



# Anti-Bullying Policy

## Mornington Primary School

### 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 objectives and aims

- We are determined to promote and develop a school ethos where bullying behaviour is regarded as unacceptable, to ensure a safe and secure environment is sustained for all pupils.
- We aim for all pupils to reach their potential academically, socially and personally through learning and playing in a safe and secure environment.
- All governors, staff, pupils and parents should have an understanding of what bullying is.
- All governors and staff should know what the school’s policy on bullying is and follow it when bullying is reported.
- This policy has been adopted with the involvement of the whole school community.
- As a school we take bullying seriously. Bullying will not be tolerated.

### Roles and Responsibilities

- The **Head teacher and Designated Safeguarding Leads** have overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers and outside agencies who will have general responsibility for handling the implementation of this policy.

Our Anti-bullying Coordinator is **Mrs J Reeves**.

The nominated Governor with the responsibility for Anti-bullying (Behaviour) is **Melanie Bridger**.

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
- 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

### 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)

At Mornington Primary School, we discuss what bullying is, as well as incidents we would not describe as bullying, with all pupils through assemblies and PSHE lessons. We agree that:

- Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally
- Bullying usually happens when the relationship is imbalanced
- It could be prejudice-based or discriminatory

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

Bullying behaviour can be, but not limited to:

- Physical e.g. pushing, poking, kicking, hitting, biting, theft
- Verbal e.g. name calling, sarcasm, spreading rumours, threats
- Emotional e.g. isolating others, tormenting, hiding property, humiliation, false friendships, relationship conflict, manipulation and coercion.
- Sexual e.g. unwanted physical contact, peer on peer abuse, inappropriate touching, upskirting, abusive comments, homophobic abuse
- Prejudicial e.g. bullying relating to protected characteristics
- Online/cyber e.g. posting on social media, sharing photos, sending nasty text messages, social exclusion
- Health or special educational needs and disabilities related e.g. name calling, physical and emotional abuse

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. Although bullying can occur between individuals e.g. a target and a ringleader, it often takes place in the presence (virtually or physically) of others who become reinforcers, outsiders or assistants.

There is no hierarchy of bullying – all forms of bullying are taken equally seriously and dealt with appropriately. This policy relates to all types of bullying.

## **Protected Characteristics**

Prejudice Related Bullying Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- age
- being or becoming a trans person being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin including: Gypsy, Roma, traveller heritage
- religion, belief or lack of religion/belief
- sex/gender
- sexual orientation

These are the **protected characteristics**. As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, bi-phobic, transphobic and disablist in nature. We will record these types of bullying, even that which represents a one-off incident, and report them to the appropriate authority for monitoring purposes.

## **Prejudice Related Language**

Racist, homophobic, biphobic, transphobic and disablist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or trans, or are perceived to be, or have a parent/carers, sibling, or friend who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are perceived to be different in some way or their friends, family members or their parents/carers are perceived to be different.

Dismissing such language as banter is not helpful as it is being used to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school, and we will support our children with their understanding of the language used and the impact it may have. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

## **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.

Cyberbullying can include:

- Hacking into someone's accounts/sites
- Posting prejudice/hate messages
- Impersonating someone online
- Public posting of images
- Exclusion
- Threats and manipulation

## **Signs of Bullying**

Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

- Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.
- Emotional: losing interest in school, being withdrawn or secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.
- Behavioural: asking to be taken to school, coming home for lunch, taking longer to get home, asking for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

## **Reporting and Responding to Bullying**

Our school has clear 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/outsideers).

### **Children**

Children are encouraged to report possible bullying to any member of staff they trust, a friend or a member of their family. This ethos is promoted through PSHE, assemblies and circle time.

### **Parents and Carers**

Parents are encouraged to inform their child's class teacher if their child reports any concerns to them. Staff will investigate these concerns to gain a picture of any incidents. Parents and carers can contact their child's class teacher via dojo or request a meeting to discuss any concerns they may have.

### **All staff and visitors**

Class teachers will check with other staff who provide care such as outside providers about whether they have any concerns. More regular staff such as midday supervisors, sports providers and teaching assistants are encouraged to report any incidents to class teachers or the SLT.

## **Procedures and responses**

All reported incidents will be taken seriously and investigated involving all parties. All staff are aware of and follow the same procedures.

1. An incident of bullying or conflict is reported to or identified by an adult in school.
2. A detailed incident record is filled in on My Concern.
3. Information is passed to the class teacher.
4. The Head Teacher, SLT/DSLs are alerted, and suitable outcomes or solutions will be decided upon.
5. The class teacher is encouraged to discuss the incident with parents or carers following discussions in school about the response outcome.
6. Appropriate disciplinary sanctions will be implemented in accordance with the school's behaviour Policy and in consultation with all parties concerned. These will be graded according to the seriousness of the incident and will send out a message that bullying is unacceptable.
7. An attempt will be made to help the bully (bullies) change their behaviour. A range of responses and support will be given appropriate to the situation - such as: a solution focused, restorative approach, a circle of friends, individual work with victim, perpetrator or a referral to outside agencies if appropriate.
8. There will be consistent follow up, which will involve keeping in touch with the person who reported the situation, parents/carers. This may include referring parents to our complaints procedure if they are not satisfied with the schools' actions.

9. If the bullying is taking place off the school premises i.e. in the case of cyber bullying or hate crime, then it will be necessary to liaise with the wider community.

10. The Early Help process will be used where appropriate to involve other agencies who may be able to support.

## **Recording Bullying**

Bullying and prejudice related incidents will be recorded by the member of staff who deals with the incident on MyConcern. The information will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy. Termly incident updates will be shared with Governors through the Head Teacher's report.

This 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.

- Our school values – Ready, Respectful, Responsible
- Our RSE/PSHE curriculum.
- Anti-Bullying included via 1 Decision PSHE programme, assemblies and special events.
- A clear behaviour policy that rewards positive behaviour but where sanctions are detailed.
- Specific curriculum input on areas of concern such as cyber bullying and internet safety
- Regular assemblies focussed around PSHE themes including bullying.
- Celebration assemblies
- Social stories
- School Council
- Staff and children encouraged and supported to challenge prejudice related behaviour related to protected characteristics and vulnerable groups
- Use of materials to reflect all groups in British society
- Support programmes for vulnerable individuals or groups including ELSA, Drawing and Talking
- All new entrant parents share 'The Mornington Way,' which specifically addresses behaviour and bullying.
- Staff training and development for all staff
- Support for parents on websites and Dojo
- Counselling and/or mediation schemes are offered
- Encouraging all staff to model expected behaviour

## **Useful organisations**

- **Anti-bullying Alliance (ABA) - [www.anti-bullying.org](http://www.anti-bullying.org)**  
Brings together more than 65 organisations with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.
- **Mencap – [www.mencap.org](http://www.mencap.org)**  
Mencap is a learning disability charity that provides information and support to children and adults with a learning disability, and to their families and carers.
- **Educational Action Challenging Homophobia (EACH) – [www.eachaction.org.uk](http://www.eachaction.org.uk)**  
Educational Action Challenging Homophobia (EACH) is a charity and training agency helping people and organisations affected by homophobia. The website gives guidance, contact details and a freephone helpline.
- **School's Out – [www.schools-out.org.uk](http://www.schools-out.org.uk)**
- **Beat bullying – [www.beatbullying.org.uk](http://www.beatbullying.org.uk)**  
Beat bullying is the leading bullying prevention charity in the UK and provides anti-bullying resources, information, advice and support for young people, parents and professionals affected by bullying.

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