Manor Wood Primary

Anti-Bullying Policy

Owlcotes Multi-Academy Trust

Anti- Bullying Statement

At Manor Wood Primary School, every member of our school community should have an equal opportunity to achieve his or her full potential regardless of race, colour, gender, disability, special educational needs or socio- economic background.

We believe that it is the right of all our pupils to be educated in an environment free from disruption by others and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn in a relaxed and secure atmosphere.

The school embraces Restorative Practice (RP) as a means of empowering teachers to be successful and effective practitioners within their classroom, raising standards and achievement across the school and developing aspirational, motivated and responsible pupils.

Bullying of any kind is unacceptable at our school. At Manor Wood we have a zero tolerance to bullying. This means that anyone who know that bullying is happening is expected to tell staff. If bullying does occur the school will deal with any incidences promptly and effectively and apply a restorative approach that underpins the school's ethos to affect change.

The purpose of this statement is:

- To prevent bullying from happening between children and young people who are a part of our organisation or take part in our activities.
- To make sure bullying is stopped as soon as possible if it does happen and that those involved receive the support they need.
- To provide information to all staff, volunteers, children and their families about what we should all do to prevent and deal with bullying.

This policy statement applies to anyone working on behalf of Manor Wood Primary school, including senior managers and the board of trustees, paid staff, volunteers, sessional workers, agency staff and students.

It should be read alongside the School's Restorative Practice Behaviour Policy which aims to:

- To create a consistently orderly environment, both inside and outside of the classroom, which will enable everyone to work and learn.
- To build close communities where children feel valued and supported and have a strong sense of belonging, and have the tools and support to deal with problems or conflict when this arises and seek quick and effective resolution.
- To ensure the 'Every Child Matters' agenda is firmly embedded into all aspects of school life.
- To embed the use of Restorative Practices in all aspects of school life.

What is bullying?
Bullying includes a range of abusive behaviour that is:

- Repeated
- Deliberate
- Physical
- Verbal
- Indirect such as cyber bullying and on-line abuse
- Intended to hurt someone either physically or emotionally.

Legal framework
This policy has been drawn up on the basis of legislation, policy and guidance that seeks to protect children in the UK.

NSPCC Learning provides summaries of the key legislation and guidance on:

- **Bullying and cyberbullying**
- **Online abuse**
- **Child protection in each nation of the UK.**

We believe that:

- Children and young people should never experience abuse of any kind
- We have a responsibility to promote the welfare of all children and young people, to keep them safe and operate in a way that protects them.

We recognise that:

- Bullying causes real distress and affects a person's health and development.
- In some instances, bullying can cause significant harm.
- Ill children, regardless of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, have the right to equal protection from all types of harm or abuse.
- Everyone has a role to play in preventing all forms of bullying (including online) and putting a stop to bullying.

We will seek to prevent bullying by:

- Embedding restorative practices as the way we work across all aspects of school life
- Ensuring the school's ethos and expectations, including its approach to bullying, is incorporated into regular discussion with staff, volunteers, children and families associated with MWPS
- Ensuring staff and volunteers receive regular safeguarding training and have an up to date working knowledge of relevant legislation that deals with all forms of bullying, including racist, sexist, homophobic, transphobic and sexual bullying
- Regular reviewing our practises and approaches, including seeking feedback from all involved
- Ensuring vigilance of staff regarding signs, indicators or reports of bullying.
- Taking on board parental concerns and responding to the concerns of the child.

The regular discussions with staff, volunteers, children, young people and families focus on:

- Using a structured reactive circle (see below)
- Practising skills such as listening to each other
- Respecting the fact that we are all different
- Making sure that no one is without friends
- Dealing with problems in a positive way
- Checking that our anti-bullying measures are working well.

Structured Reactive Circles and Key Restorative Questions

Any issues or conflict between children or adults in school are dealt with in a restorative way, using a structured reactive circle. All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach. Reactive circles work through the 'Three Principles of Fair Process' and the language used is fair, consistent and respectful. Reactive circles are held in a calm, quiet place and must be led by an objective third party. All staff are trained to lead reactive circles, and a large group of RP Reps (MWPS Pupils) are also equipped to do so, when appropriate.

Both the victim and perpetrator attend the reactive circle and the following questions are asked:

1. To help those harmed by others actions:
   - What happened?

   Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to

   - How did you feel at the time?

   What each person was thinking and feeling at the time, before and since

   - What do you think needs to happen to make things right?

   How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? Staff support pupils in this process but try to ensure the pupils form their own agreement when possible.

2. To respond to challenging behaviour:
   - What happened?
   - How did you feel at the time?
   - How has the victim been affected by what you did?
   - What do you think you need to do to make things right?

The aim here is that the outcome is fair for everyone. If somebody is upset, we aim to make them feel better. If someone has done something wrong, we expect them to be accountable for their own behaviour, take responsibility for their actions and fix the situation by making things right with those who have been affected.

This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility, we are supporting them in developing their

own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them. By involving the pupils in the design of the agreement, we give them ownership over it and ensure it is helping them to resolve the situation and make amends in their own way.

All staff working within our school use active listening skills when dealing with a conflict. This enables them to draw out more from those involved.

Child-on-Child Abuse

This school recognises that children sometimes display harmful behaviour themselves and that such incidents or allegations must be referred on for appropriate support and intervention. Such abuse is unacceptable and will not be tolerated.

To prevent Child-on-child abuse and address the wider societal factors that can influence behaviour, Manor Wood will educate pupils about abuse, its forms and the importance of discussing any concerns and respecting others through the personal development and PSHCE curriculum and themed assemblies. We will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, RSE and, where appropriate group sessions.

Such content will be age and stage of development specific, and tackle issues such as the following:

- Healthy relationships
- Respectful behaviour
- Gender roles, stereotyping and equality
- Body confidence and self-esteem
- Prejudiced behaviour
- That sexual violence and sexual harassment is always wrong (although this is not explicitly taught until KS3, it will be covered in Health relationships and during any incidents that occur).

Child-on-child abuse is a significant behaviour incident category on CPOMS and will be selected when the school recognises such incidents, this will be responded to as a significant behaviour incident.

Responding to Bullying: A Staged Approach

Our response to bullying is rooted in Restorative Practice, focusing on repairing harm and finding a positive way forward. However, we also recognise our duty to ensure the behaviour stops and that all children are safe. Our response will always consider the needs of the person being bullied, the person displaying the bullying behaviour, and any bystanders involved.

All concerns, reports, and incidents of bullying will be logged on **CPOMS** by the staff member who deals with them to ensure a robust, chronological record is maintained.

Stage 1: The Single Incident or Initial Report

When an adult becomes aware of a deliberate but apparently single instance of harmful behaviour or an allegation of bullying, they must act immediately.

1. **Immediate Action:** Intervene to stop the behaviour. The staff member will make the alleged bully aware that the behaviour is unacceptable and contrary to our school ethos.
2. **Initial Restorative Conversation:** The staff member will facilitate an immediate, informal restorative conversation on the spot or as soon as practicable. The focus is on establishing what happened and the immediate impact.
3. **Support for the Recipient:** The child who has been harmed must be listened to and reassured that they were right to report it. They will be given an opportunity to check in with a trusted adult later that day to ensure they feel safe.
4. **Documentation:** The incident and actions taken will be logged on CPOMS. This creates a record in case the behaviour is repeated.

Stage 2: Repeated Incidents or Persistent Concerns

If the behaviour is repeated by the same individual(s), or if a pattern of behaviour is identified through CPOMS logs, the following more formal process is triggered.

1. **Inform Leadership (within 24 hours):** The class teacher must inform their Phase Leader. The Phase Leader will review the CPOMS record and take lead responsibility for the case.
2. **Formal Restorative Circle:** A formal, structured Reactive Circle will be held, led by a trained, objective staff member (such as the Phase Leader or a member of SLT). This meeting will involve the person harmed and the person causing harm, and will follow the key restorative questions outlined in this policy to agree on a way to repair the harm and move forward. The outcome and agreement will be logged on CPOMS.
3. **Parental Partnership (within 48 hours of escalation):**

    - The Phase Leader will contact the parents/carers of **all children involved**.
    - The conversation will explain the concerns, the actions being taken (including the restorative approach), and will establish a partnership to resolve the issue.

4. **Period of Monitored Check-ins (e.g., over 5 school days):**

    - **For the Recipient:** A designated adult will hold a brief, daily check-in to ensure the agreement is working and they feel safe.
    - **For the Perpetrator:** A designated adult will also hold a daily check-in to monitor their behaviour and support them in upholding the restorative agreement.
    - All check-ins will be logged on CPOMS.

Stage 3: Difficulties Persist or Severe Incidents

If the bullying continues despite the interventions at Stage 2, or if the initial incident is considered sufficiently severe (e.g., involving violence, targeted prejudice, or significant emotional distress), the Headteacher must be informed immediately.

1. **SLT-Led Investigation:** The Headteacher or another member of the SLT will lead a full investigation into the circumstances.
2. **Formal Meeting with Parents:** The Headteacher/SLT will meet with the parents of the perpetrator to discuss the seriousness of the situation and agree on a clear behaviour plan and potential consequences. A separate meeting will be held with the parents of the recipient to provide reassurance and outline the school's robust safety plan.

3. **Integration of Sanctions:** At this stage, restorative approaches will continue, but they will be paired with clear sanctions in line with our Behaviour Policy. This is to ensure the safety of all pupils and underline the gravity of the behaviour. Sanctions may include loss of privileges, internal exclusion, or, in the most severe cases, a fixed-term or permanent exclusion.
4. **Targeted Support:** The school will implement targeted support for all parties. This could include:

    - **For the Victim:** Access to nurture groups, a peer mentor, or sessions focused on building self-esteem.
    - **For the Perpetrator:** A behaviour report, mentoring sessions on empathy and social skills, or a referral to an external agency if appropriate.

5. **Review:** A date for review will be set with all parties, including parents, to monitor the effectiveness of the plan and ensure the bullying has been resolved in the long term.

Specific Considerations

Cyberbullying: When responding to cyberbullying, the school will:

- Instruct pupils to save all evidence (screenshots, messages).
- Involve parents immediately, as much of the activity may happen outside of school hours or on personal devices.
- Work with pupils to block the person and report the content on the relevant platform.
- Apply the same staged response as above, sanctioning the use of technology where appropriate.

The Role of the Bystander: This policy recognises that bystanders are crucial to preventing bullying. We will actively teach and encourage pupils who witness bullying to:

1. **Never join in.**
2. **Report it.** Tell a trusted adult immediately. This is not "telling tales"; it is an act of community care.
3. **Support the victim.** Show them kindness, walk away with them, or invite them to join your group.

For the perpetrators for bullying:

The school will ensure that the perpetrator is made fully aware that the situation is now considered to be very serious and that a record of incidents and alleged incidents will now be kept.

Step 1:
The child should have regular check ins with a designated adults for a set period e.g. one week, to share any incidents they have been involved in or that there have been no further incidents.

Step 2:
Continue check ins but make the phase leader / Headteacher aware. Incidents will be recorded and the child's parents will be informed of their child's involvement.

Diversity and Inclusion

We recognise that bullying is closely related to how we respect and recognise the value of diversity.

We will be proactive about:

- Seeking opportunities to learn about and celebrate difference.
- Increasing diversity within our staff, volunteers, children and young people
- Welcoming new members to our organisation.

Find out more about:

- **Safeguarding children who come from Black, Asian and minoritised ethnic communities**
- **Safeguarding d/Deaf and disabled children and young people**
- **Safeguarding LGBTQ+ children and young people**
- **Safeguarding children with special educational needs and disabilities (SEND).**

Related policies and procedures

This policy statement should be read alongside our organisational policies and procedures including:

- **Safeguarding and child protection policy and procedures**
- **Managing allegations made against a child or young person**
- **Managing allegations of abuse made against staff and volunteers**
- **Code of conduct for staff and volunteers**
- **Equality, diversity and inclusion policies**
- **Guidance Policy for Restorative Practice at Manor Wood Primary School**

At Manor Wood Primary, Anti-bullying is given a high profile. This includes Key Stage assemblies led by the Headteacher/members of the Senior Leadership Team, involving outside agencies to do focused work around circles and making the correct choices, regularly reinforcing awareness through PSHE and Restorative Practice.

Nominated anti-bullying lead

Name: Nancy Lester & Becky Hayes

Senior lead for Safeguarding and Child Protection

DSL – Nim Matharu
Headteacher – Kate Humphries
Safeguarding Governor – Colette Kurylo

NSPCC Helpline

0808 800 5000

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More ways to help you protect children

Sign up to our weekly safeguarding current awareness newsletter
nspcc.org.uk/caspar

Visit **nspcc.org.uk/vcs** for more information and resources for voluntary and community organisations

Take our introductory safeguarding and child protection training
nspcc.org.uk/cpintro

We are committed to reviewing our policy and practice every two years.

This Anti-Bullying Policy was adopted by Manor Wood Primary School on 01/09/2019

Chair of the Local Governing Board: Mrs K Adams		
Signature:	Kim Adams	**Kim Adams**
Frequency of review:	2 years	
To be reviewed by:	Manor Wood Primary School Local Governing Board	
Date of next review:	July 2027	

REVIEW RECORD

Date of review	Reason for review	Date of next review
17/07/2024	Additional information added around allegations and the process that is followed (including a **single** instance of deliberately harmful behaviour)	July 2025

Name:	Kim Adams	Signature:	Kim Adams

on behalf of MWPS Local Governing Board

Date of review	Reason for review	Date of next review
July 2025	Addition of structured 'Reactive Circles and Key Restorative Questions'	July 2027

Name:	Kim Adams		Kim Adams

on behalf of MWPS Local Governing Board

Date of review	Reason for review	Date of next review

Name:		**Signature:**	

on behalf of MWPS Local Governing Board