



**MANOR FARM
COMMUNITY JUNIOR SCHOOL**

Anti-bullying Policy

This policy is reviewed annually by the Governing Body

Date of next review: December 2016

Anti-Bullying Policy

1. Introduction

This document is underpinned by a set of guiding principles:

- Everyone has the right to live in an atmosphere free from, victimisation, discrimination harassment and any other form of bullying behaviours.
- Everyone has the responsibility to promote care, respect and co-operation in their relationships.
- Everyone has the responsibility to value diversity in order to create and maintain safe and supportive environments, including schools, for children and young people

2. Definition

Bullying...

- Are hurtful, threatening, harmful and disrespectful behaviours. Bullying incidents involve a bully or bullies, a victim or victims and bystanders.
- Can include behaviours, which hurt, threaten or frighten another person or group of people.
- Can be unprovoked, can happen again and again and sometimes can continue for a long period of time.
- Is hidden and often victims to not tell about their experience for complex reasons.
- Reflects the misuse of power with one or more people victimised by the bully or bullies.

Bullying behaviours can include physical, social and psychological aspects such as:

- name-calling, taunting, mocking, making offensive comments,
- kicking, hitting, pushing, fighting
- taking or damaging belongings, stealing money with threats
- text messaging, emailing, chat-room insults (cyber-bullying)
- gossiping, spreading hurtful and untruthful rumours
- Socially excluding people from groups, e.g. not talking to them, excluding them from activities.

The impact of bullying

Bullying is harmful to all involved, not just the bullied, and can result in long-term outcomes of self-doubt, lack of confidence, low self-esteem, depression, anxiety, self-harm and in extreme cases serious mental health concerns and even suicide.

3. Aims

- To maintain a community in which everyone feels valued and safe and where individual differences are appreciated, understood and accepted;
- To promote a secure and happy, caring environment where kindness and helpfulness are expected;
- To praise and reward positive behaviour;
- To teach pupils to respect themselves and others, promoting crucial self-esteem;
- To reduce the emotional and mental distress of any bullying, enabling all pupils the right to enjoy their time at school;
- To inform pupils and parents of our expectations in order to foster a productive partnership, where each and everyone has a role to play.

4. Strategies

- To help children make the right choices and not succumb to peer pressure;
- To listen to all parties involved in incidents and always take allegations from victims seriously;
- To reassure pupils that the school will protect and support all parties involved while the issues are being resolved;
- To foster by example the values we as a school believe in;
- To investigate as fully as possible;
- To use a range of strategies which challenge bullying behaviour;
- To include long-term curriculum work about bullying and other forms of anti-social behaviour (see PSHE policy)

5. Reporting bullying

As a school we will:

- Encourage victims and witnesses to speak up;
- Treat incidents seriously however trivial they seem at first glance;
- Be alert for changes in behaviour, attitude and well being;
- Listen to parental concerns and follow up any repeated incidents.

6. Responding to bullying

We will endeavour to:

- Take all bullying problems seriously;
- Deal with each incident individually and to access the needs of each pupil separately;
- Investigate all incidents thoroughly;
- Ensure that bullies and victims are interviewed separately;
- Obtain witness information;
- Keep a written record of the incident, investigation and outcomes;
- Inform staff about the incident;
- Ensure that action is taken to prevent further incidents. Such action may include:
 - Imposition of sanctions (follow discipline policy guidelines);
 - Obtaining an apology;
 - Informing parents of both bully and bullied;
 - Provide support for both victim and bully.

Why is tackling bullying important?

- Bullying has a negative impact on learning, attainment and attendance
- Bullying is an enduring problem in schools
- Many bullies end up in the criminal justice system
- Emotional impact of bullying can last a lifetime
- Children who are repeatedly victimised can take drastic action to escape, even suicide
- The majority of peers eventually rejects bullies
- Parents often do not know how to intervene or help
- Some schools have extensive bullying
- Much bullying takes place in or near school or on the journey to school
- Victims of bullying rarely tell anyone for complex reasons.

7. The role of the Headteacher

Headteachers are responsible for promoting good behaviour and discipline in line with the governing body's statement of general principles. The Headteacher is crucial in the creation of an ethos that promotes good relationships and which encourages all within the school to take responsibility for ensuring good behaviour prevails.

8. The role of the Governing Body

Governing Bodies should regularly review their school's anti-bullying policy and bullying incidence and procedures. It might be helpful to nominate a governor to ensure this happens.

Bullying happens in **all** schools. The Governing Body is responsible for setting the overall direction and ethos of the school. They should monitor the work of the headteacher and the implementation of policy to ensure that:

- The ethos of the school, its values and the boundaries of acceptable behaviour are not broken;
- The moral code is maintained;
- Positive and constructive rules of conduct are followed;
- The rewards and punishments are fairly and consistently applied.