

# Mountfields Lodge Primary School



## Anti-Bullying Policy

Date: November 2025

Review: November 2026

**Always learning, always growing**

## **Rationale:**

At our school we follow our ABC Roots For Learning to promote values of acceptance, respect, responsible behaviour and care for each other. These underpin our teaching and learning in school and this Anti-Bullying Policy.

All members of our school community deserve the right to come to school without fear and feel valued, equal and respected. The aim of this Anti-Bullying Policy is to ensure that pupils in this school learn in a supportive, caring and safe environment without fear of being bullied. We know that tackling bullying in all its forms is central to achieving this and to achieving wider school improvement. Our school should be at the heart of a tolerant and diverse community.

Bullying takes place in schools as it does in other work places. Bullying is anti-social behaviour and affects everyone. Bullying can have a serious effect on pupils' self-esteem, emotional and mental health, which in turn can prevent them from developing their full potential and can seriously affect their life future chances. It can also affect their family and other pupils in school.

No pupil should have to experience bullying of any kind, and staff, pupils, parents and governors all have a responsibility and role in ensuring bullying is not tolerated and prevented. **Bullying of any kind is unacceptable at our school.**

We are a **listening** and **telling** school. This means that **anyone** who knows that bullying is happening is expected to tell the staff. If bullying does occur, all pupils should be able to tell an adult knowing that incidents will be dealt with **promptly, effectively and sensitively**.

Whilst this policy mainly deals with bullying of pupils, at Mountfields Lodge School we will not tolerate bullying of any member of staff or governor by any member of the school community, and this will be dealt with in line with agreed school guidance. Bullying of parent/carers by other parents/carers should be reported to the police.

This policy relates directly to school's policies and provision for PSHE, Safeguarding, Behaviour and our Single Equality Plan. It should be read in conjunction with these policies. It has been developed with reference to guidance from the DfE and other organisations involved with anti-bullying work.

## **What is bullying?**

### **Bullying is:**

'Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.'

We recognise that children do sometimes have accidents, tease, are unkind to each other and 'fall out'; this happens worldwide and is part of childhood. Although not ideal, as one-off events, **these do not constitute bullying**, and are dealt with via our whole school approach to behaviour management.

At Mountfields Lodge School, **we define bullying as repeated acts aimed at a specific victim or victims, that intentionally hurt that person or group**. Our pupils recognise that if the unkind behaviour is **'Several Times On Purpose' (STOP)** it is bullying.

***Bullying can be:***

**Emotional** - Being unfriendly, excluding from social groups, making someone do something they don't want to, spreading rumours, tormenting (e.g. hiding books, threatening gestures, name calling).

**'Several Times On Purpose'**

**Physical** - pushing, kicking, hitting, punching or any use of violence; taking, hiding or damaging belongings.

**'Several Times On Purpose'**

**Cyberbullying** - The use of technology, particularly mobile phones, email, social networking software, cameras and video facilities to upset someone else. It is different from other forms of bullying as it extends into the home and can quickly reach a wider audience.

**'Several Times On Purpose'**

**Related to SEN, disability or health conditions** – bullying of the above nature related to health, disability or Special Educational Need (SEN).

**'Several Times On Purpose'**

**Racist, cultural and religious** – behaviour that makes a person feel unwelcome, excluded and devalued because of their colour, culture, religious beliefs or where they come from. This behaviour could include racial taunts, graffiti, gestures. This may also include offensive words, which have been appropriated by some social groups as terms of endearment, yet may still be considered racist or sexist by others.

**'Several Times On Purpose'**

**Sexual** - unwanted physical contact or sexually abusive comments.

**'Several Times On Purpose'**

**Homophobic** – bullying based on a person's actual or perceived sexual orientation. This does include regularly referring to a child as 'gay'. Although children may use this term without considering its implications, please ensure your child understands that it is unacceptable.

**'Several Times On Purpose'**

**How do we deal with bullying?**

**Preventing**

As an inclusive school, we stress the importance to children of accepting and celebrating diversity - whether religious, gender, race, culture or ability, and actively challenge preconceptions and prejudices of these through our PSHE Curriculum, our assemblies and as part of our ABC Roots For Learning.

We are a listening and telling school. The children recognise that if they are bullied or they see other children bullying they should **STOP** it – **Start Telling Other People**. This is the message that we promote at all times and with all members of the school community.

We work to prevent bullying through:

- Developing children's social skills (PSHE, role play, scenarios and stories...)
- Encouraging and teaching tolerance and understanding (PSHE, RE, Assemblies, modelling of appropriate behaviours...)
- Encouraging children to report bullying by telling an adult in school or at home.

- Informing parents of the school's views on anti-bullying, its definition of bullying, and how parents and the school can work together.
- Holding an annual Anti-Bullying Week to further raise awareness of bullying issues.
- Maintaining our Class Buddy Scheme.
- Mrs. Kotecha, our ELSA, working with vulnerable children who are at risk of bullying others, or being bullied.
- Awareness-raising with staff.

We endeavour to empower our pupils to respond to bullying in a variety of ways:

- Turn and say to the person who is bullying, "STOP, I don't like it!"
- Ask the person who is bullying to leave you alone whilst you are with your friends.
- Try not to fight back. We encourage a 'Hands down, Shout out' approach - **STOP! (Start Telling Other People)**
- Tell an adult in school. If you feel uneasy about doing this on your own then ask a member of the school council or one of your friends to help you, or if you want to write a note.
- Tell a Class Buddy.
- Tell your parents.
- If the bullying continues then tell someone again.
- If you see someone being bullied in the playground and it is safe to do so, then go up and ask them if they are alright and if they need any help.
- If you don't want to approach them yourself, tell someone on duty that you think someone needs their help.
- If you see bullying take place – **STOP! (Start Telling Other People)**

**All staff, parents and children share the responsibility to prevent bullying in our school.**

### **Responding**

All staff **must** be alert to the signs of bullying and act promptly, sensitively and effectively against it in accordance with this school policy. Parents should also be aware of the signs and symptoms of bullying listed below.

A pupil may indicate, by signs or behaviour, that he or she is being bullied. However, we need to be mindful that such behaviours do not automatically mean that they are being bullied, as there are other reasons that our young people can behave in these ways. However, staff and parents should work in partnership to discover the causes.

### **Behaviours that indicate our pupils may be victims of bullying:**

#### **A pupil:**

- is frightened of walking to or from school.
- begs to be driven to school.
- changes their usual routine.
- is unwilling to go to school (school phobic).
- 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 not to do as well 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.
- comes home hungry (money / lunch has been stolen).
- becomes aggressive, disruptive or unreasonable.
- is bullying other children or siblings.
- stops eating.
- is frightened to say what's wrong.
- gives improbable excuses for any of the above.
- is afraid to use the internet or mobile phone.
- is nervous and jumpy when a cyber-message is received.

### **How do we deal with bullying?**

- If bullying is suspected or reported, the incident will be taken seriously.  
**The member of staff who has been approached will promptly investigate the reports** sensitively and effectively by talking to those involved and any witnesses. N.B. If the member of staff is not the Class Teacher, the Class Teacher must be informed and any bullying behaviours reported to lunchtime supervisors **must** be reported to Mrs Soar who will inform the Class Teacher.
- Where any investigation has **confirmed** that **bullying** has taken place, **parents of the perpetrator and the victim(s) will be informed** by phone, or in person, **within 48 hours by the Class Teacher.**
- If the incident requires **further investigation by Mrs Mock, Mrs Hewitt or Mr Coleman** they will consider the investigated reports and *may* undertake further investigation in to the matter sensitively and effectively by talking to those involved and any witnesses, When and where appropriate **parents will be informed by phone or in person.** Parents of both perpetrators and victims may be called in to discuss these matters.
- If the Bullying behaviours persist, Mrs Mock, Mrs Hewitt or Mr Coleman will be informed and appropriate further action will be taken.

### **Outcomes**

Responses to bullying may vary as each case must be taken on its merits and with the age, nature of the bullying and needs of the individual pupils in mind.

Appropriate outcomes will be decided on by Mrs Mock, Mrs Hewitt or Mr Coleman and they may include:

### **Sanctions -**

- Apologising to the victim – (written or verbally as appropriate).
- Apologising to parents of the victim – (written or verbally as appropriate).
- Completing a 'Think Sheet'.
- Having a behaviour card for a specified amount of time.
- Staying in at lunchtime/break time (for a specified amount of time).
- Exclusion at lunchtime.
- Being stopped from taking part in a school activity (e.g. event or trip).
- Temporary or permanent exclusions.

It should be noted that exclusions of any kind are a last resort, and must be done with the full support of the Governing Body and follow the procedures identified in the school's guidance.

## **Support:**

### **Pupils who have been bullied will be supported as appropriate by:**

- Having a prompt opportunity to discuss the incident(s) with an appropriate member of staff (usually the class teacher, ELSA or member of the SLT).
- Being reassured that school will do what it can to keep them safe.
- Raising their self-esteem and confidence.
- Being encouraged to report further issues in a way that they are comfortable with.
- Meeting with parents and class teacher to discuss ways of helping them to deal with bullying.

### **Pupils who have bullied will be supported as appropriate by:**

- Having a prompt opportunity to discuss the incident(s) with an appropriate member of staff where they will establish:
  - which behaviour was inappropriate
  - why s/he acted in this way
  - what behaviour needs to change and how the school can support this change
  - how the school will deal with repeated bullying behaviour
- Informing parents/carers of agreed actions and establishing how they can support.
- Arranging a review date/time to discuss outcomes and appropriate follow-up.

If bullying persists further sanctions will be taken as outlined above and in accordance with the School Behaviour Policy.

## **Responsibilities**

### **Staff**

Staff must follow the agreed procedures set out above i.e. to take a report/allegation seriously, investigating it *promptly*, thoroughly, sensitively and effectively.

### **Parents**

Parents can help the school by:

- Being aware of the aims of this policy.
- Encouraging their child never to take part in any sort of bullying behaviour.
- Understanding that no bullying behaviour will be tolerated.
- Reporting any suspected bullying to a member of staff, rather than confronting parents and children directly.
- Cooperating fully with the school to resolve any bullying problems.
- Being highly vigilant about bullying using mobile phones, social networks and the internet.

### **Children**

Children are expected to report to an adult if they witness any bullying or if they are being bullied.

### **Monitoring and review**

This policy and its effectiveness are monitored by the Head Teacher, in conjunction with the SLT, in the following ways:

- Undertaking Learning Walks.
- Monitoring Behaviour Tracking records.
- Considering complaints to Head/Governors related to bullying.
- Analysing the outcomes of the annual Pupil Survey.

- Analysing the outcomes of the annual Parent Survey.
- Analysing Bullying records completed by staff.

This information is then used by staff to further improve how school deals with bullying.