



# Anti Bullying Policy

Signed by:

Headteacher:

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Chair of Governors:

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## **Introduction**

At Shirley Manor Primary Academy we aim to provide a supportive, caring, and friendly environment which allows all our children to learn in an atmosphere which is focussed on improving their life chances and helping them to maximise their potential. We expect our children to act safely, and feel safe, in and outside of school – we do not tolerate any form of bullying and we are committed to preventing and tackling it. We recognise that as children learn and grow together, they may experience fallouts with their peers, but we are committed to supporting our children to resolve these 'relational conflicts' and stop them from progressing to bullying behaviours. If an incident of bullying does occur, we believe our children, parents/carers and staff should feel confident in reporting it and know that that all incidents will be dealt with promptly and effectively. Bullying will never be tolerated at our school.

Shirley Manor Primary Academy we encourage open discussions around differences between people, we actively challenge prejudice, and we celebrate diversity. We adopt a contextual safeguarding, trauma-informed and strengths-based approach to bullying and child-on-child abuse, and we are committed to working with families and outside agencies where appropriate.

This policy has been developed to reflect the most recent Keeping Children Safe in Education (KCSiE) Statutory Guidance (1st September 2023).

All staff at our school are aware that children may bully other children, and that this can happen both inside and outside of school, and online. All staff understand the school's Anti-Bullying strategy and approach and know the important role that they each have in preventing and tackling bullying.

## **How The Ethos Of Our School Helps To Support Our Anti Bullying Policy**

- ◆ Our aim is to ensure children experience a safe and positive environment, free from bullying and harm.
- ◆ We constantly encourage children to treat each other with respect.
- ◆ We encourage children to form positive attitudes toward friendships and to respect diversity.
- ◆ We use any available opportunity to discuss aspects of bullying through our PSHE programme, behaviour policy and GROWTH mantra.

GROWTH: The key words of Respectful, Open Minded and Happy are used throughout school. These rules support both the behaviour policy and the anti bullying policy. The children across both key stages are fully aware of them, and are taught to understand them.

Circle Time: Children are seated in a circle in the classroom, where they explore various issues connected to emotional health. They are given the opportunity to discuss these issues openly.

Talking to an Adult: If children are not at ease with the options above, they can speak to a member of staff they feel comfortable with who would then refer it to the pastoral team for further investigation and intervention if it was felt this was necessary.

Our Behaviour Policy includes rewards and sanctions which are used consistently, alongside positive relationships, to prevent inappropriate behaviour, and promote positive behaviour.

## **What Is Bullying ?**

At Shirley Manor Primary Academy we have adopted the definition of bullying provided by the Anti-Bullying Alliance: **"Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online."**

**Bullying can be, but not limited to:**

- **Emotional:** Derogatory name calling of an insulting and/or personal nature. Demanding money, material goods or favours by means of threat or force.
- **Physical:** Pushing, kicking, hitting, punching or any use of violence because of some perceived physical, economic, sexual, intellectual, cultural or racial difference.
- **Racist:** racial taunts, graffiti, gestures
- **Sexual:** Unwanted physical contact or sexually abusive comments
- **Homophobic:** because of, or focussing on the issue of sexuality. Homophobic, biphobic and transphobic (HBT) bullying is unacceptable
- **Verbal:** name-calling, sarcasm, spreading rumours, teasing, abuse and threats. Ridiculing an individual.
- **Cyber:** All areas of internet, such as email & internet chat room misuse. Mobile threats by text messaging & calls. Misuse of associated technology, i.e. camera & video facilities

## **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

Banter can occur both online and offline and includes a range of behaviours that may be verbal, physical, or information/message sharing (online).

### **Relational Conflicts**

However, we also recognise that incidents may occur between children, which may not be deemed as 'bullying' but still require support or intervention from trusted adults. These incidents may be referred to as 'relational conflicts' or falling out.

Relational conflict differs to bullying in the fact that it is usually between individuals or groups who are relatively similar in power and status (a power balance), and the behaviours or incidents occur occasionally (not repetitive) or occur by accident (not intentional). Usually, following a relational conflict incident, children show remorse and there is a general willingness to make things right or to resolve the conflict.

Not all relational conflict or falling out leads to bullying, but our school is aware occasionally some can, and we are mindful that unresolved bad feelings or relationship problems left unaddressed can be the start of a pattern of behaviour in which the intention becomes to cause harm or distress.

Although bullying and relational conflicts can take place between individuals, we recognise that it often takes place in front of others (either physically or virtually), children who witness these incidents/behaviours are often referred to as 'bystanders'.

Regardless of whether an incident or situation is deemed as 'relational conflict' or 'bullying', our school will address the situation and support the children to resolve any negative feelings. Our school will monitor children following a relational conflict to ensure that the situation has been resolved and does not escalate to bullying.

Our school will challenge, address, and monitor any incidents of bullying, to ensure that it does not continue and that all children feel supported (this will include the target, the alleged perpetrator, any bystanders, and the wider school community).

## **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.  
Non Verbal - disparaging looks or gesticulations on a regular basis.
- 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.
- Prejudice-related – derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disablist in nature. This language and behaviour may be directed 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 and behaviour are generally used to refer to something or someone as inferior.

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

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

*Specific types of bullying include, but are not limited to:*

### **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
- 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.

**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.

**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?**

At Shirley Manor Primary Academy, we understand that bullying is not confined to the school premises. Bullying can take place outside of school, on the journey to and from school and in the local community. Bullying may also take place online (this is sometimes referred to as cyberbullying).

We will offer support and guidance to children, parents/carers and families who have experienced any type of bullying whether this has taken place inside school, outside of school or online. We are committed to working with outside agencies where appropriate to prevent and tackle all forms of bullying.

**Cyberbullying**

The ever-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

## **Strategies for Preventing Bullying**

At Shirley Manor Primary Academy, we are committed to the safety and welfare of our pupils, and therefore we have developed the following strategies to promote friendly and positive behaviours and discourage bullying behaviours. Throughout the academic year, the effectiveness of these strategies is reviewed, and the variety of strategies may be expanded to address specific concerns or meet the needs of all members of our community.

The strategies we use include, but are not limited to:

- Active School Council with representatives from each year groups
- Through the school's ethos of 'GROWTH'
- Ensuring that the school actively promotes the celebration of difference and diversity
- Robust R(S)HE curriculum for all year groups using SCARF resources
- Taking part in Anti-Bullying week annually (November)
- Specific curriculum inputs for online safety and cyberbullying
- Opportunities for pupils to share their voice and opinions – through surveys etc.
- Specific initiatives for identified individuals or groups
- Behaviour team who meet regularly to review provision for children who may be vulnerable
- Family Mentor who works with identified children on a 1:1 or small group basis
- Regular staff training and development for all staff (including lunchtime play team)
- Visits from external agencies (e.g. NSPCC, KCU, D-Side etc)
- All staff model expected behaviour
- Information sent home to parents

## **Bullying is a whole school issue.**

By involving Governors, teachers, teaching assistants, parents, and children, people become aware of the school policy on bullying and that we are serious about tackling the problem.

We want children, parents/carers, staff, and visitors to confidently report bullying and know that their concerns will be taken seriously. We remain committed to supporting and safeguarding all children involved including the target, the alleged perpetrator, any bystanders/witnesses to the bullying behaviour and the wider school community. We have clear reporting systems for each group of our school community, the effectiveness of these reporting systems is reviewed throughout the academic year and may be expanded to meet the needs of all members of our community. We ensure that all visitors to our school are aware of our Child Protection and Safeguarding procedures and which staff member they should report any concerns to. It is not possible to define a clear response for every situation; however, appendix 1 and appendix 2 shows Shirley Manor Primary Academy step procedures to tackle bullying.

### **Children, including bystanders/witnesses**

We ask that all children report concerns of bullying or bullying behaviour to a member of school staff – this can be any member of teaching or non-teaching staff, including a class teacher, a TA, the Head teacher, or a member of the office team. We talk about trusted adults regularly in class and in assemblies to remind our children of who they can report concerns to.

The member of staff will listen to the child and make an initial note of their concerns, they will then discuss next steps with them and reassure them that they will be supported. The member of staff will make a formal record of the bullying report on the school's recording system (CPOMs) and other relevant members of staff will be alerted. This record is also placed in the anti-bullying file. The member of staff will directly alert the school's Designated Safeguarding Lead or Deputy Designated Safeguarding Lead if the report is deemed urgent or if a child is considered at risk.

We understand that some children may find it difficult to tell a member of staff about their concerns verbally, we therefore have additional reporting mechanisms in place. Our school has a Colour Monster worry box on the nurture corridor where the child can put their name/a brief note about their concerns or draw a picture of their concern – this box is introduced to the children in the Autumn term and children are reminded of it regularly.

Even if the behaviour/incident which has been reported is deemed 'not bullying' and is thought to be 'relational conflict', school staff will still support the children involved and help them to resolve any concerns.

There are also posters and a display for children around school as a reminder of what they can do to let staff know their concerns (Appendix 3). Childline, telephone helpline number is also displayed. Childline – 0800 1111 (open 24hrs)

It is important that children are and feel that they are listened to when discussing or disclosing any potential incidents of bullying.

- Listen to the child
- Take them seriously
- Show empathy
- Let the child know it's not their fault
- Avoid stereotypes
- Reassure them they were right to tell you

### **Parents/Carers:**

We understand that it can be very difficult for a parent/carer to be concerned or hear that their child has been the target of bullying, has experienced bullying behaviour or is an alleged perpetrator of bullying.

We ask that if parents/carers have concerns about their child experiencing or perpetrating bullying, that they contact a member of school staff. Initially we ask parents/carers to contact their child's class teacher to explain their concerns. The class teacher will take an initial note of the concerns but may ask to schedule a meeting to allow for more time to discuss the concerns in detail. Following the report and/or the meeting, the teacher will make a formal record of the bullying report on the school's recording system (CPOMs) and other relevant members of staff will be alerted. The member of staff will directly alert the school's Designated Safeguarding Lead or Deputy Designated Safeguarding Lead if the report is deemed urgent or if a child is considered at risk.

We ask that parents/carers come directly to the school with their concerns rather than discussing them with other members of the school community in person or online.



Our school remains committed to supporting children and their families in all instances of bullying and relational conflict and will respond to reports promptly. Even if the behaviour/incident which has been reported is deemed 'not bullying' and is thought to be 'relational conflict', school staff will still support the children involved and help them to resolve any concerns.

We will endeavour to ensure that all parties are kept informed of progress and any developments, but we will also need to show due regard to GDPR (General Data Protection Regulations). This may mean, at times, that we are not able to provide or share information or updates.

## **What parents can do to help**

Look for unusual behaviour in your children. For example they may look for excuses not to come to school or not produce work to their normal standard.

Show an interest in how their day has gone and who they have been playing with.

If you feel your child may be a victim of bullying, inform the school immediately and your complaint will be taken seriously and appropriate action will be taken.

It is important that you advise your child not to retaliate. It can make matters worse.

Reassure your child by telling them that there is nothing wrong with him or her. It is not his/her fault that they are being bullied.

Make sure your child knows that the school has an anti bullying policy and they must not be afraid to ask for help. If they are reluctant to approach a member of staff with this problem, ask them to write their problem out on note and post it to Mrs Cooper or the Colour Monster box on the nurture corridor. Children are aware that these support mechanisms are in place.

## **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.

Policy	Why
Safeguarding and Child Protection Policy	Includes information about child protection procedures and contextualised safeguarding
Online Safety Policy	Includes information about children's online behaviour and details about online bullying/cyberbullying
Equality Policy	Includes information about our school's approach to tackling prejudice and celebrating differences. Links to prejudice-related language and crime and the protected characteristics
RSHE Policy	Includes information about our school's RSHE programme and how we teach about relationships, friendships, and bullying
Behaviour Policy	Includes information about our school's behaviour expectations



## **Appendix 1**

### Individual Anti-bullying Record

This is filled in by class teacher and the phase leader to capture important and relevant information. This will involve the incident(s) being investigated thoroughly. Staff will speak to the person being bullied, the person/people doing the bullying, any witnesses including bystanders. Staff will investigate what has happened and any possible motives or perceived reasons leading to incident(s) happening. The key aim is to ensure that there is no reoccurrence of the incident(s). At this stage the class teacher and phase leader will also explore and consider what curriculum-based learning may be needed to support this, in addition to resolving the issues and speaking to parents.

### **INDIVIDUAL ANTI-BULLYING RECORD- filled in by class teacher and phase leader**

This report will be held in strict confidence and will not be made available to any outside persons or agencies.

Report from \_\_\_\_\_ Date of incident \_\_\_\_\_ Time of incident \_\_\_\_\_

Indicate type of incident

<b>Verbal</b>		<b>Physical</b>		<b>Emotional</b>		<b>Cyber</b>	
Name Calling		Kicking		Offensive graffiti		Offensive text messages	
Taunting		Hitting		Excluded from group		Offensive emails	
Mocking		Punching		Spreading rumours		Sending degrading images	
Making Offensive comments		Pushing		Being forced to do something against own will		Other	
Teasing		Pinching					

**If you feel the bullying incident was in any way motivated by any of the following, please indicate by circling.**

Appearance	Disability	Home Circumstances	Gender	Race/Ethnic Origin
Medical Condition	Religion	Sexuality	Other please state	

Factual Description of incident, detailed where needed. Attach notes of investigation where appropriate. Include:  
Nature of incident(s) – outline of what happened, where, when, type/ Name of those involved – those bullying, those being bullied, bystanders; understanding of seriousness, taking into account eg severity of impact, frequency, duration, intent, imbalance of power, empathy (remorse)

Action taken

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Did the incident lead to the perpetrator(s) being suspended? Yes/ no Have you had contact with the victim's parent/carer? yes/no Have you had contact with the perpetrator's parent/carer? yes/no Have you reported this incident to any other agencies? yes/no If 'yes' which agencies?
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Signed \_\_\_\_\_ Date \_\_\_\_\_

## **Appendix 2**

### **Disciplinary Steps To Be Taken In Accordance With This Policy**

Perpetrators will be given an official warning to stop offending. If the bullying continues they will then be entered onto the school's Anti Bullying Register. This will be recorded on CPOMS

Children who have been entered onto the school's Anti Bullying Register will start at the beginning of the disciplinary steps. They will remain on the registers disciplinary steps until the bullying has ceased or a period of six weeks has passed with no further incidents. They will then be moved to the back of the register for monitoring purposes.

If children re-offend within the same academic year they will be put back on the register and will continue on the same green sheet at the disciplinary step they were up to. This will also apply if they re-offend in another academic year but the victim is the same.

Children will only be taken off the register permanently at the discretion of school staff when they are satisfied that the bullying behaviour has ceased completely.

School reserves the right to bypass steps depending on the severity of the offence.

If the bullying is of a sexual nature, then the school will use Brook sexual behaviours traffic light tool to identify needs and next steps. If it is felt there is a serious risk a Risk Assessment Management Plan (RAMP) for children who display sexually problematic or harmful behaviour will be put in place.

At any stage during the steps below the school may seek the intervention of an outside agency.

Parents may be asked to escort their child to and from the school premises if necessary.

These steps may also be used in conjunction with the school's Behaviour Policy.

**Step 1 - Bullies will be warned officially to stop offending, parents are informed and they will miss playtime and lunchtime for one day.**

**Step 2 - They will be kept indoors at breaktime & lunchtime for two days and duties will be given. They will also be kept on a separate playground for the week.**

**Step 3 - They will be internally suspended for a one day. Intervention work will be done with SENDCo and/or behaviour manager on their return. They will also be kept on a separate playground for the week.**

**Step 4 - They will be internally suspended for two days. Intervention work will be done with SENDCo and/or behaviour manager on their return. They will also be kept on a separate playground for the week.**

**Step 5 - The offender will be suspended from school for a minimum of one day to a maximum of fifteen days, depending on the severity of the offence.**

## Appendix 3

Bullying is the **repetitive**, **intentional** hurting of one person or group by another person or group, where the relationship involves an **imbalance of power**. It can happen **face to face or online**.

### What is child on child abuse?

● Child on child abuse is when a child does something harmful or unkind, for example:



● When these add up it turns to bullying, or child on child abuse.

● These are things you should try and stop!

#### IF SOMETHING HAPPENS TO YOU:

- Tell a teacher
- Tell an adult
- Tell a parent



#### PEOPLE YOU CAN TELL:

- Head teacher
- Class teacher
- Staff member
- Dinner lady
- Trusted adult



#### IF YOU ARE BULLIED OR SEE OTHERS BEING BULLIED -

##### DO:

- ✓ STAYCALM
- ✓ WALK AWAY
- ✓ TELL SOMEONE YOU TRUST STRAIGHT AWAY

##### DON'T:

- ✗ KEEP IT TO YOURSELF
- ✗ GET UPSET OR ANGRY
- ✗ REACT WITH UNKIND WORDS OR ACTIONS

#### When it is bullying it is...

**Several Times On Purpose**



