

Mandale Mill Primary School



Anti-Bullying Policy

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Prepared by	V Green (Headteacher)
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Date adopted by Governing Body	November 2025

Belong. Believe. Become.

Mandale Mill Primary School
Anti-Bullying Policy

This policy should be read in conjunction with the SEMH Provision Map (see Appendix 1), the Behaviour Policy and the Internet Safety Policy.

Overview

Mandale Mill Primary School is committed to providing a caring, friendly and safe environment for all pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. The whole school community has a role in the prevention of bullying and each member needs to have a consistent view of what bullying is. When bullying does occur, all pupils should feel safe to report and know incidents will be dealt with promptly and effectively.

'Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood. By effectively preventing and tackling bullying, schools can help to create safe, disciplined environments where pupils are able to learn and fulfil their potential.'

DfE 2017 Preventing and tackling bullying advice for Headteachers, staff and governing bodies

Aims of the policy

For all governors, teaching and non-teaching staff, pupils and parents to:

- have an understanding of what bullying is
- recognise the signs and symptoms of bullying
- know what the school policy on bullying is
- have a whole school approach to the management of bullying following clear procedures
- be aware of the issues that surround bullying
- to develop a partnership with parents to further support the needs of children

Bullying - a definition

Bullying can be:

Emotional	being unfriendly, excluding a person, tormenting, looks, sending offensive texts/emails (cyber bullying - Internet Safety Policy)
Physical	pushing, kicking, hitting, punching, threatening behaviour and gestures, taking or damaging personal belongings or any use of violence
Verbal	name calling, sarcasm, spreading rumours, teasing, whispering
Sexual	unwanted physical contact or sexually abusive comments
Homophobic	name calling, abusive comments or physical bullying because of sexual orientation
Disability	bullying directed at children who have a disability or special educational need
Racist	racial taunts, graffiti, gestures, racist 'jokes', social exclusion because of race
Outside school	texting, cyber bullying, making videos, up-skirting, gender stereotypes, social media (including, but not exclusive to – Tik-Tok, Facebook, Snapchat, Instagram, WhatsApp and online gaming)

We accept that sometimes children are unkind to each other and this can result in name calling or even physical aggression. This does not mean the perpetrator is a bully. Bullying is distinctive from other forms of aggression in a number of ways, (linked to STOP):

- **There must be the intention to hurt** -the bullying behaviour must be deliberate, not accidental
- **There must be a hurtful action** – there must be behaviour that causes harm or distress to the victim
- **There must be a repetition of the behaviour** – bullying is repeated, it is not a one-off occurrence
- **There must be an abuse of power** – bullying requires that there is an imbalance of power between the individuals involved and the more dominant individual abuses the power that he or she has over the less dominant individual. It is difficult for the victim to defend himself or herself

Within school we will use the slogan **STOP: Several Times On Purpose**

Posters will be displayed in prominent areas around school, using the slogan.

Raising Awareness

Anti-bullying forms an important part of the curriculum. Awareness of what bullying is and strategies for dealing with it are taught within PSHE lessons, during Anti-Bullying Week and through assemblies. In addition, children can debate this in Pupil Voice activities and as part of the Steering Group. As a school, we celebrate differences and promote inclusion.

Vulnerable Groups:

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked after Children/Children in our Care (LAC/CIOC)
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children for whom English is an Additional Language

However, we also know that any child can become the victim of bullying, at any time.

Signs and symptoms of bullying

A child may indicate by signs or behaviour that he or she is being bullied. All staff and parents should be aware of these possible signs and investigate if a child:

- Changes their behaviour
- Becomes anxious, emotional, withdrawn or lacking in confidence
- Becomes aggressive, disruptive or unreasonable
- Is reluctant or unwilling to go to school
- Repeatedly complains of feeling unwell in the morning
- Has a decline in their school effort and/or attainment
- Develops sleep or appetite problems
- Has unexplained cuts or bruises
- Begins bullying other children or siblings
- Is frightened or unwilling to say what is wrong

Strategies - procedures to follow:

Pupils will:

- Report bullying to a member of staff. This could be verbal, non-verbal, anxious children, racial, vulnerable etc.

Parents/carers will:

- Inform school if they are worried about their child in relation to bullying. They should approach a member of staff. Key contacts include:
 - Mrs Green – Head Teacher
 - Mrs Lennon- Deputy Head Teacher
 - Mrs Fields-Assistant Headteacher for Inclusion
 - Class teacher
 - Miss Blenkiron – Personal Development Lead
 - Mrs Blakeman and Mrs Mellis (school PSAs) are a familiar point of contact for our parents/carers.

School will:

- Always listen. If a child reports bullying, the child will be listened to, taken seriously and appropriate enquiries made
- Report all incidents of bullying
- Investigate all incidents of bullying
- Make a written record of the incident. This will describe the complaint that was made; the investigation carried out and actions taken. This will be recorded on CPOMs by the most relevant staff. TA to disseminate any incidents to a teacher to enable them to complete CPOMs. Racist bullying will be recorded in the same way but under an additional category
- Inform parents/carers and if necessary, invite them to come in to discuss the issue
- Work with a child to identify a key person to offer ongoing support to the child and to be available for them to report any future concerns or incidents to
- Apply these procedures consistently

Pupils who have been bullied will be supported by:

- Always having a member of staff (Teacher or TA) to talk to
- Individual/group work on developing strategies for dealing with bullying and developing friendships
- Development of self-esteem and self-confidence through intervention from adults
- Continued support to ensure that the bullying has stopped

Pupils who have bullied will be supported by:

- Exploring the reasons for the bullying through discussions with the child and their parent/carers
- Helping the child to understand why their behaviour is wrong and how to change
- Speaking to parents/carers

Bullying can also take the form of:

- Staff to child
- Child to staff
- Staff to staff

Policies and procedures are in place for these. These include: Whistle Blowing Policy; Peer on Peer Abuse Policy; Code of Conduct. These are available upon request.

Cases of bullying will be dealt with seriously and consistent procedures will be adopted.

Review and monitoring

The school will review this policy regularly and assess its effectiveness in school. The policy will be promoted regularly and implemented throughout school.

The policy takes account of the Human Rights Act 1998. When dealing with incidents of bullying, the school will consider Human Rights issues. It was written in conjunction with:

Bullying in schools – A positive approach – Stockton on Tees Education, Leisure and Cultural Services
Preventing and Tackling Bullying; Cyberbullying - DFE Guidance on Bullying

Key Contacts

- o Mrs Green – Head Teacher
- o Mrs Lennon- Deputy Headteacher
- o Mrs Fields-Assistant Headteacher for Inclusion
- o Miss Blenkiron – Personal Development Lead
- o Mrs Blakeman and Mrs Mellis- PSA's

Disseminating the Policy

This Anti-Bullying Policy will be published:

- On our website <https://www.mandalemill.org.uk/> (with paper copies available on request in the school office)
- On SharePoint and as part of induction for new staff

We will also use other methods and occasions such as parents' consultations and assemblies to share information about anti-bullying and national initiatives.

This policy runs alongside the commitment we have to the United Nations Convention on the Rights of the Child as a Gold Rights Respecting School.

Appeals Procedure

Any appeals against this policy can be made through the School Complaint Policy.



Article 12: Respect for children's views. Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously.

Article 19: Protection from violence. Governments must protect children from violence, abuse and being neglected by anyone who looks after them.

Article 29: Aims of education. Children's education should help them fully develop their personalities, talents and abilities. It should teach them to understand their own rights, and to respect other people's rights, cultures and differences. It should help them to live peacefully and protect the environment.

Universal
<p>Whole School behaviour policy</p> <p>Staff trained in emotional coaching – shared approach to support children in the four stages</p> <p>Shared script and staff trained in de-escalation</p> <p>Well-planned and stimulating PSHE curriculum that is differentiated to needs of cohort</p> <p>Anti-bullying is routinely addressed and pupils are confident in reporting incidents</p> <p>Provision of planned opportunities to learn and practice social and emotional skills during structured activities</p> <p>Gold: Rights Respecting School - all rights are embedded within the whole school community</p> <p>Restorative Practice approaches are in place for all</p> <p>Flexible grouping arrangements</p> <p>Some differentiation of activities and materials</p> <p>Differentiated questioning</p> <p>Use of visual, auditory and kinaesthetic approaches</p> <p>Awareness that a Child or Young Person may need more time to complete tasks and that equality of access may mean that they need to do some things differently</p> <p>Resources and displays that support independence</p> <p>Routine feedback to pupils in a variety of ways which may include verbal, recorded and peer</p> <p>Transparent system of school rewards and sanctions</p> <p>Rules and expectations consistent across staff</p> <p>Use of different teaching styles</p> <p>Clear routines e.g. for transitions</p> <p>Consideration to classroom organisation, seating and group dynamics</p> <p>Movement breaks</p> <p>Walk and Talk approach to support de-escalation</p> <p>Access to individual sensory toys as required (such as lap weight, ear defenders, fidget toys, seat wedge)</p>
Intervention
<p>Early Help as required</p> <p>Multi agency approach</p> <p>Future Steps specific programme</p> <p>Referral to Alliance (TAMHS)</p> <p>Referral to outside agencies such as CAMHS/EP</p> <p>Boxall Profile and planned intervention</p> <p>Movement breaks</p> <p>Opportunities to develop Social Emotional Aspects of Learning</p> <p>Access to quiet spaces in school</p> <p>Meet and greet system</p> <p>Time-limited intervention programmes with staff who have knowledge and skills to address specific needs as supported by SENCO (such as SEAL materials, social stories, behaviour specific lessons, Lego therapy if Communication and Interaction need also identified, Thrive/Theraplay interventions)</p> <p>CPOMS monitoring by key leaders</p> <p>Opportunities for small group work based on identified need</p> <p>Time for formal meetings with parents on a regular basis</p>
Personalised
<p>Individual behaviour plan or SEND Support Plan</p> <p>Access to planned time out/individual work area</p> <p>Individualised rewards system</p> <p>Task/Choice approach</p> <p>Increased access to additional adult support in the classroom and during planned times throughout the school day</p> <p>Alternative curriculum opportunities- through The Lab utilising individualised support to access the curriculum in a differentiated and appropriate way</p> <p>Use of the My Plan</p> <p>Adaptions to provision –reasonable adjustments considered</p> <p>Use of key-working approaches to ensure the Child or Young Person has a trusted adult to offer support during vulnerable times</p> <p>Personalised timetable</p> <p>Individual Risk Assessment</p> <p>LA advice - SEND support advice, PIP meetings, HNF.</p> <p>Managed Moves</p>

