



Malmesbury C of E Primary School

Company Number 08483768

“Growing together in wisdom and love; discovering life in all its fullness.”

Anti-Bullying Policy

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Malmesbury C of E Primary School

Tetbury Hill
Malmesbury
Wiltshire, SN16 9JR

Tel: 01666 823514

Headteacher: Stephen Heal

E-mail: admin@malmesbury-pri.wilts.sch.uk

Website: www.malmesburyprimaryschool.co.uk

Our Values

“Schools which excel at tackling bullying have created an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest.” – DfE 2014.

The values of Malmesbury Primary School are: Respect, Kindness, Creativity, Independence and Courage, Underpinned by Love – Love for Life and Learning – Love for Myself and Others – Love for God. These values permeate the school and underpin our work against bullying.

Anti-Bullying Policy

This policy follows the DfE guidance documents: ‘Preventing and Tackling Bullying’, ‘Supporting Children and Young People who are Bullied: Advice for Schools’, ‘Cyberbullying: Advice for Headteachers and School Staff’, all available at <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

1. Our definition of bullying is:-

‘Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.’

(This is also the DCSF’s definition, from: Safe to Learn: Embedding anti-bullying work in schools. DCSF, 2007 and has been adopted by Wiltshire’s Children and Young People’s Trust Board and Wiltshire’s Anti-Bullying Steering Group.)

Although bullying can go on for days, weeks or months at a time, it does not have to go on for long before the victim becomes emotionally affected. It also has a corrupting influence on others who witness it.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Bullying can take many forms and be focused on a whole variety of personal characteristics. Under the Equality Act 2010 the school has a duty to protect certain characteristics: gender, gender identity, age, disability, race, religion, sexual orientation. If these characteristics become the focus of bullying then separate records will be kept, which will inform the school’s monitoring of its

duty under the Equalities Act. There is a separate statutory publication 'Equality Information' which deals with this aspect of the school's work.

Cyber Bullying: The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories. The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.

Safeguarding: 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 child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to the Designated Safeguarding Lead (the head teacher) who will liaise with local authority children's social care. If school staff feel that an offence may have been committed they should seek assistance from the police.

Teachers have the power to discipline pupils for misbehaving outside the school premises "to such an extent as is reasonable". This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre. Where bullying outside school is reported to school staff, it should be investigated and acted on. The headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed. In all cases of misbehaviour or bullying the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Bullying is not:-

- Friends falling out.
- Occasional disagreements during playtimes.
- Accidental physical contact.
- Reciprocal.

2 Aims and objectives

2.1 Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

2.2 We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

2.3 This policy aims to produce a consistent school response to any bullying incidents that may occur and is consistent with the Child Protection Policy.

2.4 We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

3 The role of Governors

3.1 The governing body supports the Headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

3.2 The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The Headteacher will deal and investigate bullying reports in the first instance. The governors require the Headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies. Overall figures will be reported annually, giving the number and type of incidents.

3.3 If parents are not happy with investigations and actions put in place by teachers or the Headteacher then they may request to see the chair of governors. The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Headteacher and asks him/her to conduct and inform them of investigations into the case and to report back to a representative of the governing body.

4 The role of the Headteacher

4.1 It is the responsibility of the Headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

4.2 The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

4.3 The Headteacher ensures that all staff receive sufficient information to be equipped to deal with all incidents of bullying.

4.4 The Headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important

and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

5 The roles of all staff

5.1 Staff in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class and that they are aware of in the school.

5.2 If staff witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the Headteacher, the teacher informs the child's parents.

5.3 We keep an anti-bullying logbook in the Head Teacher's room where we record all incidents of bullying that occur in or outside lesson time, either near the school or on the children's way home or to school. If any adult witnesses an act of bullying, they should inform the Headteacher and record the event in the logbook.

5.4 If we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and appropriate action for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the Headteacher and the Special Educational Needs Co-ordinator. We also invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Headteacher may contact external support agencies such as Social Services.

5.5 Staff training and professional dialogue continually builds their skills in dealing with incidents of bullying. Staff meeting time and school resources are devoted to maintaining a consistent and professional approach to behaviour management.

5.6 Staff attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying. Personal, Social, Health and Citizenship Education (PSHCE) lessons take place every week in all classes. These teach the skills needed to deal with bullying and the personal qualities to resist the temptation to bully. We work closely with the NSPCC to promote its 'Speak Out – Stay Safe' message on bullying and abuse.

6 The role of pupils

6.1 Pupil voice is an important part of the fight against bullying. Pupils are represented through the school system of houses, with house captains and vice captains.

6.2 A whole-school anti-bullying code has been developed with children, in language which children understand.

6.3 The school celebrates anti-bullying week annually.

7 The role of parents

7.1 Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

7.2 Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

8 Other roles within the school

8.1 The school employs a parent support advisor who is able to liaise between parents and school, and to provide support in the home to children who have been victims or perpetrators of bullying.

8.2 The School employs a full time inclusion and support manager and has four trained Emotional Literacy Support Assistants (ELSAs). These members of staff are available to provide support to children throughout the day. They also run support groups such as social skills and anger management.

8.3 The school employs a child counsellor, who is available to help children in a more specialised way than teaching staff.

9 Cyber Bullying

9.1 The school has excellent technology facilities and recognises that with these there come dangers in the area of cyberbullying.

9.2 The school has acceptable use policies for all children, which are revisited every two years in a new format appropriate for the age group. For further details please see our e-safety policy.

9.3 The school actively follows up incidents of cyberbullying which take place out of school as well as within the school day. Parents are contacted and further action taken as necessary.

10 Monitoring and review

10.1 The practice in this policy is monitored on a day-to-day basis by the Headteacher, who reports to governors about the effectiveness of the policy on request.

10.2 Anti-bullying procedures are reviewed annually as part of the school's Safeguarding Audit.

11. Policy adoption

Signed: Steve Heal
(Headteacher):



Date: January 2024

Signed: Laurence
Mussett
(Chair of Governors):



Date: January 2024



Anti-Bullying Policy

written by the children of Malmesbury Primary School

At Malmesbury, we want to make everyone feel welcome and happy. Because of this we don't want any bullies in our school.

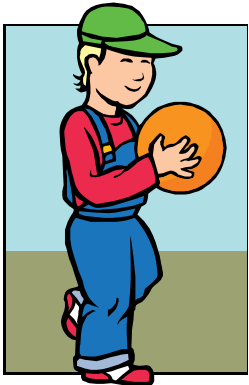
We think that a bully is someone who would -

- Say unkind things repeatedly to the same person so that they feel unhappy.
- Physically hurt someone over and over again.
- Use threatening or unkind behaviour on purpose
- Make someone feel different, sad or scared on purpose.



If someone was feeling that they were being bullied they should -

- Tell someone they trust e.g. a teacher, a parent, an older sibling, a TA, an adult they know well, or a friend.



someone sees someone being bullied they should -

- Convince them to tell someone about it, or maybe even tell someone on their behalf.
- Invite them to play a game and make them feel better.
- Not be worried about being the only one in a group to try to stop the bullying.

We think that if someone is bullying another person it may be because they are unhappy, or maybe even they themselves have been bullied in the past. An adult should try and talk to the person doing the bullying and try to find out why they are doing it so that they will stop.



Remember - STOP, TALK, WALK AWAY AND TELL