



Cleobury Mortimer Primary School

Anti-Bullying Policy

Author	Sarah Desborough (Headteacher)
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The Shropshire Gateway Educational Trust

Introduction

The Shropshire Gateway Educational Trust believes that every single child has the right to feel safe in the schools and are accepted into the Trust community. The Trust's ethos is one of inclusion and equality; **bullying of any kind including the bullying of school staff, whether by pupils, parents or other staff will not be tolerated.**

This policy should be read alongside the school's:

- Behaviour policy,
- Safeguarding policy,
- Acceptable Use Policy for ICT

As well as the following SGET policies:

- Shropshire Gateway Educational Trust Equality policy
- Shropshire Gateway Educational Trust Harassment and Bullying policy

Mission Statement

Cleobury Mortimer Primary School is a safe, healthy, happy and secure learning community. We aim to create a stimulating and challenging high quality learning environment which promotes **respect and tolerance** so that all members of school community can achieve their full potential. We celebrate the uniqueness of all members of our community.



Vision & Values

It is our intention to:

- **Build positive partnerships with parents, carers and the local and wider community.**
- Provide a curriculum which reflects our high expectations for all pupils and inspire in them the confidence to take responsibility for their own learning.
- Develop firm foundations for life-long learning through our high-quality teaching and building learning power in pupils.
- Encourage the acquisition of good basic skills which will form a solid foundation for future learning.
- Celebrate achievement in all areas of life, whether in or out of school.
- Foster independent thinkers who are aware of the environment and their responsibility for its long-term sustainability.
- Provide opportunities for learning to be enhanced both indoors and outdoors as well as through meaningful and relevant application of computing and technological skills for the future.
- **Offer a range of opportunities for pupils to develop healthy bodies and minds; promoting personal responsibility and respect for the rights of others.**
- **Demonstrate respect, tolerance and understanding whilst celebrating diversity.**

Policy Aims

- Prevent, de-escalate and/or stop continuation of harmful behaviour in line with the Behaviour Policy.
- React to bullying incidents in a reasonable, proportionate and consistent way.
- Safeguard those pupils who have experienced bullying and those who have been involved in the act of bullying and to trigger actions to support these pupils.

What is bullying?

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. This is different to other kinds of unacceptable behaviours such as friendship fall outs or one-off incidents. We simplify this with younger children by explaining it as:



There are different forms of bullying which can include emotional, physical, racial, sexual, verbal (direct or indirect) and cyber-bullying. Cleobury Mortimer Primary School is fully aware of the importance of avoiding discrimination and preventing unwanted behaviours as set out in **The Equality Act 2010**. The Act documents protective characteristics on issues surrounding age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. Additional forms of bullying can be based on vulnerability which include appearance or health conditions or be related to home circumstances.

Different Types of Bullying

Bullying can be verbal (threats, insults, nasty teasing) or physical (hits, damage to belongings), Psychological (rumours, social exclusion); Cyber- bullying (use of ICT via mobile phones/computer/internet) or written means and can be directed at both staff and pupils. We adopt a preventative strategy to reduce the chances of bullying, and the school's anti-bullying strategy is embedded in the PSHE curriculum, through the active daily development of pupils' social, emotional and behavioural skills, assemblies and is embedded in daily school life. It is made very clear to pupils what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in disciplinary action. Child on Child abuse is

Possible signs of someone being bullied

Pupils being bullied may demonstrate emotional and/or behaviour problems including signs of depression, physical problems such as headaches and stomach pains, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school.

How pupils should report if they are being bullied: Encouragement to tell

It is important that we create an atmosphere in our school where pupils who are being bullied, or others who know about it, feel that they will be listened to and believed, and that action taken will be sensitive to their concerns. Staff will always take allegations of bullying seriously and will deal with them promptly and appropriately. Not telling protects the bully or



bullies. We fully encourage our pupils to tell if they or someone else is being bullied. We also fully expect all members of the school community report bullying and not engage in *bystander behaviour*.

At Cleobury Mortimer Primary School the children are encouraged to speak out against bullying by following three simple rules:

- 1) If someone is upsetting us, we will tell that person to stop.
- 2) If they do not stop, we should speak out and tell an adult. This could be the class teacher, Teaching Assistant, lunchtime supervisor, member of Senior Leadership or parent/carer. All staff will listen and take appropriate action but there are specific key pastoral staff which are visibly displayed on posters across the school who will always listen.
- 3) If it still doesn't stop, pupils should make sure that they are listened to by speaking to the Pastoral Lead (Mrs Mountjoy) or the headteacher.



As a school, we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported. Bullying will not be tolerated at Cleobury Mortimer Primary School. **The senior member of staff who leads on anti-bullying is Nicky Mountjoy, Pastoral Lead** who ensures that British Values such as respect and tolerance are linked with equality, inclusion, behaviour and resilience aims, including cyber etiquette.

Below is a list of actions that can promote positive interactions:

If you are being bullied, or you know that someone else is, please tell staff straight away and it will be dealt with. Not telling means the victim will continue to suffer and the bully will carry on bullying. We all have a responsibility to make



sure that bullying is not allowed to continue in our school. Do not suffer in silence. Advice to pupils on how to deal with bullying is given through circle times and PSHE programme.



How parents/carers should report concerns about bullying

As the parent/carer of a child whom you suspect is being bullied:

1. Report bullying incidents to the class teacher, member of Senior Leadership team or Head teacher.
2. In cases of serious bullying, the incidents will be recorded by staff and the Head teacher notified.
3. In serious cases parents should be informed and will be asked to come into a meeting to discuss the problem.
5. The bullying behaviour or threats of bullying must be investigated, and the bullying stopped quickly
6. An attempt will be made to help the child using unacceptable behaviour towards others, to change their behaviour.
7. The Pastoral Lead will monitor the frequency and severity of each concern and compile information reports that may show patterns over time. These will be shared with Governors and further actions will be implemented.

AT CLEOBURY MORTIMER PRIMARY SCHOOL, WE BELIEVE THAT WE ALL HAVE THE RIGHT TO WORK, LEARN AND PLAY HAPPILY AT SCHOOL. WE ARE ENTITLED TO BE LISTENED TO AND ARE CONFIDENT ENOUGH TO SPEAK UP ABOUT ANYTHING WE FEEL IS UNFAIR. WE HAVE THE RIGHT NOT TO BE IGNORED OR BULLIED BECAUSE OF OUR DIFFERENCES OR BELIEFS AND



WE RESPECT THE RIGHT OF EVERYBODY TO BE ACCEPTED AS AN INDIVIDUAL. WE BELIEVE WE ALL HAVE THE RIGHT TO FEEL HAPPY AND CALM WHEN LEARNING SO THAT WE CAN BE THE BEST WE CAN BE.

Bullying and SEND Children

Children with SEND may not always fully recognise bullying behaviour because of the nature of their impairment. In order to ensure all children, including children with SEND feel confident about reporting bullying behaviour we implement the following:

- Provide a quiet place to communicate and report the bullying
- Have a clear understanding of the child's communication needs
- Ensure communication tools available if needed
- Ask them if they would like a friend or a trusted adult present
- Communicate in a way that the child understands
- Allow time to calm down and fully tell what they want to
- Allow plenty of time

Whilst there is evidence to suggest children with SEND are slightly more likely to display bullying behaviour than their peers, it is also important to remember that evidence shows children with SEND are twice as likely to experience bullying than their peers. (Anti-bullying Alliance SEN and Disability: developing effective anti-bullying practice.)

Prevention

Our response to the issues of bullying do not start at the point at which a child has been bullied. We deal with the issue proactively and develop strategies to prevent bullying occurring in the first place. This includes lessons about issues of difference, dedicated events, projects and assemblies.

We work hard to create an ethos of outstanding behaviour where pupils treat one another and staff with respect. Visitors often comment on how polite and well-mannered the children are in school. Playtimes and lunchtimes have structure and activities are run in play zones to ensure good supervision. Older pupils run lunchtime sessions including jumping jaxx & playtime games.

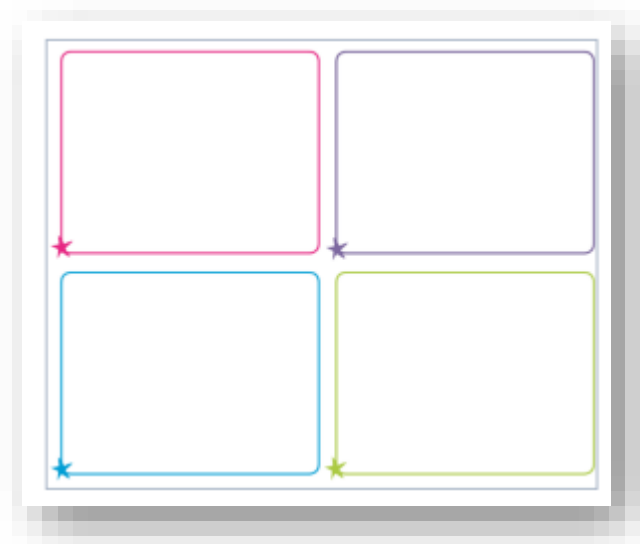


The school is in the process of implementing a peer support scheme – using trained students to prevent and respond to bullying. Peer supporter roles in school will be to educate their peers on bullying, lead anti-bullying campaigns, promote a culture which celebrates and tolerates differences and keep their peers safe.

Dealing with a bullying incident

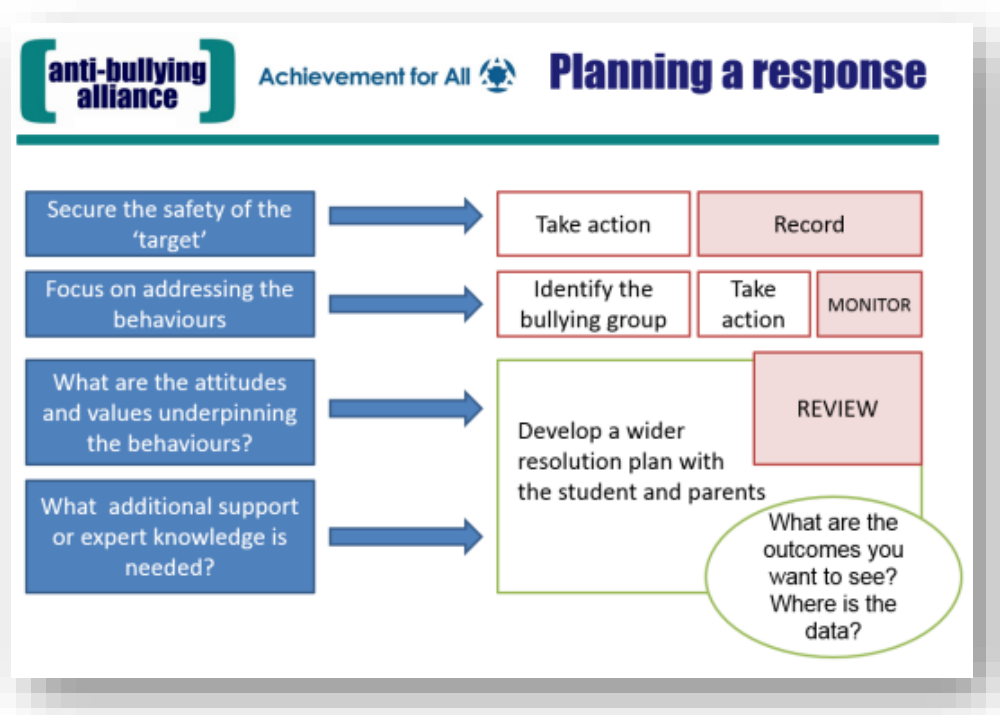
If an incident of bullying does come up, the school will:

- investigate as quickly as possible to establish the facts; record and report the incident; depending on how serious the case is, it may be reported to the Headteacher. Records vary according to the age of the pupils. The blank Story board (Antibullying Alliance) alongside a script is one way which pupils can record a bullying incident. Ask the child or young person to use the first two boxes to show what happened before the incident and the last two boxes to show what happened at the time of the bullying incidents. https://anti-bullyingalliance.org.uk/sites/default/files/uploads/attachments/Reporting-and-recording-bullying-in-school%281%29_0.pdf We use My Concerns as a systematic way of recording bullying which enables us to identify any recurring incidents.



- Provide support and reassurance to the victim;
- Make it clear to the 'bully' that this behaviour will not be tolerated.

- If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and staff will make sure that they understand what they have done and the impact of their actions;
- Discuss the matter with both parties, bring them together and insist on the perpetrator seeing the other person's point of view; sometimes the no blame approach is used, sometimes negotiation and sometimes sanctions;
- Ensure that if a sanction is used, it will correlate to the seriousness of the incident and the 'bully' will be told why it is being used;
- Ensure that parents are contacted and informed of the incident and hold a meeting to discuss support as well as potential sanctions.
- Consider whether suspension or exclusion is appropriate in light of the circumstances



Consequences, sanctions and responses

- Teachers and leaders will make decisions on the appropriate sanctions following incidents of bullying. These will be proportionate and fit the nature, frequency and circumstance of the bullying. Sanctions can include the withdrawal of activities in school, internal exclusions from class or external exclusions from school if the incident is serious enough to warrant longer term reflection on behaviour.



- Those investigating will look at the behaviour of those bullying, but also those who have stood by and given verbal encouragement of complicit behaviour
- Where bullying has been occurring over time, involves significant physical harm to other children or staff or is classed as sexual harassment then parents of children will be invited in to meet with a senior leader to discuss the incident, prior to the issuing of a sanction
- Further follow-up actions will be undertaken such as: Risk assessments will be completed by the Pastoral Lead or Head teacher for repeated incidents
- In more extreme cases, for example where these initial discussions have proven ineffective, the Headteacher may contact external support agencies.
- Where a criminal offence may have been committed, school will inform the police.

Possible Sanctions/Actions

- Informal meeting with or between pupils with mediation.
- Detention at breaktimes/lunchtime.
- Involvement of Parent/Carer.
- Suspension
- Permanent exclusion

Support

- The Senior Leadership team will give support to those that have been victims of bullying and will work to restore relationships and build empathy and understanding across all parties involved. This may take time and need to be revisited over time.

Possible Support/Strategies for the pupils

- Keeping a diary.
- Buddy support system within class group
- Encouragement to tell should it re-occur.
- Frequent and regular monitoring.

Advice to Parents - Please Do Not:



1. Attempt to sort the problem out yourself by speaking to the child whom you think may be behaving inappropriately towards your child or by speaking to their parents.
2. Encourage your child to be 'a bully' back.

HELP ORGANISATIONS:

Advisory Centre for Education (ACE) 020 7354 8321

Children's Legal Centre 0845 345 4345

KIDSCAPE Parents Helpline (Mon-Fri, 10-4) 0845 1 205 204

NSPCC help@nspcc.org.uk 0808 800 5000

Childline 0800 1111

Curriculum

Pupils will have opportunities to develop their understanding of the nature of bullying, to explore their own and others attitudes to bullying and to develop the skills to deal with bullying through PSHE and other subject areas and through assemblies and wider activities.

Responsibilities

The Board of Directors

Have the responsibility to ensure that the anti-bullying policy is in place, that it reflects the Trust's values and practice, and is reviewed annually.

The Local Governing Body

Governors have the responsibility to ensure that the anti-bullying policy is implemented.

The governing body monitors incidents of bullying that do occur and reviews the effectiveness of this 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. Governors analyse information for patterns of people, places or groups. They look out for racist bullying or bullying directed at children with disabilities or special educational needs.



Headteachers

Headteachers have a legal duty under the school standards and Framework act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils. Under the Education Inspections bill 2006 the duties are extended to include preventing/responding to bullying that happens outside school, where it is reasonable to do so. This policy has been written in line with DfE guidance 'Preventing & Tackling Bullying' July 2017 & the Ofsted Framework May 2019.

It is the responsibility of the headteacher to implement the Trust's anti-bullying policy and to ensure that all staff are aware of the policy and know how to identify and deal with incidents of bullying. The headteacher is also responsible for ensuring that bullying related incidents and the effectiveness of the anti-bullying policy are reported to their Local Governing Body. They will inform the Local Authority of any hate or prejudice related incident as part of the school's Public Sector Equality Duty under the Equality Act 2010 and in support of the Shropshire Tackling Hate Crime Initiative; a report form is available as an appendix to this policy.

All Staff

All staff in the Trust must be alert to the signs of bullying and act promptly, sensitively and effectively against it. They are responsible for ensuring that all forms of bullying seriously, and seek to prevent it from taking place.

Staff Training

Anti-bullying training for all staff is available from the Anti-bullying Alliance <https://anti-bullyingalliance.org.uk/tools-information/free-cpd-online-training>

Bullying and the Law

Although bullying is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence. For example, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send 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. If the Headteacher believes that an offence may have been committed, they should seek assistance from the police

Bullying outside school

Schools have the power to discipline pupils for misbehaving outside the school premises to such an extent as is reasonable. 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 village centre. Where bullying outside school is reported to school staff, it should be investigated and acted on.

Safeguarding Children and Young People

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 should report their concerns to their local authority children's social care team. Even where safeguarding is not considered to be an issue, schools 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 doing the bullying.

Hate or Prejudice Related Incidents

Schools will inform the Local Authority of any hate or prejudice related incident as part of the school's Public Sector Equality Duty under the Equality Act 2010 and in support of the Shropshire Tackling Hate Crime Initiative; a report form is available through the Shropshire Learning Gateway.

Review Cycle

The review process will be undertaken every two years as a minimum, to include whole school community: parents, carers, pupils, Governors and staff.