

WE 'GROW AND SHINE IN
GOD'S GLORY'



MOUNT CHURCH OF ENGLAND
PRIMARY ACADEMY

Anti-Bullying Policy

Policy:	Anti-Bullying Policy
Approved by:	Governing Body
Date:	September 2025
Review cycle:	Annual

VERSION CONTROL			
VERSION	DATE	AUTHOR	CHANGES
2024	09.08.2024	KH	Date of policy changed
2024	09.08.2024	KH	Pg8 – wording changed from During the COVID 19 pandemic to In the event of a school closure/partial closure
2025	01.09.2025	KH	No changes
2026	01.09.2026	KH	Additional DSL pg.4 Anti-Bullying Governor added pg.15

Mount Church of England Primary Academy

Anti-Bullying Policy

Introduction

At the Mount C of E Primary Academy we aim to provide a safe, caring and friendly environment for learning, for all our pupils to allow them to improve their life chances and help them maximise their potential. This includes encouraging open discussion around differences between people, challenging prejudice and celebrating diversity.

We recognise that a school has a responsibility to understand of the community they serve and to respond to identified concerns including proactively teaching children about potential threats to their health and safety. We will therefore adopt a contextual approach to bullying and peer on peer abuse, working with families and outside agencies where appropriate.

We expect pupils to act safely and feel safe in school, including that they understand the issues relating to all forms of bullying and that they feel confident to seek support from school should they feel they or others are unsafe. We would also want parents/carers to feel confident that their children are safe and cared for in school and that incidents, if/when they do arise, are dealt with promptly and effectively.

The school is aware of its legal obligations including the Equality Act 2010. This means as well as considering the context of any concerns which need addressing, we will consider where a pupil may have a protected characteristic. This will include ensuring any action taken by the school reflects their needs and that any actions taken by the school do not put the pupil at greater harm.

Policy Development

This policy was formulated in consultation with the whole school community with input from

- Members of staff- (though regular agenda items at staff meetings, consultation documents)
- Governors – (discussions at governor meetings)
- Parents/carers – (Structured conversations)
- Children and young people – (pupils contribute to the development of the policy through the school council and pupil voice)
- Other partners- (visiting external providers in school)

This policy is available

- Online at www.mountcofeprimary.co.uk
- From the school office

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 an Anti-bullying coordinator who will have general responsibility for handling the implementation of this policy.

The Designated Safeguarding Leads in our school are Christine Turner, Katie Hall and Sam Thompson.

Safeguarding is the responsibility of all, however all staff, parents and pupils need to be aware of who to report to and how to report any safeguarding concerns.

The Anti –bullying Coordinator in our school are: - Christine Turner

Their 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

The nominated Governor with the responsibility for Anti- bullying (Behaviour) is:
- Brian Little

Definition of Bullying

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.

www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/what-bullying/aba-definition-bullying

Behaviour often associated with bullying

Baiting

Baiting can be used in bullying both on and offline. It can be used to bully someone to get 'a rise' out of them and it can be used to antagonize those who might be bullying others to get them to bully. Sometimes baiting is used secretly to try and get a person to explode in a rage or react negatively/loudly so that they get into trouble.

Banter

The dictionary describes banter as: 'the playful and friendly exchange of teasing remarks'

Bullying is often justified as being just banter. It may start as banter, but some types of banter are bullying and need to be addressed as bullying.

Types of Banter

- Friendly Banter- There's no intention to hurt and everyone knows its limits
- Ignorant Banter- crosses the line with no intention to hurt, will often say sorry.
- Malicious Banter- Done to humiliate a person-often in public

Peer on Peer Abuse

This can include but is not limited to: -

- Bullying including cyberbullying
- Sexual violence and sexual harassment
- Physical abuse
- Sexting
- Upskirting
- Initiation/hazing, violence and rituals

(See Peer on Peer Abuse Policy for full details)

Sexist and sexual bullying

Sexual Harassment –unwanted contact of a sexual nature which can occur on and offline This behaviour is considered to violate a child's dignity and /or make them feel intimidated, degraded or humiliated and /or create a hostile, offensive or sexualised environment.

Again, this needs to be considered by cross referencing with the Peer on Peer policy but the initial response from staff will be the same as any reported bullying incident and dealt with in a contextual way.

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 hate crime related bullying and cyberbullying and peer on peer abuse. If the target or alleged perpetrator might be in danger, then intervention is urgently required including a safeguarding referral.

What does bullying look like?

Bullying behavior can be:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion

Indirect - Can include the exploitation of individuals such as false friendships, criminal exploitation, sexual exploitation and radicalization.

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'.

Bullying can take place between:

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

Why are children and young people bullied?

Specific types of bullying include:

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 called '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, biphobic, transphobic in nature. We will record these types of bullying, even that which represents a one-off incident.

Other vulnerable groups include

- young carers
- looked after children
- bullying related to home circumstances
- bullying related to appearance or health

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious. We have a designated lead for young carers and looked after children who will liaise with staff and children to ensure that they are supported and know where to go for help.

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

Prejudice Related Language

Racist, homophobic, biphobic, transphobic and disabilist 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/carer, 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 even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

Where does bullying take place?

Bullying is not confined to the school premises. It also persists outside school, on the journey to and from school and in the local community and may continue into Further Education.

The school acknowledges its responsibilities to support families if bullying occurs off the premises.

Cyberbullying

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims.

Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school.

Whilst most incidents of Cyberbullying occur outside school, we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other form of bullying.

Cyberbullying can include: -

- hacking into someone's accounts/sites
- Posting prejudice /hate messages
- Impersonating someone on line
- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking

We will ensure that our children are taught safe ways to use the internet (see our online safety policy) and encourage good online behaviour.

Bullying can take place between:

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

In the event of a school closure/partial closure, Senior Leaders will make regular safe and well phone calls during. Parents have direct contact with the class teacher through Class Dojo App. Any issues regarding Child on Child Abuse on line or through mobile devices will be immediately alerted to Christine Turner (Snr DSL). The same process is in place when children are self-isolating.

Guidance is given to parents to help them support their children on line via the school website and in termly information packs about the most popular online apps.

Mount C of E Primary School's response 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).

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- A clear account of the incident will be recorded and given to the Headteacher
- The Headteacher will interview all concerned and will record the incident
- Class Teachers will be kept informed and monitor the situation
- Parents will be kept informed

- Punitive measures will be used as appropriate and in consultation with all parties concerned

Pupils

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with their class teacher or member of staff of their choice
- Reassuring the pupil
- Offering continuous support
- Restoring self-esteem and confidence
- Informing Parents/Guardians
- Restorative Practice

Pupils who have bullied will be helped by:

- Discussing what happened
- Establishing the child's understanding of what has happened and taking an educational approach
- Discovering why the pupil became involved
- Establishing the wrong doing and need to change through Restorative Practice
- Informing parents or guardians to help change the attitude of the pupil

The following disciplinary steps can be taken:

- Official warnings to cease offending
- Thinking time during their own time
- Exclusion from certain areas of school premises
- Minor fixed-term exclusion
- Major fixed-term exclusion
- Internal exclusion/isolation
- Permanent exclusion

The school will raise the awareness of the nature of bullying through:

- Assemblies
- P.S.H.E. taught discretely
- P.S.H.E. incorporated into thematic planning as appropriate
- School Council
- Restorative Practice
- Social stories

The school will work towards increasing self-esteem and respect for each other through:

- Clear Code of Conduct and shared values with the children
- School Council
- Playground Buddies
- Weekly Children's Award
- Whole school reward system
- Family Learning Sessions
- Vocational Courses for Parents
- Residential at Activity Centres
- Focus on kinaesthetic learning
- Opportunity to work in different groups/across different year groups
- Breakfast Club
- After School Club
- Art Therapy
- Links with other agencies e.g. Bereavement Centre, Children's Centre
- Displays celebrating our differences
- Linking to Christian Values
- Making links with the local community
- Celebrating differences throughout the curriculum and during local and national events

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 stored by the Anti-bullying coordinator.

Information stored in school 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 discussed by staff in regular staff meetings weekly when necessary.

This information will be stored in accordance with GPDR

This information will be presented to the governors as part of the annual report and will form part of the Headteachers report.

The policy will be reviewed and updated every two years.

Strategies for preventing bullying

As part of our on going commitment to the safety and welfare of our pupils we at Mount C of E Primary school have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

1. Strategies both as part of the curriculum and across the whole school including celebrating good behaviour and achievements -
 - Talking Point sessions taught as part of the RSE curriculum
 - Anti-Bullying week annually in November.
 - PSHE/Citizenship lessons drop down days and cross curriculum themes.
 - Specific curriculum input on areas of concern such as cyber bullying and internet safety
 - Student voice, school council

- Peer mentoring schemes and/or Playground Buddying and other student lead initiatives
 - DARE and GREAT projects taught in UKS2
 - Opportunities to work in Mindfulness groups across year groups on a monthly basis
 - Children feel confident and open to talk about differences and ask questions to gain knowledge (either on a 1:1 basis or as part of a group or class discussion)
2. Reactive programmes for vulnerable groups or groups involved in bullying.
- Restorative Practice
 - Counselling and/or Mediation schemes
 - Small group work
3. Specific initiatives for identified groups such as young people whose first language is not English, SEND/disabled students, children who have been bullied or are displaying bullying behaviour.
4. Support for parents/carers
- Parent groups
 - Parent information events/information
 - External agencies invited to deliver workshops on topics such as cyberbullying
5. Support for all school staff
- Staff training and development for all staff including those involved in lunchtime and before and after school activities
 - Encouraging all staff to model expected behaviour
 - Staff training around curriculum delivery of PSHE related curriculum areas
 - Anti-bullying Alliance online training modules for all staff

Links with other policies and why

Policy	Why
Behaviour Policy	Rewards and sanctions, Codes of conduct
Inclusion Policy	Inclusive practice
Child Protection Policy	Child protection
E-safety and Acceptable use policy	Cyber bullying and e-safety
Equalities policy	Prejudice related crime(homophobia, race, religion and culture and SEN/disability)
Confidentiality Policy	Reporting and recording
PSHE/Citizenship	Strategies to prevent bullying
Complaints' Policy	Guidelines to make a complaint if families are not happy with the school's response
Whistle Blowing Policy	Complaints within staff or against staff
Staff Code of Conduct	Promoting positive behaviour

Useful organisations

Anti-bullying Alliance (ABA) - 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

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.

Stonewall – www.stonewall.org.uk

[The lesbian, gay, bisexual and transgender charity](http://www.stonewall.org.uk)

Educational Action Challenging Homophobia (EACH) – 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

Childnet International – www.childnet-int.org

Childnet International - The UK's safer internet centre

NSPCC/ChildLine- www.nspcc.org.uk, www.childline.org.uk

ChildLine is a private and confidential service for children and young people up to the age of 19. NSPCC run several campaigns to support young people around bullying and internet safety

Show Racism the Red Card – www.theredcard.org.uk

SCHOOL BULLYING INCIDENT FORM

School

Date of Incident

Time of Incident

Nature/Type of Incident (Please Tick)

<i>Extortion</i>	☐	<i>Personal possessions taken/damaged</i>	☐
<i>Isolation/Being Ignored or Left Out</i>	☐	<i>Forced into something against will</i>	☐
<i>Physical</i>	☐	<i>Written</i>	☐
<i>Verbal (Name-Calling, Taunting, Mocking)</i>	☐	<i>Spreading Rumours</i>	☐
<i>Cyber (Email, Internet, Text)</i>	☐	<i>Other (please specify)</i>	☐

Details of Young People Involved

	Names	Year Group	Gender	Ethnic Origin Code	Role*
1					
2					
3					
4					
5					

*Role: **V** Victim

R Ring Leader **A** Associate

B Bystander

Location of Incident (Please Tick)

<i>Classroom</i>	☐	<i>School Bus</i>	☐
<i>Playground/Yard</i>	☐	<i>Outside/Around School Gates</i>	☐
<i>Corridor</i>	☐	<i>To/From School</i>	☐
<i>Toilet</i>	☐		☐

If you feel the incident was motivated by any of the following please tick

<i>Appearance</i>	☐	<i>Race/Ethnic Origin *</i>	☐
<i>Disability/SEN</i>	☐	<i>Sexual Orientation</i>	☐
<i>Gender/Sexism</i>	☐	<i>Home Circumstances including Looked After Children/Young People</i>	☐
<i>Religion</i>	☐		☐

* Reminder: These incidents should be recorded separately.

Brief summary of Incident

Action Taken	
include any exclusions, parental involvement, or involvement with external agencies.	
Generally	
If appropriate was a CAF used?	YES/NO
With Individuals (as noted on page 1)	
1.	
2.	
3.	
4.	
5.	
6.	

Form completed by:	Date:
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Follow-up	Date

Name of school

Anti-bullying Review Sheet

Autumn/Spring/Summer Term

Type of Incident

Extortion	
Isolation	
Physical	
Verbal	
Cyberbullying	
Damage of property	
Forced to do something	
Spreading rumours	
Other (specify)	

Profile of Young People

Year	Ex	G	E	Isol	Phys	Verbal	Cyber	Prop	Force	Rumour	Other

G=gender(M/F) E=Ethnicity code

Location

Classroom	
Playground/school grounds	
Corridor/toilets	
School bus	
Outside school – cyberbullying	
- other	

Motivation

Appearance	
Gender/Sexism	
Religion/Culture/ Race	
Homophobia	
Disability/SEN	
Home/Family circumstances	
Other	

Anti-Bullying Co-ordinators - Mrs Christine Turner
Anti-Bullying Governor - Mrs Shelby Botton

Monitoring, Evaluation and Review

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout school in line with the suggested Nottinghamshire County Council Policy (attached).