



May Park Primary School

Anti-Bullying Policy

Review

Review Cycle	Date of Current Policy	Author(s) of Current Policy	Review Date
Biannual	September 2025	Tracey Kildea	September 2027
Addendum	September 2025		September 2027

Ratification

Role	Name	Signature	Date
Chair of Governors	Rachel Evans		Sept 2025
Principal	Emma Tovey		Sept 2025

Appendix 1	Anti-Bullying incident report form
Appendix 2	Equality Flow chart and script

Details of Policy Updates

Date	Details
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Introduction

At May Park Primary School, we aim to provide a safe, caring and friendly environment for learning, for all our pupils to allow them to improve their life chances and help them maximise their potential. This includes encouraging open discussion around differences between people, challenging prejudice and celebrating diversity.

We recognise that a school has a responsibility to understand the community they serve and to respond to identified concerns including proactively teaching children about potential threats to their health and safety. We will therefore adopt a contextual approach to bullying and child on child abuse, working with families and outside agencies where appropriate.

We expect pupils to act safely and feel safe in school, including that they understand the issues relating to all forms of bullying and that they feel confident to seek support from school should they feel they or others are unsafe. We would also want parents/carers/Guardians to feel confident that their children are safe and cared for in school and that incidents, if/when they do arise, are dealt with promptly and effectively.

The school is aware of its legal obligations including the Equality Act 2010 and The Children's Act 1989/2004 and Every Child Matters 2003. This means as well as considering the context of any concerns which need addressing, we will consider where a pupil may have a protected characteristic. This will include ensuring any action taken by the school reflects their needs and that any actions taken by the school do not put the pupil at greater harm.

Policy Development

This policy is based on DfE guidance "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies", July 2017

https://assets.publishing.service.gov.uk/media/625ee64cd3bf7f6004339db8/Preventing_and_tackling_bullying_advice.pdf

In addition, this policy was formulated in consultation with the whole school community.

- 1. Staff.** Staff have been involved with updates to the policy through regular agenda items at staff meetings. This includes teachers, teaching assistants and SMSAs.
- 2. Governors** - The policy was presented and agreed at a Governing Body meeting. The Principal and SENDCO also report to governors on a termly basis. Governors have attended relevant staff meetings.
- 3. Parent, Carers and Guardians** – Regular meetings with P/C/G's have taken place (cyber-bullying etc).
- 4. Pupils.** Value Ambassadors have created a child friendly version of this policy. Pupils are regularly surveyed for their views and feelings towards bullying.

5. Other partners. Our Wrap Around Care provisions will be provided with a copy of the policy.

This policy is available:

- Online
- From the school office (translated on request)
- Child friendly versions are on the school website and in classrooms

Roles and responsibilities

Principal– Has overall responsibility for this policy and its implementation. They are responsible for liaising with the governing body, Parents/Carers/Guardians, Local Authority and outside agencies. The Principal is responsible for appointing an Anti-Bullying Coordinator who will have general responsibility for handling the implementation of this policy.

The Designated Safeguarding Lead (DSL) at May Park Primary: Mrs Tracey Kildea

The Deputy Designated Safeguarding Leads are Mrs Emma Tovey/Mrs Audrey Allen

Safeguarding is the responsibility of all; however, all staff, parents and pupils need to be aware of who to report to and how to report any safeguarding concerns.

The Anti-Bullying Coordinator at May Park Primary: Mrs Tracey Kildea

The responsibilities are:

- Policy development and review involving pupils, staff, governors, parents/carers/guardians and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers/guardians where appropriate
- Coordinating strategies for preventing bullying behaviour

The nominated Governor with the responsibility for Anti-Bullying (Behaviour) is Jenny Putman.

Definition of Bullying

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal, or psychological. It can happen face-to-face and through cyberspace. It could be prejudice-based or discriminatory.

<http://www.antibullyingalliance.org.uk/about-us.aspx>

Bullying is not:

Bullying is not the odd occasion of falling out with friends, an argument or when the occasional joke or trick is played on someone. Pupils sometimes say things or fall out when they are upset. However, it is bullying if these behaviours are repeated several times on purpose. It is part of a child's

development to learn how to deal with friendship breakdown's. We all must learn how to deal with these situations and develop social skills to repair relationships.

Behaviour often associated with bullying:

Baiting

Baiting can be used in bullying both on and offline. It can be used to bully someone to get 'a rise' out of them and it can be used to antagonize those who might be bullying others to get them to bully. Sometimes baiting is used secretly to try and get a person to explode in a rage or react negatively/loudly so that they get into trouble.

Banter

The dictionary describes banter as: 'the playful and friendly exchange of teasing remarks' Bullying is often justified as being just banter. It may start as banter, but some types of banter are bullying and need to be addressed as bullying.

Types of Banter

- Friendly Banter- There is no intention to hurt, and everyone knows its limits
- Ignorant Banter- crosses the line with no intention to hurt, will often say sorry.
- Malicious Banter- Done to humiliate a person-often in public

Child on Child Abuse

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse). This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- Sexual violence and sexual assault.
- Sexual harassment, such as sexual comments, remarks, jokes, and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse.
- Up skirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks, or cause the victim humiliation, distress, or alarm
- Sexting (also known as youth produced sexual imagery); and initiation/hazing type violence and rituals.

We will challenge and respond to any concerns related to the above.

Sexist and sexual bullying

Sexual Harassment –unwanted contact of a sexual nature which can occur on and offline This behaviour is considered to violate a child’s dignity and /or make them feel intimidated, degraded, or humiliated and /or create a hostile, offensive or sexualised environment. The initial response from staff will be the same as any reported bullying incident and dealt with in a contextual way.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying and peer on peer abuse. If the target or alleged perpetrator might be in danger, then intervention is urgently required including a First Response referral.

What does bullying look like?

Bullying behaviour can be:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
- Indirect - Can include the exploitation of individuals such as false friendships, criminal exploitation, sexual exploitation, and radicalisation.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the ‘bystanders’ or ‘accessories.’

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

Why are children and young people bullied?

Specific types of bullying include:

Prejudice Related Bullying

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- age
- being or becoming a trans person
- disability

- race including colour, nationality, ethnic or national origin, including Gypsy, Roma, Traveller heritage
- religion, belief, or lack of religion/belief
- sex /gender
- sexual orientation

These are called 'protected characteristics' as part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disablist in nature. We will record these types of bullying, even that which represents a one-off incident.

Other vulnerable groups include

- Young Carers
- Looked After Children
- Gypsy, Roma and Traveller children
- Children from ethnic minorities
- Children entitled to Free School Meals
- Children who English is an Additional Language
- Children who are perceived to be gay, lesbian, bisexual or transexual
- Those suffering from health problems including mental health
- Children with Special Educational Needs or Disabilities (SEND)

We have a designated lead for young carers (Mrs Kayleigh Young) and Looked After Children (Ms Sam Williams) who will liaise with staff and children to ensure that they are supported and know where to go for help.

There is no hierarchy of bullying - all forms should be taken equally seriously and dealt with appropriately.

Prejudice Related Language

Racist, homophobic, biphobic, transphobic and disablist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or trans, or are perceived to be, or have a parent/carer/guardian, sibling, or friend who is, because they have a learning or physical disability. Such language is used to refer to something or someone as inferior. This may also be used to taunt young people who are perceived to be different in some way or their friends, family members or their parents/carers are perceived to be different.

Dismissing such language as banter is not helpful as it is being used to mean inferior, bad, broken, or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

Hate crime and bullying

There is no legal definition of a hate crime. However, the police and the CPS (Crown Prosecution Service) have an agreed definition of hate crime as:

"Any criminal offence which is perceived by the victim or any other person, to be motivated by hostility or prejudice based on a person's race or perceived race; religion or perceived religion; sexual orientation or perceived sexual orientation; disability or perceived disability and any crime motivated by hostility or prejudice against a person who is transgender or perceived to be transgender.

There is a distinction between a hate crime and a hate incident.

"A hate incident is any incident which the victim, or anyone else, thinks is based on someone's prejudice towards them because of their race, religion, sexual orientation, disability or because they are transgender."

However, a hate incident does not necessarily break the law. Where a hate incident amounts to a criminal offence, and is based on one of the five protected characteristics, it is known as a hate crime.

The type of conduct which will be considered as a hate incident is wide ranging and includes the following:

- verbal abuse and harassment
- bullying or intimidation
- physical attacks
- threats of violence
- hoax calls, abusive phone calls or text messages, hate mail
- online abuse
- displaying or circulating discriminatory literature or posters
- graffiti
- arson
- malicious complaints.

Any concerns about hate incidents/crimes should be discussed with a member of the Senior Leadership Team. Information on how to report a hate crime can be found at

<https://www.report-it.org.uk/home>

Children can report any crime anonymously at <https://www.fearless.org/>

Where does bullying take place?

Bullying is not confined to the school premises and may persist outside school, in the local community, on the journey to and from school and may continue into Further Education.

The school acknowledges its responsibilities to support families if bullying occurs off the premises.

Cyberbullying

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims.

Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school.

Whilst most incidents of Cyberbullying occur outside school, we will offer support and guidance to parents/carers/guardians and their children who experience online bullying and will treat Cyberbullying with the same severity as any other form of bullying.

Cyberbullying can include: -

- hacking into someone's accounts/sites
- Posting prejudice /hate messages
- Impersonating someone online
- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking

We will ensure that our children are taught safe ways to use the internet (see our online safety policy) and encourage good online behaviour. Our Online Safety Lead is Mr James Almond.

Bullying can take place between:

- Young people
- Young people and staff
- Between staff
- Individuals or groups

Reporting and responding to bullying

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, children, and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders)

- Parents/Carers/Guardians: Concerns should be reported to any adult in school who will notify the Principal, Safeguarding Team and/or the Anti-Bullying Coordinator. This communication may be verbal or written.
- Children are encouraged to: Speak to an adult in school/their parents/carers/guardians/use the School Website or physical 'Feelings Box'. A list of 'who we can talk to' can be found on the school safeguarding display board. Our Pastoral Care Team can offer daily/regular check in sessions.
- All staff and visitors are aware of the need to take all concerns seriously and to ensure that nurturing relationships encourage information sharing

Procedures

All reported incidents will be taken seriously and investigated involving all parties. The staff are aware of and follow the same procedures:

Staff members complete an incident log (appendix 1) which is uploaded to our safeguarding and behaviour data bases CPOMs/Bromcom. Incident logs before September 2019 are recorded on SIMs.

- Interviewing all parties
- Informing the victim and perpetrators parent/carer/guardian
- Implementing appropriate disciplinary sanctions in accordance with the school's Behaviour Policy. These are graded according to the seriousness of the incident and send out a message that bullying is unacceptable
- Being clear that responses may also vary according to the type of bullying and may involve other agencies where appropriate
- Following up - We will keep in touch with the person who reported the situation, which may be parents/carers/guardians or other adults. We have a clear complaints procedure for parents who are not satisfied with the school's actions. This is available online or from the school office
- Liaising with the wider community including our PCSO's if the bullying is taking place off the school premises i.e., in the case of cyberbullying or hate crime.
- Liaise with the DSL if there are any safeguarding issues to consider- who may refer on to external agencies
- Liaise with the lead for Young Carers and Looked After Children where appropriate

We will use a range of responses and support appropriate to the situation. These may include solution-focused approaches, restorative approach, circle of friends, individual work with victim, perpetrator and bystanders or referral to outside agencies if appropriate.

A Collaborative Approach:

Working with Parents/Carers

It is the responsibility of the class teacher to inform the parents/carers of the parties involved as soon as possible and meet with them to ensure that they are confident with how the difficulty is being dealt with. If the situation becomes very difficult, and where necessary, outside agencies will be consulted for advice and support. All strategies will be carefully monitored and reviewed, and progress reported to the relevant parents/carers.

Strategies for preventing bullying

As part of our ongoing commitment to the safety and welfare of our pupils, we at May Park Primary school have developed the following strategies to promote positive behaviour and discourage bullying behaviour

1. Curriculum/Whole-School Strategies

- Ensuring that the school actively promotes the celebration of difference and diversity as part of their core values
- Involvement in the ABA Anti-Bullying Programme
- PSHE/RSHE- related language and behaviour and challenging unconscious bias

- Celebration events
- Anti-Bullying Week annually in November
- Internet Safer Day annually in February
- Specific curriculum input on areas of concern such as Cyberbullying and internet safety
- Pupil Voice (e.g., pupil surveys)
- Value Ambassadors
- Peer Mediators
- Visits from external agencies (e.g., NSPCC etc)
- Modelling of positive relationships
- Staff and young people are actively encouraged and supported to challenge prejudice related behaviour relating to all protected characteristics and vulnerable groups
- Ensuring that images and materials used reflect all groups in British society

2.Reactive programmes for vulnerable groups or groups involved in bullying.

- Counselling and/or mediation schemes from trained staff and outside agencies
- Small group work
- Restorative Justice

3. Specific initiatives for identified groups

Such as young people whose first language is not English, SEND/disabled students, children who have been bullied or are displaying bullying behaviour.

Support for Parents/Carers/Guardians

- Information distributed by Class Dojo, newsletters, school website, and social media etc
- Information available on parents' evenings
- Information sessions i.e., e-safety

4.Support for all school staff

- Staff training and development for all staff including those involved in lunchtime and before and after school activities
- Encouraging all staff to model expected behaviour
- Staff training around curriculum delivery of RSHE related curriculum areas
- Anti-bullying Alliance online training modules for all staff

The Prevent Duty

From 1 July 2015 all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent Duty.

A Prevent Duty plan is in place to protect our children from the risk of radicalisation. There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. School staff should use their judgement in identifying children who may be at risk of radicalisation and act proportionately.

By promoting the fundamental British Values, we aim to build pupils' resilience to radicalisation and enable them to challenge extremist views. It is important to emphasise that the Prevent Duty is not intended to stop pupils debating controversial issues. On the contrary, we aim to provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

Useful organisations

Anti-bullying Alliance (ABA) - www.anti-bullying.org

Brings together more than 65 organisations with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play, and learn.

Mencap – www.mencap.org Mencap is a learning disability charity that provides information and support to children and adults with a learning disability, and to their families and carers.

Stonewall – www.stonewall.org.uk The lesbian, gay and bisexual charity

Educational Action Challenging Homophobia (EACH) – www.eachaction.org.uk Educational Action Challenging Homophobia (EACH) is a charity and training agency helping people and organisations affected by homophobia. The website gives guidance, contact details and a freephone helpline.

School's Out – www.schools-out.org.uk

Beatbullying – www.beatbullying.org.uk

Beatbullying is the leading bullying prevention charity in the UK and provides anti-bullying resources, information, advice and support for young people, parents and professionals affected by bullying.

Childnet International – www.childnet-int.org Childnet International - The UK's safer internet centre

Childline-<http://www.childline.org.uk/pages/home.aspx>

Young Carers-www.youngcarers.net

Appendix 1

Bullying Report		
Name of person reporting:		
Names of alleged victim/perpetrator:		
Name of staff who received report:		
Date reported:		
Details of concern:		
Date of alleged incident:		
Time of incident:		
Location of incident:		
Alleged Victims Account:		
Form:	Physical	Verbal
	Indirect	Emotional
		Cyberbullying
Type:	Racial	Homophobic
	LGBTQ+	Disability
		SEN
	Sexual Harassment	
Alleged Perpetrator's Account:		
Bystanders'/Witnesses Account:		
Parents/Carers/Guardians of alleged victim informed:		
Date:	Time:	By whom:
Comments:		
Parents/Carers/Guardians of alleged perpetrators informed:		
Date:	Time:	By whom:
Comments:		
Action Taken		
	By Whom:	Date:

Review Date:		

Appendix 2 : Responding to Racist Language and Racist Incidents

Purpose

This appendix sets out the school's procedures for responding to racist language and racist incidents. It strengthens the Anti Bullying Policy and ensures that all staff respond consistently, promptly and in line with the Equality Act 2010, the Public Sector Equality Duty, and Keeping Children Safe in Education (KCSIE).

Definition

A racist incident is **any incident which is perceived to be racist by the victim or any other person**. This includes:

- Racial slurs or derogatory terms
- Mocking or insulting a person's race, ethnicity, nationality, culture or skin colour
- Racist "jokes", stereotypes or comments framed as "banter"
- Gestures, images or online content that demean or target racial identity

Intent is not required for an incident to be racist; impact is the priority.

Immediate Staff Response

All staff must:

- Intervene immediately
- Use calm, firm, non-negotiable language
- Name the behaviour explicitly as racist
- Prioritise the safety and dignity of the harmed pupil
- Avoid debate, minimisation or humour
- Follow the scripted response (Appendix X.1)
- Record the incident on the same day
- Inform the DSL where safeguarding thresholds are met

Scripted Response for Staff

Staff must use the following wording:

"Stop. That language is racist. Racist language is not acceptable in our school."

If the pupil denies intent: **"You may not have meant to cause harm, but the language you used is racist and we will address it."**

If the pupil minimises or laughs: **"This is serious. Racist language causes harm and goes against our school values."**

Recording and Reporting

All racist incidents must be recorded using CPOMS. Records must include:

- Exact language used
- Context and location
- Impact on the harmed pupil
- Immediate staff response
- Consequences applied
- Restorative actions taken

The DSL must be notified where:

- There is a pattern of racist behaviour
- The incident is targeted or repeated
- The harmed pupil is distressed or fearful
- The behaviour may indicate extremist or hate-based attitudes

Consequences

Racist language and racist incidents will always result in:

- A recorded incident
- A restorative conversation
- Communication with parents/carers
- Followup support for the harmed pupil

Serious racist incidents, repeated behaviour or targeted harassment may result in suspension, in line with the school's Behaviour Policy and statutory guidance on suspensions.

Exclusion

In the most serious cases, a pupil may be excluded. This may be considered where:

- The racist incident is severe, threatening or intentionally targeted
- There is a sustained pattern of racist behaviour
- The behaviour causes significant harm or distress
- The behaviour poses a risk to the safety or welfare of others
- Previous interventions have not resulted in improvement

The Principal will make exclusion decisions in line with statutory guidance on behaviour and exclusions.

Support for Pupils:

Harmed pupil:

- Immediate reassurance and safety
- Follow-up check-ins
- Access to pastoral or wellbeing support

Pupil responsible:

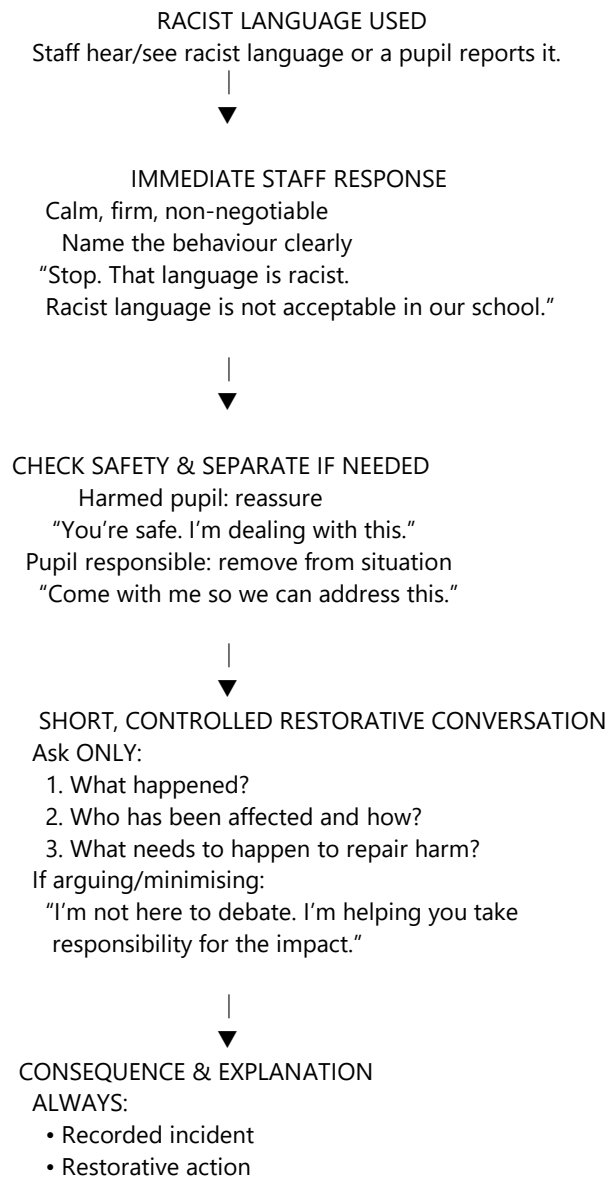
- Guided reflection
- Restorative conversation
- Education on racism, discrimination and impact
- Monitoring for repeated behaviour

Monitoring

Senior leaders will review racist incidents termly to:

- Identify patterns or hotspots
- Evaluate the effectiveness of interventions
- Ensure equitable treatment
- Report anonymised data to governors

Appendix 3- Flow Chart for Incidents:



Pupil Friendly Guide: What Happens if Someone Uses Racist Language

At May Park Primary, everyone has the right to feel safe, respected and included.

Racist language hurts people. It is never acceptable in our school.

This guide explains what will happen if racist language is used, and how we help everyone feel safe again.

1. If racist language is used

An adult will stop what is happening straight away.

They will say something like: **“Stop. That language is racist. Racist language is not acceptable in our school.”**

This is to keep everyone safe.

2. The adult will check everyone is safe

- The adult will make sure the person who was hurt feels safe and supported.
- The adult will speak to the person who used the language to find out what happened.
-

3. You will talk about what happened

The adult will ask three simple questions:

1. **What happened?**
2. **Who has been affected and how?**
3. **What needs to happen to put things right?**

This is not about getting into trouble — it is about taking responsibility and repairing harm.

4. There will be a consequence

Racist language always has a consequence because it causes harm.

This might include:

- A conversation with an adult
- A restorative meeting
- Parents/carers being told
- A follow up checkin

If the behaviour is **serious or repeated**, the Headteacher may decide that the pupil is **suspended**.

In the **most serious cases**, a pupil may be **excluded** from school.

5. Support for everyone involved

If you were hurt or upset:

- An adult will check you are okay
- You can talk to a trusted adult
- You will be supported until you feel safe again

If you used racist language:

- An adult will help you understand why the language was harmful
- You will have a chance to put things right
- You will be supported to make better choices next time
-

6. We are a school that stands up for each other

At May Park Primary, we:

- Celebrate differences
- Use kind and respectful language
- Speak up if something is wrong
- Help each other feel safe

If you ever hear racist language or feel worried, **tell an adult you trust**. We are here to help.