



## Anti-Bullying Policy

### 1. Introduction

At the MK Sapphire Federation, we are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils.

In line with the Equality Act 2010, it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advances equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Fosters good relations between people who share a protected characteristic and people who do not share it.

At the MK Sapphire Federation, we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment. Under the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their Local Authority's safeguarding team.

This policy is closely linked with our Behaviour Policy, our Child Protection and Safeguarding Policy, our PROUD Code of Behaviour and the Federation's Vision, Aims and Values.

### 2. Principles

It is the responsibility of the governing body and the Headteacher to ensure that all members of the school community work within a safe and enabling environment.

We value pupils developing 'respect for others resulting from active listening, trust and honesty' (Vision, Aims and Values).

The four guiding principles of the Early Years Foundation Stage underpin our Anti-Bullying Policy from the moment a pupil enters our school, and throughout their time at the MK Sapphire Federation. They are:

- every pupil is a unique pupil, who is constantly learning and can be resilient, capable, confident and self-assured.
- pupils learn to be strong and independent through positive relationships.
- pupils learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.
- pupils develop and learn in different ways and at different rates including pupils with special educational needs and disabilities.

### 3. Aims

We are determined to promote and develop a school ethos where bullying behaviour is regarded as unacceptable, to ensure a safe and secure environment is sustained for all pupils.

We aim for all pupils to reach their potential academically, socially and personally through learning and playing in a safe and secure environment.

### 4. Bullying Definition

- Bullying can be defined as *'behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally'*. DfE 'Preventing and Tackling Bullying.
- Bullying can include physical and emotional abuse such as name calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, producing offensive graffiti, gossiping, peer isolation (e.g. excluding people from groups) and spreading hurtful and untruthful rumours.
- The same unacceptable behaviours can be expressed online; this is sometimes called online bullying or cyberbullying. Specifically this can include sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- The MK Sapphire Federation recognises that bullying can be emotionally abusive and can cause severe and adverse effects on children's emotional development.
- Bullying is recognised by The MK Sapphire Federation as being a form of child on child abuse; children can abuse other children.
  - Abuse is abuse and it should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".
  - We recognise that even if there are no reports of bullying, it does not mean it is not happening and it may be the case that it is just not being reported.
  - All victims will be taken seriously and offered appropriate support, regardless of where the abuse takes place.

### 5. Forms and Types of Bullying Covered by this Policy

Bullying can happen to anyone. This policy covers all types and forms of bullying including but not limited to:

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexualised bullying/harassment
- Bullying via technology, known as online bullying or cyberbullying
- Prejudiced-based and discriminatory bullying (against people/pupils with protected characteristics) which may include bullying related to:
  - race, religion, faith and belief and for those without faith
  - ethnicity, nationality or culture
  - Special Educational Needs or Disability (SEND)
  - sexual orientation (homophobic/biphobic bullying)
  - gender, including transphobic bullying

- teenage parents (pregnancy and maternity under the Equality Act).

## 6. Signs of Bullying

Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

- **Physical:** unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.
- **Emotional:** losing interest in school, being withdrawn or secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.
- **Behavioural:** asking to be taken to school, coming home for lunch, taking longer to get home, asking for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

## 7. Bullying Prevention

Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. Through assemblies, as well as PSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. An annual 'Anti-bullying Week' is held to further raise awareness.

E-safety is an important part of the curriculum and information for parents is included in newsletters and on the school's website. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

## 8. PROUD Code of Behaviour

Pepper Hill and Stanton School Children are **PROUD** and this underlines our expectations and values:

**P**romise to be honest and always tell the truth  
**R**espect each other and our school  
**O**pen minded and eager to learn  
**U**nderstand each other, listen carefully and talk quietly  
**D**o your best at all times

All children are constantly reminded of our **PROUD Code of Behaviour:**

- The PROUD Code of Behaviour is discussed in PSHE and Circle Time throughout the year
- Adults talk about PROUD work and PROUD behaviour – asking why it can be described that way
- The PROUD Code of Behaviour is displayed in each classroom
- Assemblies and lessons reinforce the school policy.

We also have five core values that are important to us and underpin all our behaviour expectations. They are:

RESPECT  
PERSEVERANCE  
TOLERANCE  
COURAGE  
KINDNESS

### **Respect**

We encourage respect so that every member of our school community feels valued and heard. By showing respect to others, pupils help build a positive, inclusive environment where everyone can thrive.

### **Perseverance**

We aim to instil perseverance so that pupils develop the resilience to keep trying, even when things are challenging. This helps them grow in confidence and achieve their goals through hard work and determination.

### **Tolerance**

We promote tolerance to help pupils appreciate and celebrate differences in others. This value fosters understanding, reduces conflict, and prepares children to be compassionate global citizens.

### **Courage**

We want pupils to show courage by stepping out of their comfort zones, standing up for what is right, and embracing new experiences. Courage helps them grow into confident, principled individuals.

### **Kindness**

We encourage kindness as a foundation for strong friendships and a caring school culture. Acts of kindness—big or small—help everyone feel safe, supported, and happy at school.

## **9. Behaviour Policy**

Our Behaviour Policy includes rewards and sanctions which are used consistently, alongside positive relationships, to prevent inappropriate behaviour, and promote positive behaviour.

## **10. Responding to Bullying**

All cases of alleged bullying should be reported to the Executive Headteacher/Deputy Headteachers or senior member of staff.

In any case of alleged bullying, either the class teacher, the Executive Headteacher, or a senior member of staff should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate.

If the allegation of bullying is upheld, the Executive Headteacher (or senior leader) should seek to use a restorative approach with the perpetrator(s) and victim(s) together. The

consequences of their actions on the victim(s) should fully explained to the perpetrator(s). Both parties should be clear that a repeat of these behaviours will not be acceptable.

All bullying incidents must be recorded. Parents/carers of both parties should be informed.

If the situation does not improve, the Executive Headteacher (or senior leader) should meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the pupils involved.

Any further incidents should lead to intervention (e.g. through outside agencies), further monitoring, support and punitive sanctions as deemed necessary. Any necessary action should be taken until the bullying has stopped.