

**Mytchett Primary  
and Nursery School**

*...inspiring learners, caring about success.*



# Anti-Bullying Policy



**January 2024**

**Review: January 2025**

## Introduction

At Mytchett Primary and Nursery Academy, we believe it is every child's right to enjoy their school life feeling safe, secure and free from hurtful or harmful experiences. 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. We are committed to fostering healthy personal relationships and create a positive, caring and supportive community, reflecting our **Mytchett HEART Values: Happiness, Equality, Aspiration, Respect and Trust.**

This policy is available via our school website for parents and staff to access as needed. Children have access to our child-friendly policy, which is displayed in the classrooms and is reviewed regularly.

This policy was formulated in consultation with the whole school community with input from members of staff, governors and families (parents and carers).

## Rationale

This policy is designed, alongside our positive behaviour and safeguarding policies, to ensure that we remain alert to the signs of bullying and act promptly and fairly if it has been identified. Bullying is an undesirable behaviour and will not be tolerated.

At Mytchett Primary & Nursery Academy we want everyone to feel safe all of the time, in all areas of the school. Everyone has the right to feel happy coming to school and for it to be a place where children can learn, trust each other and enjoy themselves.

## Inclusion

All children at Mytchett Primary and Nursery Academy are explicitly taught to value and respect each other irrespective of sex, gender, race, religion or disability. This is underpinned by our PSHE curriculum (Personal, Social, Health and Economic education) and RSE (Relationships and Sex Education) curriculum, delivered through the Jigsaw PSHE programme, our HEART values and the schools teaching of SMSC (Spiritual, Moral, Social and Cultural) education.

## Aims

This policy will:

- Explain what bullying is and to ensure all staff, families and pupils have a clear understanding of what is it
- Inform pupils, parents and carers of the school's expectations
- minimise the occurrence of bullying and should give clarity to families, pupils and staff so that, if incidents do occur, they are dealt with quickly.
- Promote a secure and happy environment free from threat, harassment and bullying, where pupils learn in a supportive, caring and safe environment without the fear of being bullied.

## Definition of Bullying

Bullying is repetitive, intentional hurting of one person by another where the relationship involves an imbalance of power.

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying differs from falling out with friends or other types of aggressive behaviour when it is persistent and either:

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

Although bullying can occur between individuals, it can often take place in the presence of others, either virtually or in person, and those who witness it are termed the bystanders.

## Forms of bullying

### Bullying can be:

- **Verbal** - name-calling, sarcasm, racist taunts, sexually abusive comments; comments related to physical/social disability;
- **Relational** – causing harm by damaging friendship groups and feelings of group acceptance. This can include behaviours that are much more hidden than other forms of bullying and are often tied up among friendship groups. This could include the spreading of rumours, gossiping, being excluded from groups or social events;
- **Physical** - hitting, pushing, gesturing, taking or damaging personal belongings or any unwanted physical contact;
- **Psychological** – ignoring someone, excluding, glaring, isolating a person, graffiti, rumour spreading, sending unwanted text messages or emails, publishing hurtful material on social networking sites (cyber-bullying);
- **Racial** – this is identified by the fact that victims are singled out because of the colour of their skin, the way they talk, their ethnic grouping or by their religious or cultural practices;
- **Sexual;**
- **Sexist, homophobic, bi-phobic, transphobic, question-phobic** – comments, taunting or rumours;
- **Cyber** – inappropriate messages, sharing or sending of offensive and/or degrading photographs or video clips, inappropriate comments on social media and gaming sites;
- **SEND related** – bullying that targets a child because of their Special Educational Needs and Disability;
- **Child on child abuse** - Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals;

All forms of bullying are taken equally seriously.

### Bullying is not:

- teasing and banter between friends without intention to cause hurt
- falling out between friends after a quarrel or disagreement
- behaviour that all parties have consented to and enjoy
- a single act of unkind behaviour

It should not be confused with 'relational conflict' whereby two or more children get into conflict but the dispute is equally provoked and both sides have been hurtful to the other.

## **What the Law Says:**

### **Statutory Duty of Schools**

Head Teachers and governors have clear legal responsibilities to ensure the safety of children and young people and to prevent all forms of bullying. Schools are expected to comply with The Equality Act 2010 by:

- eliminating unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- advancing equality of opportunity between people who share a protected characteristic and people who do not share it;
- fostering good relations between people who share a protected characteristic and people who do not share it.

Protected characteristics are age, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Under the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff would report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, we may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

The Education (Independent School Standards) Regulations 2014 provide that the proprietor of an Academy or other independent school ensures that bullying at the school is prevented in so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy.

### The Education and Inspections Act 2006

Section 89 of the Education and Inspections Act 2006 provides that schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents.

### **Bullying outside School Premises**

Head teachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or centre. Where bullying outside school is reported to school staff, it would be investigated and acted on. Parents would be informed. The head teacher would also consider whether it is appropriate to notify the police or anti-social behaviour coordinator.

### **Role of the bystander**

A bystander is a person who does not become actively involved in a situation where someone else requires help and in this way is understood to be a passive observer, an onlooker who watches something happen, but stays on the side-lines and does not intervene or help, even if someone needs it. At Mytchett, we

encourage all our pupils to not be bystanders and teach them that they have the responsibility to report bullying or unkind behaviour.

## Vulnerable groups

Staff members are aware that vulnerable groups to be especially aware of are:

- Looked after children
- Traveller groups
- Children with disabilities
- Children with SEN
- Children from ethnic minority groups

## Signs and Symptoms

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

- is unwilling to go to school;
- becomes withdrawn, anxious or lacking in confidence;
- starts stammering;
- cries him/ herself to sleep at night or has nightmares/ bedwetting;
- regularly feels ill in the morning;
- begins to do poorly in school work;
- has possessions go missing;
- has unexplained cuts and bruises;
- stops eating;
- is frightened to say what is wrong;
- changes his/her usual routine.

All staff should be aware of these possibilities and report promptly any suspicions of bullying to the appropriate person. It should also be borne in mind that there may be many causes of the above signs that are not necessarily bullying.

## Prevention of bullying

At Mytchett Primary and Nursery Academy, the staff team routinely share issues between pupils which might provoke conflict.

### Several Times On Purpose

S

Stand up to the bully and use your words to tell them to stop bullying.

T

Take appropriate action to get away from the bully, walk or run to an adult.

O

Open up to a trusted adult.

P

Protect yourself from bullies.

All staff are trained to use effective strategies to prevent bullying occurring in the first place and to ensure that the pupils have the skills to make happy and effective relationships. The strategies include:

- Raising awareness of bullying by talking about it
- Mytchett Heart Values
- PSHE programme- Our P.S.H.E curriculum revisits friendships and conflicts each year and children are explicitly taught about bullying.
- The children are encouraged to use the STOP acronym
- Restorative approaches
- E-Safety updates
- E-Safety training

- ELSA – (Emotional Literacy Support Assistants) Staff are trained to support as ELSA’s and provide emotional and
- Sports Crew – Year 5 pupils teach younger children new games and help them play together
- House Captains – Year 6 pupils are available to support pupils during break times.
- Child friendly anti-bullying policy – this is written by the school council and revisited to include updates which will be shared with classes and displayed in classrooms.
- Celebrating success – Golden Assembly allows for the celebration of positive learning and behaviour choices.
- Class Charters and our ‘Good to Green’ Charter
- Positive Behaviour Policy used throughout the school. The Well-being tracks the orange and red incidents, identifying any patterns and taking appropriate action
- Open door policy
- Themed weeks – Anti-bullying week, NSPCC focus, Feeling Good Week
- Assemblies – allowing for the integration of anti-bullying work and the PSHCE curriculum by talking to the pupils about issues of difference and at a level appropriate to them.

The phase and class teaching teams also determine what will work best for their pupils, depending on the particular issues they need to address.

We teach children that using any prejudice-based language is unacceptable.

We endeavour to involve families to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. Parents and carers need to feel confident that the academy will take any complaint about bullying seriously and resolve the issue in a way that protects the child. Our families reinforce the value of good behaviour at home.

## **Reporting and responding**

We encourage pupils at Mytchett Primary and Nursery Academy, who may be experiencing bullying, to report this to a member of staff.

Pupils are encouraged not to be bystanders and report to staff if they know that another pupil is being bullied.

All allegations of bullying are taken seriously and action is taken immediately to support the victim and investigate the allegation.

The member of staff who receive the report of bullying will deal with it in the first instance and reporting to the Head teacher and other safeguarding leads.

*See Appendix 1 for the flow chart for the procedure for dealing with allegations of bullying at Mytchett Primary and Nursery Academy.*

Reports of bullying will be logged and tracked through our online monitoring system (CPOMS) and behaviour patterns are tracked by the well-being lead.

Where an incident of bullying is of a racist nature, we will report this to the Local Authority using the Racial Incident Report Form.

Where an incident of bullying is of a sexual nature, we will follow the school’s child protection procedures.

We report bullying incidents annually to the Local Authority under the headings: Racial/ SEN/ Gender Related/ Homophobic / Religion-Faith / Other.

See Appendix 2 for a guide to supporting your child at home.

## **Support for children involved in bullying incidents**

At Mytchett Primary and Nursery Academy we provide support to all children in a safe environment. In the case of confirmed bullying incidents, we provide bespoke support for the victim. There is not a 'one size fits all' approach and the support provided very much depends on the child, the nature of the incident, the impact this has had on the child and, working alongside the family, the best course of action is planned, to achieve the most effective support.

Support for the perpetrator is important too, alongside consequences, as outlined in our Positive Behaviour Policy. Bullying is a red behaviour and the ladder of consequence in the policy outlines the actions and discussions that take place, including, if applicable, a restorative approach. We encourage pupils who have caused harm or upset to acknowledge the impact of what they have done and give them an opportunity to make reparation. Pupils who have suffered harm have the opportunity to have their harm acknowledged and amends can often be made.

Restorative strategies and ELSA support are implemented as appropriate. The JIGSAW PSHE programme is used across the academy as we explicitly teach and exemplify positive relationships and how to look after each other.

## **Procedure for complaints**

If you feel your concerns are not being fully addressed, please contact the Head teacher in the first instance. If you feel your concerns remain unresolved, please contact the Chair of Governors.

## **Roles and responsibilities**

The head teacher has overall responsibility of the policy and its implementation. The head teacher liaises with the governing body, parents/ carers, the Kite Academy Trust, the LA and outside agencies and appoints an anti-bullying co-ordinator who will have general responsibility for handling the implementation of this policy.

The Anti-bullying Co-ordinator is Mrs Kerry Weeks (Well-being Leader)

Their responsibilities are:

- Policy review and development – involving pupils, families, governors, Kite Academy Trust and relevant local agencies
- Co-ordinate strategies for preventing bullying behaviour
- Implementing the policy and assessing the effectiveness of the policy
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing training needs for staff

**This policy should be read in conjunction with the school's following policies:**

Positive Behaviour Policy, Child Friendly Anti- Bullying Policy, Child Protection and Safeguarding Policy  
Whistleblowing Policy, Staff Code of Conduct and The Mytchett Primary and Nursery Academy Good to be Green  
Charter.

In addition, it adheres to the principles within:

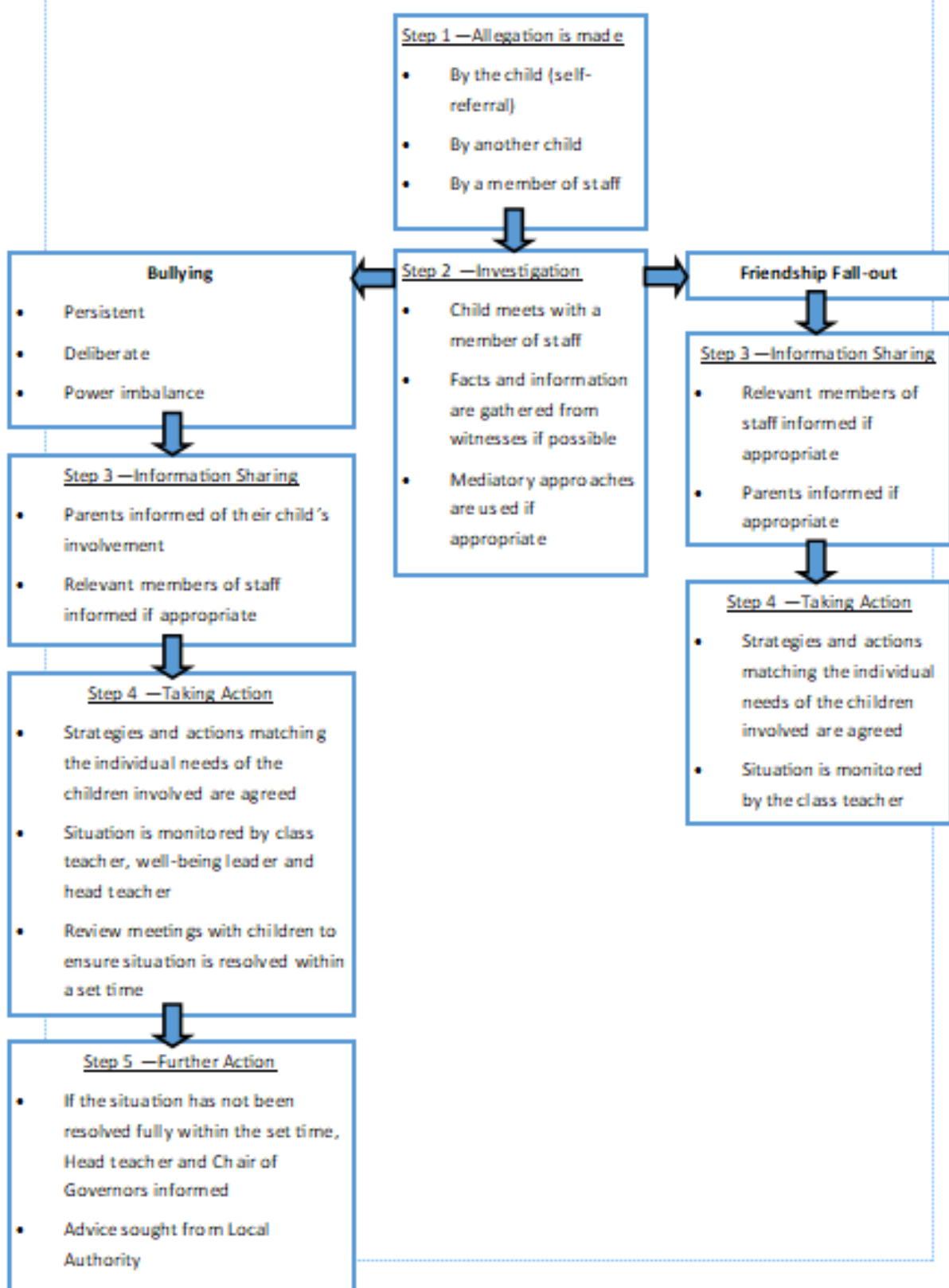
Keeping Children Safe in Education Sept 2023

DfE publication: Preventing and tackling bullying: Advice for headteachers, staff and governing bodies *July 2017*



## Appendix 1

### Procedure for Dealing with Allegations of Bullying



## **Appendix 2**

### **What to do if you think your child is being bullied at school**

- Calmly discuss this with your child and note what they say has happened. Who was involved? How often have the incidents occurred? Listen to your child and value their feelings and worries.
- Talk to your child's Class Teacher as soon as possible. Agree an Action Plan and involve your child in this.
- Learn about the school's Anti-Bullying Policy and procedures.
- Keep a record of what is suggested by the teacher and give them time to investigate and implement strategies that will not make the situation worse.

If you are unhappy with the teacher's response or actions, or if the bullying continues, then you must contact the Head teacher and use the school's complaints procedure.

- If the bullying is taking place outside of school and/or involves cyber-bullying (use of mobile phones or computers) then discuss this with the Head teacher in the first instance.