



# Anti-Bullying Policy

This policy was adopted/updated:	October 2024
This policy will be reviewed:	October 2027
Governor Committee Responsibility:	SCFC
Statutory policy:	No

## MAPLE INFANTS' ANTI BULLYING POLICY

*Together we learn and grow*

**This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**

**We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.**

### Objectives of this Policy

Maple Infants' School takes any concerns about bullying very seriously. This policy outlines what our school will do to prevent and tackle bullying. The policy has been drawn up through the involvement of the whole school community and we are committed to developing an anti-bullying culture whereby no bullying, including between adults or adults and children and young people will be tolerated.

### Our School

At Maple Infants' School we:

- Create and support our inclusive and diverse environment which promotes and nurtures a culture of mutual respect, consideration and care for others, which will be upheld by all
- Discuss, monitor and review our anti-bullying policy and practice on a regular basis
- Support all staff to promote positive relationships to prevent bullying and will intervene by identifying and tackling bullying behaviour appropriately and promptly
- Ensure that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy
- Report back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/ carers in turn work with the school to uphold the anti-bullying policy
- Seek to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate
- Report any racial incidents to the Local Authority
- Will address a bullying incident as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or likely to suffer significant harm' (Children Act 1989). School staff will report their concerns to the Local Authority SPA team

### Definition of bullying

Bullying is *"Behaviour by an individual or a group, repeated over time, that intentionally hurts another individual or group either physically or emotionally"*. (DfE *"Preventing and Tackling Bullying"*)

Bullying can take many forms which may include some of the following behaviours:

**Verbal** – e.g. name calling, teasing taunting, making inappropriate jokes/offensive comments, making threats, spreading hurtful and untruthful rumours, mocking

**Physical** – e.g. beating, biting, pushing, tripping, spitting, unwanted touching, kicking, hitting

**Social exclusion** – e.g. alienating/excluding a person from their social group

**Coercion** – e.g. manipulating and coercing people to do things that they may not feel comfortable about through social pressure

**Property** – e.g. taking belongings, stealing, damaging or destroying other peoples' belongings.

**Graffiti** – e.g. to incite hatred, to threaten and to harm reputation

**Extortion** – e.g. demanding possessions or money from people

**Cyberbullying** – this includes the same inappropriate and harmful behaviours expressed via digital devices such as the sending of inappropriate messages by phone, text, Instant Messenger, through websites and social media sites and apps, and sending offensive or degrading images by mobile phone or via the internet. For example, sending threatening or intimidating comments via email, text, chatrooms, websites and phone calls. Setting up websites/on-line forums to post malicious comments about a person or group. Taking humiliating pictures or video footage and sharing with others.

**Emotional** - Stopping violence and ensuring immediate physical safety is obviously a school's first priority, but the school recognises that bullying can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

#### Forms of bullying covered by this Policy

Bullying can happen to anyone and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. This policy covers all types of bullying including:

- Bullying related to race, religion or culture
- Bullying related to SEND (Special Educational Needs or Disability)
- Bullying related to appearance or physical/mental health conditions
- Bullying related to sexual orientation (homophobic bullying)
- Bullying of young carers, children in care or otherwise related to home circumstances
- Sexist, sexual and transphobic bullying
- Bullying via technology –“cyberbullying”

#### Preventing, identifying and responding to bullying

The school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience

- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns
- Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others
- Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, peer support and the school/student council
- Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour
- Train all staff including teaching staff, support staff (including administration staff, lunchtime support staff and site support staff) and pastoral staff to identify all forms of bullying, follow the school policy and procedures (including recording and reporting incidents)
- Proactively gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring
- Actively create "safe spaces" for vulnerable children and young people
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied
- Work with other agencies and the wider school community to prevent and tackle concerns
- Celebrate success and achievements to promote and build a positive school ethos

#### Involvement of pupils

Maple Infants' School will encourage the involvement of pupils by:

- Regularly canvassing children and young people's views on the extent and nature of bullying
- Ensuring that all pupils know how to express worries and anxieties about bullying
- Ensuring that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying
- Involving pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum
- Publicising the details of help lines and websites, where appropriate
- Offering support to pupils who have been bullied and to those who are bullying in order to address the problems they have

#### Liaison with parents and carers

We will continue to work in partnership with parents and carers and:

- Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers in a variety of formats
- Ensure that all parents/carers know who to contact if they are worried about bullying
- Ensure all parents/carers know about our complaints procedure and how to use it effectively
- Ensure all parents/carers know where to access independent advice about bullying

- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline

### Links with other school policies and practices

This Policy links with a number of other school policies and practices including:

- Positive Behaviour and Regulation Policy
- Equalities Policy
- Complaints Policy
- Safeguarding and child protection policies
- e-Safety (Online Safety) and Acceptable Use Policies (AUPs)
- PSHE Policy

### Links to legislation

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying as well as criminal law. These may include:

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

### Roles and Key Responsibilities

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy
- Governors, the Headteacher, Senior Managers, Teaching and Non-Teaching staff to support, uphold and implement this policy accordingly
- The Headteacher to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably
- Parents/carers to support their children and work in partnership with the school
- Pupils to abide by the policy

The named Governor Committee with lead responsibility for this policy is the Safeguarding Committee and the named governor is ADD NAME.

The named member of staff with lead responsibility for this policy is Claire Barwell (Headteacher).

### Monitoring & review: Putting Policy into Practice

- The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied
- Any issues identified will be incorporated into the school's action planning
- The headteacher will be informed of bullying concerns, as appropriate

- The named Governor for bullying will report on a regular basis to the governing body on incidents of bullying, including outcomes

## Supporting Organisations and Guidance

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- DfE: "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies", and "Supporting children and young people who are bullied: advice for schools" March 2014: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: "No health without mental health": <https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
- 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 International: [www.childnet.com](http://www.childnet.com)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- 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)

## LGBTQ+

- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)
- 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)
- Proud Trust: [www.theproudtrust.org](http://www.theproudtrust.org)

## 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: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

## **Racism and Hate**

- 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)
- Show Racism the Red Card: [www.srtrc.org/educational](http://www.srtrc.org/educational)

## **Additional Content**

### **Dealing with Incidents**

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- A clear and precise account of the incident will be recorded using the Behaviour Incident Form (Google Form) clearly indicating BULLYING concern and given to the head teacher and/or member of the Senior Leadership Team. This form is accessed by head teacher and/SLT, however, the staff member logging the concern should also ensure senior leaders are aware
- If the concern is raised by a parent, then the member of staff will log the concern on a Parent/Carer Consultation form indicating BULLYING concern and discuss with the HT/SLT
- The head teacher/ SLT will interview all concerned and will record the incident
- Teachers will be kept informed
- When responding to cyberbullying concerns the school will take all available steps to identify the bully, including looking at the school systems, identifying and interviewing possible witnesses, and contacting the service provider and the police, if necessary. The police will need to be involved to enable the service provider to look into the data of another user
- Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the school's behaviour policy
- Parents/carers will be kept informed
- Sanctions will be used as appropriate and in consultation with all parties concerned
- If necessary and appropriate, the police or other local services will be consulted

### **Supporting Pupils**

*Pupils who have been bullied will be supported by:*

- Offering an immediate opportunity to discuss the experience with their teacher or a member of staff of their choice
- Encouraging them to report bullying to enable a record of the bullying to be constructed as evidence and discuss how respond to concerns and build resilience as appropriate
- Reassuring the pupil and providing continuous support
- Restoring self-esteem and confidence
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance, if appropriate

*Pupils who have bullied will be helped by:*

- Discussing what happened and establishing the concern and the need to change
- Informing parents/carers to help change the attitude and behaviour of the child

- Providing appropriate education and support
- If online, requesting content be removed and reporting account/content to service provider
- Sanctioning in line with school behaviour policy. This may include official warnings, detentions, removal or privileges, fixed-term and permanent exclusions
- Speaking with police or local services, if appropriate

### **Supporting Adults**

*Adults (staff and parents) who have been bullied or affected will be supported by:*

- Offering an immediate opportunity to discuss the concern with the headteacher or a senior member of staff
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate
- Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the school's behaviour policy
- Reassuring and offering appropriate support
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance, if appropriate

*Adults (staff and parents) who have bullied will be helped by:*

- Discussing what happened with a senior member of staff and establishing the concern
- Clarifying the schools official procedures for complaints or concerns
- If online, requesting content be removed and reporting account/content to service provider
- Instigating disciplinary, civil or legal action