

# Malmesbury Primary School



## Anti- Bullying Policy

|                             |                 |
|-----------------------------|-----------------|
| Prepared by                 | Stephen Donegan |
| Committee responsible       | Standards       |
| Date ratified by Governors  | October 2024    |
| Date for review             | October 2026    |
| Signed (Chair of Governors) |                 |
| Signed (Headteacher)        |                 |

# Malmesbury Primary Anti-Bullying Policy

At Malmesbury we display good behaviour. We understand that everyone has the right to learn to the best of their ability, to be treated with dignity and respect and to feel safe at school.

To achieve this we:

- ✓ Establish shared rights, responsibilities, school rules and routines.
- ✓ Promote, teach and support positive behaviour.
- ✓ Use “a least to most” intrusive approach.
- ✓ Avoid unnecessary confrontation.
- ✓ Keep fundamental dignity and respect intact.
- ✓ Use positive corrective practice wherever possible.
- ✓ Focus on the primary behaviour.
- ✓ Use related and reasonable behaviour consequences.
- ✓ Have a clear, school-wide agreement for time-out.
- ✓ Build, promote and use a united approach to behaviour management.
- ✓ Refer to our Home School Agreement.

**This Policy should be read in conjunction with the school Behaviour Policy.**

| Responses to Bullying at Malmesbury Primary School                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>What is bullying?</b></p> <p>There is no legal definition of bullying.</p> <p>However, it’s usually defined as behaviour that is:</p> <ul style="list-style-type: none"><li>• repeated</li><li>• intended to hurt someone either physically or emotionally</li><li>• often aimed at certain groups, for example because of race, religion, gender or sexual orientation</li></ul> <p>It takes many forms and can include:</p> <ul style="list-style-type: none"><li>• physical assault</li><li>• teasing</li><li>• making threats</li><li>• name calling</li><li>• cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)</li></ul> |

We recognise that some people are particularly vulnerable to bullying. This can particularly be the case for children who have special educational needs or disabilities. We aim to provide supportive structures for vulnerable children which offer protective environments and social groups.

### **The Role of Governors**

**The governing body supports the head teacher in all the 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.

The governing body monitors the incidents of bullying that occur and reviews the effectiveness of the school policy regularly. The governors require the head teacher to keep records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

### **The Role of the Head Teacher**

**It is the responsibility of the Head Teacher 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 head teacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The head teacher ensures that all children know that bullying is wrong and that it is unacceptable behaviour in school. The head teacher draws the attention of the children to this fact at suitable moments, for example in an assembly time.

The head teacher 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.

### **The Role of teachers**

**Teachers in our school take all forms of bullying seriously and intervene to prevent incidents from taking place.**

They pass all incidents of bullying to the head teacher, who records them centrally.

If teachers witness an act of bullying, they do all they can to support the child who is being bullied. If a child is bullied, then the parents of all pupils involved will be informed.

All acts of bullying are recorded by the head teacher. The parents of the child who is bullied are informed.

If the teachers become aware of any bullying taking place between members of a class, the issue is dealt with immediately. This may involve counselling and support for the victim of the bullying and sanctions for the bully. Time is taken to talk to the child who has bullied: it is explained why their actions were wrong and an effort is made to change this negative behaviour. If a child repeatedly bullies then the head teacher may invite the child's parents

into school to discuss the situation, in line with the sanctions laid out in the school Behaviour Policy.

Teachers support all children in their class and 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.

### **The role of parents**

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

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.

### **Symptoms of bullying**

Early signs that a child is being bullied can be seen in Appendix A. We encourage children to speak out, to a friend or a trusted adult at home or at school, if they feel they are a victim of bullying.

### **Dealing with bullying incidents**

In dealing with bullying incidents, we will observe five key points.

- We will not ignore bullying.
- Staff should not make premature assumptions.
- All accounts of the incidents should be listened to fairly.
- We will make every effort to adopt a problem-solving approach which encourages pupils to find solutions rather than simply justify themselves.
- We will follow up to check bullying has not resumed

### **Support for pupils who feel they are being bullied**

We encourage our children not to suffer in silence. This is reinforced through general day-to-day teaching and specifically PSHE ethos.

If pupils feel that bullying is happening, they are advised to:

- Try to stay calm and look as confident as they can
- Be firm and clear and look the bully in the eye and tell them to stop
- Get away from the situation as quickly as they can
- Tell an adult what has happened straight away

Following any incident, pupils should:

- Tell a teacher or other adult at school
- Tell their family
- Take a friend with them if they are scared to tell an adult by themselves
- Not blame themselves for what has happened

When they talk to an adult about the bullying, pupils should be clear about:

- What has happened to them
- How often it has happened
- Who was involved
- Where it happened
- Who saw what happened
- What they have done about it already

**Formal Action**

If pupils do not respond to preventative strategies to combat bullying, we will take formal action to stop bullying behaviour. These sanctions are in line with the school's Behaviour Policy.

**Records**

The school will keep records of all incidents and the school's response. The initial report will be passed to the Head Teacher who will log the incident and response in the school's monitoring file. Termly reports of incidents of racist and homophobic behaviour are made to the Local Authority.

**Cyberbullying**

We work with all children to ensure that they understand safe and appropriate use of the internet, and the importance of online safety. We are very clear about the dangers of inappropriate use of the internet, including cyberbullying. We work closely with parents and children who are either victim or perpetrator in line with our approach to bullying in school, and taking full consideration of our Online Safety policy.

We work to raise awareness of the serious consequences of inappropriate use of the internet with parents.

**Homophobic, Transphobic and/or Racist behaviour**

We do not tolerate the use of homophobic, transphobic or racist language. Inappropriate use of language is challenged, and all staff use a common agreed phrase to challenge homophobic or racist language. We say 'At Malmesbury we do not use the word \*\*\*\*\* as an insult.'

Any homophobic, transphobic or racist language or behaviour is dealt with by the Head Teacher and involves conversations with the parents of both the perpetrator and victim. Formal sanctions can also be used in line with the school Behaviour Policy.

### **Why do children bully?**

- possible victim of abuse themselves
- dislike of victim
- jealousy
- justify own inadequacy
- assert / affirm reputation
- power assertion over peers
- entertainment
- attention seeking activity
- racial minority group
- inadequate / less able
- affluence / poverty

### **What to Look For - A Guide to Signs of Possible Bullying**

A child may show by signs or behaviour that s/he is being bullied. For example:

- absences
- deterioration of work or behaviour
- isolation or withdrawn behaviour
- pupil wishing to remain with adults
- pupil trying to miss certain lessons e.g. P.E.
- feigned illness

If parents or staff are aware of any of the following they may wish to ask the child if anything is worrying them, or of anyone is threatening or bullying them.

### **Children may...**

- be frightened of walking to or from school
- be unwilling to go to school
- beg you to drive them to school
- change their route to school
- begin doing poorly in their school work
- come home regularly with books or clothing damaged or missing
- start to wet the bed
- become withdrawn, start stammering
- become distressed, stop eating or eat more – “comfort eating”
- cry themselves to sleep
- have nightmares, sleep talk
- have unexplained cuts, scratches or bruises
- have possessions go missing
- ask for money or begin stealing money
- continually 'lose' their pocket money
- refuse to say what's wrong
- give improbable explanations to any of the above.