



Manston St James C of E Primary Academy Policies & Procedures

Anti-Bullying Policy

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| Approved on | 19 th November 2025 |
| Approved by | Local Governing Board |
| Last reviewed on | 24 th October 2025 |
| Next review due | 24 th October 2028 |

Manston St James Primary Academy Anti Bullying Policy

Spirituality Statement

'For a human being, especially a child or young person, to have a full quality of life, spirituality in all its aspects must be nurtured and affirmed' (John Bradford). Our vision statement states that, 'We have roots. We are growing. We will be the best we can be'. A key part of that belief is to nurture children's spiritual awareness and develop each child's spiritual character.

Key personnel in school

Nominated Member of Leadership Staff Responsible for the policy: Mr Antoni Biedka, Mrs Corrina Cliffe, Mrs Emma Caygill-Boothroyd and Mrs Alexa Crabtree.

Designated Safeguarding Lead (s): Mrs Corrina Cliffe / Mrs Alexa Crabtree

Introduction

At Manston St James Primary Academy we are deeply committed to ensuring that we provide a safe and secure environment where all children can learn without anxiety; our first priority is to safeguard and promote the welfare of our pupils. We know that bullying causes distress and can lead to unhappiness, loss of self-esteem and underachievement, therefore, bullying incidents are taken very seriously within our school.

Aims and Objectives

At Manston St James bullying is unacceptable and can damage children's individual and educational needs. We therefore do all we can to prevent it, by developing a school ethos in which bullying is not tolerated under any circumstances (see Positive Behaviour Policy). This policy aims to produce a consistent school response to any bullying incidents which may occur. We aim to make all those connected with the school aware of our opposition to bullying, and we make clear, each person's responsibilities with regard to the eradication of bullying in our school.

Statement of Intent

This policy is based on DfE guidance "Preventing and Tackling Bullying" July 2017 and supporting documents. It also takes into account the DfE statutory guidance "Keeping Children Safe in Education". The school has read Childnet's "Cyberbullying: Understand, Prevent and Respond: Guidance for Schools".

Policy objectives:

- This policy outlines what Manston St James Primary Academy will do to prevent and tackle all forms of bullying.
- Manston St James Primary Academy is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

Our School Approach

Our school:

- Discusses, monitors and reviews our Anti-Bullying Policy on a regular basis.
- Supports staff to promote positive relationships and identify and tackle bullying appropriately.
- Ensures 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.
- Reports 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.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate.

Links with other school policies and practices

This policy links with a number of other school policies, practices and action plans including:

- Positive Behaviour policy
- Complaints policy
- Safeguarding and child protection policy
- Online safety and acceptable use policies (AUP)
- Curriculum policies, such as: PSHE and computing

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 and civil law. These may include (but are not limited to):

- Keeping Children Safe in Education 2024
- 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

Responsibilities

It is the responsibility of:

- The Head of School to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
- School Governors to take a lead role in monitoring and reviewing this policy.
- All staff, including governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the school.
 - Pupils to abide by the policy

We are a TELLING academy!

This means that anyone who knows that bullying is happening is expected to tell someone they trust.

Why is it important to respond to bullying?

- Bullying hurts and can have long lasting effects.
- No one deserves to be a victim of bullying.
- Everybody has the right to be treated with respect.
- Pupils who are bullying need to learn different ways of behaving.
- The victim(s) and perpetrator(s) need support and guidance.
- To encourage and develop the role of the bystander in reporting bullying behaviour.

What is 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.” (Anti-Bullying Alliance)

- Bullying is “behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, July 2017)
- Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- Bullying can be a form of child-on-child abuse and can be emotionally abusive; it can cause severe and adverse effects on children’s emotional development.

Forms of Bullying

Bullying behaviour across all types of bullying can represent itself in a number of different forms. Children and young people can be bullied in ways that are:

Physical – by being punched, pushed or hurt; made to give up money or belongings; having property, clothes or belongings damaged; being forced to do something they don’t want to do.

Verbal – by being teased in a nasty way; called gay (whether or not it’s true); insulted about their race, religion or culture; called names in other ways or having offensive comments directed at them.

Indirect – by having nasty stories told about them; being left out, ignored or excluded from groups.

Electronic / ‘cyberbullying’ – via text message; via instant messenger services and social network sites; via email; and via images or videos posted on the internet or spread via mobile phones or other electronic devices.

Specific Types of Bullying

The school recognises that although anyone can be bullied for almost any reason or difference, some children may be more vulnerable to bullying than others. Research has identified various types of bullying experienced by vulnerable groups of children. These include:

- Bullying related to race, religion, nationality 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, known as online or cyberbullying

Roles

The school recognises that bullying is a complex type of behaviour occurring between individuals and groups. Different roles within bullying situations can be identified and include:

- **The ringleader**, who through their position of power can direct bullying activity
- **Assistants/associates**, who actively join in the bullying (sometimes because they are afraid of the ringleader)
- **Reinforcers**, who give positive feedback to those who are bullying, perhaps by smiling or laughing.
- **Outsiders/bystanders**, who stay back or stay silent and thereby appear to condone or collude with the bullying behaviour.
- **Defenders**, who try and intervene to stop the bullying or comfort pupils who experience bullying.

Children can adopt different roles simultaneously or at different times e.g. a bullied child might be bullying another child at the same time, or a 'reinforcer' might become a 'defender' when the ringleader is not around.

We positively encourage all pupils to take responsibility for their behaviour and its consequences and to make a commitment to take action to end the bullying and provide support for the bullied pupil.

Research shows that bullying will stop in less than 10 seconds nearly 60% of the time when peers intervene. (Pepler, *Bullying in Schools: How Successful Can Interventions Be?* (2007) At Manston St James Primary Academy we encourage the bystander to get involved and not just watch and collude, to report incidents or support someone getting bullied; we are a telling school.

Signs and Symptom

Pupil who is bullied:

A child may indicate by signs or behaviour that he or she is being bullied. All staff who notice or are advised by parents should investigate if a child shows any of the following:

• **Physical Signs:**

- a) **Injuries:** has unexplained injuries such as cuts or bruises.
- b) **Illness:** regularly feels ill in the morning
- c) **Anxiety:** is frightened of walking to or from the academy, begs to be driven to school, becomes withdrawn anxious, or lacking in confidence, cries themselves to sleep at night or has nightmares, asks for money or starts stealing money.
- d) **Appearance:** comes home with clothes torn or books damaged, has possessions which are damaged or " go missing", has dinner or other monies continually "lost."
- e) **Speech:** starts stammering

• **Emotional:**

- a) **Avoidance:** is unwilling to go to school, begins to truant
- b) **Uncharacteristic Behaviour:** e.g. becomes aggressive, disruptive or unreasonable, stops eating
- c) **Attention Seeking**
- d) **Reluctance to discuss** is frightened to say what is wrong
- e) **Mood Changes**
- f) **Attempts or threatens suicide or runs away**

• **School:**

- a) **Attendance**
- b) **Punctuality**
- c) **Deterioration in work standards**
- d) **Lingering behind:** unwilling to go out at playtimes
- e) **Changes their usual routine:** travel, is afraid to use the internet or mobile phone
- f) **Exclusion**

Pupil who is exhibiting bullying behaviour:

A child may exhibit bullying behaviour or be accused of bullying other. All staff who notice or are advised by parent / other children that bullying is taking place should investigate if a child shows any of the following:

• **Physical:**

- a) Aggression
- b) Picking on others
- c) Often weaker
- d) Robust behaviour (including rough play)
- e) Money and possessions

• **Emotional:**

- a) Abusive language

- b) Temper
- c) Domination/Manipulation
- d) Intolerant
- e) Disrespectful
- f) Unwilling to share/include
- g) Lack of genuine friendship

• **School:**

- a) Disruptive behaviour
- b) Gangs
- c) Complaints
- d) Unpopular/False popularity

It is important to note:

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated. A restorative approach will be used in all instances of bullying behaviour to rebuild relationships and resolve conflict.

School Ethos

Manston St James Primary Academy and its community recognises that bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying, our school can help to create a safe, disciplined environment, where pupils are able to learn and fulfil their potential.

Our Community:

- Monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports staff to promote positive relationships, to help prevent bullying.
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
- Requires all members of the community to work with the school to uphold the anti-bullying policy.
- Reports back to parents/carers regarding concerns on bullying, dealing promptly with complaints.
- Seeks to learn from good anti-bullying practice elsewhere.
- Utilises support from the Trust and other relevant organisations when appropriate.

Procedures at Manston St James Primary Academy

1. Children are encouraged to report all incidents of bullying or perceived incidents of bullying to any adult in the academy they trust.
2. All reports are taken seriously by adults in the academy initially any adult can deal with the situation and a report giving brief details should be given to the child's class teacher to be recorded on CPOMS. It is the responsibility of the class teacher, Pastoral Care Leader, Behaviour Support Worker or Learning Mentor to investigate the issue in the first instance to determine whether bullying has occurred and its severity/threshold.
3. If no bullying has occurred, then the behaviour policy is followed to deal with behaviour issues. The behaviour is logged by the investigating member of staff on CPOMS.
4. If the incident is deemed to be 'low Level' then the class teacher is responsible for instigating appropriate actions and strategies to resolve the issue. A Level 3 child on child Incident is logged on CPOMS by the investigating member of staff. This will then be investigated and logged as level 4 bullying.
5. Persistent incidents and those deemed to be Medium or High Level should be reported to the pastoral or behaviour team and the SLT who will decide upon an appropriate person to continue the investigation and implement actions and strategies to resolve the issue. The 'Bullying Flow Chart' will support this process. A Behaviour Level 3 child on child Incident is logged on CPOMS.
6. Bullying will usually be dealt with through a support approach, mediation /conflict resolution and where necessary, restorative justice. Support will focus on all parties and outcomes will be monitored. Both victim and perpetrator will receive help either individually or together as deemed appropriate. The 'Bullying Flow Chart' will support this process.
7. The Designated Safeguarding Lead will be informed of all bullying incidents where there are safeguarding concerns.
8. Parents will always be informed for Medium and High-level incidents and may also be informed for Low level cases when this is deemed necessary.
9. Where the bullying takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with the school's policy.

Supporting Pupils

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous support via our Pastoral or Thrive Team.
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services, or support through Child and Adolescent Mental Health Services (CAMHS).

Pupils who have perpetrated the bullying will be helped by:

- Discussing what happened, 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 regarding their behaviour or actions via our Pastoral, Behaviour or Thrive Team.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school behaviour/discipline policy; this may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusions.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or Child and Adolescent Mental Health Services (CAMHS) as appropriate.

Supporting Adults

Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of staff and parents, whether by pupils, parents or other staff members, is unacceptable.

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

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the Head of School.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the school's behaviour and discipline policy.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults (staff and parents) who have perpetrated the bullying will be helped by:

- Discussing what happened with a senior member of staff and/or the Head of School to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
- If online, requesting that content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required.

Racist and Homophobic comments or incidents

Comments of this nature, perceived by the victim as offensive, are reported directly to the Head of School via CPOMs. These are also reported to the Trust and the Local Authority.

Cyberbullying

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
 - looking at use of the school systems;
 - identifying and interviewing possible witnesses;
 - Contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
 - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
 - Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and also the school searching and confiscation policy. (Note: Schools should ensure they access the DfE 'Searching, screening and confiscation at school' and Childnet Cyberbullying guidance to ensure that the school's powers are used proportionately and lawfully)
 - Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
 - advising those targeted not to retaliate or reply;
 - providing advice on blocking or removing people from contact lists;
 - helping those involved to think carefully about what private information they may have in the public domain.

Prevention

Environment

The whole 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.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (child on child abuse).
- Openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality or appearance related difference. Also, children with different family situations, such as looked after children or those with caring responsibilities.
- Challenge practice and language which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create “safe spaces” for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.

Policy and support

Whole school community will:

- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns
- Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the school’s attention, which involves or effects pupils, even when they are not on school premises; for example, when using school transport or online, etc.
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

Education and Training

The whole school community will:

Rooted and Grounded in Love

- Train all staff, including teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures (including recording and reporting incidents).
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as through displays, assemblies, peer support, the school/student council, etc
- Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem

Involvement of pupils

We will:

Involve pupils in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they have to play to prevent bullying.

- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

Involvement and liaison with parents/carers

We will:

- Take steps to involve parents and carers in develop policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying.
- Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats.
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- 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.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

Reporting Bullying

Manston St James is a “Telling Academy” we encourage all our pupils and staff to report incidents of bullying.

Pupils: can report to class teachers, the Head of School or the academy Home Partnership Team (speak up, use worry boxes, online reporting)

Staff: can report incidents to the Head of School, Assistant Heads of School or Chair of Governors

Parents: can report to their child’s class teacher, the Assistant Heads of School, Head of School or Home Partnership Team or use the online reporting form.

Useful Links and Supporting Organisations

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practice-schools

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.cafamily.org.uk/media/750755/cyberbullying_and_send_module_final.pdf
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-forchild-internet-safety-ukccis

Race, religion and nationality

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com/
- Show Racism the Red Card: www.srtrc.org/educational

LGBT

- Barnardos LGBT Hub: [www.barnardos.org.uk/what we do/our work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk A Guide for Schools: [www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools- Guide.pdf](http://www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf)
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign-posters • Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: www.anti-bullyingalliance.org.uk/tools-information/all-aboutbullying/sexual-and-gender-related Note: Additional links can be found in 'Preventing and Tackling Bullying' (July 2017)

Anti-Bullying Flowchart

Flowchart for reporting suspected cases of bullying
All pupils are encouraged to tell any adult that they trust that they have witnessed bullying.

Any member of staff who witnesses an act of bullying should record the event on CPOMS and it will be recorded on the bullying log

