



# **Whole School Policy for Anti - Bullying**

**Reviewed: September 2025**

**Next review: September 2026**

## **Introduction**

At Manor Park Infant and Nursery School we aim to produce an inclusive environment for all pupils which openly discusses differences between people and celebrates diversity.

As a consequence we aim to provide a safe, caring and friendly environment for learning for all our pupils to allow them to improve their life chances and help them maximise their potential.

We expect pupils to act safely and feel safe in school, including that they understand the issues relating to all forms of bullying and that they feel confident to seek support from school should they feel 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, when they do arise, are dealt with promptly and well.

The school is aware of its legal obligations including the Equalities Act 2010. We are aware of our role within the local community supporting parents/carers and working with other agencies outside the school where appropriate.

## **Policy Development**

This policy was formulated in consultation with the whole school community with input from:

- Members of staff (through regular agenda items at staff meetings, consultation documents, surveys)
- Governors (through discussions at governors meetings and through training)
- Parents/carers
- Children and young people (through school council sessions, circle time discussions etc. The school council has developed a student friendly version which is displayed on our website)

This policy is available:

- On the school website
- From the school office
- For children in a child friendly format.
- For all parents/carers in the form of a summary.

## **Roles and responsibilities**

**The Head teacher** – Has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and

appointing an Anti-bullying coordinator who will have general responsibility for handling the implementation of this policy.

**The Anti –bullying Coordinator** in our school is: Stefanie Hanson, Head Teacher

The responsibilities are:-

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness 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

### **Definition of Bullying**

**The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.**

[www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/what-bullying/aba-definition-bullying](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/what-bullying/aba-definition-bullying)

**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 and it can be used to antagonize 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 in to 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- There's no intention to hurt and everyone knows its 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.

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 and cyberbullying. If the victim might be in danger then intervention is urgently required.

### **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.

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'.

### **Why are children and young people bullied?**

Specific types of bullying include:

#### *Prejudice Related Bullying*

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

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child

- disability
- race including colour, nationality, ethnic or national origin including Gypsy, Roma, Travellers
- religion, belief or lack of religion/belief
- sex /gender
- sexual orientation

These are called 'protected characteristics'.

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 disabilist in nature. We will record these types of bullying, even that which represents a one-off incident, and report them to the local authority for monitoring purposes.

#### *Other vulnerable groups include*

- bullying related to appearance or health
- bullying of young carers or looked after children or otherwise related to home circumstances

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.

#### *Prejudice Related Language*

Racist, homophobic, biphobic, transphobic and disabilist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or transsexual, or are perceived to be, or have a parent/carer or sibling 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 different in some way or their friends, family members or their parents/carers.

In the case of homophobic, biphobic and transphobic language particularly, dismissing it as banter is not helpful as even if these terms are not referring to a person's sexual orientation or gender identity they are using the terms 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.

#### **Where does bullying take place?**

Bullying is not confined to the school premises. It also persists outside school, on the journey to and from school and in the local community and may continue into Further Education.

The school acknowledges its responsibilities 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 most 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 forms of bullying.

Cyberbullying can include:-

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

We will ensure that our children are taught safe ways to use the internet (see our online safety policy) and encourage good online behaviour.

Bullying can take place between:

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

## **Reporting and responding to bullying**

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

- Children and young people in school including bystanders are encouraged to report any incidents that cause them to feel uncomfortable. It is hoped that this is the first step to preventing an escalation of problems which ultimately result in bullying. The pupils are encouraged to approach any member of staff they feel comfortable talking to.

- Parents/carers are welcome to come into school to talk to members of staff when they feel the need to express concerns about possible incidents of bullying. They should report to the class teacher in the first instance who will then investigate any concerns. Should this prove unsatisfactory, parents are then encouraged to speak to the anti-bullying coordinator or the head teacher.
- All staff who feel they are being intimidated or bullied should speak to their line manager or the headteacher or if further actions are required, the chair of governors may be consulted. (Refer to LA Harassment Procedure/Guidance.)

## **Procedures**

All reported incidents will be taken seriously and investigated involving all parties. The staff is aware of and follows the same procedures.

We will:

- Interview all parties including the target, bully and all others involved.
- Inform parents.
- Implement appropriate disciplinary sanctions in accordance with the school's Behaviour Policy. These will be graded according to the seriousness of the incident but should send out a message that bullying is unacceptable.
- Be clear that responses may also vary according to the type of bullying and may involve other agencies where appropriate
- Follow up, in particular keeping in touch with the person who reported the situation, including parents/carers.
- Have a clear complaints' procedure for parents/carers who are not satisfied with the school's actions.
- Have a range of follow - up responses and support which is appropriate to the situation for all involved such as - solution focused, restorative approach, circle of friends, individual work with victim, perpetrator, bystanders and others affected by the bullying and referral to outside agencies if appropriate.
- 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.

## **Recording bullying and evaluating the policy**

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be stored by the Anti-bullying coordinator. The school will use the Concerning Behaviour Monitoring Form (as attached) to record incidents to ensure clarity and consistency of record keeping.

The information stored will be used to ensure individuals 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 and Monday morning briefings.

This information will be presented to the governors as part of the annual report and impact evaluation of our use of Anti Bullying Strategies in school.

The policy will be reviewed and updated annually.

## Strategies for preventing bullying

As part of our on-going commitment to the safety and welfare of our pupils we at Manor Park Infant and Nursery School have developed the following strategies to promote positive behaviour and discourage bullying behaviour:

- Involvement in the Investors in Pupils Programme.
  - Involvement in SEAL (Social and emotional aspects of learning) including Anti-bullying unit.
  - Involvement in the Healthy Schools Programme.
  - National/Anti-Bullying week. (Link Governors involved)
  - PSHE/Citizenship lessons and cross curriculum.
  - Specific curriculum input on areas of concern such as Cyberbullying and internet safety.
  - Student voice, school council.
  - Peer mentoring schemes and/or Playground Buddying.
1.
    - Reactive programmes for vulnerable groups or groups involved in bullying, as appropriate. For example: -
    - Restorative Justice.
    - Counselling and/or Mediation schemes.
  2.
    - Support for parents/carers;
    - Parent groups/extended schools.
    - Parent information events/information.
    - Referrals to outside Agencies.
  3.
    - Support for all school staff
    - Staff training and development for all staff including those involved in lunchtime and before and after school activities.
  4.
    - Involvement of parents through representation on the Governing body;
    - Reports to Governing Body.
    - Link Governor Visits.
    - Anti-Bullying week involvement in school activities.
    - Discussions with school Councillors.

## Links with other policies

Policy	Why
Behaviour Policy	Rewards and sanctions, Codes of conduct
Safeguarding Policy	Child protection
E-safety and Acceptable use policy	Cyber bullying and online safety



Equalities policy	Prejudice related crime(homophobia, race, religion and culture and SEN/disability)
Confidentiality Policy	Reporting and recording
PSHE/Citizenship	Strategies to prevent bullying
Complaints' Policy	Guidelines to make a complaint if families are not happy with the school's response

### **Useful organisations:**

#### **Anti-bullying Alliance (ABA)** - [www.anti-bullying.org](http://www.anti-bullying.org)

Brings together more than 65 organisations with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.

#### **Mencap** – [www.mencap.org](http://www.mencap.org)

Mencap is a learning disability charity that provides information and support to children and adults with a learning disability, and to their families and carers.

#### **Stonewall** – [www.stonewall.org.uk](http://www.stonewall.org.uk) [The lesbian, gay and bisexual charity](http://www.stonewall.org.uk)

#### **Educational Action Challenging Homophobia (EACH)** – [www.eachaction.org.uk](http://www.eachaction.org.uk)

Educational Action Challenging Homophobia (EACH) is a charity and training agency helping people and organisations affected by homophobia. The website gives guidance, contact details and a freephone helpline.

#### **School's Out** – [www.schools-out.org.uk](http://www.schools-out.org.uk)

#### **Beatbullying** – [www.beatbullying.org.uk](http://www.beatbullying.org.uk)

Beatbullying is the leading bullying prevention charity in the UK and provides anti-bullying resources, information, advice and support for young people, parents and professionals affected by bullying.

#### **Childnet International** – [www.childnet-int.org](http://www.childnet-int.org)

Childnet International - The UK's safer internet centre

## CONCERNING BEHAVIOUR FORM

School Manor Park Infant School and Nursery

Date of Incident

Time of Incident

### Nature/Type of Incident (Please Tick)

*Extortion*

*Personal possessions taken/damaged*

*Isolation/Being Ignored or Left Out*

*Forced into something against will*

*Physical*

*Written*

*Verbal (Name-Calling, Taunting, Mocking)*

*Spreading Rumours*

*Cyber(Email, Internet, Text, social media)*

*Other (please specify)*

### Details of Young People involved

	Names	Year Group	Gender	Ethnic Origin Code	Role*
1					
2					
3					
4					
5					
6					

\*Role: **V** Victim

**R** Ring Leader

**A** Associate

**B** Bystander

### Location of Incident (Please Tick)

*Classroom*

*School Bus*

*Playground/Yard*

*Outside/Around School*

*Corridor*

*Gates To/From School*

*Toilet*

**If you feel the incident was motivated by any of the following please tick**

*Appearance*

☐

*Race/Ethnic Origin \**

☐

*Disability/SEN*

☐

*Sexual Orientation*

☐

*Gender/Sexism*

☐

*Home Circumstances including  
Looked  
After Children/Young People*

☐

*Religion*

☐

*\* Reminder: These incidents should be recorded separately.*

**Brief summary of Incident**


**Action Taken**

include any exclusions, parental involvement, or involvement with external agencies.


If appropriate was a CAF used? (Common Assessment Framework)  
YES/NO

With Individuals (as noted on page 1)

1.


2.


3.


4.


5.
6.

Have there been any previous incidents?   Was this incident deemed to be bullying? Yes/No By Whom? Staff, Pupils, Parents, other	Form completed by:   Date:
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Follow-up –two weeks later	Date
Any further Action?	