

# MERSTONE SCHOOL



# ANTI-BULLYING POLICY

Written by: Georgia Travers and Kieran Ryan-Grealish

Date: September 2025

To be reviewed: September 2027

## **Contents:**

- 1. Aims and Objectives**
- 2. Pastoral team**
- 3. Bullying**
- 4. Cyberbullying**
- 5. Procedures post incident**
- 6. Links with other policies**
- 7. Useful Links and Supporting Organisations**

## **1. Aims and Objectives**

Our aim at Merstone is to provide a safe, approachable learning environment that pupils enjoy attending and one that supports and celebrates pupils' aspirations, interests and wellbeing.

To achieve this Merstone's aims and objectives around anti-bullying are:

- To provide a curriculum that supports pupils mental health and wellbeing, developing their understanding of key themes such as safe behaviours, friendships and support networks
- To reduce and eradicate, where possible, any behaviours that could be defined as or lead to bullying incidences
- To provide restorative conversations and support as appropriate pre or post incident
- To ensure that pupils, staff and parents and carers are aware of this policy and to fulfil their obligations to it, as appropriate

## **2. Pastoral team**

- Kieran Ryan-Grealish (Executive Head, DSL and Youth and Adult MHFA)
- Kendrick Poxon (Deputy Headteacher, Lead DSL)
- Georgia Travers (Assistant Headteacher, DSL and Youth and Adult MHFA)
- Beverley Sharpe (SFSW, DSL, Learning Mentor, Counsellor and Youth and Adult MHFA)
- Rebecca Jennings (FSW and Youth MHFA)

## **3. Bullying:**

The Anti-bullying alliance defines bullying as ‘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 or online’.

**At Merstone, we define bullying as:**

- **Deliberate** (Hurting someone physically or emotionally on purpose)
- **Repeated** (Doing it again and again)

**This includes:**

- **Physical threats or violence**- examples are; hitting, kicking, smacking, pushing, punching, throwing things at someone, spitting at someone, physically stopping people from going somewhere, breaking someone’s things, getting into someone’s personal space and tripping them over
- **Verbal intimidation or abuse**- examples are; making threats, name calling, swearing at someone, teasing a lot, saying things about someone’s family, saying things someone’s appearance, racist comments or comments around someone’s background and culture, sexuality and/ or gender
- **Indirect**- Making inappropriate comments about someone without their knowledge, spreading stories about people, not letting people join in, pulling faces
- **Cyberbullying**-sending inappropriate texts, emails, making unsafe comments on social network sites

**We will:**

- Make sure all pupils are safe and feel comfortable in school
- Work together as a whole school to prevent bullying
- Face up to bullying and act against it. Follow clear procedures to follow when bullying occurs
- Help victims of bullying to become more assertive
- Give natural consequences for bullying (in line with restorative practice techniques)

**Preventing Bullying:**

- Using praise and rewards for safe behaviours
- Using daily check ins throughout the day with pupils
- Teach and model safe behaviours and values
- Listen to pupils’ opinions, ideas and feelings
- Encourage pupils to recognise their and other’s positive qualities and to raise self-esteem
- Have set class rules on display
- Raise awareness of bullying and our anti-bullying policy through assemblies, annual anti-bullying awareness week and parent/ pupil workshops

#### **4. Cyberbullying**

Merstone school works to ensure that cyberbullying is included within our anti-bullying policy to address online communications that may occur between pupils.

To help prevent cyber-bullying Merstone will:

- Actively discuss cyber-bullying with pupils, where applicable, explaining the reasons why it occurs, the forms it may take and what the consequences can be.
- Subject leaders / teaching staff are encouraged to find opportunities to use aspects of the curriculum to cover cyber-bullying. This includes personal, social, health and economic (PSHE) education, and other subjects where appropriate
- Staff members are to record any incidences of cyberbullying on My Concern
- DSL's will consider whether the incident should be reported to the police if it involves illegal material, and will work with external services if it is deemed necessary to do so

## **5. Procedure's post incident**

At Merstone, we work to ensure preventative measures of bullying but also recognise support that all individuals involved in any issues need post incident as well.

### **5.1 Procedures to follow when you are aware of an incident of bullying:**

#### **Pupils:**

- Don't ignore unsafe behaviours, go and tell an adult you trust
- Walk away from the person or people that are bullying you

#### **Staff:**

- Don't assume you know what has happened
- Listen carefully to all using restorative practice techniques
- Make sure relevant staff, parents or carers have been made aware
- Record what has happened using My Concern

#### **Parents:**

- Talk to your child about their day
- Monitor your child's behaviour and wellbeing so you can notice any changes that are of concern
- Always consider needs of all persons involved
- Contact school with any concerns you may have

### **5.2 Actions that may occur following an incident of bullying:**

### **Natural consequences:**

- Restorative discussion between victim and bully facilitated by trained member of staff
- Mediation between victim and bully facilitated by trained member of staff

### **Additional consequences for serious or repeated bullying:**

- Isolation from peer group
- Possible fixed term exclusion (decided by the executive headteacher)
- Bullying can be reported to the police if it involves a crime, or if appropriate through DSL social services

### **Monitoring:**

- Bullying incidents must always be recorded on My Concern
- Staff monitor behaviour in their class consistently
- Bullying incidents are monitored by SLT

*Any consequences must take account of special educational needs or disabilities that the pupils involved may have and parents must be informed of these consequences.*

### **5.3 Helping pupils that have been bullied:**

It is important to recognise the restorative support that victims of bullying will need post-incident.

- Opportunity to have a discussion with the pastoral team about how they feel
- Targeted intervention with a member of the pastoral team around understanding emotions and what has happened
- Careful consideration for future activities involving pupils involved in previous incidences
- Restorative conversations with those involved in incidences, facilitated by a trained member of staff
- Referral to external services if required
- Curriculum based activities around safe people, places and pupil wellbeing
- Advice can be sought via Solihull's Anti-Bullying Helpline for parents/carers and adults working with young people. 0121 770 6030 - Mon - Fri 8.45am - 3.45pm
- Parents and carers can also get advice if they are worried that their child is being bullied by visiting the **Family Information Service**

### **5.4 Helping pupils who have bullied others:**

It is important to recognise the restorative support that all pupils involved in incidents need, including the bully themselves.

- **Passive bully:** People who are led into bullying and are trying to protect themselves. These people need to be held fully responsible so that bullying does not seem like the easier option. They need restorative and regular intervention with a member of the pastoral team to understand their role in incidents and to ensure they know options next time to remove themselves from the incidents.
- **Aggressive bully:** People who wish to dominate and have poor control, have good self-esteem and are insensitive to needs of others. They need restorative and regular intervention with a member of the pastoral team that focuses on emotions, impact on others and impact on themselves. This will typically be a recognised intervention programme.
- **Anxious bully:** People who are victims themselves and are angry at others and have strong sense of failure. Unsafe behaviour is then typically used to confirm poor self-image. They need restorative and regular intervention with a member of the pastoral team that focuses on emotions, impact on others and impact on themselves. This will typically be a recognised intervention programme.

## 6. Links with other policies

Although this policy is the key document for information about our approach to anti-bullying, we also have the following policies, either joint or individual, to support anti-bullying:

- Safeguarding Policy
- Behaviour Management Policy
- PSHE policy
- RSE policy
- Positive Mental health and Wellbeing Policy

## 7. Useful Links and Supporting Organisations

The following links may provide additional support to children, staff or families around cyberbullying, SEND, race, religion, nationality, LGBTQ+, sexual harassment and bullying.

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- Minded: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)
- Childnet: [www.childnet.com](http://www.childnet.com)

- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Report Harmful Content: <https://reportharmfulcontent.com/>
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- The UK Council for Internet Safety (UKCIS):  
[www.gov.uk/government/organisations/ukcouncil-for-internet-safety](http://www.gov.uk/government/organisations/ukcouncil-for-internet-safety)
- DfE 'Cyberbullying: advice for headteachers and school staff':  
[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)
- DfE 'Advice for parents and carers on cyberbullying':  
[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)
- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk) • Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: [www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/at-risk-groups/sen-disability](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/at-risk-groups/sen-disability) 10 [theeducationpeople.org](http://theeducationpeople.org)
- DfE: SEND code of practice: [www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)
- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)
- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- Tell Mama: [www.tellmamauk.org](http://www.tellmamauk.org)
- Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)
- Show Racism the Red Card: [www.srrc.org/educational](http://www.srrc.org/educational)
- Barnardo's LGBTQ Hub: [www.barnardos.org.uk/what we do/our work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)
- Metro Charity: [www.metrocentreonline.org](http://www.metrocentreonline.org)
- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Proud Trust: [www.theproudtrust.org](http://www.theproudtrust.org)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk) Sexual Harassment and Sexual Bullying
- NSPCC 'Report Abuse in Education' Helpline: 0800 136 663 or [help@nspcc.org.uk](mailto:help@nspcc.org.uk)
- Ending Violence Against Women and Girls (EVAW):  
[www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk)
- Disrespect No Body: [www.gov.uk/government/publications/disrespect-nobody-campaign-posters](http://www.gov.uk/government/publications/disrespect-nobody-campaign-posters)
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: [www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying)
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: <https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying/investigating-and-respondin>
- Childnet Project De-Shame (Online Sexual Harassment and Bullying):  
[www.childnet.com/our-projects/project-desham](http://www.childnet.com/our-projects/project-desham)