



Anti-bullying Policy

Mount Pleasant Primary School

Approved by Governing Body	November 2023
Reviewed 1, 2, 3	January 2024, 2025, 2026
Review 4	September 2026

Introduction

At Mount Pleasant Primary School, we are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils. In line with the Equality Act 2010, it is essential that our school:

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

Aims

At Mount Pleasant Primary School, we are committed to safeguarding and promoting the welfare of pupils and young people in a caring, friendly, and safe environment for all pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school, and we do all we can to prevent it. 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 pupil is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their Local Authority's safeguarding team.

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.

This policy is closely linked with our Behaviour Policy, our Safeguarding and Child Protection Policy, our School Code of Conduct and the School's Vision, Aims and Values

Bullying Definition

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power. Bullying is deliberate hurtful behaviour. Bullying results in pain and distress to the victim.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)
Emotional	being unfriendly, excluding, tormenting (eg hiding books, threatening gestures).
Verbal	name-calling, sarcasm, spreading rumours, teasing.
Cyber	all areas of internet, such as e-mail and internet chat room misuse, mobile threats by text, messaging and calls and misuse of associated technology, ie camera and video.

We talk to children about what bullying isn't and below are some examples shared with pupils:

Bullying is not:

- falling out with people
- short term arguments
- a fight or a quarrel between children
- friends breaking up

Vulnerable Groups

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After Children
- Children having caring responsibilities
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities

- Children entitled to Free School Meals
- Children for whom English is an Additional Language
- Children who are perceived to be gay, lesbian, bisexual or transsexual
- Those suffering from health problems, including mental health

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.

Bullying Prevention

Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. Through assemblies, as well as PSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. An annual 'Anti-bullying Week' is held to further raise awareness.

E-safety is an important part of the Curriculum and information for parents is included in newsletters and on the school's website. E-safety workshops are held to raise parents' awareness of cyber-bullying. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

Behaviour Policy

Our Behaviour Policy includes rewards and sanctions which are used consistently, alongside positive relationships, to prevent inappropriate behaviour, and promote positive behaviour.

Responding to Bullying

All cases of alleged bullying should be reported to the Headteacher/Deputy Headteacher or senior member of staff.

In any case of alleged bullying, either the class teacher, the Headteacher, or a senior member of staff should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate.

If the allegation of bullying is upheld, the Headteacher (or senior leader) should seek to use a restorative approach with the perpetrator(s) and victim(s) together. The consequences of their actions on the victim(s) should fully explained to the perpetrator(s). Both parties should be clear that a repeat of these behaviours will not be acceptable.

All bullying incidents must be recorded on CPOMS. Parents of both parties should be informed.

If the situation does not improve, the Headteacher (or senior leader) should meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the pupils involved. Any further incidents should lead to intervention, further monitoring, support and punitive sanctions as deemed necessary. Any necessary action should be taken until the bullying has stopped.

Listening to children

It is important that children are and feel that they are listened to when discussing or disclosing any potential incidents of bullying.

- Listen to the child
- Take them seriously
- Show empathy
- Let the child know it's not their fault
- Avoid stereotypes
- Reassure them they were right to tell you
- Follow our procedures for reporting concerns

Remember

- Bullying can have a huge negative impact on children – in the short and long term
- Be on the lookout for signs of bullying, and be aware of who might be more vulnerable
- Report any concerns you have
- Take prejudice-based bullying seriously and listen to children affected by it

4. Pupils

Our procedures for the pupils:

- Pupils should report bullying incidents to staff.
- They will be informed that in cases of serious bullying, the incident will be recorded by staff on CPOMS.
- They will be informed that in serious cases, parents will be informed and asked to attend a meeting to discuss the problem.
- The bullying behaviour or threats of bullying must be investigated, and the bullying stopped quickly.
- Guidance and support will be given to help the person who is bullying to change their behaviour.
- The person who is bullying may be asked to genuinely apologise. Other consequences will also take place.
- In serious cases, suspension or even exclusion will be considered.
- If possible, the pupils will be encouraged to re-establish a relationship.
- After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

5. Teachers

- Teachers in our school take all forms of bullying seriously and intervene to prevent incidents from taking place. Incidents that happen in their class will be recorded in the usual way on CPOMS.
- If teachers witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, this is shared with SLT, and parents are informed.
- If teachers become aware of any bullying taking place between members of a class, the issue is dealt with immediately. This may involve counselling and support for the victim of the bullying, and consequences for the child who has carried out the bullying. We spend time talking to the child who has been bullied: we explain why the action of the child was wrong, and that we will endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the headteacher and the Senior Leader responsible for the children. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the headteacher may contact external support agencies for advice.

- Teachers attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management.
- Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

6. Headteacher

- It is the responsibility of the headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
- The headteacher ensures that everyone connected with the school knows that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was unacceptable, and why a pupil is facing consequences. Adults will be spoken to on an individual basis at an appropriate time.
- The headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.
- The headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When everyone feels they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

7. Governors

- The governing body supports the headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body has a zero-tolerance stance towards bullying, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.
- The governing body monitors the incidents of bullying that occur and reviews the effectiveness of the school policy regularly. The governors require the headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.
- Whilst following the school's complaints procedures, the governing body will respond within ten working days to any request made to them from a parent to investigate incidents of bullying. In all cases, the governing body notifies the headteacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

8. Parents

- If parents are concerned that their child may be being bullied, or who suspect that their child may be the perpetrator of bullying, they should contact their child's class teacher immediately.
- Parents 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.

9. Support of Staff Working in the School

The school encourages an open and supportive relationship between all staff where bullying is not acceptable.

If a member of staff feels they are the victim of bullying, they should discuss the situation with a senior member of staff of their choice at an early opportunity. The Chair of Governors will be informed of the incident.

10. Monitoring and Review

This policy is monitored on a regular basis by the headteacher, who reports to governors about the effectiveness of the policy on request.

This anti-bullying policy is the governors' responsibility, and they review its effectiveness annually. They do this by discussion with the headteacher, reviewing recorded incidents and taking notice of the responses in surveys of parents' view of the school.