



Manor Wood Primary

Anti-Bullying Policy



Anti-Bullying Policy

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 Guidance Document 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.

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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
- all 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

We will make sure our response to incidents of bullying takes into account:

- the needs of the person being bullied
- the needs of the person displaying bullying behaviour
- needs of any bystanders
- our organisation as a whole

Responses include:

- Incident and/or concerns regarding bullying will be recorded and reviewed to identify potential patterns
- communicating with pupils, families and staff as outlined in this policy below
- support implemented for the recipient of bullying and the perpetrator
- our organisation as a whole

When an allegation of bullying is made or an incident of bullying is identified the following process is followed:

The single first instance of deliberate harmful behaviour.

When an adult becomes aware of a deliberate but apparently single instance of harmful behaviour or allegation of bullying, they must respond immediately and make the alleged bully aware that their behaviour is unacceptable. At this stage strategies to deal with the incident will be age appropriate and in line with procedures outlined in our Restorative Practice Policy.

The recipient must receive affirmation that bullying is unacceptable. The child must be given the opportunity to check in with an adult. In addition, the child must be made aware that if the same child / children should continue to cause concern, they must report this to an adult.

**Repeated incidents of bullying
For recipients of bullying:**

Step 1:

The child should have regular check ins with a designated adults for a set period e.g. one week, to share what, if anything has happened.

Step 2:

If the problem continues to exist the phase leader should be informed, check ins should continue and a log maintained of incidents.

Step 3:

If difficulties persist the school will ensure that all staff are alerted to the issue and are involved in logging potential incidents and intervening to prevent further incidents occurring. If the parents are not already aware the Headteacher will inform them of actions being taken and the strategies in place.

Step 4:

Staff will seek further guidance from the Headteacher and SLT.

If and when difficulties have been resolved the staff involved will offer regular check ins to the child to monitor that bullying has not returned.

We will review the plan we have developed to address any incidents of bullying at regular intervals, in order to ensure that the problem has been resolved in the long term.

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, including 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

01132689160

Senior lead for Safeguarding and Child Protection (for example safeguarding and child protection trustee/Governor)

DSL-Nim Matharu

Head Teacher- Kate Humphries

Safeguarding Governor- Colette Kurylo

NSPCC Helpline

0808 800 5000

In partnership with: Supported by: nspcc.org.uk/learning learning@nspcc.org.uk

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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 once a year.

This Anti-Bullying Policy was adopted by Manor Wood Primary School on 25th April 2024

Chair of the Local Governing Board: Mrs K Adams		
Signature:		Kim Adams
Frequency of review:	Annual	
To be reviewed by:	Manor Wood Primary School Local Governing Board	
Date of next review:	April 2025	

REVIEW RECORD

Date of review	Reason for review	Date of next review
26 th June 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:	
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on behalf of MWPS Local Governing Board

Date of review	Reason for review	Date of next review

Name:			
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on behalf of MWPS Local Governing Board

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