



# Anti-bullying policy

This policy is based on DfE guidance "[Preventing and Tackling Bullying](#)" July 2017 and supporting documents. It also considers the DfE statutory guidance "[Keeping Children Safe in Education](#)" 2021 and "[Sexual violence and sexual harassment between children in schools and colleges](#)" guidance. The setting has also read Childnet's "[Cyberbullying: Understand, Prevent and Respond: Guidance for Schools](#)".

This policy is part of our suite of safeguarding policies and should be read alongside the following policies:

- Safeguarding Policy and procedures
- Whistle-Blowing Policy
- Prevent Procedures
- Escalation Policy
- Behaviour Policy
- Online safety policy

Updated January 2022

## **Statutory duty of schools.**

Head teachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying amongst pupils and to bring these procedures to the attention of staff, parents and pupils.

## **Statement of Intent**

At Manford Primary School bullying of any kind is unacceptable. We are committed to providing a safe, nurturing environment where children can thrive. If bullying does occur all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a telling and listening school-this means that if a child is too afraid to tell an adult then their friends or bystanders know that it's their duty to tell an adult.

Our ethos is underpinned by the articles in the UNHCR's Right's Respecting agenda, with the following articles particularly pertinent to this policy:

**Article 2** (Non-discrimination) → **Article 3** (Best interests of the child) → **Article 4** (Protection of rights) → **Article 12** (Respect for the views of the child) → **Article 13** (Freedom of expression) → **Article 14** (Freedom of thought, conscience and religion) → **Article 15** (Freedom of association) → **Article 16** (Right to privacy) → **Article 19** (Protection from all forms of violence) → **Article 28**: (Right to education) → **Article 29** (Goals of education) → **Article 31** (Leisure, play and culture)

We promote an ethos where bullying is viewed as completely unacceptable and it is a good thing to report it immediately. This will happen through:

- Raising awareness of, and defining bullying as well as gaining an understanding as to why some children bully.
- To use the curriculum, across the whole school day, to raise awareness of healthy relationships and expectations of the school.
- Development of a consistent response to any bullying incidents that may occur.
- Provision for support for all members of the school community who may be involved in a bullying situation.
- Developing and supporting home, school and community partnerships.

We believe it is important that all issues of bullying are openly addressed and resolved in order that pupils may reach their full potential. Bullying is anti-social behaviour and can affect everyone; it is unacceptable and will not be tolerated. The staff at Manford Primary School appreciate that we are not immune from the various forms of bullying and are, therefore, active in our efforts to prevent such patterns of unacceptable behaviour. This includes racist, sexist and homophobic bullying.

## **What is Bullying?**

Bullying is defined as **deliberately hurtful behaviour, repeated over a period of time.**

This policy covers all types and forms of bullying including but not limited to:

- 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
- Sexualised bullying/harassment
- Bullying via technology, known as online bullying or cyberbullying
- Prejudiced-based and discriminatory bullying (against people/pupils with protected characteristics) which may include:
  - 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

## **Cyberbullying**

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied, and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.

Take all available steps where possible to identify the person responsible. This may include:

- looking at use of the school systems
- identifying and interviewing possible witnesses
- Contacting the service provider and the police, if necessary.

Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:

- Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
- Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and the school searching and confiscation policy. (*We will access the DfE '[Searching, screening and confiscation at school](#)' and Childnet cyberbullying guidance to ensure that the school's powers are used proportionately and lawfully*).
- Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.

Where an individual can be identified, the school will ensure that appropriate sanctions are implemented to change the attitude and behaviour of the bully, as well as ensuring access to any additional help or support they may need. Inform the police if a criminal offence has been committed.

Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:

- advising those targeted not to retaliate or reply.
- providing advice on blocking or removing people from contact lists.
- helping those involved to consider and manage any private information they may have in the public domain.

### **Why is it important to respond to bullying?**

Bullying hurts. No-one deserves to be a victim of bullying. Everyone has a right to be treated with respect. People who are bullying need to learn reflect on the impact of their actions and learn different ways of behaving. Schools have a responsibility to respond promptly and effectively to issues of bullying.

### **How might I know that bullying is happening?**

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, becoming 'clingy' with adults. There may be evidence in changes to their work or concentration. They may not want to come to school. Pupils must be encouraged to report bullying in school.

### **AIMS AND OBJECTIVES**

At Manford Primary School we are committed to dealing with all forms of bullying. We do this by:

- Implementing the school's positive approaches to behaviour as outlined in the school's Behaviour Policy.
- Being aware of issues around bullying.
- Being observant of children within the classroom and playground, especially those who appear to be alone, unhappy and isolated from the group.
- Always being willing to listen to and respond to parent comments.
- Implementing the procedures for dealing with unacceptable behaviour. Exclusion will occur if considered necessary. (See below for procedures).

- Giving appropriate training to all staff.
- Ensuring that time is used within the curriculum and assemblies to raise awareness of bullying and how we can stop it. Each year the school has an Anti-Bullying week.
- Address bullying during eSafety lessons.

## STRATEGIES

### Staff:

- Discuss the school's definition of bullying regularly to ensure common understanding.
- Train all staff, including non-teaching staff, to recognise different types of bullying and signs of possible targets of bullying.
- All staff are to follow these 5 key points taken from the DfES pack 'Bullying – don't suffer in silence':
  1. Never ignore suspected bullying.
  2. Do not make premature assumptions.
  3. Listen carefully to all accounts-several children saying the same thing does not necessarily mean they are telling the truth.
  4. Adopt a problem-solving approach which moves children on from self-justification.
  5. Follow up incidents repeatedly, checking that bullying has not resumed.
- All cases of suspected bullying must be recorded in CPOMS.
- A class 'Worry Box' is available in each classroom as a means of communication between children and teacher. Children are made aware of how it can be used correctly/effectively.
- Additional Anti-Bullying survey's to be carried out Termly.

### Children:

The anti-bullying policy is reintroduced to children at the beginning of each new school year. Children will learn through a combination of direct discussion about bullying and indirect strategies in teaching and other aspects of the school.

- Understanding and carrying out the school vision.
- Smart School Council
- Displays
- Anti- bullying week

If I am a target for bullying I am going to:

- ***Tell an adult what is happening to me and how I feel.***

### Parents:

- Parents will receive the school's Anti-Bullying policy (on request) when their children join the school (also available on the school's website)
- Parents of both victim and perpetrator of bullying will be supported by the school accordingly.

### If my child tells me that they are a target for bullying I will:

- Listen to my child and take what they say seriously.
- Speak to my child's class teacher.
- Work with the school to monitor the situation.

## MONITORING & EVALUATION

- All reported cases of bullying will be recorded in CPOMS.
- The Phase Leaders will report to the Senior Leadership Team about allegations/incidents of bullying.
- The Headteacher will report to the Governing Body, termly, of any allegations/incidents of bullying.

### If bullying is brought to your attention:

- Listen carefully and take it seriously.

## PROCEDURES

If there is a concern about bullying this will be logged onto CPOMS by the class teacher followed by a discussion with the Phase Leader who will continue the investigation and decide on the action to be taken. All the above will be reported to the Headteacher and relevant parties, of the allegation findings. The aim of the investigation is to substantiate the issues raised in the allegation. The outcome of the investigation will determine whether the allegation is raised to an 'incident' status or not; which will be followed by appropriate measures.

In the case of bullying the school will:

- Ensure that the parents of all children are informed.
- Record details of the incident and take action as appropriate – see below
- Identify the nature of the incident and implement appropriate strategies. These could include:
  - a) Mediation by an adult to establish a 'Repair Plan'
  - b) Group meetings to analyse problems and develop solutions co-operatively through 'Restorative Justice'
  - c) Meetings with parents to ensure effective measures to support children and solve problems.

### **Process of reporting and responding to bullying incidents**

Allegations of incidents of bullying at Manford Primary School will be taken seriously by all staff and dealt with promptly. The incident will be dealt with immediately by the member of staff who has been approached.

- The 'target' of the bullying should have the opportunity to talk through the situation with an adult and a record of the incident or series of events should be made on CPOMS.
- The 'bully' should also have an opportunity to talk through with an adult; again a record on CPOMS must be made.
- The member of staff dealing with the incident must inform a member of the senior leadership team (by alerting them through their CPOMS records)
- Class teachers will be kept informed
- Parents and carers will be kept informed
- The bully/bullies will be given appropriate sanctions and parents, in most cases, will be informed of the behaviour
- Wherever possible, the pupils will be reconciled.

Pupils who have been bullied will be supported by:

- Having an immediate opportunity to discuss the experience with a member of staff
- Receiving reassurance and comfort from staff, parents and their peers (if appropriate)
- Learning and practicing, with help, strategies to tackle bullying
- Restoring self-esteem and confidence

Pupils who have bullied will be supported in changing their behaviour by:

- Making it clear that their actions are unacceptable and why
- Discussing what happened
- Discovering why the pupil became involved
- Establishing what needs to change
- Informing parents/carers to help change the attitude of the pupil

### **PERSISTENT AND VIOLENT BULLYING WILL LEAD TO EXCLUSION**

#### **Strategies for dealing with bullying:**

The emphasis should be on a caring, listening approach as bullies can sometimes be the victims too - that may be why they bully.

Discussions at length with the victim of bullying.

- Identify the perpetrator(s). Ask if there are any witnesses.
- Discussions with the perpetrator. Discuss the details with them and make the importance of telling the truth clear. Reinforce that bullying is **never** acceptable.
- If they do not own up, investigate further as appropriate.

- Hold separate discussions with the parents of the victim and the perpetrator.
- Inform the victim that he/she **must** report any further instances of bullying. Make the perpetrator aware of this.
- Help the perpetrator to realise what they have done is unacceptable.
- Through on-going discussions, help the bully to face and understand the consequences of their actions and take responsibility.
- Continue to monitor the situation and support the victim.

### **Sanctions**

The following disciplinary steps can be taken (further information can be found in the Behaviour Policy):

- Official warnings to cease the unacceptable behaviour
- Loss of privileges (not withdrawn from participation in the curriculum)
- Exclusion from certain areas of the school premises
- Fixed term exclusion
- Permanent exclusion

**Working Together to Safeguard Children (July 2018)** requires all schools to have a clear line of accountability and senior leadership of safeguarding arrangements. There should be a culture of listening to children and taking account of their wishes and feelings. Staff should feel able to raise issues about safeguarding and should know the procedures for whistle blowing. There should be suitable supervision and training for all staff. The school should follow the procedures for protecting children from abuse which are established by the Local Safeguarding Children Board.

Schools are expected to ensure that they have appropriate procedures in place for responding to situations in which they believe that a child has been abused or are at risk of abuse – these procedures should also cover circumstances in which a member of staff is accused of, or suspected of, abuse.

**Keeping Children Safe in Education (September 2021)** *places the following responsibilities on all schools:*

- have the knowledge and skills to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life from the foundation stage through to the teenage years. Staff may be required to support other agencies and professionals in an early help assessment;
- train staff to be alert to signs of abuse, know to whom they should report any concerns or suspicions and understand the difference between a concern about a child and immediate danger or risk of harm, and the actions that should follow each;
- have procedures (of which all staff are aware) for handling suspected cases of abuse of pupils, including procedures to be followed if a member of staff is accused of abuse, or suspected of abuse and procedures for handling suspected cases of peer on peer abuse;
- appoint a designated safeguarding lead who, in line with a clear job description for the role, will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care;
- ensure that staff with the designated safeguarding lead role undergo formal child protection training which is updated at least every two years and additionally receive updates at least annually to keep up with any developments relevant to their role and provide them with the required knowledge and skills;
- that all staff read at least Part 1 and 5 of Keeping Children Safe in Education (September 2020) and that there are mechanisms in place to assist staff to understand and discharge the role and responsibilities outlined in Part one;
- have in place safer recruitment procedures and checks that are, or may be required for any individual working in any capacity at or visiting the school;
- embed an overarching approach to online safety which includes training for pupils and staff and appropriate filters and monitoring systems which don't impose unreasonable restrictions.

**Keeping Children Safe in Education (September 2021)** also states:

Governing bodies and proprietors should ensure there are appropriate policies and procedures in place including 'Child Protection & Safeguarding Policy', 'Behaviour Policy', 'Child Missing Education', 'Working together to

safeguard children' and Staff Code of Conduct. The policies should be provided to all staff – including temporary staff and volunteers – on induction. The Child Protection & Safeguarding Policy should describe procedures, which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the LSCB. These policies should be updated annually and be available either publicly via the school website or by other means.

### **Prevention**

At Manford primary School we strive to equip pupils with the knowledge and confidence to tackle bullying and prevent bullying as far as possible.

To achieve this we:

- Promote a strong ethos that values and promotes the rights of each member of our school community-the school has adopted the 'Rights Respecting' programme from UNICEF
- Use 'wellbeing Wednesdays' to reinforce the anti-bullying message and the fact that we are a 'listening and telling' school
- Have worry boxes in each classroom which are checked daily
- Provide regular training for staff
- Ensure there are planned curriculum opportunities to reinforce the key messages of 'What is bullying' and 'What should I do if I think someone is being bullied?'
- Raise the profile of anti- bullying, 'listening and telling' through the school environment and engaging with focussed events such as the 'odd socks' campaign and 'Right to be safe' weeks in school.

### **Monitoring, evaluation and review**

The school will review this policy annually and evaluate its effectiveness. This evaluation may be through stakeholder questionnaires, consultation and monitoring of data.

### **Useful Links and Supporting Organisations**

The following links may provide additional support to children, staff or families.

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)

### **Cyberbullying**

- Childnet: [www.childnet.com](http://www.childnet.com)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Report Harmful Content: <https://reportharmfulcontent.com/>
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- The UK Council for Internet Safety (UKCIS): [www.gov.uk/government/organisations/uk-council-for-internet-safety](http://www.gov.uk/government/organisations/uk-council-for-internet-safety)
- DfE 'Cyberbullying: advice for headteachers and school staff': [www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)
- DfE 'Advice for parents and carers on cyberbullying': [www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)

## **SEND**

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: [www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/at-risk-groups/sen-disability](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/at-risk-groups/sen-disability)
- DfE: SEND code of practice: [www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

## **Race, Religion and Nationality**

- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)
- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- Tell Mama: [www.tellmamauk.org](http://www.tellmamauk.org)
- Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)
- Show Racism the Red Card: [www.srtrc.org/educational](http://www.srtrc.org/educational)

## **LGBTQ+**

- Barnardo's LGBTQ Hub: [www.barnardos.org.uk/what\\_we\\_do/our\\_work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)
- Metro Charity: [www.metrocentreonline.org](http://www.metrocentreonline.org)
- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Proud Trust: [www.theproudtrust.org](http://www.theproudtrust.org)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

## **Sexual Harassment and Sexual Bullying**

- NSPCC 'Report Abuse in Education' Helpline: 0800 136 663 or [help@nspcc.org.uk](mailto:help@nspcc.org.uk)
- Ending Violence Against Women and Girls (EVAW): [www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk)
- Disrespect No Body: [www.gov.uk/government/publications/disrespect-nobody-campaign-posters](http://www.gov.uk/government/publications/disrespect-nobody-campaign-posters)
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: [www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying)
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: <https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying/investigating-and-responding-sexual>
- Childnet Project DeShame (Online Sexual Harassment and Bullying): [www.childnet.com/our-projects/project-deshame](http://www.childnet.com/our-projects/project-deshame)