

Preventing Bullying Policy 2026-2027

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Mortimer House School Aims:

Our aim is for every pupil to have the chance to develop and grow into confident, happy, positive young people, through honesty, opportunity, progression, and empowerment.

Mortimer House School Vision:

We believe that all pupils can achieve success and we encourage our pupils to recognise that in themselves.

As a small school providing mental health support, we get to know every pupil as an individual and can both challenge and nurture them. We set high standards for our pupils and an approach to attitude, work and discipline that will allow them to succeed when they leave the school. We also recognise the importance of pupils' wellbeing, building their character and skills, and developing young people who will have the confidence to flourish.

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1) Overview

Introduction

- we are committed to providing a caring, friendly, and safe environment for all our pupils and staff.
- we acknowledge that bullying can take place at all levels and will endeavour to ensure that no member of the school community is subject to bullying or harassment of any kind.
- we endeavour to promote the message that bullying of any kind is unacceptable and will not be tolerated.

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2) Aim of the Policy

The aim of this policy is to give clear advice and guidance on how to deal with bullying at Mortimer House School in line with the DfE Preventing and tackling Bullying, updated in July 2026.

Objectives

- to show that we take positive action to prevent bullying from occurring at all levels.
- that the whole school community should understand what bullying is and be aware of the possible signs and symptoms
- that the whole school community are fully aware of what procedures to follow if bullying arises
- that staff and pupils in the school are assured that they will be supported when bullying is reported that the issue is taken seriously and that all incidents will be recorded, and procedures followed efficiently.
- that bullying will not be tolerated and that we will continually emphasise this in the school environment, through the curriculum, during assemblies and through the regular reinforcement of the school's policy.

3) What Is Bullying?

Definitions

“Behaviour by an individual or group, usually repeated over time, that intentionally hurts others either physically or emotionally.”

“Bullying is expressed through a range of hurtful behaviours: it can happen face-to-face or in the digital environment. It can be carried out by an individual or group but is generally

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executed in front of an audience to assert power or popularity. It may involve an element of secrecy so that adults are not aware of it”.

“Bullying differs from an argument, a fight or friendship fallout in that it:

- is deliberate or intentional
- is generally repeated over time
- involves a perceived imbalance of power between perpetrator and target
- causes feelings of distress, fear, loneliness, humiliation and powerlessness”

Respect and Equality: Statutory Guidance for Governing Bodies of Maintained Schools 2019

Bullying is behaviour that hurts someone else. It includes name calling, hitting, pushing, spreading rumours, threatening, or undermining someone. It can happen anywhere – at school, at home or online. It’s usually repeated over a long period of time and can hurt a child both physically and emotionally.

NSPCC elements associated with bullying – including-

- **intention to harm** – bullying is deliberate with the intention to cause harm. Those who bully others are often skilled at knowing exactly how to humiliate or hurt their target, picking on key aspects of their appearance, personality or identity that produces the effect wanted. They seek out the area in which they have power over their target
- **harmful outcome** – someone or a group is hurt physically or emotionally. They can be isolated, humiliated or made fearful. Their sense of self-worth is reduced
- **direct or indirect acts** – bullying can involve direct aggression such as hitting, as well as indirect acts such as spreading rumours, revealing private information about someone or sharing intimate images with people for whom the information/images were not intended
- **repetition** – bullying usually involves repeated acts of negative behaviour or acts of aggression. An isolated aggressive act, such as a fight, is not usually considered bullying. Yet any incident can be the start of a pattern of bullying behaviour which develops subsequently. That is why incident records are so valuable
- **unequal power** – bullying involves the abuse of power by one person or a group who are (perceived as) more powerful, often due to their age, physical strength, popularity or psychological resilience.

Bullying can take different forms. It could include-

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- **physical** – kicking, tripping someone up or shoving them, injuring someone, damaging their belongings or gestures of intimidation
- **verbal** – taunts and name-calling, insults, threats, humiliation or intimidation
- **emotional** – behaviour intended to isolate, hurt or humiliate someone
- **indirect** – sly or underhand actions carried out behind the target's back or rumour-spreading
- **online** – using any form of technological means, mobile phones, social networks, gaming, chat rooms, forums or apps to bully via text, messaging, images or video
- **relational aggression** – bullying that tries to harm the target's relationships or social status: drawing their friends away, exploiting a person's special educational needs (SEN) or long-term illness, targeting their family's social status, isolating or humiliating someone or deliberately getting someone into trouble
- **sexual** – unwanted touching, threats, suggestions, comments and jokes or innuendo. This can also include sextortion, so called 'revenge porn' and any misuse of intimate, explicit images of the learner targeted.
- **prejudice-related** – bullying of a learner or a group of learners because of prejudice. This could be linked to stereotypes or presumptions about identity. Prejudice-related bullying includes the protected characteristics. Prejudice can and does also extend beyond the protected characteristics and can lead to bullying for a variety of other reasons such as social status and background.

Roles in bullying

- **Pupils who Bully:** These children engage in bullying behaviour towards their peers.
- **Pupils who are Bullied:** These children are the targets of bullying behaviour.
- **Pupils who Assist:** These children may not start the bullying or lead in the bullying behaviour but serve as an "assistant" to children who are bullying. These children may encourage the bullying behaviour and occasionally join in.
- **Pupils who Reinforce:** These children are not directly involved in the bullying behaviour, but they give the bullying an audience. They will often laugh or provide support for the children who are engaging in bullying. This may encourage the bullying to continue.
- **Outsiders:** These children remain separate from the bullying situation. They neither reinforce the bullying behaviour nor defend the child being bullied. Some may watch what is going on but do not provide feedback about the situation to show they are on anyone's side. Even so, providing an audience may encourage the bullying behaviour.
- **Pupils who Defend:** These children actively comfort the child being bullied and may come to the child's defence when bullying occurs.

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4) Responding to Bullying

Bullying hurts. No one deserves to be a person who is bullied. Everybody has the right to be treated with respect.

Mortimer House School have a responsibility to respond promptly and effectively to issues of bullying.

All staff have a responsibility to respond promptly and effectively to issues of bullying. Everyone involved in looking after children shares responsibility for countering bullying and for creating a culture promoting positive role models and which positively encourages zero tolerance to bullying behaviour with the aim reduces or prevents the likelihood of bullying. However, we remain mindful that pupils that attend our setting may have needs that fall under social, emotional, mental health and well as significant past trauma.

As part of this ethos, everyone must understand what bullying means and what measures should be taken within the school and by individual staff to counter bullying. Relevant staff complete training on TES, regular updates shared from Staffordshire Safeguarding team and staff are required to read through this policy and accompanying procedures.

Everyone should also be clear what measures they should take if they suspect bullying, or it is reported to them. This is identified in the Prevent Bullying the Process flowchart (Appendix 1).

In this respect, everyone should be alert to the fact that bullying may constitute significant harm and, if so, must be reported under the Safeguarding and Child Protection Referrals Procedure.

As well as support for those who have been bullied, support will be given to those who have bullied through, discussion, social stories, PSHE lessons and any other relevant interventions.

The school's response to bullying should not start at the point at which the child has been bullied. Instead, intelligence should be gathered about issues between pupils which may provoke bullying. This is done through completion of an annual Anti-bullying questionnaire. Strategies and interventions can then be developed to prevent the occurrence of bullying.

An ethos of positive behaviour, where pupils treat one another and the staff with respect is the best form of preventing bullying as this often models the correct way to behave.

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Values of respect and a clear understanding of how the actions of individuals affects others should permeate the home/school environment and be reinforced by staff and older pupils who set a good example to others.

5) Recognising Bullying:

If a pupil is being bullied or bullying, common signs may include:

- Unexplained cuts, scratches, or bruises
- Missing, damaged, or torn belongings
- Loss of appetite or changes in appetite
- Frequent stomach aches, headaches, or other physical complaints
- Trying to get out of going to school or after-school activities
- Reduced interest in school, or poor grades
- Seeming sad, moody, or depressed, especially after school
- Exhibiting anxious behaviours
- Decreased self-esteem
- Withdrawing from friends and activities.

6) Procedures:

1. In all cases of bullying, a bullying incident report will be completed by the member of staff who dealt with/witnessed/has been informed of the incident. The incident should be logged on Sleuth as a 'Negative' using the bullying and corresponding behaviours.
2. All key teachers must check sleuth at the end of each day for negatives for their pupils and become familiar with patterns in behaviour. Any incidents logged as negative bullying will be tracked using that bullying tracker and pupils will be addressed. Once the 3 incident (negative) triggered point is reached the key teacher must then escalate this as a concern which will notify the DSL team – with an action to act on the bullying behaviour. As a restorative, trauma informed school, we aim to educate and repair fractures in relationship whilst being mindful of perception, and the feelings of all involved. The behaviour and self-regulation policy will be followed at all times.
3. In serious cases or where it is felt necessary parents/carers, social workers/relevant others should be informed, reports will be competed and in certain circumstances, parents/carers will be asked to come into a meeting to discuss the concerns
4. Support will be provided for the person who is being bullied, including emotional/wellbeing support, reassurance that the school is dealing with this and ensure the individual is reminded that our school is a 'safe space'.

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5. If necessary and appropriate, police will be consulted, and a safeguarding referral made.
6. If the bullying behaviour or threats of bullying are serious, this must be investigated, and the bullying stopped quickly
7. An attempt will be made to help the bully (bullies) change their behaviour via appropriate interventions

7) Preventative Measures:

Mortimer House School is committed to addressing all forms of bullying in line with the relevant guidelines within each of the following Government Regulations and Standards:

[Preventing bullying - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

In line with the law, Mortimer House School understand that as a school we must have measures in place to prevent all forms of bullying.

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. A key provision is a new public sector Equality Duty, which came into force on 5 April 2011. It replaces the three previous public sector equality duties for race, disability, and gender, and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. The Duty has three aims.

1. Eliminate unlawful discrimination, harassment, victimisation, and any other conduct prohibited by the act
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it
3. Foster good relations between people who share a protected characteristic and people who do not share it.

Mortimer House School supports these aims through its staff recruitment, training and support, policies and procedures maintaining expectations that **all** staff apply this duty;

- We value kindness
- We take all reports of bullying behaviours seriously
- We talk about bullying behaviour
- We value each person as an individual

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- We encourage pupils to talk and listen
- We encourage people to have respect for others
- We practice ways of expressing our feelings and sorting our problems
- We recognise, praise and reward good behaviour
- We model and tell pupils what kind of behaviour we expect
- We monitor places where bullying may occur

How can you help to prevent Bullying?

- Everybody gets angry; help pupils to express it without hurting others
- Don't tell them to retaliate
- Talk it through – be available to listen to a pupil
- Encourage pupils to share their feelings e.g., happiness, anger, frustration, sadness, joy, and excitement – use PACE and emotion coaching.
- Encourage them to tell a member of staff straightaway if they get feel they are being bullied
- Encourage pupils to share readily and respect other pupils in the school
- Praise pupils when they sort out problems by talking, rather than by hurting others

8) Curriculum Support

The school will raise awareness of the anti-social nature of bullying through a combination of tutor group meetings, the school council, Health and Wellbeing, PSHE, SMSC sessions and other areas of the school curriculum as appropriate e.g.

- Providing opportunities for children to explore issues of bullying e.g., through writing stories or poems or drawing pictures about bullying.
- Reading stories to children about bullying or completing social stories
- Making use of role-plays
- Use of external theatre groups to explore issues of bullying through drama.
- Community Police involvement

9) Allegations of Bullying

Staff must ensure that they follow the Prevent Bullying Process Flow Chart (Appendix 1)

- All allegations of bullying are listened to and discussed with the Head/ Senior Teacher and Designated safeguarding lead immediately.

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- The pupil who has disclosed being bullied is safe and not at risk of further harm.
- That relevant risk assessments are completed or updated where necessary.
- Strategies are developed with the pupil, parents/carers, social worker, care team and any other relevant person.
- Staff to communicate effectively, both verbally and in writing around all bullying issues and measures being employed to reduce any further risk.
- Pupils are kept fully informed of any decisions made.
- Staff to work proactively with pupils who present with bullying behaviour.
- Pupils are asked for feedback in relation to how their allegation was dealt with.

10) Staff responsibilities

All staff will create an atmosphere where bullying is known to be unacceptable.

- Bullying should be discussed openly with all pupils, and this will be accomplished within individual key worker sessions and within tutorial meetings.
- As part of the admission process all pupils will be made aware that bullying is unacceptable and what to do if they are being bullied or witness another pupil being bullied.
- Pupils will be encouraged to view bullying as a problem for everyone and not just an individual issue. They will be encouraged to intervene where appropriate or to bring staff assistance immediately.
- All staff will act as appropriate role models and will not engage in any sort of bullying, verbal abuse, or fun fighting. They will receive training in identifying bullying and around risk assessing bullying behaviour
- Any member of staff who witnesses bullying behaviour will deal with the situation immediately. Where necessary advice and guidance will be sought from colleagues and risk assessments will be undertaken to ensure that any further risk is reduced. Staff will act immediately to prevent the bullying from continuing. The pupils' local authority/social worker and parent/carer will be informed of all incidents of bullying and accurate records kept.
- All pupils are supported by staff when raising bullying as an issue.
- Serious bullying, leading to injury or threat of injury must be reported to the Head/ Senior Teacher and Designated safeguarding lead, who will refer the situation to the Local Authority in relation to safeguarding procedures. The pupil should be made aware of any action being taken and kept up to date with decisions.
- The Head Teacher will ensure that risk assessments are carried out at regular intervals and include the times, places, and circumstances in which the risk of bullying is greatest and acts where feasible to reduce or counteract the risk of bullying.

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- Any Bullying is discussed at team meetings daily and the views of the pupil are sought through Student Council and tutorial sessions as well as termly questionnaires, feedback forms completed to ascertain how satisfied a pupil is with the outcome of any bullying complaint and whether they have suggestions on what they feel could have been done better.
- Advice and guidance are made available to pupils who display bullying behaviour with interventions in place within the setting to reduce risk of harm for those being bullied.
- Support is available to those who are being bullied.

Criminal law:

Mortimer House School acknowledge that although bullying is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

As such, Mortimer House School will take seriously any electronic communication which conveys a message/image which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

Individual Plans for Children Planning

As part of the assessment and planning process, the Head Teacher must ensure that a Risk Assessment is conducted on each pupil to ascertain whether they are at higher risk of being a person who is bullied or someone who bullies.

11) Safeguarding children and young people:

Under the Children Act 1989, a bullying incident will be addressed by Mortimer House School as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Staff follow company policies and procedures and report their concerns to their local authority children's social care.

Notifications, Recording and Review:

- Minor or Non-Persistent Bullying

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Where bullying is not persistent or not serious it should be notified to the Head/ Senior Teacher at the first opportunity; they will decide whether to inform the parent/ carer/ social worker and what further actions to take.

All records of bullying should be monitored and when this behaviour is considered repetitive or targeted towards an individual/s action should then be taken following the schools bullying procedure steps, safeguarding the individual who is being bullied and addressing the behaviour of the bully.

Efforts should be made to discuss the bullying behaviour with the person who is being bullied through 1-1 tutor times for example to ensure that the person understands that we are taking protective measures and that school is a safe place.

In turn, measures should be taken to attempt to reduce the bullying behaviour with the bully and de-escalate to avoid cases of persistent or serious bullying happening.

- Persistent or Serious Bullying
 1. Serious or persistent bullying must be notified immediately to the Head/ Senior Teacher, Designated Safeguarding lead and the relevant parent/carers/ Social Worker notified within 1 working day - the social worker should be consulted and consideration given to whether a Child Protection Referral should be made, if so, see Child Protection Referrals Procedure.
 2. A bullying record should be made as a concern on Sleuth where the behaviour is considered persistent and/or serious. This should detail all incident information about the person being bullied and the bully.
 3. If the bullying is persistent or serious, the social worker should be consulted and it may be necessary to conduct a Placement Planning Meetings or a Strategy Discussion in line with Child Protection Referral Procedures.
 4. The person being bullied should be kept in the loop at all times, being made aware on what is being done to challenge the bullying behaviour and to safeguard them within school.
 5. Protective measures must be put into place including risk assessments to ensure the bully cannot continue to target/harm the individual/s concerned in the bullying incident.

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6. Reviews should take place with the person who has been bullied to gain feedback on how the school has dealt with the incident of bullying and what we could do in the future to make this better.

12) Evaluation

Evaluation will be carried out, at least once a term, to look for trends or patterns in bullying behaviour and to monitor and review the effectiveness of current procedures.

Data will also be gathered via Pupil Questionnaires, pupil feedback forms as well as verbal feedback from both pupils and staff.

The aim of this evaluation is to ensure that responses to bullying are dealt with effectively and in a timely manner and that relevant interventions and learning is in place for all pupils to be able to be in a school environment where there is a zero tolerance to bullying and they feel safe and respected as an individual.

13) HELP ORGANISATIONS: to be shared with pupils who need further support.

[Bullying | How To Deal With Bullying and Getting Help | YoungMinds](#)

[Helping Children Deal with Bullying & Cyberbullying | NSPCC](#)

[Find help and support \(anti-bullyingalliance.org.uk\)](#)

[Bullying at school \(supportline.org.uk\)](#)

[Help With Bullying \(kidscape.org.uk\)](#)

[Childline | Childline](#)

Racism

[Race and racism : Mentally Healthy Schools](#)

[Useful contacts - Racism and mental health - Mind](#)

[Home - Show Racism the Red Card](#)

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Disability

[SENDIASS | Home | KIDS](#)

[Learning Disability Support Services | Mencap](#)

Crime

[Children and young people - Victim Support](#)

[Embrace Child Victims Of Crime - Healthy Schools \(healthyschoolscp.org.uk\)](#)

[Dedicated helpline for victims of abuse in schools | NSPCC](#)

[Protecting children from radicalisation | NSPCC](#)

Online safety

[Online Safety UK](#)

[Is my child safe online? Parent's questions answered | Barnardo's \(barnardos.org.uk\)](#)

[Teaching Your Child about Internet & Online Safety | NSPCC](#)

[Childnet — Online safety for young people](#)

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Linked Documents
UN Convention on the Rights of the Child KCSIE 2026 NSPCC https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/bullying-and-cyberbullying/ DfE Preventing and Tackling Bullying Positive Behaviour Policy Safeguarding and Child Protection Policy Foundation for Safer Care Policy Behaviour Support Plans Exclusion from Schools and Pupil Referral units Apr 15 The Independent School Standards Regulations 2003 Health & Safety Policy Respecting Others: Anti Bullying Guidance 2003 circular 23/03 Respecting Others: Anti Bullying Guidance 2011; 050, 051, 052, 053, 054 and 055/2011 Equality Act 2010 Keeping Learners Safe 158/2015 Disability Discrimination Act 2001 Human Rights Act 1998 and the Race Relations Amendment Act BBC iWonder – Am I a bully? http://www.bbc.co.uk/guides/zqgbgk7

Legislation applies in England, the UK and internationally that aims to protect the rights of children and young people to a life free from abuse and harm including bullying. Existing legislation and international conventions with relevance to bullying in England include, set out in chronological order, the following:

- Protection of Children Act 1978 (as amended)
- Malicious Communications Act 1988
- Criminal Justice Act 1988
- Children Act 1989
- Education Act 1996
- Protection from Harassment Act 1997
- Human Rights Act 1998
- Education Act 2002
- Sexual Offences Act 2003 (as amended)

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- Children Act 2004
- United Nations Convention on the Rights of the Child (UNCRC)
- United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)
- Education and Inspections Act 2006
- Equality Act 2010
- Rights of Children and Young Persons (Wales) Measure 2011
- Social Services and Well-being (Wales) Act 2014
- Serious Crime Act 2015
- Counter-Terrorism and Security Act 2015.

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Appendix 1

Prevent Bullying The Process

