The Mulberry Primary School

Learning & Achieving Together

○ Learning and Achieving Together ○

Anti-Bullying Policy

2026

Policy Status	***Non-Statutory***
Policy Originator	***The Mulberry Primary School***
Creation Date	***2015***
Adopted by Full Governing Body	***May 2026***
Last Review Date	***May 2026***
Next Review Date	***May 2027***

The Mulberry Primary School
Anti-Bullying Policy

Statutory Duty of Schools

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.

Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so that they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. 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.

What is Bullying?

Bullying is purposeful and repeated action conducted by an individual or group and directed against an individual who cannot defend him/herself in the situation.

Bullying results in pain and distress to the victim.

Bullying can be :

- Emotional — being unfriendly, excluding, tormenting (eg hiding books, threatening gestures)
- Physical — pushing, kicking, hitting, punching or any use of violence.
- Racist — racial taunts, graffiti, gestures (see School's Race Equality Policy)
- Sexual — unwanted physical contact or sexually abusive comments
- Homophobic — because of, or focussing on the issue of sexuality
- Verbal — name-calling, sarcasm, spreading rumours, teasing
- Cyber — all areas of internet, such as email and internet chat room misuse, mobile threats by text messaging and calls and misuse of associated technology ie camera and video facilities
- Academic — teasing children due to their academic ability, eg name calling, physical bullying of Gifted and Talented children, children who try hard in class, children who have difficulty with aspects of learning.

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 issue of bullying.

Objectives of this Policy

- All Governors, teaching and support staff, pupils and parents should have an understanding of what bullying is.
- All Governors, teaching and support 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 should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

Prevention

As and when appropriate, actions may include :

- Agreeing a set of school and class rules.
- Reading stories about bullying or having them read to a class or assembly.
- Writing stories / poems or drawing pictures about bullying.
- Making up role-plays.
- Having discussions about bullying and why it matters.
- Small group training.
- Circle time.
- Use of the SEALs units.
- The school takes part in annual anti-bullying activities, with a specific emphasis, and ongoing development of pupil understanding of bullying and how to prevent it.

Peer Support Scheme

Peer Mediators is an initiative where children help to organise activities during break times. They ensure that everyone has the opportunity to take part in these activities leading to a more fulfilling break time. This initiative helps to remove issues of bullying and loneliness and in turn makes the school a happier environment for some individuals. The peer mediators apply through an application process where they receive a job description and person specification. This helps the applicant to think of their own strengths which raises their own self esteem. If there are children within the playground who have difficulty making friends and therefore are singled out, the peer mediation is available to help with inclusion. Peer mediators are also giving training which helps them to mediate problems between children. Although peer mediators meet weekly there is also a designated adult who the children can go to if needed. The purpose of the weekly meetings is to reflect on how the previous week has gone and have a platform to suggest ways in which playtimes can be improved and discuss any issues which may need adult intervention.

School Support Systems for Transition and Vulnerable Groups

Transition systems exist for children entering Nursery and there are well establish procedures for home visits in addition to the settling in procedure.

There is a further system for transition into Reception, including time for the children to visit their new classrooms and for Reception staff to get to know children in the Nursery.

Transition from Reception to Year 1 is similar to that of Nursery to Reception and the curriculum has been modified to ensure children settle well.

Throughout the school, where children move classes, there is time to visit the classroom and meet their teacher. Information is passed between staff and this includes both academic and social issues. This is done in the Summer term.

Information on vulnerable pupils in Year 6 is managed by the Designated Teacher who liaises with Secondary Schools to ensure that they have a full picture of individual children. Within this procedure, she also arranges a series of individual visits where appropriate.

We are now enhancing our procedures for new arrivals. Pupils who arrive during mid-phase receive an induction programme run by the Designated Teacher. This includes a tour of the school, setting up a buddy system and follow up visits / discussions to ensure that the child has settled in well. Information on these children is also passed by the Designated Teacher to the class teacher.

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 waling to or from school;
- Doesn't want to go on the school / public bus;
- Begs to be driven to school;
- Changes their usual routine;
- Is unwilling to go to school (school phobic);
- 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 the bully);
- Has dinner or other monies continually 'lost';
- Has unexplained cuts or bruises;
- Comes home starving (money / lunch has been stolen);
- Becomes aggressive, disruptive or unreasonable;
- Is bullying other children or siblings;
- Stops eating;
- Is frightened to say what is 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.

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

Procedures

- Where bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or has witnessed the incident.

- A clear account of the incident will be recorded on O Track and a member of the Senior Leadership Team (SLT) will then be informed, Senior Leader will then check for any patterns of similar incidents / victims / perpetrators.
- The bullying behaviour or threats of bullying will be investigated and the bullying stopped quickly.
- Class teachers and relevant staff will be kept informed, monitoring the situation and advising the SLT of any changes.
- Parents will be kept informed and may be asked to come into school to discuss the problem.
- Punitive measures will be used as appropriate and in consultation with all people concerned.
- If through analysis (of incidents, patterns of behaviour, nature of bullying, victims, perpetrators) a change is required, this will be implemented by the SLT, eg more staff on duty outside, children leaving class in lesson times.

Outcomes

- The bully / bullies may be asked to genuinely apologise. Other consequences may take place. Only in severe cases will exclusion be considered.
- In most cases the pupils will be reconciled.
- After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Support

Pupils who have been bullied will be supported by :

- The member of staff who has been approached or has witnessed the incident or a member of staff of their choice
    - Reassuring the pupil.
    - Offering continuous support.
    - Restoring self-esteem and confidence.
- Inclusion in small group or individual self esteem sessions run by the Designated Teacher.

Pupils who have bullied will be helped by :

- Discussing what happened.
- Discovering why the pupil became involved.
- Establishing the wrong doing and need to change.
- Informing parents / carers to help change the attitude of the pupil.
- Inclusion in small group or individual sessions run by the Designated Teacher, covering issues as appropriate, eg self esteem, anger management.

Staff Training

Staff training is a focus during Anti-Bullying Week. During this time, staff are expected to take the opportunity to plan specific activities using the SEALs materials and materials made available by the Anti-Bullying Alliance and www.beatbullying.org. Informal feedback is also taken where staff have had to deal with a bullying situation.

Parents Advice

Parents are able to access any member of the SLT for support if their child is either a victim or a perpetrator.

The complaints procedure is laid out in the School Prospectus, also given to parents on registration and freely available on request and on the school's website.

Help Organisations	
Advisory Centre for Education (ACE)	020 8888 3377
Children's Legal Centre	020 7713 0089
KIDSCAPE Parents Helpline	0300 102 4481
Parentline Plus	0808 800 2222
Youth Access	020 8772 9900 / admin@youthaccess.org.uk
National Bullying Helpline	www.nationalbullyinghelpline.co.uk

Monitoring, Evaluation and Review

The school will regularly review this policy and access its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Analysis of bullying incidents and any patterns that emerge are discussed between SLT and the Designated Teacher. Procedures and practices are changed where necessary.

Links to Other Policies

- PSHE

Part 2

Mid-Phase Application Form

Name of Child :	Preferred Register Name :	Age :	Class :	Main Language Spoken at Home :
Has he / she been to school in this country before?		Name of previous school :		
Has he / she had a tour of the school?				
Does he / she know anyone already at the school?			If yes, who?	
			Which class?	
Is he / she school dinners, packed lunch or home dinners?				
Has he / she been formally introduced to the class:				
Does he / she have a buddy?			If yes, who?	

	Week 1	Week 2	Week 3	Week 4
This child knows where they sit in class.				
This child knows where the relevant toilets are in the school.				
This child can direct you to the dining all from their class.				
This child knows on what day they have PE.				
This child knows the playground rota.				
This child can identify where the Headteacher's office is.				
This child can identify where the Designated Teacher's room is.				
This child knows where the medical room is.				
Has this child got a network of friends? List names on the back.				

Red section to be completed by admin team during registration and copy given to class teacher and displayed in staffroom.
Blue section to be completed by Designated Teacher and copy filed.