

Manor Primary School



Anti-Bullying Policy

Reviewed and updated
November 2023

Introduction

At Manor Primary School we aim to provide a safe, caring and friendly learning environment, for all our pupils, to allow them to improve their life chances and help them maximise their potential. This includes encouraging open discussion around differences between people, challenging prejudice and celebrating diversity.

We recognise that a school has a responsibility to understand the community they serve and to respond to identified concerns including proactively teaching pupils about potential threats to their health and safety. We will therefore adopt a contextual approach to bullying and peer on peer abuse, working with families and outside agencies where appropriate.

We expect pupils to act safely and feel safe in school. Pupils need to understand the issues relating to all forms of bullying and to feel confident to seek support from school should they feel that they or others are unsafe. We would also want parents/carers to feel confident that their children are safe and cared for in school and that incidents, if or when they do arise, are dealt with promptly and effectively.

The school is aware of our legal obligations including the Equality Act 2010. This means as well as considering the context of any concerns which need addressing, we also consider where a pupil may have a protected characteristic. This will include ensuring any action taken by the school reflects their needs and does not put the pupil at greater harm.

This policy is available:

- Online on the school's website - [Home | Manor Infants Longbridge](#)
- On request from the school office

Roles and responsibilities

The Headteacher has overall responsibility for the policy, including liaising with the governing body, parents/carers, Local Authority and outside agencies.

The Designated Safeguarding Leads (DSL) in our school are **Mrs Khanom, Mrs Begum and Miss James**

Safeguarding is the responsibility of all, however all staff, parents and pupils need to be aware of who to report to and how to report any safeguarding concerns.

The senior leadership team, supported by the whole staff are responsible for:

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing how effective it is in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents

- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

The nominated **Governor** with the responsibility for Anti-Bullying (Behaviour) is **Mr C Drain**

Definition of Bullying

*Several
Times
On
Purpose*

The definition is very varied as individuals have different experiences. However, all members of the school community need to be vigilant and able to recognise bullying behaviour.

The anti-bullying alliance has described bullying as having 3 constituent parts:

- It is repetitive, wilful or persistent
- It is intentionally harmful, carried out by an individual or group
- It involves an imbalance of power leaving the victim feeling defenceless

Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.

Behaviour often associated with bullying

Baiting

Baiting can be used in bullying both on and offline. It can be used to bully someone to get 'a rise' out of them; it can also be used to antagonise those who might be bullying others to get them to bully. Sometimes baiting is used secretly to try and get a person to explode in a rage or react negatively/loudly so that they get into trouble.

Banter

The dictionary describes banter as: 'the playful and friendly exchange of teasing remarks'. Bullying is often justified as being just banter. It may start as banter, but some types of banter are bullying and need to be addressed as bullying.

Types of Banter

- Friendly Banter: no intention to hurt and everyone knows the limits
- Ignorant Banter: crosses the line with no intention to hurt, will often say sorry.
- Malicious Banter- done to humiliate a person, often in public.

Peer on Peer Abuse

All staff should be aware that pupils can abuse other pupils (often referred to as peer on peer abuse).

This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying);
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence, such as rape, assault by penetration and sexual assault
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse
- Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Sexting (also known as youth produced sexual imagery); and initiation/hazing type violence and rituals.

Sexist and sexual bullying

Sexual Harassment –unwanted contact of a sexual nature which can occur on and offline. This behaviour is considered to violate a pupil's dignity and /or make them feel intimidated, degraded or humiliated and /or create a hostile, offensive or sexualised environment. The initial response from staff will be the same as any reported bullying incident and dealt with in a contextual way.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent, if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate-crime related bullying, cyberbullying and peer-on-peer abuse. If the target or alleged perpetrator might be in danger, then intervention is urgently required including a safeguarding referral.

What does bullying look like?

Bullying behaviour can be:

- Physical - pushing, poking, kicking, hitting, biting, pinching, etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional - isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual - unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online /cyber - posting on social media, sharing photos, sending nasty text messages, social exclusion
- Indirect - can include the exploitation of individuals such as false friendships, criminal exploitation, sexual exploitation and radicalisation.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

Specific types of bullying

Prejudice Related Bullying

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- age
- being or becoming a trans person
- being married or in a civil partnership
- being pregnant or having a pupil with a disability
- race including colour, nationality, ethnic or national origin, including Gypsy, Roma, Traveller heritage
- religion, belief or lack of religion/belief
- sex /gender
- sexual orientation

These are called 'protected characteristics'.

Prejudice Related Language

Racist, homophobic, biphobic, transphobic and disablist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or trans, or are perceived to be, or have a parent/carer, sibling, or friend who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are perceived to be different in some way or their friends, family members or their parents/carers are perceived to be different.

Dismissing such language as banter is not helpful as it is being used to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

As part of the requirement on schools to promote fundamental British Values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disablist in nature. We will record these types of bullying, even that which represents a one-off incident.

Other vulnerable groups include

- young carers
- looked after pupils

- bullying related to home circumstances
- bullying related to appearance or health

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious.

There is no hierarchy of bullying - all forms should be taken equally seriously and dealt with appropriately.

Hate crime and bullying

There is no legal definition of a hate crime. However, the police and the CPS (Crown Prosecution Service) have an agreed definition of hate crime as:

"Any criminal offence which is perceived by the victim or any other person, to be motivated by hostility or prejudice based on a person's race or perceived race; religion or perceived religion; sexual orientation or perceived sexual orientation; disability or perceived disability and any crime motivated by hostility or prejudice against a person who is transgender or perceived to be transgender."

There is a distinction between a hate crime and a hate incident.

"A hate incident is any incident which the victim, or anyone else, thinks is based on someone's prejudice towards them because of their race, religion, sexual orientation, disability or because they are transgender."

However, a hate incident does not necessarily break the law. Where a hate incident amounts to a criminal offence, and is based on one of the five protected characteristics, it is known as a hate crime.

The type of conduct which will be considered as a hate incident is wide- ranging and includes the following:

- verbal abuse
- harassment
- bullying or intimidation
- physical attacks
- threats of violence
- hoax calls, abusive phone or text messages, hate mail
- online abuse
- displaying or circulating discriminatory literature or posters
- graffiti
- arson

Any concerns about hate incidents/crimes should be discussed with a member of the Senior Leadership Team.

Pupils can report any crime anonymously at <https://www.fearless.org/>

Where does bullying take place?

Bullying is not confined to the school premises and may persist outside school, in the local community, on the journey to and from school and may continue into further education.

The school acknowledges our responsibility to support families if bullying occurs off the premises.

Cyberbullying

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims.

Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school.

Whilst all incidents of Cyberbullying occur outside school, we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other form of bullying.

Cyberbullying can include: -

- hacking into someone's accounts/sites
- Posting prejudice / hate messages
- Impersonating someone online
- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking

We will ensure that our pupils are taught safe ways to use the internet (see our e-safety policy) and encourage good online behaviour. All pupils are expected to sign the Acceptable Use Agreement and Safer Internet Day is celebrated every year to remind pupils of the importance of keeping safe online.

Reporting and responding to bullying

Our school has clear and well publicised systems to report bullying for the whole school community (staff, parents/carers, pupils and young people). This includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders)

- Parents/Carers: Concerns should be reported to an adult in school who will notify the Headteacher or a member of the SLT. This communication may be verbal or written.
- Pupils are encouraged to: speak to an adult in school/their parents/use the Worry Box. Pupils can also speak to our DSL, a member of the senior leadership team or a member of the safeguarding team.
- All staff and visitors are aware of the need to take all concerns seriously and to ensure that nurturing relationships encourage information sharing.

- Serious incidents are reported to the Borough using the online Racist Incident reporting form.
- Parents are always informed of any bullying/racist incidents and action taken.

Procedures

All reported incidents will be taken seriously and investigated involving all parties.

All proven racist/bullying incidents will be recorded as serious incidents and will be entered into the Racist / Bullying Log Book.

Recording the incident should include information on:

- names of everyone involved,
- time and place
- names of any other witnesses.
- how the incident began and progressed, with details of behaviour, what was said.
- informing parents

Appropriate disciplinary sanctions in accordance with the school's Behaviour Policy will be implemented. These may vary according to the type of bullying and may involve other agencies where appropriate.

We will use a range of responses and support appropriate to the situation. These may include solution-focused approaches, restorative approach, individual work with victim, perpetrator and bystanders or referral to outside agencies if appropriate.

We will follow up and keep in touch with the person who reported the situation, which may be parents/carers or other adults.

We will liaise with the wider community if the bullying is taking place off the school premises i.e. in the case of cyberbullying or hate crime.

The DSL will be informed if there are any safeguarding issues to consider and if appropriate, may refer on to the Early Intervention Team.

We have a clear complaints procedure for parents who are not satisfied with the school's actions. This is available online.

Recording bullying and evaluating the policy

Bullying and behavioural incidents will be recorded by the member of staff who deals with the incident. This will be noted in the class behaviour log and/or My Concern. Once investigated it should be reported in the serious incident log and if required, the incident will be reported to the Borough online.

Information stored in school will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy. This information will be discussed by staff in regular staff meetings.

This information will be stored in accordance with GDPR.

Strategies for preventing bullying

As part of our ongoing commitment to the safety and welfare of our pupils, we at Manor Primary School have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

Whole-School Strategies

- Ensuring that the school actively promotes the celebration of difference and diversity as part of the core values
- PSHE/Values Education lessons, cross curriculum themes including work on challenging prejudice-related language and behaviour and challenging unconscious bias
- Celebration events
- Anti-Bullying Fortnight annually
- Specific curriculum input on areas of concern such as Cyberbullying and internet safety (Safer Internet Day – SID)
- Pupil Voice (e.g. pupil surveys)
- School Council
- Visits from external agencies (e.g. NSPCC, etc.)
- Modelling of positive relationships
- Staff and young people are actively encouraged and supported to challenge prejudice related behaviour relating to all protected characteristics and vulnerable groups
- Ensuring that images and materials used reflect all groups in British society

Reactive programmes for vulnerable groups or groups involved in bullying.

- Counselling and/or mediation schemes from trained staff and outside agencies
- Small group work
- Restorative Justice

Initiatives for identified groups - where first language is not English, SEND/disabled pupils, pupils who have been bullied or are displaying bullying behaviour.

- Nurture
- Counselling from trained staff and outside agencies
- Checking in with the pupil by allocated staff member

Support for parents/carers

- Parent information shared by newsletters, the school website, Parent Hub and online videos
- Workshops and information sessions. For example: e-safety, safeguarding workshops and online videos

Support for all school staff

- Staff training and development for all staff including those involved in lunchtime and before and after school activities

- Encouraging all staff to model expected behaviour
- Staff training around delivery of the PSHE and Values curriculum

The Prevent Duty

From 1st July 2015 all schools have a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent Duty.

A Prevent Duty plan is in place to protect our pupils from the risk of radicalisation. There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. School staff should use their judgement in identifying pupils who may be at risk of radicalisation and act proportionately.

By promoting the fundamental British Values, we aim to build pupils’ resilience to radicalisation and enable them to challenge extremist views. It is important to emphasise that the Prevent Duty is not intended to stop pupils debating controversial issues. On the contrary, we aim to provide a safe space in which pupils, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

Links with other Policies

The policies below all relate to issues surrounding bullying and should be referred to, when necessary, in relation to the Anti-Bullying policy:

- Behaviour Policy
- Safeguarding Policy
- E-Safety Policy
- Keeping Children Safe in Education (DfE)
- Complaints Policy

Useful organisations

Anti-bullying Alliance (ABA) - www.anti-bullyingalliance.org.uk

The Anti-Bullying Alliance is a coalition of organisations and individuals that are united against bullying with the aim of reducing bullying and creating safer environments in which pupils and young people can live, grow, play and learn.

Childnet Online safety for young people - www.childnet.com

Helpful information and guidance on a range of key online safety topics.

KIDSCAPE - www.kidscape.org.uk

Advice and support for pupils to challenge bullying.

NSPCC - www.nspcc.org.uk

UK's leading children's charity which provides services to support families prevent child abuse and neglect.