

Anti-bullying Policy

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1 Introduction

We value all members of our school and we seek to show this through our respect for them as individuals.

It is the right of every child and member of staff at Morden Mount School to:

- feel safe from verbal, mental and physical abuse on their way to and from school and whilst in school;
- not have their feelings hurt about the way they look or sound;
- not to be subjected to derogatory name-calling, insults, racist or homophobic jokes, discussions, ridicule and abuse.

The purpose of this policy is to prevent bullying from happening between individuals in our school community and to support the restoration of relationships if incidents happen.

It is based on our five PROUD values:



Our children are confident learners, they work hard to succeed with every challenge.



Our children show respect for themselves and other people in our community, our country and our world.



Our children love learning and are keen to learn in our school, at home and in the future.



Our children have strong core skills in communication (reading, writing, speaking and computing), mathematics and have a good understanding of topics across the whole curriculum.



Our children are confident to share their views, listen to other people's ideas and opinions and make decisions that help everyone achieve.

And links to the following articles from the United Nations Convention on the rights of the child.



Article 18 Children have a right to be protected;

Article 31 Children have a right to play and rest



2 Key principles

We understand that children may at times experience negative behaviour in others and that it is our responsibility to teach children what to do in such situations.

We recognise that the most effective way of minimising bullying is to provide a positive atmosphere of caring and friendship, through the ethos of the school.

Every child and member of our school is valued and should be able to learn and work without anxiety or fear from bullying. This applies to all members of our community regardless of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation,

Bullying is unacceptable in our school and as such we aim to:

- develop a school ethos in which bullying is regarded as unacceptable and that everyone has a responsibility to be proactive in ensuring that bullying is challenged and reported;
- provide a safe and secure environment in which all can learn and work without anxiety, humiliation, harassment, oppression or abuse;
- respond effectively to any bullying incidents that may occur;
- ensure all children, parents, staff, governors and others connected with the school are aware of our opposition to bullying and know that appropriate action will be taken if bullying occurs;
- ensure that everyone takes responsibility for the prevention and elimination of bullying in our school

As a school we promote positive relationships in all of our actions and this policy applies to both children and adults.

3 Definition of bullying

Bullying is rarely a single incident and tends to be an accumulation of many small incidents, each of which, when taken in isolation and out of context, can seem trivial.

There are many definitions of bullying, but most have three things in common:

- it is deliberately hurtful or threatening behaviour;
- it is repeated often over a period of time;
- it is difficult for those being bullied to defend themselves.

Bullying can take many forms, but the main types are:

- physical – for example, hitting, kicking, taking belongings
- cyber bullying – see section five
- verbal – for example, name calling, insulting, unkind or discriminatory remarks;
- social – for example, spreading nasty stories about someone, excluding someone from social groups, tormenting, staring, threatening gestures;
- a combination of the above – for example extortion (forcing someone to give up money or belongings) or intimidation (making someone frightened because of threats).



4 Responsibilities

Everyone is responsible for the helping our pupils develop strong relationships.

Staff

- Staff are role models for our pupils and as such they should model strong relationships both between adults and between adults and children.
- Staff will help pupils develop healthy relationships and will support children if there are problems between relationships.
- If bullying occurs, staff will follow the process set out in section 4 of this policy.
- Staff will answer questions that pupils have about relationships and sexual development following the guidance in section 6.

Children

- Children are expected to follow our five PROUD values and, in relation to this policy, to show respect for themselves and for others.
- If problems happen, children will be positive about putting things right.
- Children will, if they are able to, share any concerns that they have that affect themselves or another member of our school.

Parents

- Parents support the school by ensuring that their children develop respect for others.
- Parents will discuss any issues with the school so that any problems can be solved swiftly.

Governors

- Governors monitor the implementation of this policy.
- Governors gather opinions from children, parents and staff about relationships in our school.
- Governors monitor the number of bullying instances recorded and the school's response in supporting children in addressing these.

5 Strategies to Prevent Bullying

All members of our school community are responsible for ensuring that bullying is not tolerated at Morden Mount Primary School.

Children learn through examples, thus staff need to:

- provide positive examples of friendship, trust and caring, through relationships with each other and through assemblies and the PSHE curriculum;
- use strategies to promote positive self-esteem;
- teach children to be assertive and resolve conflict creatively and constructively;
- make sure the message of bullying being unacceptable behaviour is constantly reinforced;
- promote co-operation and kind behaviour through praise and rewards;
- encourage children to communicate to staff about any bullying behaviour;
- ensure that unkind behaviour is monitored and dealt with effectively so that it does not develop into bullying;



6 Procedures to be taken if a bullying incident is reported

The exact course of action will vary with each situation but the main objectives should be that bullying incidents are identified, brought into the open, recorded, discussed and that strategies are agreed to help resolve the problem. In all incidents of bullying - observed, disclosed or suspected, it is important to ensure that:

- it is clear that the bully's behaviour is unacceptable and the bullying must stop;
- the victim is assured that they will be supported and kept safe;
- everything that happens is carefully recorded by the class teacher;
- the member of the SLT responsible for the year group is informed of any incidences of bullying or suspected bullying;
- any parental concerns are referred to a member of the SLT;
- situations not satisfactorily resolved in the view of the SLT member, parent or any concerned member of staff will be referred to the Head of School, Headteacher or a governor if appropriate;
- any bullying between adults is reported to an appropriate person. This may be the Head of School, Executive Headteacher or a governor.

Additionally, those involved will need to discuss and agree on:

- the appropriateness of any sanctions. These will depend on the individual circumstances of each incident;
- what support is needed or available for the bully to help change his/her behaviour;
- what support is needed or available to help the victim to learn coping strategies;
- if the behaviours are on-going whether it would be helpful to work with the parents of both victim and bully.

7 Friendship and good citizenship

Our school teaches pupils how to build positive relationships throughout all areas of the curriculum. We instill a strong sense pride in how each of us behaves and how we conduct ourselves around the school. Teachers ensure that the school values are at the core of their teaching and that excellent relationships permeate all areas of school life between: adults and pupils, pupils and pupils, adults and adults.

Teachers use discrete PSHE lessons to address specific issues, whilst whole school, year group and class assemblies use stories with strong moral themes from different countries, cultures and religions to enable daily reflection around relationships. The school holds an annual Friendship Week to celebrate examples of excellent friendship and praise good role models.

The school's **Behaviour for Learning Policy** provides more specific guidance on roles and responsibilities.

8 Equal Opportunities

Bullying differs from discrimination in that the focus is rarely based on gender, race or disability. However, no child or member of staff in our school should be bullied or belittled, whatever their



special educational or medical needs, ethnic origin, gender, sexuality or religion. For further information, see the school's equality statement.

9 Monitoring and Evaluation of actions following bullying incidents

Actions linked to antibullying will be monitored and the effectiveness will be evaluated in the light of the numbers of bullying incidents recorded, staff response to bullying behaviour and any concerns of children, staff and parents regarding bullying. All members of the SLT are responsible for responding to incidents of bullying and the Head of School has specific responsibility for ensuring that procedures in this policy are followed.

10 Links to other documents

The policy links to:

- Our school values
- Our school curriculum
- Home school agreement
- Code of conduct
- Equal opportunities statement
- Safeguarding policy
- E-Safety policy
- RSE policy
- Policies that respond to bullying and harassment if it occurs between adults within our organisation.

This policy has been written using information from the NSPCC – for further information [click this link to the NSPCC website.](#)