



MANOR INFANT SCHOOL & NURSERY

Approval By: School
Review Frequency: 1 year
Next Review Due: November 2019
Last Reviewed: 20 th November 2018
CHAIR OF GOVERNORS & HEADTEACHER TO COMPLETE
Review Approved (signature): <i>E. Elmer</i>
Date Approved: 20 th November 2018

ANTI-BULLYING POLICY

'Valued as Individuals, Inspired as learners'

This policy complements and supports the school values and aims.

Status : Statutory

Purpose

The purpose of this policy is to:

- *create a happy, secure and stimulating learning environment where everyone will be inspired to do their very best*
- *promote and develop self-discipline, social awareness and appropriate standards of behaviour*
- *work together to help children to learn the skills they need to solve problems and to achieve their aims successfully and positively*
- *provide common, simple, robust and effective procedures for promoting effort, achievement and positive behaviour*

At Manor Infant School and nursery we believe that all children have the capacity to learn well, and behave well. We understand that poor behaviour is often the result of a lack of a skill and that children may be trying to solve problems but in an inappropriate manner, causing problems and possibly distress to others. Our aim is always to try to help the child to recognise the problem and to work with them to help them to develop more appropriate behaviours.

We believe that high-quality teaching promotes effective learning and good behaviour. Our emphasis will be on recognising and celebrating effort and success, so that all pupils feel valued. We will teach pupils to take responsibility for their own actions and to accept the consequences of their choices. Staff will engage with children kindly and positively, modelling respect and courtesy at all times. We will promote an atmosphere where children feel able to trust and talk to adults and one another. Bullying by adults or pupils will not be tolerated. Complaints of this nature will be taken seriously and problems will be dealt with promptly, fairly and firmly.

Who was consulted?

The headteacher and the senior leadership team worked with staff to agree and develop this policy. All pupils are consulted at the beginning of each academic year on the rules, rewards and sanctions. Parents are encouraged to support the policy through the home-school agreement (reviewed annually).

BULLYING

Manor Infant school and nursery believe every child has a right to be protected from bullying and that it is the responsibility of the school and the governing body to ensure it happens. Manor Infant school and nursery has a zero tolerance approach to bullying behaviours. We will work with parents to promote their understanding of bullying behaviours.

AIMS AND OBJECTIVES

- Bullying is wrong and damages individuals. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.
- We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.
- This policy aims to produce a consistent school response to any bullying incidents that may occur and for the whole school community, teaching & non-teaching staff, pupils, Governors & families to be involved in implementing the policies.
- We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities to ensure this does not happen.
- To raise awareness of bullying through Personal Social Health Education & assemblies

DEFINITION OF BULLYING

Action taken by one or more individuals with the deliberate intention of hurting another person, either physically or emotionally.

Bullying:

- Does not happen once; it is ongoing over time
- Is deliberate and intentional
- Is unfair - there is an unequal power balance. The person doing the bullying has greater strength, greater influence or higher status/power, or there are more of them.

Bullying behaviour may also be racial, cultural or sexual in nature.

Dealing with bullying:

Where behaviours are consistently targeted at a child in order to deliberately cause distress, this will be identified and then dealt with as *bullying*. Bullying behaviour will be reported to the Headteacher the same day, who will record the incident and proceed with a full investigation (In the Headteacher's absence, bullying will be recorded and investigated by the Deputy Headteacher).

Victims of bullying behaviours will be listened to and taken seriously. Incidents will be thoroughly investigated and explored carefully and sensitively. Counselling and support will be offered to any child who has been hurt, either emotionally or physically, as the result of bullying behaviours. Work may be undertaken with the child on building self-esteem, self-confidence, personal resilience and on developing self-help strategies.

The bullying behaviours will be identified and addressed with the perpetrator. Consequences for behaviours will be made clear and explained. Time will be spent with the perpetrators of bullying so that they understand why these behaviours are wrong, and how to make amends and how to change or adapt their behaviour. The Headteacher will contact the child's parents to discuss the situation and it may be necessary to set up an Individual Behaviour Support Plan, which will set targets and describe the skills that need to be worked upon.

Where incidents of bullying are considered particularly serious, damaging or sustained, fixed term exclusions may be applied (see Portsmouth City Council guidance on Exclusion).

The Headteacher ensures that all staff receives sufficient support and training to be equipped to deal with all incidents of bullying.

What is homophobic bullying?

Homophobic bullying can involve physical or mental violence by a group or an individual. It is often aimed at someone who has poor defences and who, as a result, may be significantly upset. Victims may be male or female. What distinguishes it from other forms of bullying is the language that is used. Both boys and girls may be subjected to homophobic abuse. Sexual bullying can also be related to sexual orientation. Homophobic name-calling should always be challenged in the same way that racist or sexist behaviour is. Normal anti-bullying strategies should be used when reacting to incidents and these strategies must have a clear place within the context of the whole school behavior policy.

The most important thing teachers will do is to strive to create a positive, open, tolerant ethos in which matters of concern to young people are discussed calmly.

Strategies to deal with such bullying include:

- guaranteeing confidentiality and support for those being bullied
- recording incidents in a separate incident book
- awareness by staff that homophobic bullying can occur
- challenging homophobic language and explore pupils' understanding – they might not understand the impact
- implement discipline procedures if the bullying warrants it.

What is cyber bullying?

The rapid development of, and widespread access to, technology has provided a medium for 'virtual' bullying, which can occur in or outside school. Cyber bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

Being a victim of cyber bullying can be very distressing for a young person as most of the time they don't know who is bullying them. Cyber bullying includes things such as sending nasty text messages or emails, or setting up a hate group on a social networking site. The bullying may also happen 24/7 and the victim is often targeted even when they are in the comfort of their own home. Images and text messages can be circulated very quickly and widely on the internet which makes it very hard to combat cyber bullying.

Instances of racial abuse or discrimination will always be reported.

The school will follow the procedures laid down by Portsmouth City Council in the Education improvement – Ethnic Minority Achievement. Dealing with racist incidents booklet.

What to do

Most of the time the bully is looking for a reaction when they're teasing or calling someone nasty names. Remind young people not to reply, if they do they're giving the bully exactly what they want.

Encourage young people to save the evidence of any emails or text messages they receive. This is so they have something to show when they do report the cyberbullying.

Encourage young people to tell a trusted adult if they are being cyberbullied, and to tell them as soon as they can in order to minimise their own upset or worry.

For further advice see the childnet international website www.childnet.com on the advice from the Department Of Education.

ALL PARTS OF THE SCHOOL & NURSERY

THE ROLE OF THE HEADTEACHER IN MANAGING BEHAVIOURS

Setting a positive school ethos:

The Headteacher leads in setting the school climate of mutual support and respect where personal development is celebrated, and kindness is recognised and valued. An atmosphere of honesty and trust encourages children to consider the needs of others and helps to make bullying less likely. When children feel they are important and belong to a friendly and welcoming school, destructive and damaging behaviours have less opportunity to grow and make an impact.

The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Headteacher uses assemblies and class/group discussions to explore issues affecting pupil wellbeing and to promote awareness of the impact of different actions and attitudes on others. Where disputes or difficulties arise, the Headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and the consequence and outcomes of this type of behaviour.

THE ROLE OF THE TEACHER AND OTHER ADULTS WORKING WITHIN THE SCHOOL

Teachers aim to support all children in their learning environment and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, the aim is to make clear that all forms of bullying are unacceptable.

Teachers and other adults in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class and that they are aware of in the school. All incidents of bullying will be reported to the Headteacher.

Referrals of this inappropriate behaviour will be made to an appropriate member of staff. The year leader will be the first port of call before then reporting to the Deputy Headteacher and then the headteacher.

Teachers and other staff will understand from the Headteacher the action that is being taken to support both victim and perpetrator (see above), and will support and develop this work.

The behaviours around bullying (see definition on Page 2) will be explored in whole class work (JIGSAW/PSHE lessons, Circle Time), in small groups and on a 1:1 basis with children. Staff will use restorative approaches and collaborative problem solving to help children to understand what has happened and how to put things right. Support will be accessed from Senior Management where needed, and from additional agencies for training and advice.

THE ROLE OF THE PUPILS

Within Manor Infant school, children will know that it is also their responsibility to help prevent bullying. Children will be able to talk to adults about worries and concerns that they have. They will be encouraged to share their views through pupil surveys, Circle Time and other means that staff feel are appropriate and helpful.

THE ROLE OF PARENTS

Parents who are concerned that their child might be being bullied, or who suspect that their child may be showing bullying behaviour, should contact their child's class teacher or the Headteacher, immediately.

Parents will be informed both if their child has been bullied, or if their child has been bullying others.

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

THE ROLE OF THE GOVERNORS

The governing board supports the Headteacher to ensure that school is a safe and happy place for all children. Governors will ensure that this policy is monitored and reviewed regularly, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governing board monitors any incidents of bullying that occur and requires the Headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The governing board responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Headteacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

MONITORING AND REVIEW

This policy is monitored on a day-to-day basis by the Headteacher, who reports to governors about the effectiveness of the policy on request.

This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the school's behaviour logbook, and by discussion with the Headteacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

This policy will be reviewed annually or sooner if legislation dictates by staff and governors.