



Markland Hill Primary School

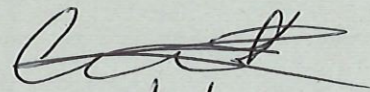
Name of Policy: Anti Bullying Policy

Approved by:

Date: November 2024

Signature:

Position:


18/11/24

Last reviewed on:

June 2023

November 2024

Next review due by:

June 2027 or if any
interim amendments as
per Bolton Council

Amendments from
previous version.

No amendments as per
Bolton Council.

This policy is based on DfE guidance "Preventing and Tackling Bullying" July 2017 and supporting documents. It also considers the DfE statutory guidance "Keeping Children Safe in Education" 2022 and 'Sexual violence and sexual harassment between children in schools and colleges' guidance. We also used guidance from the NSPCC on bullying

Aims

The purpose of this policy is to:

- ensure an anti-bullying culture at Markland- Hill Primary where the bullying of adults, children or young people is not tolerated in any form.
- prevent bullying from happening between children and young people who are a part of our organisation or take part in our activities
- make sure bullying is stopped as soon as possible if it does happen and that those involved receive the support they need
- to provide information to all staff, volunteers, children and their families about what we should all do to prevent and deal with bullying.

Links with other school policies and practices

This policy links with several school policies, practices and action plans including:

- Positive Behaviour policy
- Complaints policy
- Safeguarding and Child protection policy
- Confidentiality policy
- Online safety and Acceptable Use Policies (AUP)
- Curriculum policies, such as: PSHE, Relationships Education and computing
- Mobile phone and social media Statement of Practice

Links to legislation

There are several 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):

- 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

What is bullying?

Bullying is any deliberate, hurtful, upsetting, frightening or threatening behaviour by an individual or a group towards other people.

It is repeated over a period of time and it is very difficult for the victims to defend themselves (remember STOP – it happens Several Times On Purpose).

Bullying is mean and results in worry, fear, pain and distress to the victim/s.

Types of bullying

- Emotional; being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), ridicule, humiliation.
- Verbal; name-calling, sarcasm, spreading rumours, threats, teasing, making rude remarks, making fun of someone.
- Physical; pushing, kicking, hitting, pinching, throwing stones, biting, spitting, punching or any other forms of violence, taking or hiding someone's things.
- Racist; racial taunts, graffiti, gestures, making fun of culture and religion.
- Sexual; unwanted physical contact or sexually abusive or sexist comments.
- Homophobic; because of focusing on the issue of sexuality.
- Online/cyber setting up 'hate websites' , sending offensive text messages, emails and abusing the victims via their mobile phones.
- Any unfavourable or negative comments, gestures or actions made to someone relating to their disability or special education needs.

Bullying is not...

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone.

It is bullying if it is done several times on purpose (STOP). Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise, it is not classed as bullying.

It is an important part of children's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank.

We all have to learn how to deal with these situations and develop social skills to repair relationships.

Places and spaces

We are aware that bullying can happen anywhere.

This could include:

- the journey to and from school
- the local community
- in school
- in extra-curricular activities linked to the school such as breakfast and after school clubs, sports, and school trips
- And online (both during and outside of the school day).

Responding to bullying – see **Appendix A** for the specific paperwork needed to be completed and the flow chart for guidance on page 24

The following steps may be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied – making sure that they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- The Headteacher/ Designated Safeguarding Lead or another member of leadership staff will interview all parties involved and complete the paperwork – appendix A
- The incident or reported incident will be added to CPOMs using the attached paperwork and the appropriate staff members and DSLs will be alerted.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with Positive Behaviour policy.
- Sanctions, as identified within the Positive Behaviour policy, and support will be implemented in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children's social care, if a child is felt to be at risk of significant harm.
- Where the bullying of, or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the DSL will collaborate with other schools. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school's Positive Behaviour policy

Markland Hill CP School community recognises that all forms of 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 and disciplined environment, where pupils are able to learn and fulfil their potential. Markland Hill School:

- Monitors and reviews our anti-bullying policy and practice on a regular basis at least annually
- 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; this may include children with SEND. 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 antibullying policy.
- Requires all members of the community to work with the school to uphold the anti-bullying policy.
- Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
- Will deal promptly with grievances regarding the school response to bullying, in line with our complaints policy
- Utilises support from the Local Authority and other relevant organisations when appropriate.

Supporting pupils

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous pastoral support.
- 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 to 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 Children Social Work Service, or support through the Child and Adolescent Mental Health Service (CAMHS).

Pupils who have carried out acts of 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.
- 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, Children Social Work Service, or the Child and Adolescent Mental Health Service (CAMHS). Supporting adults Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, parents or other staff members, is unacceptable.

Adults 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 Headteacher.
- Recording the bullying incident 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 schools' 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 who have carried out acts of bullying will be helped by:

- Discussing what happened with a senior member of staff and/or the Headteacher 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.

Preventing bullying 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 (peer on peer abuse).
- Recognises the potential for children with SEN and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required.
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenge practice and language (including 'banter') which does not uphold the school 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.

Support

The 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 schools' attention, which involves 10 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 school community will:

- 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.
- Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week
- Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.

Involvement of pupils

We will:

- Involve pupils to ensure that they understand the school's approach and are clear about the part they play in preventing 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 to address the problems they have.

Involvement and liaison with parents and carers

We will:

- Take steps to involve parents and carers, to ensure they are aware that the school does not tolerate any form of bullying.
- Involve parents in our anti-bullying campaigns to raise awareness
- Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats, including via the school website
- 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.

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-practiceschools SEND 12 Changing Faces: www.changingfaces.org.uk

Mencap: www.mencap.org.uk

DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25 Cyberbullying Childnet: www.childnet.com

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-for-child-internet-safetyukccis

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 Barnardo's 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)

Anti-bullying Alliance: Preventing and responding to Sexual Bullying: www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and

Appendix A

Form A – Bullying/Harassment - Victim Reporting Form

Name:

Please see separate incidents which outline the bullying.

When did it happen? Time:

Where did it happen?

Who was involved?

Do you think anyone else saw or heard it?

Has anything like this happened before?

If it has, were the same people involved?

What do you want to happen now?

Is there someone in school you would feel comfortable to talk to and to be supported by?

Signed: _____ **Dated:** _____

Form B – Bullying/Harassment - Witness Reporting Form

Name: _____

Please describe what happened, what you saw and heard.

Perpetrators involved witnessed each other – please see attached documents

When did it happen? Time: _____ Date: _____

Where did it happen?

Who was involved?

Do you think anyone else saw or heard it?

Has anything like this happened before?

If it has, were the same people involved?

Form C – Bullying/Harassment - School Incident Recording Form

Name of School:	
School Number:	
Name of Victim(s):	
Name of Perpetrator(s):	
Date reported:	
Date of Incident:	
Reported to:	
Reported by:	

Victim Profile (tick as appropriate):

Child in Care	Traveller child
Child Protection Register	Gifted/Talented
Learning disability	Young Carer
English as an additional language	Involved with EWO Service

Racial Origin (tick as appropriate):

White British	Asian Indian
White Irish	Asian Pakistani
Mixed White & Caribbean	Asian Bangladeshi
Mixed White & Black	Chinese
Mixed White & Asian	Irish Traveller
Black African	Gypsy
Black Caribbean	Other _____

Disability: _____

Religion: _____

Gender: _____

Perpetrator Profile (tick as appropriate):

Child in Care	Traveller child
Child Protection Register	Gifted/Talented
Learning disability	Young Carer

English as an additional language	Involved with EWO Service		
Racial Origin (tick as appropriate): <table style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> White British White Irish Mixed White & Caribbean Mixed White & Black Mixed White & Asian Black African Black Caribbean </td> <td style="width: 50%; vertical-align: top;"> Asian Indian Asian Pakistani Asian Bangladeshi Chinese Irish Traveller Gypsy Other _____ </td> </tr> </table> Disability: _____ Religion: _____ Gender: _____		White British White Irish Mixed White & Caribbean Mixed White & Black Mixed White & Asian Black African Black Caribbean	Asian Indian Asian Pakistani Asian Bangladeshi Chinese Irish Traveller Gypsy Other _____
White British White Irish Mixed White & Caribbean Mixed White & Black Mixed White & Asian Black African Black Caribbean	Asian Indian Asian Pakistani Asian Bangladeshi Chinese Irish Traveller Gypsy Other _____		

Details of incident (tick as appropriate): <table style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> Disability incident Racist incident Sexist incident </td> <td style="width: 50%; vertical-align: top;"> Homophobic incident Faith incident Other _____ </td> </tr> </table>		Disability incident Racist incident Sexist incident	Homophobic incident Faith incident Other _____
Disability incident Racist incident Sexist incident	Homophobic incident Faith incident Other _____		

Bullying behaviours involved (tick as appropriate): <table style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> Physical behaviour Threats Taking belongings Extortion Causing damage to property Name-calling Taunting Verbal abuse Sending notes </td> <td style="width: 50%; vertical-align: top;"> Spreading nasty rumours Text message bullying Mobile phone calls Picture/video via mobiles E-mail bullying Websites/Social Networks Chat-rooms Graffiti Twitter </td> </tr> </table>		Physical behaviour Threats Taking belongings Extortion Causing damage to property Name-calling Taunting Verbal abuse Sending notes	Spreading nasty rumours Text message bullying Mobile phone calls Picture/video via mobiles E-mail bullying Websites/Social Networks Chat-rooms Graffiti Twitter
Physical behaviour Threats Taking belongings Extortion Causing damage to property Name-calling Taunting Verbal abuse Sending notes	Spreading nasty rumours Text message bullying Mobile phone calls Picture/video via mobiles E-mail bullying Websites/Social Networks Chat-rooms Graffiti Twitter		

Location of Incident (tick as appropriate):

Classroom

Dining environment

On journeys to and from school

Home

Playing fields

Occurred outside school

Frequency and duration of bullying behaviour (tick as appropriate):

Reported after the first incident

Persisting throughout the term

Two or three times

Persisting for more than one term

Several times

Details of action taken (tick as appropriate):

Checked for other known incidents involving the same pupils

Notified class teacher/form tutor

Individual discussion with those involved

Notified parent(s)/carer(s) or relevant contact person

Group discussion with those involved

CAF or Pre-CAF raised

If Hate Crime, have Police been informed?

Yes

No

Other (please provide details)

Details of support systems/actions agreed with child/young person, parents/carers:**Details of sanctions applied in line with school's/setting's behaviours policy:**

Follow-up date set:	Daily and Weekly check in with Sultan
With whom:	Parents – within a week

Location:	Phone call or on pick up
Signed and checked by Head teacher or SMT Member	

Outcomes to follow-up:		
Has the bullying stopped?	Yes	No
Details of further action to be taken if required:		
Action:		
By whom:		
By when:		
Further date to follow-up:		

Was the targeted child/young person and his/her parents/carers satisfied with the outcome?	
Yes	No
Further Comments:	
Signed (member of staff dealing with issue)	
Checked and signed by Head teacher or SMT Member	

PLEASE NOTE This form is to record and retain both statutory and non-statutory information as part of the management of Bullying, Hate Crime and Harassment incidents

Form D – Bullying/Harassment - LA Incident Recording Form

Name of School:	
Date reported:	
Date of Incident:	
Gender of victim: Male/Female (please circle)	Gender of perpetrator: Male/Female (please circle)

Details of incident (tick as appropriate):

Disability incident

Homophobic incident

Racist incident

Faith incident

Sexist incident

Other _____

(Bold – denotes a duty placed on education providers as set in the Equality Act 2010)

Bullying behaviours involved (tick as appropriate):

Physical behaviour

Spreading nasty rumours

Threats

Text message bullying

Taking belongings

Mobile phone calls

Extortion

Picture/video via mobiles

Causing damage to property

E-mail bullying

Name-calling

Websites/Social Networks

Taunting

Chat-rooms

Verbal abuse

Graffiti

Sending notes

Twitter

Location of Incident (tick as appropriate):

Classroom

Dining environment

On journeys to and from school

Home

Playing fields

Occurred outside school

Frequency and duration of bullying behaviour (tick as appropriate):

Reported after the first incident

Persisting throughout the term

Two or three times

Persisting for more than one term

Several times

Details of action taken (tick as appropriate):

Checked for other known incidents involving the same pupils

Notified class teacher/form tutor

Individual discussion with those involved

Notified parent(s)/carer(s) or relevant contact person

Group discussion with those involved

CAF or Pre-CAF raised

If Hate Crime, have Police been informed?

Yes

No

Other (please provide details)

The information supplied on this form will be processed in accordance with the requirements of the Data Protection Act 1998. At all times, it will be treated as confidential and used only for the purpose of assessing, managing and monitoring bullying-related incidents.

Form E – Bullying/Harassment - LA Incident Recording Form

Name of School:	
Date reported:	
Date of Incident:	
Gender of victim: Male/Female (please circle)	Gender of perpetrator: Male/Female (please circle)

Details of incident (tick as appropriate):

Disability incident

Homophobic incident

Racist incident

Faith incident

Sexist incident

Other _____

(**Bold** – denotes a duty placed on education providers as set in the Equality Act 2010)

Bullying behaviours involved (tick as appropriate):

Physical behaviour

Spreading nasty rumours

Threats

Text message bullying

Taking belongings

Mobile phone calls

Extortion

Picture/video via mobiles

Causing damage to property

E-mail bullying

Name-calling

Websites/Social Networks

Taunting

Chat-rooms

Verbal abuse

Graffiti

Sending notes

Twitter

Location of Incident (tick as appropriate):

Classroom

Dining environment

On journeys to and from school

Home

Playing fields

Occurred outside school

Frequency and duration of bullying behaviour (tick as appropriate):

Reported after the first incident

Persisting throughout the term

Two or three times

Persisting for more than one term

Several times

Details of action taken (tick as appropriate):

Checked for other known incidents involving the same pupils

Notified class teacher/form tutor

Individual discussion with those involved

Notified parent(s)/carer(s) or relevant contact person

Group discussion with those involved

CAF or Pre-CAF raised

If Hate Crime, have Police been informed?

Yes

No

Other (please provide details)

The information supplied on this form will be processed in accordance with the requirements of the Data Protection Act 1998. At all times, it will be treated as confidential and used only for the purpose of assessing, managing and monitoring bullying-related incidents.

Date:	
Name of Reporter:	
Name of Child/Young Person involved:	
People present:	

How has the situation developed:

What does the person who was targeted say they are feeling now?

Are they feeling safe and satisfied with the action taken?

If so, how has it helped?

What is the attitude/view of the person(s) involved in the bullying behaviour?

Form G – Harassment/Bullying Feedback - Tell us what you think –

Child/Young Person Form

Name: _____

We want to make sure our anti-bullying policy is working properly. It would help us if you let us know your views by answering the following questions. This will enable us to improve support to everyone in school.

1. Were you happy with the support provided?

Yes

No

2. What did you find most helpful?

3. Was there anything you found unhelpful which we could improve?

4. Did you feel you were fairly treated?

Yes

No

Thank you for your time

Signed (optional)

Form H – Bullying/Harassment Feedback - Tell us what you think – Parent/Carer Form

Name: _____

We want to make sure our anti-bullying policy is working properly. It would help us if you let us know your views by answering the following questions. This will enable us to improve support to everyone in school.

1. Were you happy with the support provided?

Yes No

2. What did you find most helpful?

3. Was there anything you found unhelpful which we could improve?

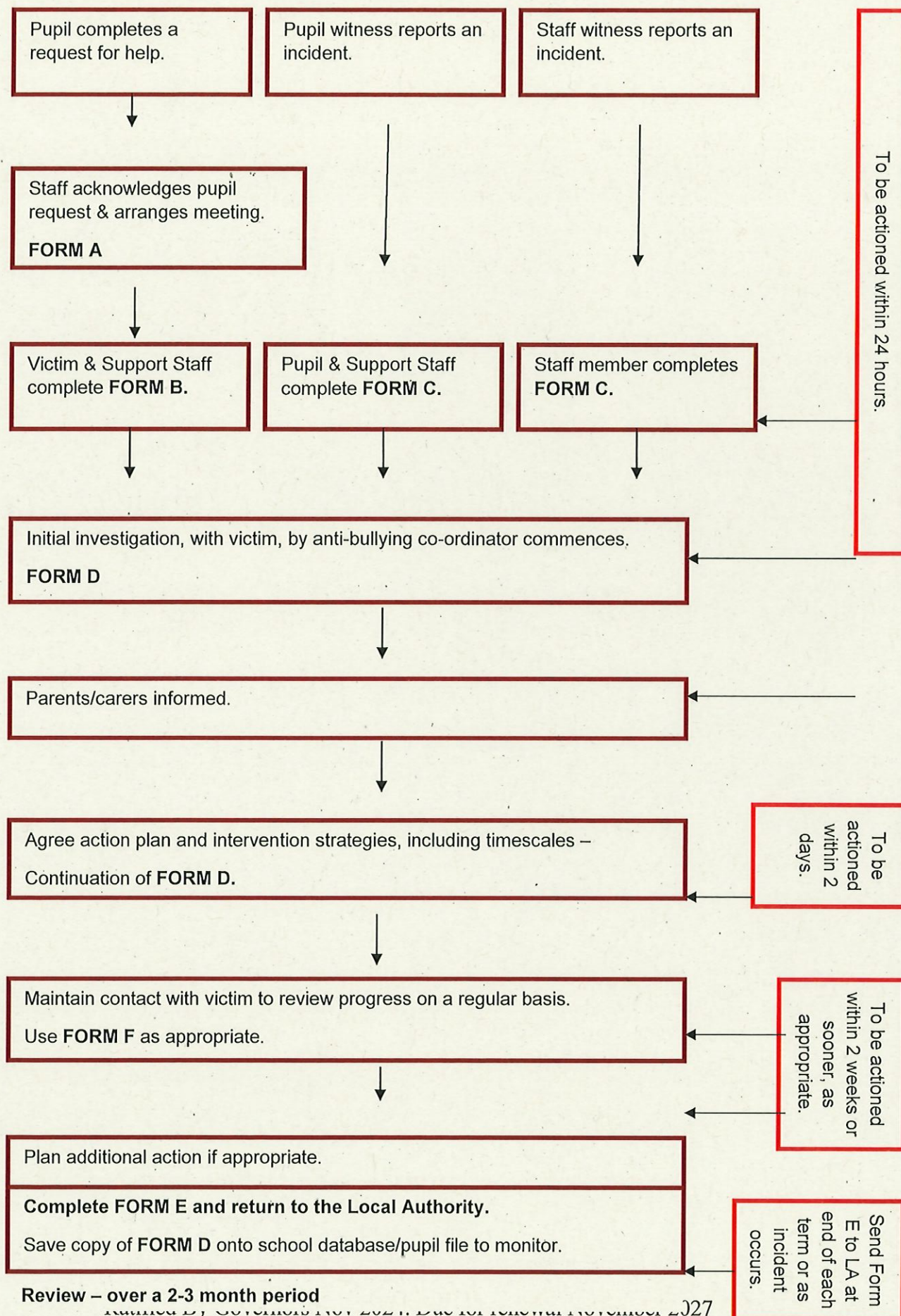
4. Did you feel you were fairly treated?

Yes No

Thank you for your time

Signed

The following flow chart can be used alongside the forms contained in this section to ensure that all relevant details related to bullying incidents are adequately recorded and monitored. Schools should consider these forms and the flow chart below and integrate them into their existing practice.



Update FORM D re outcomes of follow-up.

Child/young person completes FORM G.

Ensure that records are placed onto the child's/young person's file for future reference.

