



Excellence for All

ANTI-BULLYING POLICY

Rationale

We acknowledge the School Standards and Framework Act 1998 that clearly states that all maintained schools must have in place an Anti-Bullying Policy that outlines procedures in order to prevent bullying among students.

We have a duty of care to protect students from bullying as part of our responsibility to provide a safe, secure, caring and friendly school environment for all the students in order to protect them from those who wish to deliberately hurt them either physically or emotionally. We believe all our safeguarding procedures are in line with the Children Act 1989, Working Together to Safeguard Children 2018, Keeping Children Safe In Education 2019 and that we promote the welfare of all students in our care.

Under no circumstances will we tolerate any form of bullying and all incidents of bullying will be dealt with promptly and effectively.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Student that students should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

Aims

- To develop a school environment that is both safe and secure for all students.
- To have in place established systems that will deal with incidents of bullying.
- To develop confident students who will notify staff of any incident of bullying.
- To inform everyone connected with the school of the school's anti-bullying policy.
- To work with other schools to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Governing Board

The Governing Board has:

- authorised the post of Head of Wellbeing and Safeguarding with a remit that includes being responsible for promoting positive student behaviour;

- delegated powers and responsibilities to the Headteacher to promote good behaviour and to ensure that records of all incidents of bullying are kept;
- delegated powers and responsibilities to the Headteacher to ensure all school staff and visitors to the school are aware of and comply with this policy;
- appointed the governor with responsibility for Safeguarding to also monitor the implementation, and effectiveness of this policy

Role of the Headteacher

Under Section 157 of the Education and Inspections Act 2006 the Headteacher has a duty to encourage good behaviour, the respect for others and to prevent all forms of bullying among students.

Therefore, the Headteacher will:

- implement this policy;
- ensure that all school staff are aware of the policy;
- work to create a safe, secure, caring and friendly school environment for all the students;
- ensure that all students understand that all forms of bullying are wrong, including cyber bullying, through PSHE and school assemblies;
- ensure that all parents are aware of this policy and that we do not tolerate bullying, including cyber bullying which may occur when students are at home;
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;

Role of Head of Safeguarding and the Leadership team

- lead the development of this policy throughout the school;
- work closely with the Headteacher and the nominated governor;
- provide guidance and support to all school staff to understand the signs or behaviour of someone being bullied, including cyber bullying;
- work with students to determine those parts of the school where they do not feel safe;
- keep up to date with new developments and resources;
- provide training for all staff on induction and when the need arises;
 - respond and deal with all incidents of bullying;
 - keep records of all incidents of bullying;
- help counsel students who have been bullied and those who use bullying behaviour;
- review and monitor;
- annually report to the Governing Board on the success of this policy

Role of School Staff

School staff will:

- comply with this policy;
- be aware of the signs of bullying in order to prevent bullying taking place;
- take all forms of bullying seriously;
- encourage students to report any incidents of bullying to any member of the school staff;
- report all incidents of bullying;
- raise awareness of the wrongs of bullying, including cyber bullying, through PSHE;
- use preventative strategies such as circle time and buddy systems;
- undertake the appropriate training;

- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

Role of Students

Students must:

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- report if they are being bullied either in person or online;
- report if they see someone being bullied either in person or online;
- discuss ways of preventing bullying through the school council
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- talk to others without shouting and will use language which is neither abusive nor offensive;
- support the school Golden Rules to ensure the smooth running of the school;
- liaise with the school council;
- take part in questionnaires and surveys where appropriate

Role of Parents

Parents must:

- be aware of and support this policy;
- report to the school any concerns they have of their student being bullied;
- be assured that the school will deal with all incidents of bullying;
- work collaboratively with the school to address any incidents of cyber bullying
- be assured that they will be informed of incidents and will be involved in discussions;
- be asked to take part periodic surveys conducted by the school;
- support the school Golden Rules to ensure smooth running of the school

Training for School Staff

School staff will undertake training in:

- What is bullying?
- Types of bullying such as cyberbullying, bullying, bullying of students with special educational needs, homophobic bullying and bullying around race, religion and culture;
- Recognising bullying;
- Anti-bullying strategies;
- How to deal with a bullying incident;
- Counselling the bullied and the bullies;
- Working and co-operating with parents and carers

We ensure all school staff have equal chances of training, career development and promotion.

Periodic training will be organised for all school staff so that they are kept up to date with new information and guide lines concerning equal opportunities.

Incidents

- All reported incidents are investigated and dealt with.
- Parents are informed of all events and what actions have been taken.
- Records will be kept of all incidents and their outcomes.

Counselling

- Counselling and support mechanisms are in place to help those who have been bullied.
- All perpetrators of bullying are given time to discuss why they have bullied and why their actions were wrong.

Cyber Bullying

Cyber bullying is making use of information and communications technology, particularly mobile phones and the internet, to deliberately undermine, humiliate or otherwise cause distress to the person on the receiving end.

Cyber Bullying and Cyber Harassment, like other forms of bullying and harassment, imply a relationship where an individual has some influence or advantage that is used improperly over another person or persons, where the victim is subjected to a disadvantage or detriment, and where the behaviour is unwarranted and unwelcome to the victim. However, in this case the technological environment has meant that the acts of bullying and harassment now include the use of information and communications technology including social networking.

It should be noted that a person does not need to directly experience this form of victimisation in order for it to be classed as cyber bullying/harassment. The fact that a person is unaware that offensive or derogatory comments about them have been placed on websites still fits the criteria of cyber bullying/harassment.

Students will be taught about cyber bullying through PSHE at a developmentally appropriate point in their education at Manor Green School.

Because the use of social media and mobile phones is likely to occur at home, where the school becomes aware of incidents of cyber bullying, we will make parents aware and work closely with them to address this form of bullying.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the school website
- the School Bus Compliance Manager
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school staff
- communications with home
- Headteacher's reports
- information displays in the main school entrance

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion or belief, sex and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any student and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

Review of Procedure

This procedure shall be subject to periodic review and may be changed from time to time.

The Governing Board approved this policy on date: 12th March 2020

Signed: Richard Pelly, Chair of Governors

Signed: Joolz Scarlett, Headteacher

Initial Equality Impact Assessment

Anti-bullying Policy

Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
		✓

This policy affects or is likely to affect the following members of the school community (✓)	Students	School Staff	Parents/carers	Governors	School Volunteers	School Visitors	Wider School Community
	✓						

Question	Equality Groups																			Conclusion										
Does or could this policy have a negative impact on any of the following?	Age			Disability			Gender re-assignment			Marriage or civil partnership			Pregnancy or maternity			Race			Religion or belief			Sex			Sexual orientation			Undertake a full EIA if the answer is 'yes' or 'not sure'		
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No	
		✓			✓			✓			✓			✓			✓			✓			✓			✓			✓	
Does or could this policy help promote equality for any of the following?	Age			Disability			Gender re-assignment			Marriage or civil partnership			Pregnancy or maternity			Race			Religion or belief			Sex			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'		
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No	
	✓			✓			✓			✓			✓			✓			✓			✓			✓				✓	
Does data collected from the equality groups have a positive impact on this policy?	Age			Disability			Gender-reassignment			Marriage or civil partnership			Pregnancy or maternity			Race			Religion or belief			Sex			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'		
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No	
	✓			✓			✓			✓			✓			✓			✓			✓			✓				✓	

Conclusion	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.
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Preliminary EIA completed by	Date	Preliminary EIA approved by	Date
Ania Hildrey	8.1.13	Full Governing Board	31.1.13 Updated 12.3.20