bullying week a high profile event each year
- Setting up of a circle of friends support network where a small group of children volunteer to help and support an individual experiencing difficulties
- Prominently displaying Anti-Bullying Code and anti-bullying posters – commercial and produced by the children around the school
- Other follow up strategies may be employed as part of the schools general developmental programme. For example, an assembly or role-play and other drama techniques can be used as well as Circle Time. If held regularly, these are an effective way of sharing information and provide a forum for discussing important issues such as equal rights, relationships, justice and acceptable behaviour. It can also be used just within the affected group to confront bullying that already exists.
- Children who are worried about openly discussing an incident when the aggressors are present (e.g. taunting during a lesson) can be encouraged to discuss with the teacher in confidence at an appropriate time. Victims need to feel secure in the knowledge that assertive behaviour, and even walking away can be effective ways of dealing with bullying.
- Reviewing this policy with all staff.

Action to be taken to support the victim:

- Environmental changes will be made if necessary – classroom, playground to ensure that the child feels more secure.
- Staff must communicate with other staff and record, where relevant, any incidents or concerns on My Concern
- The situation will continue to be monitored by all staff to ensure no repetition. Children will be observed at break times, lunchtimes and in the classroom. Any follow-up findings will be recorded in My Concern
- Key friends identified by the child will be asked for extra support.
- The child will nominate an adult in school whom they trust and feel they can talk to.
- The child will be made aware of the importance of immediate reporting of any further incidents.
- Parents will be invited into school so that action taken can be shared.
- The SENCo and the class teacher will work together to assess whether the child needs support in the development of social skills – assertiveness, language skills.

Action to be taken to support the bully:

Type and method of support will depend on individual needs, age and maturity of the child.

It may be suggested that the children involved meet with the support of their class teachers.

It will be made clear to the child that their behaviour is unacceptable because of the effect that it is having on the other child.

The child may be asked what they hoped to gain by their behaviour – if their answer indicates that a need is not being met, then this will be addressed through discussion with parents.

The child will be reminded that they are responsible for their behaviour and there are consequences for poor behaviour.

Sanctions for behaviour may include the removal of breaks, lunchtimes – parents will be informed which sanctions will be used. Behaviour policy will be followed.

Following the implementation of a behaviour plan, if the behaviour persists, then outside agency support may be requested to address the needs of the child, with the permission of parents.

Monitoring, evaluation and review

The school will review this policy and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Sources of further information, support and help:

The following list is just a small selection of the support available that teachers, parents and children have found useful.

Additional resources: DfEE: "Bullying: Don't Suffer in Silence."

Staffordshire LEA website devoted to anti-bullying <https://www.staffordshire.gov.uk/education/Learning-options-and-careers/Getting-the-best-out-of-school/Bullying.aspx>

Act Against Bullying 0845 230 2560 www.actagainstbullying.com

Advisory Centre for Education (ACE) 0207 704 3370 www.ace-ed.org.uk Anti-bully www.antibully.org.uk

Child line: [Childline | Childline](http://Childline.org.uk) 0800 1111

Beatbullying 0845 338 5060 www.beatbullying.org.uk Bully Free Zone 01204 454 958 www.bullyfreezone.co.uk Bullying Online 020 7378 1446 www.bullying.co.uk

Kidscape 020 7730 3300(general enquiry number) 08451 205 204 (helpline for adults only)
www.kidscape.org.uk

NSPCC 0207 825 2500 www.nspcc.org.uk

Parentline Plus 0808 800 2222 www.parentlineplus.org.uk

The Children's Legal Centre 0800 783 2187 www.childrenslegalcentre.com

The Office of the Children's Commissioner 0844 800 9113 www.childrenscommissioner.org.uk UK
Government Website www.direct.gov.uk