

MANOR HOUSE SCHOOL ANTI-BULLYING POLICY incl. EYFS

Date of Issue: **January 2019**

Date of Review: **January 2022**

Responsibility: **Designated Safeguarding Lead**

References:

Children Act (1989);

Equality Act (2010);

Independent School Standard Regulations (2014);

[DfE: Behaviour and Discipline in Schools \(January 2016\);](#)

[DfE: Preventing and Tackling Bullying \(July 2017\);](#)

[DfE: Cyberbullying: Advice for headteachers and school staff \(2014\);](#)

[DfE: KCSIE 2018](#)

Bullying of any kind is unacceptable at Manor House. Our aim in the first instance is to ensure that all pupils feel safe and secure and are able to work and play together. Should problems occur we will try to ensure that a normal working relationship is restored as soon as possible. However, so that victims feel protected and supported those found to be engaged in bullying are encouraged to change their behaviour and attitudes. This is then monitored.

This policy applies to all girls at Manor House, including those in Early Years.

Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when any bullying is reported.
- As a school we take all forms of bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.

What is Bullying?

Bullying is deliberately hurtful behaviour repeated **over a period of time**. It is aggressive or insulting behaviour by an individual or group that intentionally hurts, threatens, frightens or harms. It might be racist, sexist, religious, cultural, homophobic (abuse towards lesbian, gay and bisexual people or those perceived to be LGBT) or focussed on a disability.

If such an incident occurs once it is unacceptable behaviour but should not be regarded as bullying. There are four main types of bullying – physical, verbal, indirect and cyber-bullying. It can include:

- Name calling
- Malicious gossip
- Teasing
- Intimidation
- Ostracising
- Theft
- Damaging someone's property
- Violence and assault
- Jostling, pinching and kicking
- Extortion
- Sending unpleasant text, email or any other form of messages, including via social networking sites or MSN.

What is cyber-bullying?

Cyber-bullying is a type of aggression defined by Childnet International as the 'sending or posting of harmful or cruel text or images using the internet or other digital communication devices'. The Anti-Bullying Association has identified seven types of cyber-bullying, ranging from abusive text messages, emails and phone calls, to bullying in internet chatrooms, social networking sites and instant messaging:

1. **Text messages** – unwelcome texts that are threatening or cause discomfort.
2. **Picture/video-clips via mobile phone cameras** – images sent to others to make the victim feel threatened or embarrassed.
3. **Mobile phone calls** – silent calls or abusive messages; or stealing the victim's phone and using it to harass others, to make them believe the victim is responsible.
4. **Emails** – threatening or bullying emails, often sent using a pseudonym or somebody else's name.
5. **Chatroom bullying** – menacing or upsetting responses to children or young people when they are in a web-based chatroom.
6. **Instant messaging** – unpleasant messages sent as children conduct real-time conversations online.

7. Bullying via websites – use of defamatory blogs (web logs), personal websites and online personal polling sites.

Cyber-bullying is insidious; it can be conducted 24 hours a day, seven days a week, following children into their private space and outside school hours. It can be anonymous. The audience is large and can be reached rapidly. Unlike other forms of bullying, a single incident can be experienced as a multiple attack – a video posted to a website can be copied to many different sites. Bystanders can become accessories by passing on a humiliating message. Messages on social networking sites remain there to damage social life and friendships and, in the case of teaching staff, reputation and credibility.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber-message is received

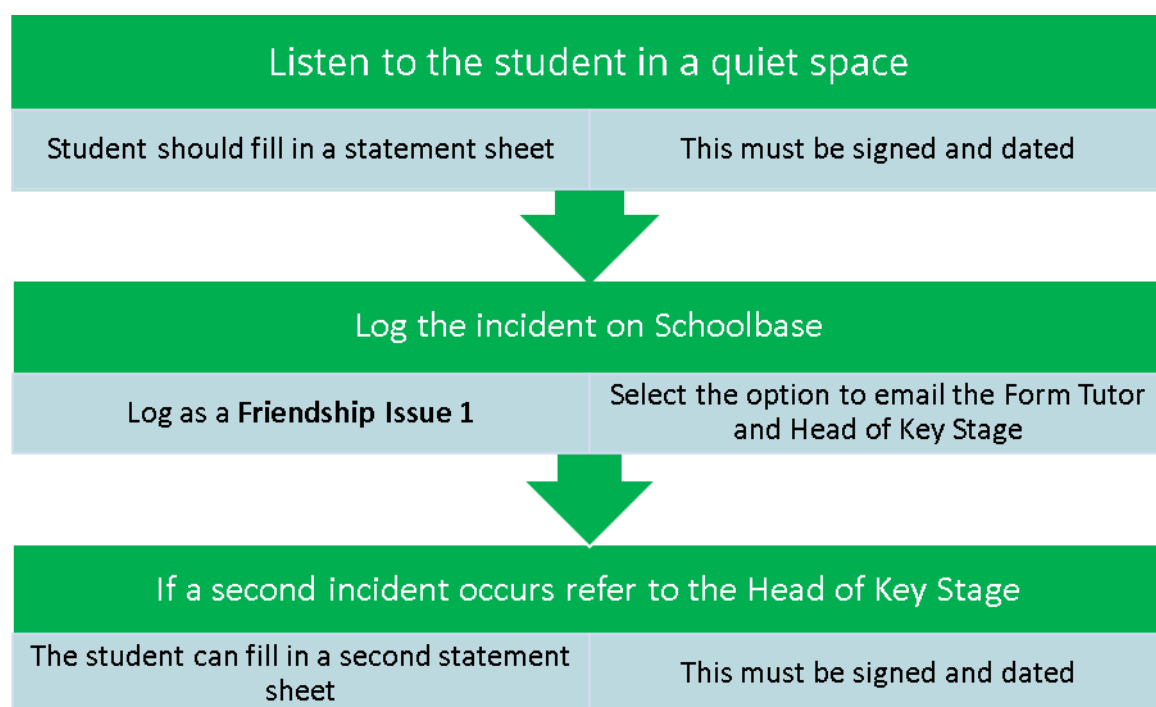
These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

Allegations of bullying will be taken seriously as its consequences are harmful, including causing psychological damage or even suicide. Although bullying is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour.

Staff awareness of bullying issues is raised during national Anti-bullying week and may be a subject for whole school INSET where appropriate. Staff are aware of the actions to take (outlined below) and are vigilant when on supervisory duties around the school site, particularly during break and lunchtime.

In the Prep Department, the policy is explained by the Head of Prep during assembly at the beginning of each school year and reinforced by Form Teachers in PSHE lessons. In the EYFS, bullying is covered within PSED lessons and circle times. Continuing guidance is given on a regular basis in PSHE sessions. In the Senior Department the policy is explained and bullying issues are addressed each year in PSHE. It is also an issue that is raised in assemblies and the Supportive Friends lead activities in national Anti-bullying Week that highlight the detrimental effects of bullying.

School Procedures for dealing with bullying incidents



- The **FIRST** time there is an incident or a friendship issue which could potentially become bullying, it should be immediately dealt with by the teacher who is initially made aware of it and reported to the student's Form Tutor and Head of Key Stage. Statements should be taken (see form). The incident should be logged on schoolbase - **Friendship issue Stage 1.**
- For **SECOND** incidents involving the same students, the Head of Key Stage should investigate and put in place appropriate interventions such as conflict resolution and sanctions and support mechanisms for all parties. The parent/carer will be informed. Action should be logged on schoolbase - **Friendship issue Stage 2.**
- The **THIRD** incident involving the same students will be referred to the Headteacher and the parents informed. An interview with the parents may be appropriate and internal exclusion considered. The incidents should be clearly logged on schoolbase - **Bullying**
- Any further incident involving the same students could result in exclusion.

Possible Approaches

- Let the girl who thinks she has been bullied talk freely. Just listen at this stage. If appropriate a second adult should be present.
- Approach the other girl or girls individually.
- Do not make any accusations.
- Invite them to say what happened, as if you know very little. E.g. 'Jemima seems very upset. Do you know what's wrong?' Usually this is enough to encourage them to talk.
- Do not get angry. Your aim is to effect reconciliation, if at all possible.
- Bring the two sides together, if appropriate.
- Witness mediation can often be a useful approach.
- Beware of tricky situations. Tears do not always mean innocence. The youngest child will not always be the victim.
- The age of those involved and the specific circumstances need to be considered.
- Beware of excuses.
- It was only a joke – was everyone laughing?

- We were playing a game – why did one girl leave in tears?
- It was an accident – did you pick up the victim and her belongings, assist, apologise?
- I found it – why did you keep it?
- I was only borrowing it – what arrangements did you make to return it?
- Negotiate an agreement so that both parties feel able to resume a normal working relationship.
- Monitor the situation and make it obvious that you are doing so.
- Make sure that the girls understand that you are taking the matter seriously by explaining exactly what you are doing and who you are informing. You have offered a way out but make it clear that you do not expect a repetition of the unacceptable behaviour.
- If parents have been the ones to bring incidents of bullying to the School's attention they will be kept informed about what is happening and action taken. At other times it may be appropriate to inform parents when their daughter has been involved in a bullying incident. This decision will be taken by the Form Tutor and Head of Key Stage. Parents' cooperation may be enlisted to ensure that there is no repetition of the unacceptable behaviour.

Strategies to Combat Bullying

In most cases of bullying both the victim and the bully need support. Teachers can adopt the following general strategies to deal with the problem:

Befriending (buddy system) - Befriending involves assigning selected pupil volunteers to be with and befriend pupils who are being bullied or having difficulties because they are new to the school or upset by an event outside school e.g. a family bereavement.

The objective is to give the befriended pupil someone to talk to and to help them to feel more positive about themselves but it also engenders a sense of responsibility in those asked to help. The school has a group of 'Supportive Friends'; older girls who are trained listeners and are available at breaks for any girl who wants to talk.

There are 'Buddy Benches' placed in prominent positions in the Prep play areas and the Summer Garden. Students are encouraged to look out for any girl who may be sat on the bench, needing somebody to listen or play with.