



MANBY LODGE INFANT SCHOOL Anti-Bullying Policy

Policy reviewed: Spring 2026
Date of next review: Spring 2027

Statement of Intent

At Manby Lodge School we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn effectively, improve their life chances and help them maximise their potential in a relaxed and secure atmosphere. Every Child has the right to be happy in school and bullying of any kind is unacceptable at our school and will not be tolerated. If bullying does occur, all pupils should feel that they are to tell and know that incidents will be dealt with promptly and effectively.

Bullying is a type of Child-on-Child abuse (previously known as Peer-on-Peer). This is a safeguarding concern and the school has a statutory responsibility to act immediately, to investigate thoroughly and put measures in place for all parties involved.

We would expect pupils to feel secure in school and have an understanding of the issues related to safety, such as bullying. We also want them to feel confident to seek support from school should they feel unsafe.

We follow Section 89 of the Education and Inspections Act 2006 which states that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils.

Roles and Responsibilities

The Headteacher has the overall responsibility for the policy and its implementation and liaising with the Governing Body and Parents/carers, Local Authority and outside agencies. At Manby Lodge the Headteacher is the named Anti-bullying Coordinator.

The responsibilities are:

- Policy Development and review involving pupils, staff, governors, parent/carers and relevant agencies.
- Implementing the policy, monitoring and assessing its effectiveness in practice.
- Ensure that evaluation takes place and that this informs policy review
- Managing bullying incidents effectively, which will include giving a sanction where we find that bullying has taken place
- 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 the responsibility for Anti-bullying is Maureen Papworth.

Definition of Bullying

'Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.' Safe to Learn: embedding anti-bullying work in schools (2007).

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate
- There is a power imbalance that makes it hard for the victim to defend themselves
- It is usually persistent

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 sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger then intervention is urgently required.

What does bullying look like?

Bullying can take on different forms and results in pain and distress to the victim.

Bullying can be:

- **Emotional:** being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures) mocking
- **Physical:** pushing, kicking, hitting, punching or any use of violence
- **Racist:** related to race, religion or culture, this may include racial taunts, graffiti, gestures
- **Sexual:** unwanted physical contact or sexually abusive comments in relation to a person's sexual orientation
- **Verbal:** name-calling, sarcasm, spreading rumours, teasing, offensive comments
- **Cyber:** All areas of internet such as email and internet chat room misuse. Mobile threats by text messaging and calls. Misuse of associated technology, i.e. camera and video facilities
- **Indirect:** spreading nasty stories/rumours about someone, excluding someone from social groups, failure to acknowledge a person.

Bullying can also include:

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

- bullying related to race, religion or culture
- bullying related to sexual orientation
- sexist or sexual bullying

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

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups
- certain groups of pupils are known to be particularly vulnerable to bullying by others

These may include pupils with special educational needs such as learning or physical disabilities; young carers, Looked After children, those from ethnic and racial minority groups and those young people who may be perceived as lesbian, gay, bi- sexual, transgender or questioning their gender role.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others. When an incident occurs staff need to explore the role of all parties looking beyond the “victim” and “bully” to those of the “followers” and “bystanders”. There are many different roles, and one pupil may adopt different roles at different times such as: ring-leader, assistants/associate, reinforcers, bystanders/onlookers, defenders.

Why is it Important to Respond to Bullying?

We know that bullying hurts. No one deserves to be a victim of bullying and everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

At Manby Lodge staff have the responsibility to respond promptly and effectively to issues of bullying.

Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is and who is most vulnerable.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that these signs may be physical, emotional or behavioural and should be investigated if a child:

- doesn't want to go to school, cries on separation or has a tantrum
- says they are unwell to avoid going into school
- becomes withdrawn anxious, or lacking in confidence
- starts to wet the bed at night

- starts stammering, shows signs of nervousness
- is overly anxious about their friendship groups
- attempts to run away when parting from the parent
- cries themselves to sleep at night or has nightmares
- tearfulness for no reason
- high level of anxiety, mood swings, sudden changes in behaviour
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money/small items or starts taking money/small items (to give to bully)
- has personal items continually "lost"
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Roles in Reporting and Responding to Bullying

Our school has clear and well publicised systems to report bullying for the whole school community; this includes those who are victims of bullying or have witnessed bullying behaviour (bystanders).

Allegations of bullying will always be investigated thoroughly. There will be occasions where the outcome is believed not to be a bullying incident. If this is the case, all parties will still receive support and intervention to address the issues raised. The outcome will be fed back to the person who raised the allegation.

If bullying behaviour is found to have occurred, then actions will be taken to ensure that it stops. Sanctions will be given to children if necessary, and there may be other follow up actions, such as Class Circle Time, or referrals to ELSA. It is likely that sanctions are adapted if the child who has bullied has special educational needs or disabilities.

The Role of Governors

The Governing Body supports the Headteacher in all attempts to ensure a safe and secure school environment. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The Governing Body will monitor the incidents of bullying that occur, and review the effectiveness of the school policy regularly. The governors require the Headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

If the Governing Body receives a request from a parent to investigate an incident of bullying they will respond within ten days to any request from a parent to investigate incidents of bullying. In all cases, the Governing Body notifies the Headteacher and asks him/her to investigate the case and to report back to the named Anti-Bullying Governor.

Headteacher's Role

It is the responsibility of the Headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Headteacher reports to the Governing Body about the effectiveness of the anti-bullying policy.

The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Headteacher draws the attention of children to this fact at suitable moments.

The Headteacher ensures that all staff receives sufficient training to be equipped to deal with all incidents of bullying.

The Headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

Role of staff

All adults in our school take any forms of bullying seriously, and are proactive in preventing bullying at Manby Lodge Infants. The class teacher will keep their own records of all incidents that happen in their class and that they are aware of in the school.

If bullying should occur, the class teacher will be supportive to the child involved. If a child is being bullied, then after discussion with the Headteacher, the teacher will inform the child's parents.

An anti-bullying record is kept where we record all incidents of bullying.

All staff should lead by example, in line with our school ethos. This involves showing respect for each other and an appreciation and tolerance of people with opinions and beliefs different to our own.

When it is established by the school that an allegation of bullying has been made:

- ✓ It will be dealt with immediately
- ✓ A clear account of the incident will be recorded and given to the Headteacher and procedures on **Appendix 1 form** will be followed by the member of staff who deals with the incident
- ✓ The Headteacher will interview all concerned and will record the incident
- ✓ Class teachers and support staff (as appropriate) will be kept informed
- ✓ Parents will be kept informed
- ✓ Appropriate disciplinary action will be taken

All children involved will be helped by:

- Being encouraged to share information and feelings openly and honestly with parents and staff.
- Knowing that their concerns and anxieties will be taken seriously.
- Knowing that parents and staff are keen to work together to help children who are experiencing problems.
- Understanding where there is wrongdoing and what needs to be done to change behaviour.

- Their class teacher will investigate underlying reasons/possible explanations as to why the child is bullying.

If a child is repeatedly involved in bullying other children, the Headteacher and the SENDCo are informed. The child's parents are then invited into school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Headteacher may contact external support agencies.

Staff attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management.

Teachers and teaching assistants endeavour to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

The Role of Parents

Parents can help by:

- Contacting staff at school if they are concerned that bullying might be occurring. **In the first instance always talk to the child's class teacher.**
- Assuring the child that they will be listened to and that they will be helped without making the situation worse for them.
- Supporting the school's anti-bullying policy and to actively encourage their child to be a positive member of the school community.

All reported incidents will be taken seriously and investigated involving all parties.

Recording Bullying and Evaluating the Policy

Bullying incidents will be recorded by the member of staff who deals with the incident, on CPOMs and by using the Anti-Bullying Appendix (found at the end of this document).

Strategies for Preventing Bullying

As part of our on-going commitment to the safety and welfare of our pupils, we have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

- Supporting national Anti-bullying initiatives as appropriate e.g. national anti-bullying week.
- Regular assemblies about citizenship and behaviour.
- Circle Time.
- Personal, social, health and economic curriculum including the Jigsaw Scheme.
- Relationship, Sex and Health education curriculum including mental and physical health.
- Drama, stories and role play.
- Weekly update at staff meeting on children's behaviour.
- Regular meetings between Deputy and midday supervisors to discuss children's playground behaviour and the strategies that could be used to minimise undesirable behaviour
- The use of good role models to promote good behaviour
- Anti-bullying leaflet and signs created by the children shared with parents and children and displayed across the school

Manby Lodge was awarded Healthy School's Award in February 2024, recognising our commitment to the positive wellbeing and good health of all pupils who attend the school.

Our approach to anti-bullying aims to ensure that children are not bullied on the grounds of their gender, attainment, background or ethnicity or Special Educational Needs.

Monitoring and review

This policy is monitored on a day-to-day basis by the Headteacher, who reports to governors about the effectiveness of the policy. The policy will be reviewed and updated annually

This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. The Headteacher's report to governors details any incidents of bullying that have taken place over the academic year.

Governors will analyse information with regard to bullying incidents gender, age and ethnic background of all children involved in bullying incidents.

Links with other policies

- Relationships and Behaviour Policy
- Safeguarding Policy
- Online Safety Policy
- Equality Policy
- Complaints policy

Appendix 1

INCIDENT OF ALLEGED BULLYING

Step 1

Name of children involved: Date:

Description of event:

Who was the incident of alleged bullying reported by?

Child involved Parent Another child Member of staff

In your professional opinion is the allegation of bullying substantiated? Explain why.
(please consult anti-bullying policy if necessary)

Yes No Partially

Have you consulted the Headteacher/Deputy Head for a second opinion?

Yes No

Now fill out the rest of this checklist

(Please carry out as appropriate and necessary for the individual case)

Have you recorded the event? YES NO

Is it necessary to report to the DSL? YES NO

Have you spoken to all sets of parents involved in the incident? YES NO

Have you directed the parents to the anti-bullying (behaviour policy)? YES NO

Do you believe any pupils/families involved need support from outside agencies or CAMHS? YES NO If yes please consult the SEND Leader

Have you carried out a number of follow up circles times? YES NO

Do you feel the child requires time out? YES NO

Do you feel the child requires a staff mentor/playtime watch YES NO

Do you feel the perpetrator needs support? YES NO

Have you briefed other staff to raise awareness of the alleged event? YES NO

Have you made a note in the pupils' confidential file to alert/inform future class teachers/TAs? YES NO

Have you made a note of this event so that the new class teacher is aware during handover periods? YES NO

Have you fed back to parent(s)? YES NO

Actions Taken

Name and signature of member of staff completing the form

Name.....Signature

Date: Position

Please present this form to the Headteacher/Deputy Headteacher