Anti-Bullying Policy
Maun Infant and Nursery School

October 2024
Next Review: October 2026

Approving body	Management Committee
Date approved	October 2024
Supersedes	March 2022
Consultation undertaken	✓
Complies with Equality Act	✓
Supporting Policies	Behaviour, Safeguarding, PSHRE, Equality, Online Safety, Complaints, Peer on Peer Abuse, Confidentiality
Review date	October 2026
Lead person	Kerry Norman, Bridget Ramsdale
Signed	

Introduction

At Maun Infant and Nursery School our core values are:

1. Cooperation
2. Ambition
3. Kindness
4. Respect
5. Independence
6. Honesty

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. This includes encouraging open discussion around differences between people, challenging prejudice and celebrating diversity.

We recognise that a school has a responsibility to understand of the community they serve and to respond to identified concerns including proactively teaching children 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 would 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 unsafe. We would also want parents and carers to feel confident that their children are safe and cared for in school and that incidents, if/when they do arise, are dealt with promptly and effectively.

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

Policy Development

This policy was formulated in consultation with the whole school community. Parents and carers have contributed through the annual parent questionnaire. Children are encouraged to contribute on an on-going basis through the Maun Parliament and pupil conferences.

This policy is available from the school office, on the school website and as a 'Parent-Friendly' version within welcome packs for new pupils.

Roles and Responsibilities

The **Headteacher** has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, Local Authority and outside agencies, and appointing an Anti-bullying Co-ordinator who will have general responsibility for handling the implementation of this policy.

The Designated Safeguarding Leads in our school are:
- Miss Norman (Headteacher and Senior DSL)
- Mrs Ramsdale (Child and Family Support Worker and Deputy DSL)
- Miss Carrott (SENDCo and Deputy DSL, including for Looked After Children)

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 **Anti–bullying Co-ordinator** in our school is Miss Carrott.

Her 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

The **nominated Governor with responsibility for Anti-bullying Behaviour** is: Sarah Frearson.

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.

https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/what-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 secretively 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 - 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

Peer on Peer Abuse

This can include but is not limited to: -

- Bullying including cyberbullying
- Sexual violence and sexual harassment
- Physical abuse

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- Sexting
- Initiation/hazing, violence and rituals

(See Peer on Peer Abuse Policy for full details.)

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 child's dignity and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Again, this needs to be considered by cross referencing with the Peer on Peer Policy but 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 and 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 behavior 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 radicalization.

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

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 trans 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, Traveller heritage
- 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 those which represent a one-off incident, and report them to the local authority for monitoring purposes.

Other vulnerable groups include

- young carers
- looked after children
- 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. We have a designated lead for young carers and looked after children who will liaise with staff and children to ensure that they are supported and know where to go for help.

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

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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 trans, 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 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.

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 online
- 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.

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 at Maun Infant and Nursery School, remember what bullying is and what to do if they are bullied, using the acronym 'STOP'.

S	Several		S	Start
T	Times		T	Telling
O	On		O	Other
P	Purpose		P	People

Ways to report bullying

Using the acronym 'STOP', children who experience or see bullying are encouraged to 'Start Telling Other People' in order to get help. Although we acknowledge that some children may initially seek support from a friend, we encourage our children to tell an adult. A child's class teacher, teaching assistant or other familiar adult should be told immediately.

 If a child reports to you as a parent/carer that they are being bullied, please report this to the class teacher as soon as possible. If your concerns continue, you may request to speak to a senior leader.

Responding to instances of bullying

- When it is reported that a child is being bullied, action will be taken promptly and firmly. Any allegation will be investigated thoroughly, with both victim and alleged bully interviewed separately, parents informed and a record of the incident recorded on CPOMS. If the allegation is found to be substantiated, the bully will be informed that such behaviour is unacceptable and consequences will be actioned in line with the behaviour policy. Actions will be followed up to ensure effectiveness.

- Allegations of bullying outside of school hours or off school premises will also be investigated. We see it as vital to work with the parents/carers of those concerned in these instances, especially with instances of cyber bullying. In these situations, it may be necessary to liaise with the wider community.
- Responses may vary according to the type of bullying and may involve other agencies where appropriate, for example, by completion of an EHAF and referral to Early Help.
- Liaison will also be undertaken with a DSL if there are any safeguarding issues to consider, and a MASH referral made where necessary.
- Where appropriate to the situation, support for both the victim and perpetrator will be given and tailored according to needs i.e. restorative approach, circle of friends, ELSA, SEMH etc.
- Where parents/carers are not satisfied with the school's actions, they may choose to make this known in line with our Complaints' Procedure (accessible on the school website).

Recording bullying and evaluating the policy

Bullying incidents will be recorded on CPOMS by the member of staff who deals with the incident, ensuring the Senior Leadership Team (including the Anti-Bullying Coordinator) are alerted.

Prejudice related/bullying incidents are no longer reported to the local authority but will continue to be recorded within school, and 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 weekly staff briefings.

This information will be stored in accordance with GDPR.

The policy will be reviewed and updated every two years.

Strategies for preventing bullying

As part of our ongoing commitment to the safety and welfare of pupils at Maun Infant and Nursery School, we use the following strategies to promote positive behaviour and discourage bullying behaviour.

1. Through curriculum provision and whole school celebrations:
   - Anti-Bullying week annually in November
   - PSHRE lessons and cross curriculum themes
   - Specific curriculum input on areas of concern such as cyberbullying and internet safety (including partaking in Safer Internet Day each February)

- Student voice through Maun Parliament
- Actively promoting the celebration of difference and diversity as part of our school ethos and our curriculum driver 'Identity'
- Ensuring that images and materials used, reflect all groups in British society

2. Reactive programmes for vulnerable groups or children involved in bullying:
    - Bespoke, small group intervention i.e. Time to Talk, ELSA
    - Trauma-informed work
    - Restorative practices

3. Support for parents/carers through our Child and Family Support Worker
    - Parent groups
    - Parent information events/information on the school website and social media pages

4. 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 curriculum delivery of PSHRE-related curriculum areas

Links with other policies

Policy	Why
Peer on Peer Abuse Policy	Linking bullying especially sexualised behaviour, exploitation (sexual, criminal and radicalisation)
Behaviour Policy	Rewards and sanctions, codes of conduct
Safeguarding Policy	Child protection and contextualised safeguarding
Online Safety and Acceptable Use Policy	Cyber bullying and online safety
Equalities Policy	Prejudice related crime (homophobia, race, religion and culture and SEN/disability) Protected Characteristics
Confidentiality Policy	Reporting and recording
PSHRE	Strategies to prevent bullying as part of a structured PSHRE programme
Complaints' Policy	Guidelines to make a complaint if families are not happy with the school's response