

Mandeville Primary School



Anti-Bullying Policy

Document Date: Spring 2026

Review Date: Spring 2027

Review

The Governing Body will review this policy in line with its schedule for policy review.
The policy was last reviewed and agreed by the Governing Body on 23rd March 2026.

Signature:

Date: 23rd March 2026

Head Teacher

Signature:

Date: 23rd March 2026

Chair of Governors

Introduction

Mandeville Primary School is committed to providing a safe, positive, valuing and inclusive environment for pupils, staff and parents/carers. The Anti-bullying Policy and practice plays an important role in this.

The following principles inform our anti-bullying approach:

- Bullying behaviour is unacceptable in all circumstances;
- Bullying is a shared problem and staff and parents/carers will need to work together in partnership to resolve incidents;
- All adults in the school community (staff, governors and parents/carers) are expected to present positive role models to children;
- The safety and welfare of the children concerned will at all times be central to decisions about actions taken in response to bullying;
- Anti-bullying approaches will be consistent with preparing children for life in an inclusive society. These include incorporating an acceptance of and valuing of difference, the need to cope with difficult individuals and the role of forgiveness;
- When incidents have been dealt with, all parties should be supported and enabled to move on positively.

Definition

While there is no single definition of bullying, the Department for Education provides the following guidance:

'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.' "Preventing and Tackling Bullying" DfE 2011

The DfE states (October 2016) that "there is no legal definition of bullying.

However, it's usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, eg because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing

- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (eg email, social networks and instant messenger)”

Most definitions include the following dimensions:

1. The behaviour is intended to cause distress
2. The behaviour is repeated
3. There is an imbalance of power between the perpetrator of bullying and the target

However there are important issues to consider within these broad factors:

The first element, ‘the behaviour is intended to cause distress’, should not be taken to excuse behaviour which individuals or groups claim was intended in fun. It is reasonable for schools to expect that young people will develop age appropriate skills of empathy and will not be drawn into behaviour that for the perpetrators amounts to teasing but for the target becomes seriously distressing. Behaviour that impacts to damage the emotional wellbeing of others should be taken to be a matter of serious concern and individuals should be made to understand their culpability, regardless of their intention. The effect of the behaviour on the recipient – not just the intention of the perpetrator – is significant in deciding whether to treat an incident as bullying.

The second element, ‘the behaviour is repeated’, should be understood in terms of the number and degree of impacts on the target. A single posting of hurtful material on the internet has the potential to be seen by hundreds if not thousands of people and is therefore a very serious matter. A single act of physical assault, mental abuse or threat of the same can lead a child to be in a state of ongoing fear. Any incidents of deliberately hurtful behaviour that lead to fear of recurrence should be designated as bullying incidents.

The final element, ‘an imbalance of power’, can be subtle and complex. It should not be assumed that a larger child cannot be a victim, nor a smaller child a perpetrator. It is also often important to recognise the role of popularity as a factor that pertains to the balance of power. Equalities and issues of prejudice also need to be considered carefully within this dimension. A great deal of bullying is linked to difference, perceived difference or discriminatory attitudes towards certain groups regardless of whether the target is actually a member of these groups. For example, many children and young people who are not lesbian, gay, bisexual or transgender (LGBT) may be targeted for homophobic bullying while others may be the targets of racist bullying based on inaccurate presumptions about their culture. These dimensions should always be recorded and monitored.

Hertfordshire County Council recommends that schools therefore reflect the following more complex aspects in defining and responding to behaviour.

Bullying is behaviour that impacts negatively on others in the following ways:

1. The behaviour is either intended to cause distress or results in significant distress.
2. The behaviour is repeated or results in multiple impacts on the target.

3. There is an imbalance of power between the perpetrator/s of bullying and the target/s whether as a result of the prior context or the content or the experience of the hurtful behaviour.

Schools are encouraged to develop their own definitions in collaboration with children and young people, parents/carers and staff. It is very important that there is a shared understanding of the strength of the school's stance against bullying and understanding definitions is an important part of this. It is important that young people and their parents know the definition that the school is working with.

Some schools will wish to evolve child friendly definitions of bullying. For example:

People hurting or upsetting you repeatedly and on purpose by doing nasty or unkind things.

Bullying behaviour can include the following hurtful behaviours:

- name-calling, taunting, teasing, mocking and making offensive comments.
- offensive, threatening or personalised graffiti or other written material.
- excluding people from groups.
- gossiping and spreading hurtful or untruthful rumours.
- kicking, hitting, pushing.
- taking belongings.
- cyberbullying – including sending inappropriate, offensive or degrading text messages, emails or instant messages, setting up websites or contributing content to social networking sites that is designed to embarrass or upset individuals or collective exclusion of individuals from social networking sites.

It should be noted that not all hurtful behaviour is bullying, but all reported hurtful behaviour should be taken seriously and resolved at the earliest opportunity.

The Equality and Human Rights Commission's report on the effectiveness of responses to 'Identity-based' (or 'Prejudice-based') bullying (Research report in June 2016) states that it "is widespread and continues to blight the lives of many young people, affecting educational attainment and having a long term impact on their life chances."

<https://www.equalityhumanrights.com/en/how-fair-britain/tackling-challenge-identity-based-bullying>

Schools should pay particular attention to ensuring that all prejudice-based hurtful incidents are identified and prevented from escalating. Ofsted will specifically look for evidence that this is the case in all schools in relation to special educational need, sexual orientation, sex, race, religion and belief, gender identity or disability. In addition, schools should be sensitive to wider issues of prejudice. Some children and young people can be singled out because they are overweight, deprived, in care, young carers, particularly able or talented.

Schools should also be alert to challenging the development of an environment which is hurtful and threatening to particular groups or communities. For example, casual use of homophobic, transphobic, sexist or racist language should not go unchecked whether or not it is targeted at an individual.

Strategies for preventing bullying at Mandeville

All incidents considered to be bullying (as defined above) are recorded and monitored (using the Bullying Report and Monitoring Form in Appendix A). A copy of this completed form is filed in the personal pupil files of every pupil involved in the incident. The process for recording incidents is used to inform preventative strategies. Pupils will understand the school's procedures for responding to bullying and know that they are safe.

At all times children's concerns are our concerns. Pupils are encouraged to express their concerns about themselves and others and to seek help and support whenever they need it. However, we recognise that children can sometimes be reluctant to seek help, so pupils can report their concerns, for example by using a worry box or buddies or peer mentors. The school's Behaviour Policy details the behaviour standards set within the school.

It is important for children to know that procedures are being followed. In order to encourage pupils to continue to express their concerns, where appropriate, information is shared across the school about bullying incidents having been dealt with and resolved.

Assemblies are from time to time used to reinforce positive anti-bullying messages and to raise issues concerning bullying. Activities across the curriculum (largely in Personal, Health and Social Education, R.E. and English) develop pupils' understanding of bullying. Children are taught that each person is special and unique and that differences should be celebrated and should not be the focus of negative behaviour. In order to build children's resilience and reduce their vulnerability, pupils are coached and guided in developing coping strategies and in how to respond positively to hurtful behaviour. Pupils are encouraged to look out for each other and to show good witness behaviour by reporting their concerns for others.

Guidance is given to pupils who display behaviour that raises concern.

Procedures for dealing with incidents of bullying and unkind behaviour (including staff responsibilities)

Staff understand that all incidents of bullying must be reported and all such reports will be taken seriously. The perspective of the person, who feels bullied, will contribute to understanding and establishing the seriousness of the incident. When bullying has occurred special actions will follow.

The school recognises that speed of response is important and wherever possible incidents will be resolved quickly. However, significant incidents will involve investigation and this can cause delay to the resolution. The school will need to take the time necessary to respond to and resolve incidents appropriately, while ensuring the safety of the child who feels bullied.

The role of all staff in responding to hurtful behaviour is made clear to them as part of their induction, including Midday Supervisory Assistants (MSAs) and Learning Support Assistants (LSAs). LSAs will usually be involved as playground supervisors to give continuity of care. Incidents of bullying (see definition above) observed or reported at play and lunch times will be referred to the class teacher.

Staff will listen attentively to pupils complaints and concerns, and address them. Careful listening at the outset can prevent the situation escalating and demanding more time in the long term.

Single incidents of bullying behaviour must be reported to and will be dealt with by the class teacher. (The head teacher will be kept informed of any incidents dealt with by the class teacher so that she holds the overview across the school.) Follow up and ongoing monitoring will be conducted by the class teacher, whilst keeping the head teacher informed at all times, even if it is felt that the matter has been resolved. If the behaviour initially dealt with by class teachers continues, it will be referred to the head teacher.

All repeated bullying behaviour should be reported directly to the head teacher. Significant incidents will be entered in the serious incidents book and all parents/carers whose children are directly involved will be notified of significant incidents. All incidents should be recorded in sufficient depth so that analysis of patterns can inform policy and practice at a whole school level. Recording must comply with the Data Protection Act.

Responses to all bullying behaviour will be educative and seek to ensure that this behaviour will not be repeated. A child who has been involved in bullying behaviour will be expected to take responsibility for the impact of their behaviour on others, the reasons for their behaviour will be explored and they will be expected to improve and change. The aim will be to resolve incidents, rebuild relationships and restore a safe environment for all. Incidents will be resolved in age-appropriate ways. Those who have been bullied have a right to know that action has been taken.

Persistent bullying – after support and counselling – could result in fixed term or permanent exclusion as a last resort. (See Behaviour Policy)

The weekly briefing and staff meeting will be used to share any concerns about pupils so that all staff can be alert to any concerning behaviour and the vulnerability of individuals.

The role/involvement of pupils

Pupils will progressively develop their understanding of bullying and related behaviour issues through the curriculum and their spiritual, moral and social development. All pupils will be expected to develop appropriate witness behaviour and to show concern for others across the school community. Pupils will have opportunities to develop their resilience and problem solving strategies in the face of hurtful behaviour.

Concerns and worries related to incidents and bullying in general may be explored and shared in 'circle time', but pupils will have access to anonymous reporting opportunities as noted earlier. The seriousness of making false reports will be understood.

Pupils will be actively involved in anti-bullying developments through the school council, curriculum work and in special initiatives. From time to time pupils may be involved in group support for vulnerable individuals (those who have been bullied and those who have bullied).

The role/involvement of parents/carers

Parents/carers have an important role in actively encouraging their child/ren to be a positive member of the school. Dealing with behaviour problems effectively requires the school and parents/carers to work in partnership. To this end it is included in the Home School Agreement. If bullying is reported, parents/carers need to be informed in a sensitive and responsible manner as soon as possible after the real or alleged incident.

If parents/carers have concerns about bullying or hurtful behaviour they should take up those concerns with the class teacher or the head teacher as soon as possible.

Parents/carers should raise any concerns about bullying or other hurtful behaviour directly with the school and not with the parents/carers of other parties, involved or otherwise. While we recognise that parents/carers who are friends may wish to resolve matters informally they are advised that the school should always be made aware of tensions and difficulties between children so that they can be supported appropriately. The best place to resolve conflicts between children is in school where all sides and aspects of incidents can be explored.

Parents/carers are expected to exercise reasonable confidentiality around incidents in which they are involved. In particular, parents/carers are requested not to spread stories about incidents. Partial information can be inaccurate and may affect the reputation of individual children, of the school and damage the atmosphere in the school community.

Parents/carers will be informed of any significant incidents involving their children in order to enable them to support their child and the school in seeking resolution and restoring a safe environment for all children.

The role/involvement of governors

The Governing Body supports the head teacher in all strategies to eliminate bullying from our school, while still recognising that the possibility that it may occur in school from time to time. It is the responsibility of the governing body to monitor and review the Anti-bullying Policy and its effectiveness. They require the head teacher to keep records of all bullying incidents and to report on the effectiveness of the school anti-bullying strategies termly.

It is the responsibility of the Governing Body to explain and communicate the Anti-bullying Policy to all interested parties. The Governing Body also deal with unresolved complaints about bullying through the school-based complaints procedure.

Appendix A

Bullying Report and Monitoring Form

For each incident please complete one form and return to the designated teacher for collation and monitoring.

1. Focus of Bullying
Please tick all elements which apply in your understanding of the incident(s):

	Definitely applies	Possibly applies
Age/ Maturity		
Appearance		
Size/weight		
Class/Socio-economic		
Family circumstance (e.g. caring role)		
Ethnicity/Race		
Religion/Belief		
Gender		
Transphobia/Gender identity		
Homophobia/sexuality		
Sexualised		
SEN and Disability		
Ability/application		

2. Manifestations of Bullying (indicate those that apply)

Perception of individual: feelings of being bullied/harassed	
Isolation/ignoring	
Teasing	
General expressions of prejudice/stereotype	
Racist literature, graffiti or insignia	
Verbal abuse or name calling (specify below)	
Targeted graffiti or hurtful note writing	
Threats including threatened physical assault	
Mobile phone/text message bullying/harassment	
Internet related bullying/harassment	
Camera phone bullying/harassment	
Actual physical assault	
Other:	

3. Those involved – please also record where appropriate:
- adults as targets or perpetrators (A)
 - perpetrators from outside the school community (O)
 - children/young people who are Children Looked After (CLA) or who have Learning Difficulties or Disabilities (LDD)

Targeted/wronged/distressed person/s (including ethnicity and other relevant diversity issues)	Person/s giving offence (including ethnicity and other relevant diversity issues)
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4. Description of incident(s)
Please give a precise account including places, date, times and any witnesses.
Attach any further information (e.g. pupils' accounts, witness accounts, notes of meetings)
N.B. Indicate if it is a repeat incident.
N.B. indicate if a serious incident referral should be made to the LA.
5. Action taken:
Please record all steps (including meetings, letters, investigations, sanctions)
6. Summary of those notified and/or involved

(Delete italic options where applicable)	✓	Any details (e.g. dates)
Head Teacher		
Chair of Governors		
<i>Form tutor/class teacher</i>		
Head of Year		
'Target' parents/carers notified by <i>letter/telephone/in person</i>		
'Target' parents/carers invited to the school		
'Offending person/s' parents/carers notified by <i>letter/telephone/in person</i>		
'Offending person/s' parents/carers invited to the school		
CAF initiated for <i>target/offending person</i>		
Local Authority: SEA/SIP, Anti-Bullying adviser or MECS		
Police		
Others (specify):		

7. Date for monitoring progress of those involved. Follow up on the incident and check that all parties are progressing well academically and socially

Date.....

8. Member of staff:

Name Date.....

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9. Outcomes/actions from follow up.