

Mytham Primary School

Anti-bullying Policy



This policy has been developed and implemented in consultation with the whole school community including pupils, parents/carers, staff, governors and partner agencies. It was written with reference to the Equality Act 2010.

Mytham Primary School promotes values which reject bullying behaviour and promote co-operative behaviour. Tackling bullying matters.

This should be read alongside our policies on Behaviour, Safeguarding, Equality and Diversity, Teaching and Learning and Special Educational Needs.

In addition, there is a Child Friendly version of the Anti- bullying policy which is shared with pupils at regular points in the year. See Appendix A

Approved and adopted: February 2025

Review Date: September 2026

SIGNATURES

Louise Taggart: Senior member of staff with responsibility for Anti-bullying:

Anna Tobin: Governor with responsibility for Anti-bullying:

Angela Bogle: Headteacher

Pupils via the Well Being Ambassadors

Statement of Intent

Mytham Primary School is committed to providing a supportive, caring and safe environment in which all children are free from the fear of being bullied. As a school we take bullying and its impact seriously. Bullying of any form is not tolerated in our school, whether carried out by a child or an adult.

Staff, children and parents or carers will be made aware of the school's position on bullying. Bullying behaviour is unacceptable in any form. The school has high expectations of outstanding behaviour and we consistently challenge any behaviour that falls below this. Anyone who knows that bullying is happening is expected to tell a member of staff.

Any child who is a victim of bullying will be dealt with in a sympathetic manner. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff informed, and then discussed with the Pastoral team including the head teacher. A clear account of the incident will be recorded on our Safeguarding database -CPOMS. All staff involved with the pupil will be informed so that close monitoring of the victim and bully can begin.

Parents of both parties will be informed.

What is bullying?

We recognise that many children and young people will experience conflict in their relationships with other children and young people and as a school we are committed to developing empathy and the skills to manage relationships in a peaceful way that does not harm others.

At Mytham Primary School, our definition of bullying is:

"The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online"



Why is it important to respond to bullying?

There is considerable evidence to show that bullying has both short term and longer term impact on pupils. Bullying impacts on pupils' wellbeing, can impact on attendance and become a significant barrier to learning. Bullying is associated with lower levels of school engagement and achievement both in primary and secondary schools and can lead to mental health concerns such as anxiety and depression.

Bullying is unacceptable. Our school will respond promptly and effectively to reported incidents of bullying.

Pupils in our school understand that they have a right to feel and be safe and a responsibility to support others to feel and be safe.

In our school community:

- Everybody has the right to be treated with respect.
- Everybody has the right to feel happy and safe.
- No-one deserves to be a target of bullying.

- Pupils who bully need to learn different ways of behaving.

National research has shown that some groups of pupils are particularly vulnerable to bullying these include pupils with SEND, looked after children, pupils from minority ethnic groups or faiths, young carers, LGBT pupils and those perceived to be LGBT.

Types of bullying behaviour

Bullying can take many forms:

- Emotional - being unfriendly, excluding, tormenting, threatening behaviour
- Verbal - name calling, sarcasm, spreading rumours, teasing, use of derogatory language
- Physical - pushing, kicking, hitting, punching or any use of violence
- Extortion - demanding money/goods with threats
- Online – use of social media, messaging and calls. Misuse of associated technology e.g photos and videos.
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact, sexually abusive comments
- Homophobic or biphobic - bullying because of sexuality or perceived sexuality
- Transphobic – because of gender identity or perceived gender identity

Preventing Bullying

We foster a clear understanding that bullying, in any form, is unacceptable. We believe that preventing bullying is the responsibility of our whole school community and when there are incidents of bullying we will work together to deal with the situation and to learn from what has happened.

In our school we do this by:

- Involving the school community in developing our anti-bullying policy.
- Ensuring that the Child Friendly version of the anti- bullying policy is shared with pupils at regular intervals and is available for pupils to read (see Appendix A)
- Ensuring that pupils, staff and parents are aware of the consequences for unacceptable behaviour- including bullying (see Appendix B)
- Using assemblies and Personal Development lessons in class to ensure that all pupils understand the differences between conflicts in friendships and bullying.
- Building a positive ethos based on respecting and celebrating all types of difference in our school.
- Creating a safe and happy environment, with positive relationships between pupils and adults that have an impact on learning and achievement.
- Having a positive ethos that all pupils, staff and parents understand.
- Work in school which develops empathy, social skills and emotional understanding e.g. PSHE, Citizenship, social and emotional learning programmes, circle time, peer mediation via Well - being Ambassadors and playground buddies.
- Senior Leaders and Pastoral team should reflect and learn from bullying episodes –consider what needs to happen next to prevent future bullying e.g. PSHE, training etc.
- Raising awareness of online bullying through regular e-safety lessons.
- Ensure that all pupils know that bullying –in any of its forms- is not tolerated at Mytham. Diversity is valued and everyone is included in our school.

- Focussed work with individuals and groups of pupils where required to support understanding and development of social skills e.g. social skills groups and targeted interventions led by the pastoral team
- Ensuring playground and midday staff are trained and we have a range of activities at lunchtime to promote positive play.
- Offering training to all school staff around bullying, including specific guidance on those groups who are most likely to be bullied.

Reporting bullying

In our school pupils are encouraged to talk to staff when they are unhappy or have concerns.

Pupils are encouraged to report bullying to:

- A trusted adult in school
- Their class teacher/Teaching Assistant
- Mrs Taggart Pastoral care Co-ordinator and team
- Wellbeing Ambassadors or Playground Buddies
- A trusted adult at home

Children are taught that it is important to talk to a trusted adult if bullying is taking place outside of school.

Children can put a message in the class 'Raise Your Voice' box

Parents are encouraged to report concerns and bullying to the Pastoral team (Mrs Taggart- who is available to talk to worried parents every day) or class staff.

When pupils report their concerns our staff are trained to LISTEN and to BELIEVE.

We involve children as far as possible in finding solutions.

When an incident of bullying occurs

- Staff hearing about any safeguarding concern –report the concern to Designated Safeguarding Leads via CPOMS but also verbally.
- Staff provide assurances to child that concerns have been listened to and action will be taken.
- Pastoral and Senior Leaders ensure that the target of bullying is at no immediate risk of harm- if so take action.eg if a child is worried about walking home from school due to threats- arrange for an adult to collect them from school.
- Pastoral and senior leaders carry out an investigation. They consider who is involved, what roles they have played and all are interviewed as part of the investigation.
- Pastoral and senior leaders send a clear message that the bullying must stop.
- Pastoral and senior leaders work with both parties to find solutions. Identify the most effective way of preventing reoccurrence and any consequences.
- Support the victim providing appropriate support in immediate and longer term as required
- Apply consequences to the perpetrator to ensure they learn about the impact of their behaviour on others **(see Appendix B)**
- Pastoral and senior leaders provide support for the perpetrator as required to address any needs they have.

Responding to Bullying

We monitor and review all bullying incidents to determine any patterns or trends that may require further action.

On a regular basis we give pupils the opportunity to feedback on how safe and happy they feel at school, we do this through whole school pupil questionnaires, Pupil Voice meetings around safeguarding matters and Wellbeing Ambassador meetings.

All staff are required to complete a CPOMS when dealing with incidents of bullying. This should be completed as soon as possible and given to the Designated Safeguarding Lead.

Procedures for parents:

If a parent has any concerns about their child they should speak to the class teacher immediately. If a parent thinks bullying is the issue, the matter will be referred to the Pastoral Team including the head teacher. The head teacher is always informed of any bullying concerns at Mytham and monitors the situation carefully.

If a parent feels unable to talk to the class teacher, they can make an appointment to speak directly with the Pastoral Care Co-ordinator, the DHT or Headteacher.

The school will work with both the child and the parents to ensure that any bullying is stopped and that support is given where needed.

Parents should not confront the perpetrator or their parents- no matter how angry or upset they are. This can complicate the situation and cause further conflict. SLT request that parents please trust that this process is being followed and an investigation will take place.

Parents of victims should not expect that SLT will tell them how the behaviour of the perpetrator has been addressed. This is confidential to the child and their family.

The school will deal directly with all children involved and their parents directly. Parents will be kept informed of any actions the school is taking.

If parents feel that their concern has not been dealt with appropriately, after raising it with the Pastoral Care Co-ordinator, the DHT or the head teacher, they should follow the schools complaints policy which can be found on the school website. This is in the School Policies section under School Information.

All members of the school community, including pupils, staff, parents and governors, are expected to treat everyone with dignity respect at all times. This includes both face-to-face contact and online.

Mytham has a code of conduct for parents which makes the expectation clear that parents should demonstrate the importance of fostering good relationships with professionals to their children

Secure the safety of the target of bullying

Think about any safeguarding concern and report concerns to Designated Safeguarding Lead. Provide assurances to child that concerns have been listened to and action will be taken.

Take actions to stop the bullying from happening again

Consider who else is involved and what roles they have taken. Send clear message that the bullying must stop. Work with both parties to find solutions. Identify the most effective way of preventing re-occurrence and any consequences.

Whole school learning - reflection on what we have learnt

Reflect and learn from bullying episodes – consider what needs to happen next to prevent future bullying e.g. PSHE, training etc.

Policy written by:

Angela Bogle – Head teacher

Louise Taggart- Pastoral care Co-ordinator

Stacey Burke – Deputy Headteacher

March 2025

Appendix A

What will we do to help you?

All the staff here at Mytham will take bullying behaviours seriously.

We will always listen to you, we will write things down and ask you how you are feeling

We will talk to everyone involved

We will talk to all parents about what is happening

We will check in with you regularly to make sure you are feeling better and the behaviours have stopped

But most importantly we can only do this if you are brave enough to tell someone what is happening



**Raise
YOUR
Voice**



If you still don't feel able to tell anyone about what is happening to you, you could always consider Childline, the number is free and they will always listen to you and help you.



MYTHAM PRIMARY SCHOOL

Child friendly anti bullying policy

Written by the children of Mytham Primary School 2024



What is bullying?

Bullying is a repeated, negative Behaviour that is intended to make others feel upset, uncomfortable or unsafe



Types of bullying behaviour

Types of bullying behaviours can include:

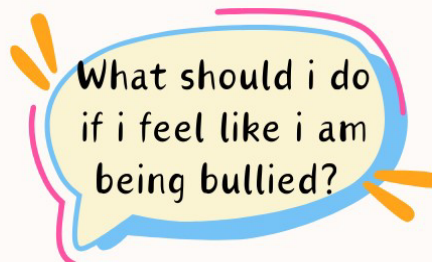
Emotional: hurting people's feelings, leaving you out, gossiping.

Physical: Punching, kicking, pushing, damaging their belongings.

Verbal: Name Calling, teasing, offensive remarks.

Cyber: Saying unkind things by texts, email, or social media

Prejudice: Racial, Religious Belief, gender, sexuality, special educational needs, or disability



What should i do if i feel like i am being bullied?

We all experience unkind behaviour at some point in our life. Sometimes this is by accident and can be easily resolved with the help of friends or adults. Bullying behaviours are repeated behaviours, this means it is done several times on purpose

If this is what is happening to you try:

- telling them to stop
- telling them you don't like it
- walking away and ignoring them
- telling someone straight away
- speak to a teacher or a trusted adult in school
- putting a note in the "Raise your Voice Box"
- talking about it with your family so they can tell school
- keeping evidence if it is cyber bullying

Please don't

- keep it a secret
- worry about it
- think that it is our fault
- listen to what the bully says
- don't hurt them back or get angry
- try to sort it out by yourself



Who can you talk to?

When you are experiencing bullying behaviours it can be difficult to tell someone. Sharing our emotions can be hard to do and we understand. We have lots of ways in which you can tell an adult if something is wrong.

- you can talk to a teacher
- you can tell a friend who will help you
- you can tell lunch time staff
- you can speak to the pastoral team
- You can leave a note in the raise your voice box
- you can talk to a wellbeing ambassador
- you can sit on the buddy bench and we will know you need some help
- You can tell an activity leader or a play leader
- You can tell a corridor monitor
- You can speak to Mrs Bogle or Mrs Burke
- At home you can tell your mum or dad, Grandma, Granddad, Nana, Aunty, Uncle Cousin... anyone you feel able to talk to.



Appendix B

Mytham: 6 stage 'Graduated Response' to challenging behaviour The 6 'R's	
Stage 1 - Redirect	
- Positive reinforcement of other children around them "X thank you for sitting so beautifully." - A visual cue to the child that you want them to make a good choice this could include - a 'look' - A visual point to what you expect.	
Stage 2 - Remind	
- The adult makes learner aware of their behaviour. - A reminder of the expectations of the Mytham Way; 'Be Kind, Be Respectful, Be Resilient, Be the best you can be' shared with the child (privately wherever possible). - The learner is given the opportunity to do the right thing. (Give the learner take up time) - Praise the child when they positively change their behaviour, acknowledging the positive change. If the behaviour persists:	
Stage 3 – Reinforce	
- A clear verbal caution delivered privately to the learner making them aware that their continued choice of behaviour, despite a reminder, is not acceptable. - The learner is again asked to stop and encouraged to make a better choice, otherwise there will be a consequence. - Learners will be reminded of their good previous conduct to prove that they can make good choices - Praise the child when they positively change their behaviour, acknowledging the positive change. If the behaviour still persists:	
Stage 4 - Reflect	
- Child is informed they will miss part of their playtime to engage in a reflection. - Learner is asked to reflect on the next step. Again they are reminded of their previous good conduct/attitude/learning. - At this point it may be appropriate to provide the child with an opportunity to cool down or diffuse the situation. - The learner could go to a safe space to reflect on their behaviour and regulate their emotions, this may need to be supervised and supported by an adult. - The child will miss part of their next break time – amount of time for this is age appropriate and at the discretion of the staff member. - Adult in the class will oversee the reflection and ensure a short, structured conversation takes place regarding the behaviour. - The adult is responsible for logging this incident and reflection on CPOMs – under behaviour category. Class teacher to inform parent at the end of the day	

Stage 5 - Refer

There are two types of referrals to SLT;
SLT referrals will typically take place at lunchtime.

5a) As part of a graduated deterioration / continuation of behaviour, the staff member feels that a referral to SLT is required. Typically there should be incidents recorded on CPOMS to reflect this deterioration of behaviour as part of the referral.

5b) Behaviour is so severe that it requires immediate referral to SLT (**unacceptable behaviours** -see below)

Generally these types of referrals follow an investigation –initiated by the member of staff who is first made aware of it and then by members of Senior Leadership Team and/or Pastoral team. Recorded on CPOMS

5 a/b referrals;

SLT will log the referral conversation with the child on CPOMS, including any follow up actions for the staff involved.

SLT or class teacher will inform parent. This may be in the form of a face to face meeting or telephone call.

***In addition;** If a child has been out of class/not completed learning due to their chosen behaviour, they are expected to complete their work during part of lunchtime with the senior leader. The child must bring with them the work that they need to do to the referral, and be aware of what was expected for them to do*

This may also be used as a 'reflection time' where the adult present will discuss with the child the choices they made and how this can be improved.

Additional Information for Stage 5b –Unacceptable behaviours

If a child displays an unacceptable behaviour they will automatically be referred to SLT. No warnings need to be given for this consequence.

Examples of unacceptable behaviours are:

- Abusive or inappropriate comments ; gender / racist / homophobic /biphobic/ transphobic
- Bullying- see anti- bullying policy for description of bullying behaviours
- Swearing
- Stealing
- Verbal aggression towards a peer/adult
- Physical aggression towards a peer/adult (including fighting)
- Inappropriate online behaviours /use of devices inappropriately - in school
- Deliberate and destructive behaviour including damage to school property
- Repeated patterns of aggressive behaviour towards an adult / child

Stage 6 – Remove

Depending on the severity of the behaviours shown, the consequence following a behaviour at **5a** or **5b** may be to remove the child from their class and peers;

6a) Internal detention away from class. Generally the pupil will spend the day with a member of the senior leadership Team. They will be expected to catch up on any missed work. There will be an element of restorative work- sometimes carried out by a member of the pastoral team. Team and pupil will decide on strategies to prevent the incident occurring again

6b) Fixed term suspension- at home

These decisions will be made by the Head teacher, or the Deputy head teacher in their absence following consultation with Head teacher. Parents will receive a letter detailing the reason for the decision and the length of suspension. Generally there is a 'Back to school' interview. The decision to hold this is made on a case by case basis. Team and pupil will decide on strategies to prevent the incident occurring again.

6c) Permanent exclusion. The pupil will be removed from the school register following a process involving parents, school governors, the head teacher and the local authority. The Governors make this decision. There is a right to appeal process.

