



## Introduction

At Mornington Primary, we aim to provide a safe, caring and friendly environment for all our pupils to allow them to learn effectively, improve their life chances and help them maximise their potential.

Our school vision tells us to be “Ready, Respectful and Responsible.” For this to happen, we passionately believe that children must learn in a safe and secure environment free from anxiety and worry. As a result, we consider bullying of any kind as unacceptable. We therefore do all we can to prevent it, by developing a school ethos in which bullying, of any description, is regarded as wrong. If bullying does occur, all children and parents should be able to tell someone and know that incidents will be dealt with promptly and effectively. We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person’s responsibilities.

## Policy Development

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” 2018 and ‘Sexual violence and sexual harassment between children in schools and colleges’ guidance

This policy was formulated in consultation with the whole school community with input from members of staff, governors, parents/carers, children and young people. Pupils contribute to the development of the policy through the school council, circle time discussions, etc. The school council will develop a student friendly version to share with each class.

## 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):

- Keeping Children Safe in Education (updated Sept 2018)
- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children’s Act 1989
- The Education (Independent School Standards) Regulations 2014 (if appropriate)
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

## Roles and Responsibilities

**The Head teacher** – Has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and appointing Anti-bullying coordinators who will have general responsibility for handling the implementation of this policy.

Our Anti –bullying Coordinator is Mrs Clare Smith.

The responsibilities are:

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice

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- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

The nominated Governor with the responsibility for Anti-bullying (Behaviour) is Councillor Mrs Jill Owen

### **Definition of Bullying**

Bullying can be defined as “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);

### **What does bullying look like?**

Bullying can include: name calling, taunting, mocking, making offensive comments; physical assault, taking or damaging belongings; producing offensive graffiti; gossiping and spreading hurtful and untruthful rumours and excluding people from groups.

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 is recognised by the school as being a form of peer on peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children’s emotional development.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the ‘bystanders’ or ‘accessories’.

### **How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?**

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger then intervention is urgently required.

### **Why are children and young people bullied?**

Specific types of bullying include:

- bullying related to race, religion or culture
- bullying related to special educational needs or disabilities

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- bullying related to appearance or health
- bullying relating to sexual orientation
- bullying of young carers or looked after children or otherwise related to home circumstances
- sexist or sexual bullying

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups
- between adults

### **Where can bullying take place?**

Bullying is not confined to the school premises. Advice for school leaders to help with this problem and its effects on children acknowledges that it may also persist outside school, in the local community, on the journey to and from school and may continue into Further Education.

### **Cyberbullying**

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims. We will ensure that our children are taught safe ways to use the internet and encourage good online behaviour. Whilst most incidents of Cyberbullying occur outside school we will offer support and guidance to parents and their children who experience online bullying and will treat Cyberbullying the same way as any other forms of bullying.

### **Reporting and Responding to Bullying**

Our school has clear and well-publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders)

Parents and children are encouraged to be alert to issues of bullying and report them to school staff immediately.

When bullying occurs perpetrators write a **behaviour letter** home to their parents. A copy of the letter is kept on the pupil file and the parents are asked to sign and return the reply slip.

When parents report bullying a '**Incident form**' is completed. This is signed by teachers and parents and a copy is signed by the head teacher and this is placed on the pupil's file. The school office bring the file forward for the headteacher after (usually) two weeks so that the headteacher can check that the incident(s) have been satisfactorily dealt with.

### **Procedures**

All reported incidents will be taken seriously and investigated involving all parties following good practice procedures.

- Interviewing all parties
- Informing parents



- A range of responses appropriate to the situation: - solution focused, restorative approach, circle of friends, individual work with victim, perpetrator, referral to outside agencies if appropriate
- Referral to Behaviour policy and school sanctions and how these may be applied including what actions may be taken if bullying persists
- Follow up especially keeping in touch with the person who reported the situation, parents/carers
- Support for the victim and the bully.

### **Recording Bullying and Evaluating the Policy**

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be recorded on CPOMS and stored in the Bullying and Racist incident Log (stored in the Headteacher's office).

The information stored will be used to ensure individuals incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy.

This information will be presented to the governors as part of the head teacher report.

The policy will be reviewed and updated annually.

### **Strategies for Preventing Bullying**

As part of our on-going commitment to the safety and welfare of our pupils we at Mornington Primary School have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

- Involvement in RSE including Anti-bullying Unit.
- Involvement in Healthy Schools
- Anti-Bullying week annually in November.
- Class Charters
- PSHE/citizenship
- Specific curriculum input on areas of concern such as Cyberbullying and internet safety
- Our Pupils' School Council reviews our policy each year during Anti-Bullying week and leads a whole school focus including assemblies during this time.
- Parent groups/extended schools.
- All new entrant parents share 'The Mornington Way' which specifically addresses behaviour and bullying.
- Staff training and development for all staff
- Counselling and/or Mediation schemes are offered.

### **Links with other policies**

Safeguarding Policy  
Cyberbullying and internet safety  
Equalities Policy - Race, Homophobia, SEN and Disability  
PSHE and Citizenship Policy

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Confidentiality Policy  
Investors in Pupils Action Plan

References Documents and Related Policy/Guidance

National Documents

- Safe to Learn- DCSF Guidelines
  - Embedding anti-bullying work in schools – DCSF-00656-2007
  - Homophobic bullying – DCSF – 00668-2007
  - Cyberbullying – DCSF – 00658-2007
  - Bullying Involving Children with Special Educational Needs and Disabilities – DCSF 00372-2008
  -

[www.teachernet.gov.uk/publications](http://www.teachernet.gov.uk/publications)

- Cyberbullying - supporting school staff
- Cyberbullying - A whole – school community issue-

Schools may find the following Nottinghamshire Children and Young People's Services documents useful:

- Children Behaviour in Schools Vol1 – Section 7: Reducing bullying in schools.
- Anti-bullying Policy Development: Guidance for schools