



# Cedars Manor School



## Anti-Bullying Policy

*Article 15 - You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.*

*Article 19 - You have the right to be protected from being hurt and mistreated, in body or mind.*

*Article 29 - Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.*

*Article 30 - You have the right to practice your own culture, language and religion - or any you choose. Minority and indigenous groups need special protection of this right.*

*Article 31 - You have the right to play and rest.*

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**Be Ready - Be Respectful - Be Safe - Be Responsible - Be Resilient - Be Courageous**

At Cedars Manor School our aims are for everyone to feel safe and secure and for everyone to feel valued, included and respected. We believe that everyone should have an equal opportunity to shine.

This policy, is integral to, and should be read in conjunction with: The School Mission Statement, and many of our other policies including all Equalities Policies, the School Behaviour Policy, the Online Safety Policy, the Policy for Special Educational Needs and Disabilities. PSHE Policy and the Safeguarding and Child Protection Policy.

## Aim

- To ensure that children learn in a supportive, caring and safe environment without fear of being bullied.
- To make children and staff aware that bullying is unacceptable.
- To provide adults and children with guidelines for dealing with bullying/harassment if it should occur.
- To reduce and eradicate, wherever possible, instances in which children and staff are subjected to bullying in any form.
- To promote the well-being of children and community cohesion by taking a strong stance on bullying or harassment.

Cedars Manor School 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.

## What is Bullying?

While there is no one, legal definition of bullying, **the Anti-Bullying Alliance (ABA)** defines it as: *the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.* We believe bullying takes many forms:

- **Physical Assault** - deliberately hurtful physical contact (pushing, hitting, kicking etc.) taking belongings
- **Social**- this can be indirect, for example, spreading rumours, excluding someone from social groups
- **Verbal**- name calling, insulting remarks, persistent teasing, gossiping, rumours
- **Making threats** a serious statement or behaviour that communicates an intention to cause harm, pain, damage, or other hostile action, with the goal of instilling fear or alarm in another person.
- **Exclusions – Being left out**
- **Interference with property** – damaging, hiding or moving property
- **Extortion** - demanding money or property

- **Cyberbullying** – all areas of the internet such as e-mail and internet chat room misuse, mobile threats by text messaging and calls, misuse of associated technology, i.e. camera and video facilities. Using the internet to spread rumours and malicious allegations (See E-Safety Policy)
- **Racial** - is an offensive action against a person simply because of their skin colour, culture, religion, nationality or ethnic origin
- **Psychological** – reduction of self-esteem or confidence through threatening behaviour, taunting or teasing about race, gender, sexual orientation, disability, family circumstances, appearance or any other feature of their lives which can be used to wound them;
- **Gender, Sexual Orientation & Homophobic, biphobic and transphobic (HBT) bullying** - is an offensive action against a person simply because of their gender/sexual orientation, or the gender/sexual orientation of a family member.
- **Special Educational Needs and disabilities bullying** - can take the form of name calling, innuendo, negative stereotyping or excluding from activity based on disability or learning difficulties.

## **Disability**

The Equality Act 2010 defines a disabled person as someone who has 'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments and Attention Deficit Hyperactivity Disorder. The definition of Special Educational Needs includes many, but not necessarily all, disabled children: a disabled child has Special Educational Needs if he or she has a disability and requires special educational provision to be made for him or her in order to be able to access the education which is available locally

## **Prevention and Identifying Bullying**

Cedars Manor School is a TELLING school. Children are encouraged to report any incidents of bullying. Spotting signs of bullying and friendship issues is the first challenge, especially as many victims do not feel comfortable reaching out. Recording and monitoring even the smallest signs can enable you to identify patterns and make prompt interventions. Children who are being bullied at school will not always be prepared to inform a staff member. For those who are unable to inform a member of staff about their problem, signs of bullying might include, but will not be limited to:

### **Here are some signs to look out for in pupils:**

- Being withdrawn or disengaged in the classroom
- A decrease in attendance
- Changes in behaviour such as being angrier or demonstrating anxiety that wasn't

previously shown

- Physical signs such as cuts or bruises, or complaining of headaches
- Suddenly not doing as well with schoolwork
- Belongings getting lost or damaged with no explanation

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

## **Dealing with Bullying Incidents**

In the event of bullying the school has the following procedures:

Investigate the situation by talking to all of the relevant:

- children involved
- witnesses
- staff members
- parents

See Appendix 1 for further guidance

### Record

Complete a Bullying incident log, using information gathered from all of the relevant:

- children involved
- staff involved
- other witnesses involved

A log will be maintained of racist incidents and information on incidents of bullying using CPOMS. The school is aware of guidelines that indicate that some bullying may be recorded as age appropriate play and that some 'bullying' may be due to pupils' needs. It is important when staff do record incident of bullying in that they record using the terms 'perpetrator' and 'victim'. Written statements or other physical evidence must be preserved. Note that documents can also be scanned and uploaded onto CPOMS

### **Children who have been bullied may be supported by:**

- actively listening to their concerns
- reassurance from appropriate staff;
- offering support and strategies to deal with unwanted behaviours
- involving parents/carers
- involving external agencies to support the child as appropriate
  - being offered continuous support, such as **Emotional Literacy** sessions, **from our Pastoral lead**, **from our Safeguarding team** or peer support

### **Children who have bullied may be helped by:**

- ensuring that he/she recognises his/her behaviour and how it affects others

- making full apologies and participating in restorative work
- informing parents and carers to help change the attitude of the pupil
  - guiding, supporting, advising and offering strategies to change behaviour
- applying appropriate sanctions
- involving external agencies when necessary

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern under the Children Act 1989. Where this is the case, the school staff should discuss with the school's designated safeguarding lead and report their concerns to their local authority children's social care and work with them to take appropriate action. Full details can be found in Part 1 of Keeping Children Safe in Education and in the school's Safeguarding and Child Protection Policy.

### **Child on Child Abuse**

We recognise that children can be vulnerable to physical, sexual and emotional bullying and abuse by their peers or they may be the perpetrator of such behaviour. We will always address such abuse seriously, involving partner agencies where required. We will remain alert to the possibility that a child or young person who has harmed another may well also be a victim. When an allegation is made by a pupil against another pupil, members of staff should consider whether the complaint raises a safeguarding concern. If so, the staff member should inform the designated safeguarding lead (DSL), who will follow procedures set out in the Child Protection and Safeguarding Policy.

### **The following Behaviour Sanction can be taken:**

- Informing the parents/carers of both the bully and the child being bullied • Imposition of sanctions e.g. **spend time, away from the class, working with a member of the leadership team to repair and continue to educate**
- **Behaviour contracts/Positive Behaviour Reports may be drawn up as appropriate by the Deputy Head teacher in collaboration with the class teacher and members of the Inclusion Team.**

Respond to the situation and prevent other situations by providing a foundation for children to explore issues through the curriculum.

Review the situation with:

- children involved
- parents/carers and others where appropriate

### **The Role of Parents and Carers**

a. Parents and carers who believe that their child might be being bullied, or who

suspect that their child may be the perpetrator of bullying, should contact their child's class teacher

- b.** Parents and carers can help their child explain their problems verbally and can praise and reassure their children for speaking openly about the difficulties that they are facing
- c.** Parents and carers have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school
- d.** It is unacceptable for parents and carers to approach other parents or children with regard to allegations of bullying. They should refer to the Class Teacher or Head Teacher with any concern

### **Implementation of anti-bullying policy**

Our inclusive environment which promotes a culture of mutual respect, consideration and care for others is encapsulated Cedars Manor Be Values:

***Being Ready***

***Being Respectful***

***Being Safe***

***Being Responsible***

***Being Resilient***

***Being Courageous***

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, circle times, assemblies and subject areas, as appropriate, in an attempt to prevent and eradicate such behaviour.

The Rights Respecting Schools Agenda supports our work in this area, and articles that are relevant to this policy are listed at the front of this policy. Children are encouraged to report bullying.

Children are given opportunities to discuss what does, and what does not, constitute bullying. The school uses the Jigsaw PSHE scheme of work which is described as

***“the mindful approach to PSHE is just that: an original and comprehensive scheme of learning which integrates personal, social, health and economic education with emphasis on emotional literacy, mental health and SMSC, especially spiritual development.”***

### **Monitoring, evaluation and review**

The school will review this policy regularly (as determined by the Governing Body) and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

## **Appendix 1 Bullying incident log**

## **Appendix 2 Relevant legislation**

## **Appendix 3 Useful organisations and weblink support Appendix 4**

## **Relevant Articles (UNICEF) and Anti-Bullying Charter**

### **Appendix 1**

Guidance for investigating a complaint of bullying – (Prep Section and Senior Section)

Pupils should always report incidents of bullying or of observed distress to someone they trust. The member of staff consulted should:

- make them feel at ease, including creating a secure and private environment;
- give them time to explain the situation, and listen carefully;
- make notes where necessary;
- pass no immediate judgement.

Make it clear that the problem will be treated seriously and investigated as a matter of urgency.

If the preferred member of staff is not available, pupils should go to the Class Teacher, or the Phase Leader

If the allegation is very serious, the matter must be referred immediately to the Assistant Head Teacher

Although each case is likely to require a specific and unique approach, the following general procedure may provide a useful guide:

- make a preliminary investigation by talking to witnesses;
- consult with colleagues to find out relevant history / background;
- interview pupils separately to test their version of events;
- if one party admits to being the perpetrator, he / she should be left in no doubt about the School's disapproval of his or her actions. He / she should be told that a full account of what has happened may be kept "on file" for future reference;
- it may be necessary to act on one's judgement and to decide who is the exhibiting bullying behaviour and who is suffering from this;
- it is often very helpful to get the perpetrator to admit that he or she can now see that his or her behaviour has caused someone to become unhappy. At the same time, the perpetrator will usually admit that he or she did not mean to do this. Then it is straightforward to get the perpetrator to agree that his or her future behaviour will not cause further unhappiness. Should that agreement be broken,

then the matter becomes far more serious;

- sometimes the victim will also have behaved in a way which is unacceptable or which provoked a reaction. This may have led to the bullying and, if so, the victim's behaviour also needs to be considered, and a commitment made to adjust this behaviour;
- victims should be assured of patient and sympathetic listening, and should be given ongoing advice, remediation and support.

Perpetrators should be assured that they will receive guidance and support, and rehabilitation (including counselling if required) as well as suitable punishment (if deemed necessary). As every case of bullying is likely to be different, appropriate sanctions should be discussed, implemented and followed up on each occasion. Experience suggests that a face-to-face apology is often appreciated by the victim, and it is also an opportunity for the member of staff to gauge the sincerity of the perpetrator.

A written record of clearly substantiated incidents should be logged on CPOMS by the relevant member of staff. It is vital that other relevant teachers are involved and informed throughout the process. It is important to inform all staff at **regular meetings (e.g. Phase Meetings)**

Upon consultation with the Assistant Head Teacher, Deputy Head Teacher or the Head Teacher, contact should be made with parents / carers. The situation will continue to be monitored.

## **Appendix 2**

### **Relevant Legislation**

The Equality Act 2010

Health & Safety at Work Act 1974

Keeping Children Safe in Education **2024**

Preventing and tackling bullying - Advice for headteachers, staff and governing bodies DfE July 2017

Working together to Safeguard Children 2023

## **Appendix 3**

Supporting Organisations and Guidance

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Beat Bullying: [www.beatbullying.org](http://www.beatbullying.org)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- DfE: "Preventing and Tackling Bullying. Advice for headteachers, staff and

governing bodies”, and “Supporting children and young people who are bullied: advice for schools” March 2014:

<https://www.gov.uk/government/publications/preventingand-tackling-bullying> • DfE: “No health without mental health”:

<https://www.gov.uk/government/publications/no-health-withoutmental-health>  
across-government-outcomes-strategy

- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)

## Cyberbullying

- Childnet International: [www.childnet.com](http://www.childnet.com)
- Digizen: [www.digizen.org](http://www.digizen.org)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- LGBTQ+ : <https://bulliesout.com/need-support/young-people/lgbt-bullying/>
- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Pace: [www.pacehealth.org.uk](http://www.pacehealth.org.uk)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

## ALN

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- DfE: SEND code of practice:  
<https://www.gov.uk/government/publications/send-code-of-practice-0-to->

## 25 Racism and Hate

- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)
- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- Show Racism the Red Card: [www.srtrc.org/educational](http://www.srtrc.org/educational)

## **Appendix 4**

Cedars Manor School is a Rights Respecting School.

These articles apply to our Anti-Bullying Policy.

### **Article 15**

You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

### **Article 19**

You have the right to be protected from being hurt and mistreated, in body or mind.

### **Article 29**

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

### **Article 30**

You have the right to practice your own culture, language and religion - or any you choose. Minority and indigenous groups need special protection of this right.

### **Article 31**

You have the right to play and rest.

## **Cedars Manor School - Anti-Bullying Charter**

### **Article 29**

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

***EVERYBODY HAS THE RIGHT TO BE HAPPY AND SAFE.***

**Bullying will not be tolerated under any circumstances.**

**If you are being bullied, always tell someone you can trust.**

**Tell if you know that someone else is being bullied. Do not be a bystander. No one should be a victim of bullies.**

**Use a Worry Box or Feelings Box if you cannot tell in person.**

**Follow the e-safety rules to make sure that cyber- bullying does not happen.**

**Say “yes” if someone wants to join in with your game, and offer friendship if someone looks lonely.**

**Treat other people as you would like to be treated yourself. Remember: everybody is different - not better or worse, just different. Difference makes us special and unique.**

***Be Ready - Be Respectful - Be Safe - Be Responsible - Be Resilient - Be Courageous***