



POLICIES AND PROCEDURES

ANTI-BULLYING POLICY INCL CYBER BULLYING

DATE AGREED BY GOV'S;	JANUARY 2015 TEACHING AND LEARNING COMMITTEE
DATE AGREED BY FULL GOV BODY;	MARCH 2015
REVISION DATE;	SPRING 2019

STATEMENT FOR EQUALITY;

Manor Park Primary School is committed to gender, racial, religious and disability equality in every part of school life.

Rationale

The aim of the anti-bullying policy is to ensure that children are happy to come to school and learn in a supportive, caring and safe environment without fear of being bullied. MANOR PARK Primary School has a zero tolerance attitude to bullying.

Definition

Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated.

Bullying is defined as deliberately hurtful behaviour, **repeated over a period of time**, where it is difficult for those being bullied to defend themselves.

The four main types of bullying are:

- Physical (hitting, kicking, theft)
- Verbal (name calling, racist remarks)
- Indirect (spreading rumours, excluding someone from social groups).
- Cyber bullying

Children must be encouraged to report bullying in school to a teacher or staff member.

This policy is designed to ensure that as a school we are alert to signs of bullying and act promptly and firmly against it.

Why is it Important to Respond to Bullying?

Bullying hurts; no one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Children who are bullying need to learn different ways of behaving. Bullying can cause stress and can affect a child's health.

Schools and parents have a responsibility to respond promptly and effectively to issues of bullying.

Aims

This policy aims to:

- Promote a secure and happy environment free from threat, harassment and any type of bullying behaviour.
- Ensure all teaching and non-teaching staff, pupils and parents have an understanding of what bullying is.
- Inform children and parents of the school's expectations and to foster a productive partnership, which helps maintain a bully-free environment.
- Show commitment to overcoming bullying by practising zero tolerance.
- Identify and deal with incidents of bullying consistently and effectively.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens self-harm
- cries themselves to sleep at night or has nightmares/bedwetting
- Regularly feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions go "missing"
- has unexplained cuts or bruises
- becomes unreasonable when dealing with school issues

- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above

These signs and behaviors could indicate other problems, but bullying should be considered a possibility and should be investigated.

Prevention

To fulfill our aims, the following strategies are used:

1. Through PSHCE curriculum and SEAL there is a structured programme to raise self-esteem in pupils.
2. Constant monitoring of school buildings and grounds to ensure a safe and secure environment is maintained.
3. Involvement of all school staff to ensure a consistent approach is in evidence.
4. An open door policy in the school.
5. Encouraging pupils and parents to report bullying.
6. Raising awareness of bullying.
7. Paired learning and buddy systems.
8. Internet Use Policy ensures children are clear about how they should be using the Internet.
9. Cyber bullying what it is and how you should report it is incorporated into PSHCE & the computing curriculum and through assemblies.
10. MyUSO is a protected website and there are identified links for parents and children to report cyber bullying.
11. E-safety workshops for parents are offered that incorporate cyberbullying and a yearly newsletter to share resources with parents/careers is sent out.
12. Take part in anti-bullying and e-safety national days.

Procedures

It is recognised that incidents of bullying occur in all schools. It is essential that all such incidents are taken seriously and dealt with in an appropriate manner. A pupil or parent may report an incident to any member of staff. The class teacher may deal with this in the first instance and would let their Line Manager know. The Line Manager will liaise with the teacher and parent to ensure that the bullying stops.

The Line Manager will be in charge of the recording and overseeing of incidents. The headteacher will be responsible for embedding anti-bullying awareness in the policies and practices of the school.

The following steps may be taken when dealing with incidents:

- ◆ If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.

- ◆ Staff investigate alleged bullying by consulting the victim(s). Appendix 1 provides a checklist for investigating an incident.
- ◆ If it is felt that an incident of bullying has taken place, then it will be taken seriously and investigated. A member of staff wishing to report an incident of bullying should approach their Line Manager.
- ◆ The Line Manager should reach agreement as to whether this incident constitutes bullying or should be addressed as an incident of poor behaviour.
- ◆ If deemed to be bullying, the Line Manager will speak to the pupils involved and proceed accordingly. If the matter can be resolved in school without the need for parental contact then this will be done and monitored by appropriate member of staff, Line Manager and headteacher. It is usually decided that parents should be informed as soon as possible and this will be done by the Senior Manager/Leader. A written copy of events will be kept and this will be updated until the situation has been resolved.
- ◆ In serious cases parents will be informed that their child has been subject to bullying. The parents of the perpetrator(s) will also be contacted via telephone or letter and offered a meeting with the headteacher to discuss incident. Individual behaviour/support plans will be drawn up between relevant parties e.g. Senior Manager, teacher, SEN/EAL leader, TA etc these are shared with parents. These are constantly reviewed until the child can come off the behaviour/support plan
- ◆ Sanctions will be used as appropriate and in consultation with all parties concerned in accordance with the school's discipline policy.

Support

Victim : Support for the victim is essential both immediately following the incident and during an agreed period of review. Peer support, staff support, parental support and outside agency support may all be essential to ensure that the victim does not suffer any long term effects.

After a period of time staff will meet with the victim to reassess the situation and the relationship between those involved.

Children who have been bullied will be supported by:

- ◆ Offering an immediate opportunity to discuss the experience with a member of staff
- ◆ Reassuring the pupil
- ◆ Offering continuous support
- ◆ Restoring self-esteem and confidence
- ◆ Consideration for Play therapy
- ◆ Offered support time with the Nurture Support TA
- ◆ Consideration of completing a CAF or requesting single agency support

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, computing, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

Perpetrator(s): It is recognised that support must be given to the perpetrator. Disciplinary procedures against the perpetrator(s) are intended to change or modify behaviour rather than label anyone as a bully. Such procedures may include:

- ◆ Individual behaviour/support plans are drawn up between relevant parties e.g. Senior Manager, teacher, SEN/EAL leader, TA etc these are shared with parents. These are constantly reviewed until the child can come off the behaviour/support plan
- ◆ Support form the behaviour support TA
- ◆ Withdrawal of activities
- ◆ The establishment of mentoring or a buddy system
- ◆ Discussion about the effects of bullying
- ◆ Peer mediation
- ◆ Involvement of other agencies and services such as an Educational Psychologist and the Behaviour Support Team

Accountability for Off Site Incidents

In instances where bullying or cyber bullying has taken place outside of the school premises, pupils or parents may still report concerns to any member of staff. Similar steps will be followed in order to investigate the incident and to provide support to the victim and perpetrator, however the school may not be accountable for resolving issues that do not occur on school premises.

Staff Responsibilities

All staff should keep abreast of current thinking with regard to anti-bullying and if required, support will be given to implement this policy. All staff will be made aware of the implications of the school policies to bullying and racism. All staff should let their Line Managers know of any instances of bullying.

Staff will be offered training on tackling bullying or through professional development courses.

Monitoring, Evaluation and Review

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

Appendix 1 Checklist for investigating an incident

- ◆ Who was involved – is there or are there apparent victims? Is so who is it/are they?
- ◆ In what way did the victims suffer?
- ◆ How did the incident start? Was it spontaneous or premeditated?
- ◆ What is alleged to have happened, from the perspective of all those involved?
- ◆ When did the incident take place?
- ◆ Where did the incident take place?
- ◆ Who witnessed the incident (pupils, parents, staff and others)
- ◆ Who reported it to whom and when?
- ◆ Is there any background to this incident?
- ◆ Is there any other reason for considering this to be bullying behaviour?
- ◆ Why does the reporter or investigator of the incident perceive this to have been a bullying incident?
- ◆ To what extent did the incident affect others?
- ◆ What was the response of the victim(s) if such exist?
- ◆ What does/do the victim(s) wish to see resulting from the investigation?

Name calling or abusive language should be challenged, the nature of the unacceptable behaviour explained and the school policy on such matters outlined.