



# **Montalbo Nursery and Primary School**

## **Anti Bullying Policy**

**Policy Agreed: September 2025**

**Policy Review: September 2026**

## **1. Introduction**

1.1 This policy outlines the school's views on bullying in line with the school's Behaviour Policy and the school's anti-bullying motto of "Don't Suffer in Silence".

1.2 Montalbo Nursery and Primary School offers a caring, sharing environment where all children are valued. The development of maturity and self-esteem are paramount to providing the best learning environment.

1.3 The Headteacher has a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and bring these to the attention of staff, parents and pupils.

1.4 This document has been informed by:

- Durham County Council Anti-Bullying Policy and Guidelines.
- The Disability Discrimination Act (2002)
- The Equality Act (2010)
- Keeping Children Safe in Education 2025
- Preventing and tackling bullying DFE (2017)

## **2 Aims**

2.1 Montalbo Nursery and Primary School is a learning community where all children are encouraged to see themselves as learners and participate in their own learning, within and beyond the school.

2.2 Our Behaviour Policy outlines in clear and straight forward terms our whole school approach to encourage all pupils to demonstrate positive emotional behaviour, conduct behaviour and learning behaviour whilst at school and in the wider community.

2.3 Positive action is taken to prevent bullying within PSHE, RSE and citizenship lessons and through cross curricular learning opportunities. Our curriculum will be supported by other approaches such as visits from NSPCC and work in Anti-Bullying Week.

2.4 Wellbeing and the promotion of good mental health practices are embedded in our school culture and all pupils understand how to protect their own wellbeing and the wellbeing of others.

2.5 Pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is an anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated.

2.6 If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively.

### **3 Definition**

3.1 Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. Bullying may or may not be because of a protected characteristic.

Prejudice related incidents are one off incidents relating to a protected characteristic, which may or may not be directed at an individual. They may or may not be carried out with the intention to harm or cause offence.

3.2 The main types of bullying are:

- physical (hitting, kicking, theft)
- emotional (being unfriendly, tormenting, excluding)
- Racist (racial taunts, graffiti, gestures)
- Sexual (unwanted physical contact or abusive comments)
- Homophobic (focussing on sexuality)
- Verbal (name calling, sarcasm, spreading rumours)
- Cyber (e-mails, text messaging or misuse of technology)

Bullying (including prejudice-related bullying) can take many forms including; name-calling, threatening, humiliation, playing tricks and pranks, spitting, hitting, pushing and jostling, and 'accidentally' bumping into someone, damaging or taking belongings, malicious text messages, e-communications and photographs, leaving people out of groups or games or social occasions, and spreading hurtful and untrue rumours. Several of these behaviours plainly involve the use of words. Several, however, may be non-verbal, involving body language, gesture and facial expression. Non-verbal behaviours can be just as hurtful and intimidating as those which involve abusive language and must be recorded.

3.3 Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils must be encouraged to report bullying in schools.

3.4 All school staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

### **4 Scope**

4.1 This policy applies to all adults and children within school having an understanding of bullying.

4.2 This policy document applies to all aspects of school life.

### **5 Entitlement**

5.1 Everyone at Montalbo Nursery and Primary School has the right;

- To work and play in a safe and secure environment.
- To express their attitudes and feelings constructively and have these respected by others.

- To have an uninterrupted education.
- To have personal property respected.

5.2 Everyone at Montalbo Nursery and Primary School has the responsibility;

- To behave acceptably in all situations.
- To accept the consequences of their actions.
- To understand their responsibilities in the learning process.
- To be polite and co-operative with everyone respecting their rights.
- To respect public property and other children's personal property.

## **6 Staff, Parents and Procedures**

6.1 Staff are expected to adhere to the following procedures;

- If bullying is suspected or reported to an adult, the incident will be dealt with immediately or at an agreed time
- A clear account of the incident will be recorded with pupils or parents and a copy should be given to the head teacher
- Class teachers and parents will be informed
- Sanctions will be used as appropriate in consultation with all parties following the flow chart of procedures

6.2 Parents are expected to;

- Help their children behave properly
- Work co-operatively with teacher and child in assisting the child's learning and in building positive attitudes towards learning and school
- Instil in their children a respect for others, and others property, and to help develop a positive feeling about themselves
- Talk in confidence to the child's teacher or the Head Teacher

6.3 Bullying will not be tolerated.

## **7 Strategies for the prevention and reduction of bullying**

7.1 Good ratios of adults to children at playtimes.

7.2 Playgrounds have plenty of equipment and activities to help engage children.

7.3 PSHE and citizenship is taught and assessed across the curriculum to promote positive friendships including using NHS backed resources such as myHappyMind

7.4 Assemblies celebrate positive behaviour through values certificates and 'You've Been Spotted' awards

7.5 Staff encourage children to play well and model good strategies.

7.6 Open culture where staff are approachable. Staff know children well.

7.7 Through the promotion of good wellbeing and mental health practices themes of respect, tolerance and kindness are explored regularly with all children.

## **8 Review**

8.1 The policy will be reviewed annually before being passed onto the Governors in the Behaviour and Safety Committee.

8.2 Incidents of bullying and the frequency will also be included in the review.

8.3 The annual stake holders surveys will continue to be used to provide data to monitor the effectiveness of this policy.

## **9 Appendices**

Appendix 1: Procedures for dealing with allegations of bullying

Appendix 2: Cause for Concern Sheet

Appendix 3: Incident Sheet

Appendix 4: Bullying Interview Sheet

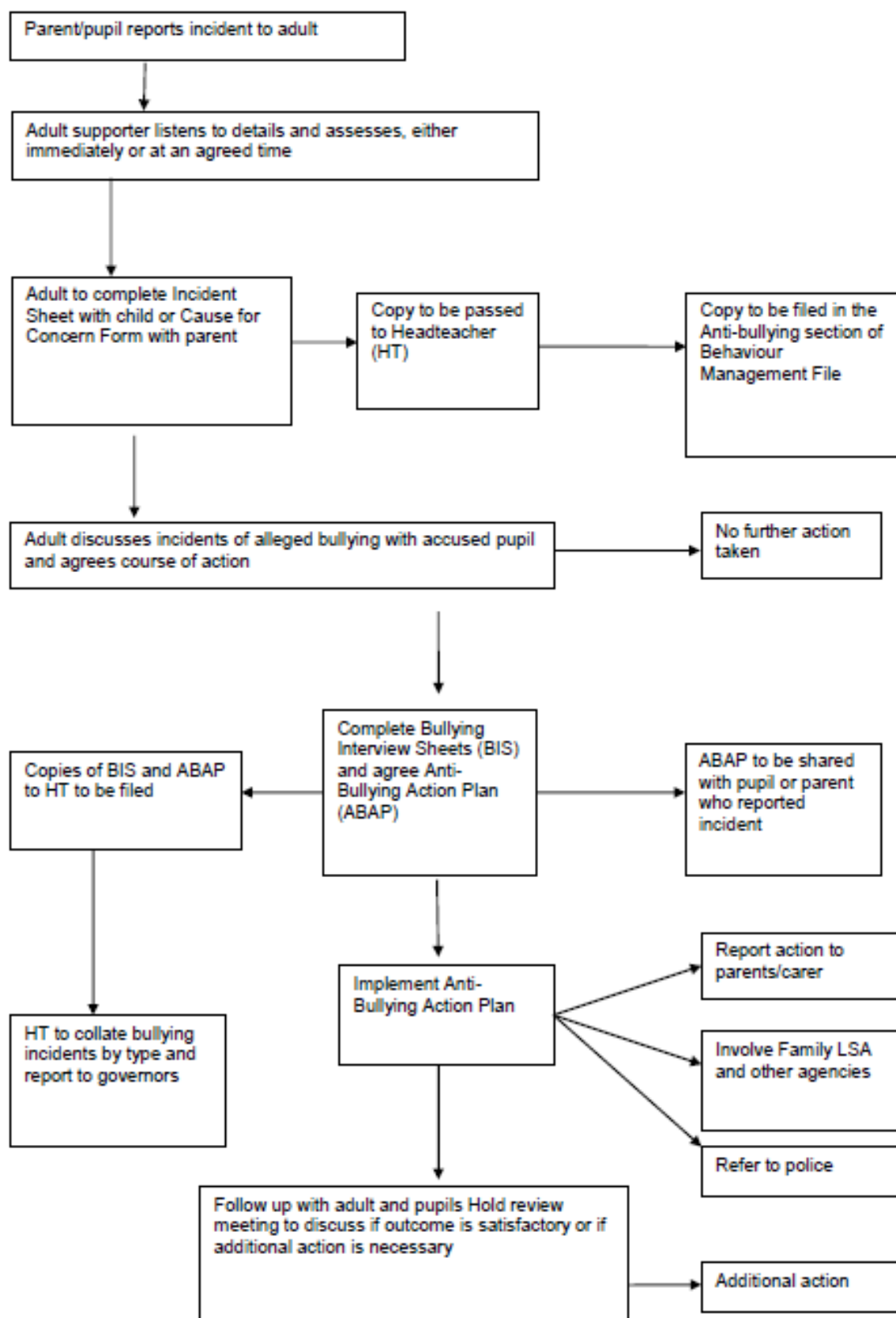
Appendix 5: Anti-Bullying Action Plan

Appendix 6: Reporting Incidents to Governors and DCC



## Appendix I

### Procedures for dealing with allegations of bullying



## Appendix 2

### Cause for Concern


|                               |                               |
|-------------------------------|-------------------------------|
| <b>Child's Name:</b>          | <b>Teacher's Name:</b>        |
| <b>Date:</b>                  | <b>Time:</b>                  |
| <b>Nature of Concern:</b>     |                               |
| <b>Suggested Action:</b>      |                               |
| <b>Signed.....</b><br>Teacher | <b>Signed .....</b><br>Parent |
| <b>Review Date:</b>           |                               |



## Appendix 3

## Incident Sheet

**Date**

|                                   |  |
|-----------------------------------|--|
| <b>This is what has happened:</b> | <b>This is how I feel about what happened:</b><br> |
|                                   | <b>It happened because:</b>  |
| <b>In the future I will:</b>      |  |

Signed:.....

## Appendix 4

### Bullying Interview Sheet

Date:

|  |
|--|
| <p><b>Details of incidents</b></p> <p>Who else was involved? Were there other bystanders? How long has the situation been going on? How do you feel about the situation? What action do you feel is appropriate? Who else needs to know?</p> |
|--|

Signed:.....|

Date:.....

Name of person completing the sheet:

Name of pupil involved:

Names of any witnesses:

## Appendix 5

### Anti-Bullying Action Plan

Date:.....

Name of person completing the plan:.....

Name of pupil(s) involved:

.....

|                |
|----------------|
| Action Agreed: |
|----------------|

|                     |
|---------------------|
| Matter referred to: |
|---------------------|

|              |
|--------------|
| Review Date: |
|--------------|

## Appendix 6

| <b>Incident initially reported by:</b>   |   | <input type="checkbox"/> Pupil | <input type="checkbox"/> Staff       | <input type="checkbox"/> Parent | <input type="checkbox"/> Visitor |                             |  |
|--|---|--------------------------------|--------------------------------------|---------------------------------|----------------------------------|-----------------------------|--|
| <b>Date and time of incident:</b>  |   |                                |                                      |                                 |                                  |                             |  |
| <b>Incident relates to the following protected characteristic(s):</b>  |   |                                |                                      |                                 |                                  |                             |  |
| <input type="checkbox"/>   | Age                                     |                                |                                      | <input type="checkbox"/>        | Pregnancy/Maternity              |                             |  |
| <input type="checkbox"/>   | Disability or SEN                       |                                |                                      | <input type="checkbox"/>        | Race                             |                             |  |
| <input type="checkbox"/>   | Gender                                  |                                |                                      | <input type="checkbox"/>        | Religion or Belief               |                             |  |
| <input type="checkbox"/>   | Gender Identity                         |                                |                                      | <input type="checkbox"/>        | Sexual Orientation               |                             |  |
| <input type="checkbox"/>   | Marriage/Civil Partnership              |                                |                                      | <input type="checkbox"/>        | All other reasons<br>.....       |                             |  |
| <b>Nature of Incident:</b>   |   |                                |                                      |                                 |                                  |                             |  |
| <input type="checkbox"/>   | Name calling/verbal abuse               |                                |                                      | <input type="checkbox"/>        | Written/Graffiti                 |                             |  |
| <input type="checkbox"/>   | Physical aggression                     |                                |                                      | <input type="checkbox"/>        | Spreading rumours                |                             |  |
| <input type="checkbox"/>   | Joke or Ridicule                        |                                |                                      | <input type="checkbox"/>        | Intimidation/threat              |                             |  |
| <input type="checkbox"/>   | Damaging/taking possessions             |                                |                                      | <input type="checkbox"/>        | Refusal to cooperate             |                             |  |
| <input type="checkbox"/>   | Deliberate exclusion                    |                                |                                      | <input type="checkbox"/>        | Extortion                        |                             |  |
| <input type="checkbox"/>   | Cyber-bullying                          |                                |                                      | <input type="checkbox"/>        | Other.....<br>.....              |                             |  |
| <b>Details of people involved:</b>   |   |                                |                                      |                                 |                                  |                             |  |
|  | Full Name                               | Gender (f/m)                   | Year group/<br>staff/carer/<br>adult | Ethnic<br>Origin<br>Code        | SEN or<br>Disability             | Role*                       | Other Relevant Information<br>(i.e. disclosed sexual orientation, faith group,<br>refuses) |
| 1  |   |                                |                                      |                                 |                                  |                             |  |
| 2  |   |                                |                                      |                                 |                                  |                             |  |
| 3  |   |                                |                                      |                                 |                                  |                             |  |
| 4  |   |                                |                                      |                                 |                                  |                             |  |
| 5  |   |                                |                                      |                                 |                                  |                             |  |
| V = Victim    P = Perpetrator    A = Associate    W = Witness    D = Defender  |   |                                |                                      |                                 |                                  |                             |  |
| <b>Brief description of incident:</b>  |   |                                |                                      |                                 |                                  |                             |  |
|  |   |                                |                                      |                                 |                                  |                             |  |
|  |   |                                |                                      |                                 |                                  |                             |  |
|  |   |                                |                                      |                                 |                                  |                             |  |
|  |   |                                |                                      |                                 |                                  |                             |  |
|  |   |                                |                                      |                                 |                                  |                             |  |
|  |   |                                |                                      |                                 |                                  |                             |  |
|  |   |                                |                                      |                                 |                                  |                             |  |
|  |   |                                |                                      |                                 |                                  |                             |  |
|  |   |                                |                                      |                                 |                                  |                             |  |
|  |   |                                |                                      |                                 |                                  |                             |  |
| <b>Action Checklist: (tick as appropriate)</b>   |   |                                |                                      |                                 |                                  |                             |  |
| <input type="checkbox"/>   | Discussions had with all involved?      |                                |                                      |                                 | <input type="checkbox"/>         | Repeat victim?              |  |
| <input type="checkbox"/>   | Parents/carers of victim notified?      |                                |                                      |                                 | <input type="checkbox"/>         | Repeat perpetrator?         |  |
| <input type="checkbox"/>   | Parents/carers of perpetrator notified? |                                |                                      |                                 | <input type="checkbox"/>         | Referral to other agencies? |  |
| <b>Form completed by: (name and role)</b>  |   |                                |                                      |                                 | <b>Date completed:</b>           |                             |  |
|  |   |                                |                                      |                                 |                                  |                             |  |
| This form is an example produced by Equalities Education Team within Durham County Council. Schools can personalise this form to meet their own needs. After completing this form schools should formulate their own records system in order to look for patterns and trends in incidents. This form does not need to be returned to the local authority. However, the local authority can be contacted for advice and support around incidents on Equalities Education 03000 267 800. |   |                                |                                      |                                 |                                  |                             |  |