

MANEY HILL PRIMARY SCHOOL



ANTI-BULLYING POLICY

Reviewed By Staff:	Sept 2025
Governor Ratification Date:	Sept 2025
Next Review Date:	Sept 2026

Statement of Intent

We are committed to providing a caring, friendly and safe environment for all pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly, severely and effectively. This means that anyone who knows that bullying is happening is expected to inform members of staff.

What is Bullying?

At Maney Hill we have adopted the definition of bullying provided by the Anti-Bullying Alliance:

“The repetitive, intentional hurting (physical or emotional) of one person or group by another person or group, where the relationship involves an imbalance of power.”

Bullying results in pain and distress to the victim.

We recognise that bullying can take many forms and can affect any child. It is often motivated by prejudice against particular groups (for example on grounds of race, religion, gender, sexual orientation, special educational needs, or disabilities, or because a child is adopted, in care or has caring responsibilities). Bullying can be motivated by actual differences between children, or perceived differences.

Bullying can include:

- **Emotional:** derogatory name calling of an insulting and/or personal nature.
- **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 or gestures.
- **Sexual:** unwanted physical contact or sexually abusive comments.
- **Homophobic:** because of, or focussing on the issue of sexuality.
- **Verbal:** name-calling, sarcasm, spreading rumours, teasing, abuse and threats.
- **Cyber:** All areas of the on-line/phone/internet such as email and internet chat room misuse, threats by text message and calls and misuse of camera and video.

Not all conflicts that arise in relationships lead to bullying, however if there are unresolved issues or bad feeling, this could lead to a pattern of behaviour where this is intention to harm and make an individual or group more vulnerable.

Where there is an imbalance of power in a relationship, that's when it becomes questionable if this relationship is healthy or not.

The list below may show where an imbalance of power may take place:

- Part of a minority group by gender, race, social group or faith
- Smaller in stature or physical strength
- Age difference
- Children who are or perceived as or identify as LGBTQ+ (lesbian, gay, bisexual, transgender and queer or questioning)
- Vulnerable children and young people (Looked After Children, Children on a CIN/CP plan, those struggling with mental health or Young Carers)
- SEND pupils with learning or physical disabilities, which may include:
- Poor or immature behaviour, which requires additional support

- Limited social skills, for example they struggle with friendships and are involved with relational conflict
- Struggle academically
- Poor concentration levels, for example because they have ADHD
- Physical ability

Dealing with Bullying:

At Maney Hill Primary School our Anti-bullying Policy is linked with our whole school Behaviour Policy. When responding to a bullying situation we aim to:

- never ignore suspected bullying
- never make assumptions
- listen carefully to all accounts
- adopt a problem solving approach
- follow-up shortly after intervention and sometime after to check the bullying has not resumed

At Maney Hill we use an approach called '**let's start S.T.O.P**'

The **acronym S.T.O.P** , not a definition but helps children identify what bullying is; **Several Times On Purpose**.

It helps them decide what to do about it;

Start Telling Other People and it also acts as **an assertive phrase 'STOP! I don't like that'**.

This message is promoted each term and where necessary in school (not just during Anti-Bullying week) and staff have regular training.

We encourage all staff to pay attention to minor incidents. If they suspect bullying is occurring, a calm enquiry may act as an effective intervention and stop any potential bullying.

We recognise that it can be difficult to establish all the facts and the correct sequence of events. It is easy to misinterpret bullying behaviour especially as adults are likely to arrive at the scene towards the end of an incident and may well observe the victim retaliating. Bullying often involves a group of pupils and we must not assume because there are two or three pupils giving the same account that this means they are telling the truth.

In a problem-solving approach the adult accepts that there may be different versions of events and that it will be difficult to know what really happened. The focus is upon the important issue that the pupils concerned have fallen out with each other. This enables all concerned to move beyond justifying and defending themselves and to work out an effective solution.

Follow-up is very important. Bullying behaviour is persistent and may resume again. Pupils need to know that there will be a follow-up. In the meantime, pupils are encouraged to speak to an adult about any concern they may have.

Racism

Racism will not be tolerated and where it occurs it will be dealt with. All serious incidents of racism, whether by children, or parents will be reported to the Head teacher, logged and dealt with in line with the LA policy on reporting Racial Harassment. The school's work on ensuring all staff are aware of the PREVENT strategy and our work to promote fundamental British Values supports this policy and practice of zero tolerance of racism.

The school values the contributions made by all the very diverse ethnic groups and by all the religious and cultural influences, which we share within our Local, National and International Communities.

It is vital that we promote racial and religious tolerance and harmony in every aspect of school life. It is a core value of our school.

This will be discussed in regular assemblies, circle time, PSHE, RSHE, Religious Education, British Values, computing and assemblies.

All staff need to be vigilant in preventing racism and incidents will be discussed at Governors' meetings. Racial equality will form a key issue in promoting the staffing policy. The multi-ethnic mix of the staff and the way in which they model attitudes and behaviour in all they do is essential.

Child-on-child abuse

All staff should be aware that children can abuse other children at any age (often referred to as child on-child abuse). And that it can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of abuse and know how to identify it and respond to reports.

All staff should be clear as to the school or college's policy and procedures with regards to child-on child abuse.

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, online behaviours, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse which can include 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.

This policy guides all staff on how to respond alongside the specific anti-bullying policy.

Behaviour & pastoral curriculum.

Our behaviour curriculum is taught through PSHE, RSHE, Religious Education, British Values, computing and assemblies. We have Wellbeing assemblies which support mental health and teach mindfulness, yoga and life skills to deal with issues. Children are able to talk about ways in which to manage their behaviour such as mindfulness strategies, breathing and yoga. Online safety, sexting, pornography and age-appropriate sex education is taught.

Through our assemblies and PSHE we teach strategies and life skills to deal with friendships, break-ups, personality clashes, playground disagreements, fights and managing their emotions. We feel that our approach is successful because incidents of poor behaviour are low, but where they do occur, they are managed well and promptly resolved. The curriculum and specific transition points will also be used to support pupils as they move from one phase to another e.g. EYFS to KS1.

Malicious allegations will be treated seriously with appropriate consequences for any member of the Maney Hill community.

Anti-Bullying Strategies

Within the school curriculum we aim to tackle bullying through:

- promoting the School Values of Respect, Teamwork, Ambition, Responsibility, Adaptability and Resilience
- developing pupil confidence and self-esteem
- preparing pupils to play an active role as citizens
- teaching them acceptable use of on-line technologies including mobile phones
- developing children's social skills, intrinsic motivation, empathy towards others, self-awareness and their ability to recognise and manage their feelings

Strategies that may be implemented to deal with bullying:

- investigate what has happened including listening to all children and staff involved
- the bully or bullies may be asked to genuinely apologise
- consequences in line with the Behaviour Policy including loss of play/lunchtime, a Behaviour Letter and in serious cases a Fixed Term or Permanent Exclusion
- working with the parents of the victim and the bully, including during suspected bullying, communicating any findings and as follow-up after the event
- implement a home-school communication book
- implement behaviour monitoring chart
- working alongside families and external agencies to provide specific support to children with additional needs
- use of Circle Time for class discussion to support learning about what bullying is and what can be done to prevent it or respond if it happens
- the use of role-play to help pupils to rehearse more challenging strategies
- ensure regular reminders in class and assemblies
- the use of pupil questionnaires and surveys to find out children's perception of bullying and evaluate the effectiveness of whole school strategies
- comic strip conversations with individual children
- ensuring all staff receive adequate training and support
- ensuring there are opportunities at staff meetings for staff to raise and discuss issues reporting to Governors
- working alongside charities such as 'ChildLine'
- after an incident/s has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place