



# ANTI-BULLYING POLICY

Name	Anti-Bullying Policy		
Agreed by	GB School Improvement Committee		
Date agreed	8 <sup>th</sup> May 2024	Review date	Summer 2026
Signed & dated			

## **Introduction**

At Malmesbury Primary School, we understand that bullying can occur in any school or setting. We acknowledge the importance of prioritising prevention, raising awareness, and ensuring a consistent response to bullying incidents to safeguard 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;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

At Malmesbury Primary School, we are dedicated to ensuring the safety and promoting the welfare of our pupils and young people. We expect all staff and volunteers to fully embrace this commitment. According to the Children Act 1989, any instance of bullying should be treated as a child protection concern if there is a reasonable cause to suspect that a pupil is currently experiencing or is at risk of significant harm. In such cases, school staff are required to report their concerns to the Local Authority's safeguarding team.

This policy is closely linked with the Malmesbury Behaviour Policy, Equalities Policy, Inclusion Policy, Online Safety Policy and our Child Protection Policy.

## **Principles**

It is the duty of the governing body and the Headteacher to guarantee that all individuals within the school community operate within a safe and supportive environment.

We place importance on nurturing respect among our students, which is fostered through the school's Behavior Policy and the PSHE curriculum.

Our Anti-Bullying Policy at Malmesbury Primary School is founded upon the four guiding principles of the Early Years Foundation Stage, which shape our approach from a child's start and throughout their time with us. These principles are:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through positive relationships.
- Children 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.
- Children develop and learn in different ways and at different rates including pupils with special educational needs and disabilities.

## **Aims**

We are committed to fostering a school culture where bullying is deemed unacceptable, ensuring a safe and nurturing environment for all children.

Our goal is to support every child in reaching their academic, social, and personal potential through a secure and supportive atmosphere for learning and play.

### **Bullying definition**

At Malmesbury Primary School, we discuss what bullying is, what incidents we would describe as bullying and what incidents we would not describe as bullying, with all children through assemblies, PSHE lessons and during Anti-Bullying week. We agree that;

- Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally;
- Bullying usually occurs when the relationship is imbalanced;
- Bullying could be prejudice-based or discriminatory.

### **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 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,
  - Bullying related to ethnicity, nationality or culture
  - Bullying related to Special Educational Needs or Disability (SEND)
  - Bullying related to sexual orientation (homophobic bullying)
  - Gender based bullying, including transphobic bullying

### **Signs of Bullying**

It is essential that parents/carers and all staff at Malmesbury Primary School be vigilant in looking out for signs of bullying, including but not limited to;

- **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 apparent reason, lack of confidence, headaches and stomach aches, signs of depression.
- **Behavioural:** asking to be taken to school, 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.

### **Bullying Prevention**

It's crucial to actively prevent and promote awareness of bullying within our school community. We accomplish this through various means, including assemblies and PSHE lessons, where students engage in regular discussions about the nature of bullying and learn to differentiate it from ordinary conflicts like disagreements between friends. Additionally, we organise an annual 'Anti-bullying Week' to further underscore the importance of this issue.

In line with this commitment, e-safety education forms an integral part of our curriculum. We provide parents with relevant information through newsletters and the school website, and we conduct workshops specifically aimed at raising parental awareness of cyber-bullying. Furthermore, children are encouraged to confide in a trusted adult at school if they have concerns about bullying behaviour.

## Rule and Values

We consistently promote our school rules and values during assemblies and ensure they are prominently displayed throughout the school. By adhering to these principles and with the support of staff in reinforcing them, we anticipate a significant reduction in bullying incidents. Our core rules and values are:



## Responding to Bullying

When addressing reported incidents of bullying within the school, the following procedures will be followed:

- Upon suspicion or report of bullying, immediate action will be taken by the staff member who receives the concern or witnesses the incident.
- Adequate support will be provided to the individual being bullied, ensuring their safety and involvement in decision-making where appropriate.
- The Designated Safeguarding Lead (DSL) will be notified of all bullying concerns, particularly those with safeguarding implications.
- Interviews with all involved parties will be conducted by the Headteacher, DSL, or another designated member of the leadership team.
- Detailed records of bullying incidents will be maintained by the school, adhering to existing procedures and including pertinent information regarding decisions and actions taken.
- Communication with other staff members will occur as necessary.
- Parents or carers will be kept informed of the concern and subsequent actions taken, in accordance with child protection and confidentiality policies.

- Appropriate sanctions and support measures, as outlined in the school's behaviour and child protection policies, will be implemented following consultation with all relevant parties.
- External agencies may be involved if deemed necessary, particularly in cases involving criminal offences or significant risk of harm to a child.
- Instances of off-site or out-of-hours bullying, including cyberbullying, will be thoroughly investigated and addressed in accordance with school policy, Online Safety Policy, and behaviour policy.

## **Cyberbullying**

When addressing concerns related to cyberbullying, the school will:

- Promptly respond upon receiving a report or identifying an incident.
- Offer appropriate support to the individual who has experienced cyberbullying and work with the person who has carried out the bullying to prevent future occurrences.
- Encourage the victim to retain any evidence, such as screenshots, to aid in investigations.
- Take necessary measures, including examining school systems, interviewing potential witnesses, and involving authorities if needed, to identify the responsible party.
- Collaborate with individuals and online service providers to halt the spread of the incident and facilitate the removal of offensive material.
- Facilitate content removal by reporting to service providers if the involved parties cannot be identified or refuse to delete content, and by adhering to lawful procedures for confiscating and searching electronic devices.
- Ensure appropriate consequences for identified perpetrators to promote attitude and behaviour change, while also providing access to any necessary additional support.
- Notify law enforcement if a criminal offence has occurred.
- Educate staff and students on online safety measures, including advising victims not to retaliate, offering guidance on blocking or removing contacts, and assisting individuals in managing their online privacy.

## **Supporting Pupils**

Pupils who have experienced bullying will receive support through:

- Offering immediate pastoral care and reassurance to the pupil.
- Providing an immediate opportunity for the child to discuss their experience with their teacher, the DSL, or a staff member of their choice.
- Working towards rebuilding the child's self-esteem and confidence.
- Offering ongoing support, which may involve collaborating with staff, providing formal counselling, and involving parents or carers.
- If necessary, collaborating with the broader community and local or national organisations to access additional or specialised advice and guidance, which could include support through Early Help or Integrated Children Services.
- Advising the pupil to keep a record of the bullying incidents as evidence and guiding them on how to address any future concerns.

Pupils who have engaged in bullying behaviour will receive assistance through:

- Engaging in discussions to understand the incident, identify concerns, and emphasise the need for behavioural change.
- Involving parents or carers to facilitate attitude and behaviour adjustments in the child.
- Offering appropriate education and support regarding their actions.
- If the bullying occurred online, taking steps to remove content and reporting accounts/content to the service provider.
- Applying sanctions in accordance with the school's behaviour policy, which may include official warnings, internal exclusions, removal of privileges (including online access in cases of cyberbullying concerns), or, in severe or repeated instances, fixed-term or permanent exclusions.
- Collaborating with the broader community and local or national organisations to access additional or specialised advice and guidance, potentially involving the police or referrals to Integrated Children Services, Early Help, or support through the Children and Young People's Mental Health Service (CYPMHS).

### Useful Links and Supporting Organisations

The following links may provide additional support to children, staff or families.

- 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)

### Cyberbullying

- 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)

### SEND

- 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)
- 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)

## Race, Religion and Nationality

- 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.srtrc.org/educational](http://www.srtrc.org/educational)

## LGBTQ+

- 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-campaignposters](http://www.gov.uk/government/publications/disrespect-nobody-campaignposters)
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: [www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying](http://www.antibullyingalliance.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/toolsinformation/all-about-bullying/sexual-and-sexist-bullying/investigating-and-respondingsexual>
- Childnet Project DeShame (Online Sexual Harassment and Bullying): [www.childnet.com/our-projects/project-deshame](http://www.childnet.com/our-projects/project-deshame)