



**MELLERS PRIMARY SCHOOL  
ANTI BULLYING POLICY**

**March 2024**

DOCUMENT ORIGINS			
Organisation	Mellers Primary School	Version date	March 2024
Owner	Amanda Dawson	Approved by (If applicable)	FGB
Next review date	March 2027	Approval date	25 <sup>th</sup> March 2024

DOCUMENT VERSION HISTORY		
Revision date	Author of changes	Summary of changes

## Statement of Intent

No child should have to experience bullying of any kind and each of us involved in education has a role in ensuring that it is not tolerated. We know that tackling bullying in all its forms is central to ensuring the safety and welfare of all members of the school community. We also know that it is central to achieving the wider objectives of school improvement, raising attainment and attendance, and promoting equality and diversity. Our school needs to be at the heart of a tolerant and diverse community.

Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood. (Preventing and tackling bullying, July 2017).

The aim of this anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at school.

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. 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'. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a **telling** school. This means that **anyone** who knows that bullying is happening is expected to tell the staff.

## Our school community

- All governors, teaching and non-teaching staff, pupils and parents understand what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents and staff should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

## What Is Bullying?

Bullying is the repeated use of aggression with the intention of hurting another person. Bullying is not a one-off incident of hurting someone, but is often planned, and occurs

over a period of time. Bullying results in pain and distress to the victim.

## **Banter vs Bullying**

Banter is a light-hearted teasing or joking between friends, where both parties are able to participate and feel comfortable. It is typically playful and not intended to cause harm.

Research suggests there are eight ways banter can become bullying:

- Topic
- Social context and relationships
- Repetition
- Intent
- Audience size
- Public vs private
- Reactions of the target
- Emoji use

The main difference between banter and bullying lies in the intent and impact of the behaviour, with banter being playful and harmless and bullying being harmful and hurtful. Bullying can not be excused by being described as 'just banter'.

## **Definitions of different types of bullying**

**Physical bullying:** Physical bullying occurs when a person uses overt bodily acts to gain power over another person. Physical bullying can include kicking, punching, hitting or other physical attacks.

**Verbal bullying:** Verbal bullying occurs when someone uses language to gain power. The verbal bully makes use of relentless insults and teasing to bully. Spreading rumours and gossiping are also classed as verbal bullying.

**Racist bullying:** Any hostile or offensive action against people because of their skin colour, cultural or religious background or ethnic origin. This includes offensive graffiti and racial gestures.

**Sexual bullying:** Sexual bullying is unwanted physical contact or sexually abusive comments.

**Homophobic bullying:** Any hostile or offensive action against lesbians, gay males, bisexual or transgender people, or those perceived to be lesbian, gay, bisexual or transgender.

**Sexist / transgender bullying:** Sexist, sexual and trans-phobic bullying occurs when a pupil (or group), usually repeatedly, harms another pupil or intentionally makes them unhappy because of their sex or because they may not be perceived to conform to normal gender roles. The root cause of sexist and sexual bullying is gender inequality.

**SEND Related bullying** (Special Education Needs or disabled children): This is all of the above but children with SEND may not recognise that they are being bullied or that their own behaviour may be seen by someone else as bullying, which makes them particularly vulnerable.

**Cyber bullying:** Cyber bullying includes harmful behaviours, (see below) expressed via digital devices, such as; phone, instant messenger, gaming, through websites and social media sites and apps. These behaviours include:

- Threats and Intimidation
- Harassment and Stalking
- Exclusion (of an individual from groups and sites)
- Identity theft, unauthorised access and impersonation
- Publicly posting, sending forward personal or private information or images
- Manipulation (pressure to arrange a meeting or to give out personal information).

If school staff feel that an offence may have been committed they should seek assistance from the police. For example, under the Malicious Communications Act 1988, any person who sends an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender, is guilty of an offence if their purpose in sending it was to cause distress or anxiety to the recipient.

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the head teacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone. If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable.

## **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 that they should investigate if a child:

- is frightened of walking to or from school

- begs to be driven to school
- changes their usual routine
- unwillingness to come to school
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- refusal to talk about the problem
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber-message is received
- incontinence

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

### **Procedures**

1. Report bullying incidents to staff
2. In cases of serious bullying, the incidents will be recorded by staff
3. Fill in a bullying/racist/homophobic incident report form (see copy attached)
4. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem
5. If necessary and appropriate, police will be consulted
6. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
7. An attempt will be made to help the bully (bullies) change their behaviour
8. In some circumstances the consequences of bullying may lead to a child or young person experiencing pronounced social, emotional or mental health difficulties. We will ensure that we make appropriate provision for our pupils needs

### **Outcomes**

1. The bully (bullies) may be asked to genuinely apologise. Other consequences may take place

2. In serious and persistent cases, exclusion will be considered
3. If possible, the pupils will be reconciled
4. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

## **Prevention**

The school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience
- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns
- Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others
- Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, peer support and the school council
- Regularly update and evaluate our approaches to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour
- Train all staff including teaching staff, support staff (including administration staff, lunchtime support staff and site support staff) and pastoral staff to identify all forms of bullying, follow the school policy and procedures (including recording and reporting incidents)
- Proactively gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring
- Actively create "safe spaces" for vulnerable children and young people
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- Work with other agencies and the wider school community to prevent and tackle concerns

## **Involvement of pupils**

We will:

- Regularly canvas children and young people's views on the extent and nature of bullying

- Ensure that all pupils know how to express worries and anxieties about bullying
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum
- Publicise the details of strategies to help themselves and help lines to call (poster in pupil toilets)
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have

## Supporting Organisations and Guidance

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- National bullying help line: 0845 22 55 787
- Childline: [www.childline.org.uk](http://www.childline.org.uk). 0800 1111
- DfE: “Preventing and Tackling Bullying. Advice for head teachers, staff and governing bodies”, and “Supporting children and young people who are bullied: advice for schools” March 2014:  
<http://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: “No health without mental health”:  
<http://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Kidscape: <http://www.kidscape.org.uk/resources>

## Cyberbullying

- Childnet International: [www.childnet.com](http://www.childnet.com)
- Digizen: [www.didgizen.org](http://www.didgizen.org)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkyounow.co.uk](http://www.thinkyounow.co.uk)
- UK Safer Internet: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- Cyber bullying: Advice for head teachers and school staff:  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/fil](https://www.gov.uk/government/uploads/system/uploads/attachment_data/fil)



[e/374850/Cyberbullying Advice for Headteachers and School Staff 121114.pdf](#)

## **LGBT**

- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Pace: [www.peacehealth.org.uk](http://www.peacehealth.org.uk)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

## **SEND**

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- DfE: <http://gov.uk/government/publications/send-code-of-practice-0-to-25>
- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sen-disability](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sen-disability)

## **Racism and hate**

- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)
- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate: [www.stophate.org](http://www.stophate.org)
- Show Racism the Red Card: [www.srtrc.org/educational](http://www.srtrc.org/educational)