Harford Manor School

Foundations For Futures

Anti Bullying Policy

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Last reviewed by	
Next review date	23rd September 2028
Person(s) responsible for review:	Cathie Mcleod

School Bullying Policy Statement

Policy

All forms of Bullying are unacceptable and will not be tolerated. We will investigate seriously any allegations of bullying and keep all parties informed of the outcomes.

Policy Context

This policy aims to produce a consistent school response to any bullying incidents that may occur.

Our school aims (above) describe our desire to be a positive, secure and happy environment in which each individual is valued. This can only happen in a culture of respect and dignity where bullying has no role.

All staff, pupils and parents should be aware of the negative effects that bullying can have on individuals and the school in general, and should work towards ensuring that pupils can work in an environment without fear.

Bullying is wrong and damages individual children. We therefore do all we can to prevent it by developing a school ethos in which bullying is regarded as unacceptable.

The anti-bullying policy dovetails with the school's behaviour policy. We do not wish to appear complacent and this stage of awareness remains very important to us. The very high levels of adult supervision at all times are a major contributing factor to the low incident/negligible incidence.

Definition of bullying

Bullying can be defined as "behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", July 2017).

Bullying can include name calling, taunting, mocking, making offensive comments; deliberate physical harm, taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through

gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
Bullying is recognised by the Harford Manor as being a form of child on child abuse. It can be emotionally abusive and can cause severe and adverse effects on children's and young people's emotional development.

Forms and types of bullying covered by this policy.

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

- Bullying related to physical appearance;
- Bullying of young carers, children in care or otherwise related to home circumstances;
- Bullying related to physical/mental health conditions;
- Physical bullying;
- Emotional bullying;
- Sexual bullying;
- Bullying via technology, known as online or cyberbullying.
- Prejudicial bullying (against people/pupils/learners with protected characteristics):
- Bullying related to race, religion, faith and belief and for those without faith;
- Bullying related to ethnicity, nationality or culture;
- Bullying related to Special Educational Needs or Disability (SEND);
- Bullying related to sexual orientation (homophobic/biphobic bullying);
- Gender based bullying, including transphobic bullying;
- Bullying against teenage parents (pregnancy and maternity under the Equality Act).

Reducing the risk of bullying

Teachers routinely attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management.

Children at Harford Manor are supervised at all times by members of staff. Staff are alert to the fact that bullying may take place at school and will act on any concerns they may have.

Safeguarding is a standing item on the agenda of our staff meetings and in the weekly SLT meetings. Staff are encouraged to share any issues or concerns they may have relating to children at the school. However, depending on the nature of their concerns it may be more appropriate to raise these directly with the Headteacher or Assistant Heads in the first instance.

We educate our pupils about bullying principally through the RSE programme undertaken by class teachers in every class. We also use educational elements

such as assemblies, projects, drama, stories, literature, historical events and current affairs

It is important to be aware that due to their learning and communication difficulties, many of our pupils will find it very difficult, or be unable, to express that they are being bullied or understand that their actions could be seen as bullying behaviours.

There is a clear duty of care on all staff to be extremely vigilant on behalf of these students, to ensure that they are not targets for bullying and also to limit the harm caused to others.

Some pupils/learners may experience considerable difficulties with communication, social interaction and empathy which can affect their ability to reflect on the impact their behaviour has on others or to self-manage their behaviour. These difficulties can mean that some pupils/learners are less likely to intentionally 'bully' others.

These actions do not have the same degree of intention as is usual when describing bullying, the effect on the targeted individual or individuals is the same and therefore the process for supporting both the individuals is important. These incidents would not be recorded as bullying but the parent/ carer of the harmed child would be informed and support would be given to the child harmed.

These incidents are all recorded on the behaviour incident forms.

The way staff members deal with such incidents of behaviour that challenges should take account of all individual needs.

Aims

Every member of staff has a responsibility to work towards eradicating any incidents and types of bullying in our schools and college.

The aim of the policy is to help members of Harford Manor community to deal with bullying.

Every member of staff has a responsibility to report any incident of bullying that comes to their attention and work towards eradicating any incidents and types of bullying at Harford Manor.

The aims of Harford Manor's anti-bullying strategies and intervention systems are:

- To prevent, de-escalate and/or stop any continuation of harmful behaviour;
- To react to bullying incidents in a reasonable, proportionate and consistent way;

- To safeguard the pupil who has experienced bullying and to trigger sources of support for the pupil.

Pupils/learners who are being bullied may show changes in behaviour, such as becoming shy and nervous, appetite irregularities, feigning illness, refusing to attend school/college or clinging to adults. There may be evidence of changes in personal habits, lacking concentration or high levels of distractible behaviour. A pupil may become super-vigilant. Individual behaviour patterns are well known to staff and when there are changes in these patterns the possibility of bullying must always be considered.

Pupils/learners must be encouraged to report bullying. Advocates for the pupils/learners must report possible bullying on behalf of their charges and where possible communication strategies must be put in place to allow pupils/learners to express their feelings.

Pupils/learners'communications must be listened to
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Staff must be alert to the signs of bullying (in all its many forms) and act promptly and firmly against it in accordance with school policy.

Implementation

The senior management team provide a clear lead so that staff and students know what to do should an incident be reported.

Procedures to follow

The following procedure will be adopted in the circumstance of a child complaining of being bullied or a member of staff suspecting that bullying is taking place:

A. The child's class teacher and the Headteacher will be informed
B. The class teacher will speak to the child who is being bullied, reassure him/her and request that any bullying behaviour be reported immediately. The child will be reassured that he/she will not get into trouble for doing so and that 'telling' is an important part of making things better. Parents may be contacted at this stage
C. The child's class teacher will make a note of any incidents of bullying behaviour. This information is entered onto c-poms and also into the bullying log.

Parents will be informed that their child has reported an incident and the measures the school are taking to investigate/deal with the allegation

A. Other members of class staff will be alerted to the situation

B. A programme of careful observation will be initiated in both the classroom and the playground and the class teacher will make notes about the interaction between the children involved.
C. If evidence of bullying is found, the parents of the child/children accused of bullying will be contacted and a meeting will be arranged with the Headteacher and class teacher. If no evidence is found this will not necessarily be taken to mean that bullying is not taking place since the behaviour can often be subversive and secretive.
D. Strategies to help the child accused of bullying to improve and change his/her behaviour will be initiated, as well as strategies to enable the bullied child to deal effectively with the unwanted behaviour of the bully
E. Circle Time sessions will be used to discuss bullying issues with the whole class
F. Close communication will be maintained between all parties involved
G. If the situation does not resolve itself other measures will be considered. These may include moving one child to another class, if they are being taught together and seeking the advice of a professional third party such as a psychologist

The regular Student Council Meetings are an excellent opportunity to launch consideration of bullying issues. There are many opportunities to promote the policy, including during assemblies and collective worship. Tutorials, projects, role-plays or stories can indicate what pupils can do to prevent bullying, while literature, historical events or current affairs might be chosen to reinforce the anti-bullying approach.

It is essential to follow up after an incident to check that the bullying has not started again. This will be done within two weeks, and again within the following half term. Immediately after intervention, the bullying is likely to stop. However, research shows bullying can be very persistent and may recur. If pupils expect follow-up, they are unlikely to start bullying again.

Monitoring

Monitoring by the Headteacher and Assistant Heads identifies progress and enables follow-up, showing whether the policy is really effective. Any perceived incident of bullying will be recorded and used to monitor the situation. These records will be kept on the students file until they leave the school. If the Headteacher feels it is appropriate these records will be passed on to receiving schools. Records will be accessible to those who usually have access to student files. Access is restricted.

We will follow up the launch of this policy with regular reminders that are linked in with the school curriculum and pastoral processes of the school i.e. assemblies, circle time, news etc. A low-profile policy can be easily forgotten, and in subsequent years, new pupils need to be made aware of the policy.

Evaluation

Data from monitoring and feedback, which staff, families, pupils and governors provide, to review and update the policy in line with the policy review schedule.