Myton Gardens Primary School

Anti-Bullying Policy

Policy dated: September 2026
Review and renewal date: September 2027

Statement of Intent

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 Myton Gardens Primary School. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. This means that anyone who knows that bullying is happening is expected to tell the staff. The school may take action in response to bullying occurring off-site where it impacts the school community.

What is bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It involves a real or perceived imbalance of power between those involved. Bullying may be motivated by prejudice against particular groups, for example on the grounds of race, disability, sex, religion or belief, sexual orientation or other perceived differences. Such behaviour can cause significant emotional distress as well as physical harm.

Bullying behaviour may be:

• Emotional – being unfriendly, excluding socially from games/activities, tormenting (e.g. hiding books, threatening gestures etc.)

• Physical – pushing, kicking, hitting, punching or any use of violence

• Sexual – Unwanted physical contact or sexually abusive comments

• Verbal – name-calling, sarcasm, spreading rumours, teasing, gestures

• Cyber – all areas of internet, such as email & internet chat room misuse, mobile threats by text messaging and calls, misuse of associated technology, i.e. camera and video facilities

SEND Bullying

The majority of studies have found that children and young people with a disability – including those with a learning disability or SEN – are more likely to be bullied than those without a learning disability.

Children with a SEND are particularly vulnerable to being bullied because of:

- Negative perceptions of difference;
- Greater difficulty in resisting bullies because of a SEND;
- Difficulty in understanding what constitutes being bullied;
- Increased isolation because of a SEND;
- Problems reporting that they are being bullied (perhaps as a result of communication and interaction needs);
- Poor memory of incident at a later date.

When is it not bullying?

We know that children will fall out and disagree with each as they form and build relationships. This is a normal part of growing up and children have the ability to 'bounce back' from this type of behaviour. It is important that we discuss how children feel and help them develop resilience to manage their relationships.

Why is it important to respond to bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. Schools have a responsibility to respond promptly and effectively to issues of bullying. The fear and anticipation of further bullying can affect children. Bullying may constitute child-on-child abuse and will be addressed in line with the school's Child Protection and Safeguarding Policy and Keeping Children Safe in Education.

Objectives of this Policy:

• Bullying will not be tolerated.

• All governors, teaching staff and non-teaching staff, volunteers, pupils and parents should have an understanding of what bullying is.

• All governors, teaching staff, non-teaching staff and volunteers 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 should be assured that they will be supported, when bullying is reported.

• Pupils should feel comfortable to be able to report and discuss any bullying.

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

• is unwilling to go to school (school phobic/refuser)

• 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 unexplained cuts or bruises

• comes home hungry (lunch has been stolen)

• becomes aggressive, disruptive or unreasonable

• is bullying other children or siblings

• is frightened to say what's wrong

• gives improbable excuses for any of the above

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

As well as the above, a child may show signs or symptoms that he or she is the victim of online bullying – **see Appendix 1.1.**

Procedures

The member of staff, to whom the concerning incident/s have been reported to, should follow these steps as the 'investigating adult':

1. Interview the victim(s) and record the alleged facts.

2. Discuss openly with the children involved and any witnesses.

3. Make clear that the bullying behaviour is unacceptable.

4. Encourage the bully to discuss their actions and feelings towards the victim.

5. Encourage the bully to take responsibility for their actions and help them change their behaviour.

6. Suggest ways to help the victim feel happier.

7. Support the victim to develop confidence and strategies, where appropriate.

8. Where appropriate and safe to do so, restorative meetings may take place with victim(s) and the bully/bullies meeting together with the investigating adult(s).

9. Both parties report back to 'investigating adult(s)' at regular intervals.

10. Alert teaching staff and senior midday supervisors; monitoring will be proportionate to the seriousness and duration of the incident.

Parents may be involved at any stage in the above process, as appropriate. All incidences and communication should be logged on CPOMs.

Outcomes

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

2. In serious cases, a suspension may be considered.

3. If possible, there will be a reconciliation between both parties.

4. No pupils to be put at risk or humiliated in reporting the bullying.

5. After the incident(s) have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

6. Ensure the Inclusion Manager is informed of any bullying incidents related to SEND.

7. The 'investigating adult(s') to refer to the Child Protection and Safeguarding Policy, if any safeguarding concerns.

8. Involve external agencies in the community, if concerns outside of school.

Prevention

We will use various methods for helping children to prevent bullying. As and when appropriate, these may include the following:

• exploring the school rules of Be Respectful and Be Safe

• discussion about the school values

• writing stories or poems or drawing pictures about bullying

• using our responsive PSHE curriculum to be both proactive (and reactive to incidents) to help in the prevention of bullying

• taking part in the Taking Care Project

• reading stories about bullying or having them read to a class or assembly

• making up role-plays

• having discussions about bullying and why it matters

• school PSHE curriculum

• marking key awareness days, such as 'Anti-Bullying Week' and 'Safer Internet Day'

• regular staff safeguarding training, including recognising and responding to bullying and child-on-child abuse.

The school also uses the gov.uk publication 'Education for a Connected World' to aid the prevention of online bullying – **see Appendix 1.2.**

Monitoring and Review

All incidents of bullying will be recorded on CPOMS and monitored by the Leadership Team. Patterns and trends, including any prejudice-based incidents, will be reviewed to identify themes or areas requiring further action.

An anonymised summary may be shared with governors annually/periodically to support oversight and evaluation of the school's approach.

This policy will be reviewed annually, or sooner if required.

Statutory Framework

This policy is written with reference to, and in accordance with, the statutory guidance and legislation that underpins safeguarding, equality and pupil welfare in schools. Myton Gardens Primary School fulfils its duties under the following:

• Keeping Children Safe in Education (KCSIE, 2026)
The school recognises its responsibility to safeguard and promote the welfare of children, including protecting them from bullying and child-on-child abuse. Bullying concerns, including online bullying, will be responded to in line with the school's *Child Protection and Safeguarding Policy* and the statutory requirements set out in KCSIE.

• The Equality Act 2010
Under the Public Sector Equality Duty, the school has a legal responsibility to eliminate discrimination, advance equality of opportunity and foster good relations. This includes taking steps to prevent and respond to prejudice-based bullying related to protected characteristics such as race, disability, religion or belief, sex, and sexual orientation. The school's *Equality Policy* and objectives support this duty.

• Department for Education Guidance on Preventing and Tackling Bullying
This policy aligns with DfE expectations that schools should create safe, disciplined environments where bullying is not tolerated, and where pupils are supported to thrive.

• Education and Inspections Act 2006
The school acknowledges its duty to promote good behaviour and discipline among pupils, including preventing bullying both on the school site and, where appropriate, beyond it. This is further outlined in the school's *Relationships and Behaviour Policy*, which should be read alongside this document.

Cross-Reference to Other Key Policies
This Anti-Bullying Policy should be read in conjunction with the following school policies:

- *Child Protection and Safeguarding Policy*
- *Relationships and Behaviour Policy*
- *Online Safety Policy*
- *Equality Policy*
- *Special Educational Needs and Disabilities (SEND) Policy*

Together, these policies outline the school's comprehensive approach to safeguarding, inclusion and the promotion of respectful, safe behaviour for all pupils.

Reviewed: September 2026 (Rosie Chenault)

To be reviewed: September 2027

Appendices:

Appendix 1.1:

A child may show signs or symptoms that he or she is the victim of online bullying; adults should be aware of these possible signs and that they should investigate if a child:

• unexpectedly stops using their device(s)

• appears nervous or jumpy when using their device(s)

• appears to be angry, depressed or frustrated after going online (including gaming)

• is oversleeping or not sleeping enough

• seems regularly depressed

• loses interest in the things that matter most to them

• shows an increase or decrease in eating

• avoids discussions about what they are doing online

• desires to spend much more time with parents rather than peers

• becomes unusually secretive, especially when it comes to online activities

Appendix 1.2:

The school uses the 'Education for a Connected World' document as its framework for teaching online safety. This document (UK Council, 2020) states the following: *'Children have the right to enjoy childhood online, to access safe online spaces, and to benefit from all the opportunities that a connected world can bring to them, appropriate to their age and stage. As they grow older, it is crucial that they learn to balance the benefits offered by technology with a critical awareness of their own and other's online behaviour and develop effective strategies for staying safe and making a positive contribution online'*.

The 'Online Bullying' strand, within the framework, provides teachers with specific progressive skills for children, which include the following:

• becoming more confident in recognising feelings (their own and others) when online

• recognising the range of media through which someone may be bullied

• identifying a range of ways to report concerns, access support and block abusive users

• developing knowledge of how to capture bullying content online (screen-grabs URL, etc.)

Full details of the 'Online Bullying' strand on the 'Education for a Connected World' can be seen below.



Online bullying

This strand explores bullying and other online aggression and how technology impacts those issues. It offers strategies for effective reporting and intervention and considers how bullying and other aggressive behaviour relates to legislation.

Online bullying

I can describe ways that some people can be unkind online.	I can describe how to behave online in ways that do not upset others and can give examples.	I can explain what bullying is, how people may bully others and how bullying can make someone feel.
I can offer examples of how this can make others feel.		I can explain why anyone who experiences bullying is not to blame.
		I can talk about how anyone experiencing bullying can get help.

Online bullying

I can describe appropriate ways to behave towards other people online and why this is important.	I can recognise when someone is upset, hurt or angry online.	I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences.	I can describe how to capture bullying content as evidence (e.g **screen-grab**, **URL**, **profile**) to share with others who can help me.
I can give examples of how bullying behaviour could appear online and how someone can get support.	I can describe ways people can be bullied through a range of media (e.g. image, video, text, **chat**).	I can describe how what one person perceives as playful joking and teasing (including **'banter'**) might be experienced by others as bullying.	I can explain how someone would report online bullying in different contexts.
	I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation).	I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult.	
		I can identify a range of ways to report concerns and access support both in school and at home about online bullying.	
		I can explain how to block abusive users.	
		I can describe the **helpline services** which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix).	



Online bullying

I can describe how bullying may change as we grow older and recognise when it is taking place online.	I can explain my criteria for distinguishing between online bullying and teasing (**banter**) online. I can offer examples to differentiate between them.	I can explain how cruelty and unpleasant comments can escalate quickly online.
I can describe a range of different bullying types and behaviours and assess when these are occurring (e.g. homophobia, racism, gender discrimination, sexism, ableism, **exclusion** of others from online forms of communication. setting up **fake profiles** of another person).	I can demonstrate how someone would intervene (and how they would assess if this should be directly or indirectly) to support others who are experiencing difficulties online.	I can explain the concept of **disinhibition** online and can explain how this can be problematic.
I can explain why anyone experiencing online abuse is never to blame (e.g. victim blaming) and that to suggest they are is wrong.	I can give examples of effective strategies which might help myself or others.	I can explain and assess a variety of routes to report bullying both in school and at home that include: **social reporting**, **peer support**, **anonymous reporting routes** and **helpline services**.
I can identify and demonstrate actions to support others who are experiencing difficulties online.		I can describe some of the laws that govern online behaviour and bullying and the potential implications of breaking them.
		I can explain what actions I can take if I believe these laws have been broken.



Online bullying

I can identify and assess behaviours that might be seen as bullying in different online contexts (e.g. close friendship groups vs public **forums**) and adjust my own behaviour accordingly.	I can identify bullying behaviours in a variety of online contexts (including educational and workplace settings) and can work cooperatively with others online to challenge those behaviours and prevent them recurring.	I can assess and apply a range of more sophisticated strategies to deal with extreme forms of bullying (e.g. trolling and harassment in online forums).	I can demonstrate how to affect positive change in online groups when bullying behaviours arise.
		I can identify and explain some of the laws that criminalise activity related to online bullying (e.g. Computer Misuse Act; Protection from Harassment Act; Communications Act).	I can give examples of effective strategies that might achieve this (e.g. **counter-narrative**).