

**Outcomes
First
Group.**

Anti-Bullying Policy

**Policy Folder:
Safeguarding**



Document History

Version	Comments/amendments	Name	Date
1.0	Version 1	Lyndsey Jeffries	September 2021
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Policy Objectives of this policy

This policy outlines what Manor House School will do to prevent and tackle bullying. Manor House School is committed to an anti-bullying culture in which no bullying will be tolerated under any circumstances. All members of the school community have the right to learn, work and play in a secure and caring environment free from harm or harassment. They also have a responsibility to contribute by preventing and reporting bullying behaviour.

Further advice and guidance can be obtained from the DfE:

- Behaviour and discipline in schools (July 2013)
- Preventing and tackling bullying (July 2017)
- Approaches to preventing and tackling bullying (June 2018)
- KCSiE (September 2021)
- Sexual violence and sexual harassment between children in schools and colleges (September 2021)
- Mental Health and Behaviour in schools (November 2018)

Our School community

- Discusses, monitors and reviews our anti-bullying policy on an annual basis.
- Supports all staff to promote positive relationships and identify and tackle bullying appropriately.
- Ensures that students are aware that all bullying concerns will be dealt with sensitively and effectively; that students feel safe to learn; that students abide by the antibullying policy.
- Reports back to parent(s)/carer(s) regarding their concerns about bullying and deals promptly with complaints; parent(s)/carer(s) in turn work with the school to uphold the anti-bullying policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from other relevant organisations when appropriate.

Definition

Bullying is defined by the DfE as:

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating.

Forms of bullying covered by this policy

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion, beliefs, or culture
- Bullying related to LDD (learning difficulties or disability)
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation (homophobic bullying) including the use of homophobic language
- Bullying of young carers or looked after children or otherwise related to home circumstances
- Sexist, sexual and transphobic bullying, including the use of transphobic language
- Cyber bullying
- Other prejudice-based bullying not identified above

Other relevant forms of bullying:

- **Physical**
Pushing, kicking, hitting, punching or any use of violence, making a child/young person do something they don't want to do or stopping them from doing something they do want to do. Taking belongings, damaging someone's belongings.
- **Emotional**
Being unfriendly, excluding and tormenting, sending malicious emails, or text messages, intimidating glances and body language.
- **Verbal**
Name-calling, sarcasm, spreading rumours, teasing, insulting, blackmail and threats, making offensive remarks.
- **Discriminatory**
Making offensive remarks and singling out for poor treatment based on someone's gender, race, gender re-assignment, disability, religion or belief, sexual orientation – this may be unlawful (Equalities Act 2010).
- **Hidden or indirect bullying**
Lying and spreading rumours, negative facial or physical gestures, menacing or contemptuous looks, playing nasty jokes to embarrass or humiliate, mimicking unkindly, encouraging other to socially exclude someone, damaging someone's reputation.

Signs to look for

- Falling out with previously good friends
- Being moody and bad tempered
- Being quiet and withdrawn
- Wanting to avoid leaving the house
- Aggression with brothers and sisters
- Doing less well at schoolwork, signs of struggling
- Unwilling to go to school or socialise
- Insomnia
- Anxiety
- Claiming to be unwell on a regular basis, particularly in the morning
- Coming home with cuts and bruises

- Self-harm/self-injurious behaviour
- Torn clothes
- Asking for stolen possessions to be replaced

Staff have to be extra vigilant of young people's behaviour patterns as it can be difficult to separate out behaviour that stems from the young person's background and or attachment issues and behaviour that stems from being bullied. Staff should be particularly sensitive to sudden and or extreme changes.

Preventing, identifying and responding to bullying

Manor House School community will:

- Have a named Anti-Bullying Co-ordinator, who is Assistant Head - Pastoral.
- Listen and take time to talk to children and young people who disclose bullying, take what they say seriously and investigate the situation.
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying
- Actively provide systematic opportunities to develop students' social and emotional skills, including their resilience.
- Consider all opportunities for addressing bullying including through the curriculum, through displays, and through peer support and student voice.
- Train all staff including Support staff, Administration and Facilities staff to identify bullying and follow school policy and procedures on bullying, including recording and reporting incidents of bullying.
- Actively create "safe spaces" for vulnerable children and young people.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.

Involvement of students

We will:

- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure students know how to express worries and anxieties about bullying.
- Ensure all students are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve students in anti-bullying campaigns in schools.
- Participate in National Anti-Bullying Week.
- Ask students to annually complete a student survey which includes how they feel bullying is managed and supported at Manor House School.
- Publicise the details of helplines and websites using various methods including links on our school intranet and website.
- Offer support to students who have been bullied and to those who are bullying in order to address any underlying issues they may have.
- Students will identify peer anti bullying mentors when the student population is of sufficient size to appoint these roles effectively and appropriately.

Liaison with parents and carers

We will:

- Ensure that all parent(s)/carer(s) know who to contact if they are worried about bullying
- Report back to parent(s)/carer(s) regarding their concerns about bullying as quickly as possible
- Ensure all parent(s)/carer(s) know about our complaints procedure and how to use it effectively, promoting this by its inclusion on the policy area of the school website

- Ensure all parents/carers know where to access independent advice about face to face and cyber-bullying, including the use of links on our school website
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying

We expect parents/carers to:

- Inform the school of any suspected bullying, even if it does not involve their child
- Encourage their child to report bullying to a member of staff
- Inform their child(ren) not to retaliate through violence in any situation
- If their child has been accused of bullying, work in partnership with the school and listen to evidence

Continuous Professional Development

Staff will be offered on-going training with direct delivery through specific safeguarding and E safety training as well as active involvement in PSHE lessons and participation in the National anti-bullying week. This will interlink with statutory safeguarding updates and will support E safety/Online safety and cyber bullying lessons being delivered to support the safer internet day and on-going support practice for staff and the pupil/students.

Bullying outside of school premises

The school will work collaboratively with all key stakeholders to prevent and respond to bullying outside of school. It is very unlikely to be an issue in the immediate vicinity of the school as Manor House School is an isolated school, and all pupil/students arrive and depart in taxis or stay on site at Burghwood House. However, the school will work to support pupil/students and parents/carers if the need arises.

Monitoring and review, policy into practice

This policy will be monitored and reviewed during the last term of each academic year, reflecting on the previous 12 months on a rolling cycle unless statutory guidance dictates otherwise. Any issues identified through the monitoring of this policy will be incorporated into the school action plan. The Head of School with lead responsibility of well-being and pastoral care, will be the named Anti-Bullying Coordinator who is responsible for how the school uses the guidance by the DfE.

Responsibilities

It is the responsibility of:

- Head of School to take a lead role in monitoring and reviewing this policy and is responsible for co-ordinating and strengthening the schools' approach to anti-bullying.
- The Head of School, SLT, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly
- The Head of school to communicate the policy to the school community
- Pupil/students to abide by the policy
- Parents/carers to abide by the policy.

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We are part of the Outcomes First Group Family, by working together we will build incredible futures by empowering vulnerable children, young people and adults in the UK to be happy and make their way in the world

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