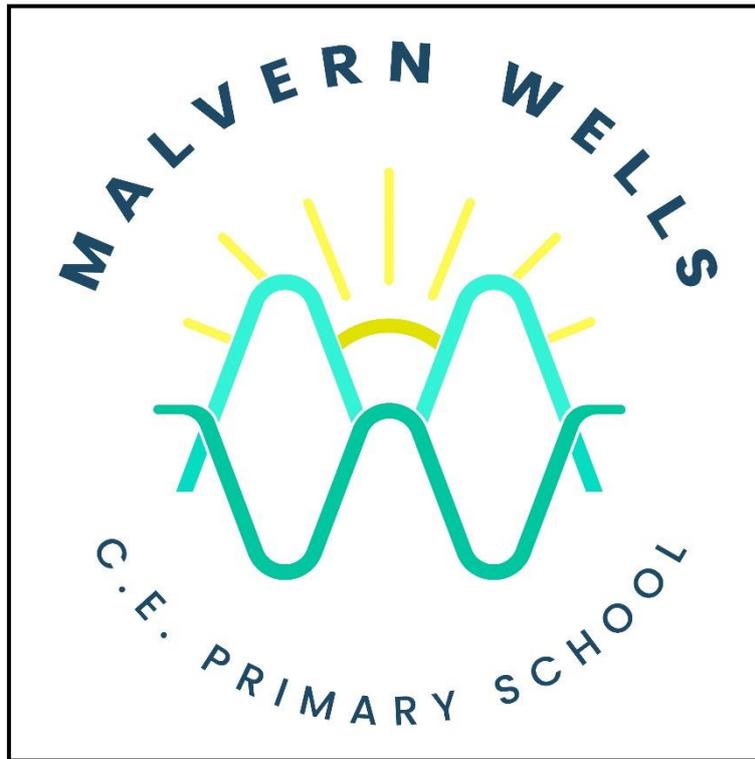


# Malvern Wells CE Primary School

## Anti-Bullying Policy



*'Let Your Light Shine.'*

We aspire for everyone at Malvern Wells to be the BRIGHTEST version of themselves, equipped with the knowledge that they are unconditionally loved by God who sees their intrinsic value, free to take risks, make mistakes and grow in the safety of his forgiveness ready for the plans and purposes He has in store for their bright future.

*Let YOUR Light Shine by Letting His Light Shine through You!*

Policy Author:	<i>Gen Alford</i>
Date of Policy:	<i>6<sup>th</sup> February</i>
Date approved by Governors:	<i>TLS -</i>
Next annual review date:	<i>February 2026</i>

## 1 Sources for this policy

This policy is written with reference to *Keeping Children Safe in Education*, DfE 2023, *Preventing and tackling bullying: Advice for headteachers, staff and governing bodies*, DfE, July 2017 and with reference to the *Equality Act 2010* and Section 89 of the *Education and Inspections Act 2006*.

## 2 Aims of the policy

2.1 In order to live our vision of 'Let Your Light Shine' this policy aims to define the practice whereby we educate about, prevent and respond to incidents of bullying at Malvern Wells C of E Primary School, that children may shine in this setting. Our Christian values (compassion, courage, commitment and community) promote key aspects of a culture which rejects bullying and educates to prevent.

2.2 The school has a zero tolerance of bullying. Staff, governors and all associated with the school have a professional and moral duty to prevent it and promote a safe environment for learning.

## 3 The Legal context of anti-bullying practice

3.1 The school recognises the fact that some forms of bullying are illegal and may be reported to the police, such as:

- a. physical or sexual violence/assault,
- b. theft of or significant damage to property,
- c. repeated harassment (including sexual harassment) or intimidation, for example name calling, threats and abusive phone calls, emails or text messages  
and
- d. hate crimes.

3.2 We also recognise and uphold the fact that schools must also follow anti-discrimination law. This means staff must act to prevent discrimination, harassment and victimisation within the school. It is against the law to discriminate against anyone because of:

- a. age,
  - b. gender reassignment,
  - c. being married or in a civil partnership,
  - d. being pregnant or on maternity leave,
  - e. disability,
  - f. race including colour, nationality, ethnic or national origin,
  - g. religion or belief,
  - h. sex,
- and/or
- i. sexual orientation.

3.3 These are called 'protected characteristics'.

3.4 Pupils and adult stakeholders are protected from discrimination at work and in education by law and this policy safeguards and enforces these rights.

## 4 Our Definition of Bullying

4.1 Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. This detrimental act represents an abuse of power, wherein a stronger person or group intentionally intimidates or harms a weaker person or group. Such behaviour can manifest in various forms, including verbal abuse, social exclusion, and physical aggression, all of which can have profound and

lasting effects on the victim's mental and emotional wellbeing. Recognising and addressing bullying is crucial within educational settings.

4.2 Bullying can take many forms (including, but not limited to):

- a. threatened or actual physical abuse
- b. verbal abuse, swearing and insults including derogatory or discriminatory language, c. spitting,
- d. name-calling,
- e. teasing, mocking or ridiculing,
- f. harassment (including sexual harassment),
- g. spreading rumours, and true or untrue malicious gossip,
- h. deliberately destroying property
- i. and
- j. deliberate social exclusion.

4.3 Bullying can be

- a. face to face and in person,
- b. covert and behind the back of the victim,
- c. virtual, digital or online ("cyber bullying") including text messages, social media, gaming chat and using images and videos.

4.4 We use the **STOP** definition to distinguish between bullying and occasional fall-outs or thoughtless, heat of the moment actions, which will be dealt with through the behaviour policy.

4.5 **STOP** stands for **Several Times On Purpose**. This widely used definition shows that bullying is something which has *happened more than once* and is *deliberate*. This usually means that the perpetrator is aware of what they are doing and often means that they understand the consequences. The acronym also stands for **and Start Telling Other People** and encourages children to seek help from a trusted adult.

## 5 Pro-active Anti-bullying Measures

5.1 The school's curriculum and routines are designed to prevent bullying, minimise opportunities for bullying to occur and to educate children in their moral rights and responsibilities.

- a. We educate children in the meaning and definition of bullying through collective worship assemblies and in classroom PSHE, making clear our zero-tolerance approach and encouraging children to ask perpetrators to stop, and report any behaviour of concern. Anti-bullying runs right through the curriculum, underpinned by respect and safeguarding education. We celebrate anti-bullying week and teach anti-discrimination explicitly.
- b. We foster a culture where relationships are strong and nurtured throughout the school. The Malvern Wells Curriculum builds on teamwork and seeks to strengthen relationships. Alongside this is further teaching in PSHE lessons that supplement the social and emotional work of the school curriculum. The behaviour policy uses reflective structured conversations to change behaviours, build empathy and repair. The Safeguarding policy is clear that children must have a voice, be listened to and concerns and disclosures be acted upon immediately.
- c. Staff are asked to be vigilant in looking out for incidents where they feel children may be encountering bullying. This is especially true in younger children where they might not recognise they are being subjected to bullying. We are vigilant of relationships which may potentially become power-imbalances or become bullying and act to prevent this.

- d. Staff carefully risk assess and supervise attitudes ensuring the conditions are not created where bullying may occur, such as children getting changed for PE, handling failure or mistakes in lessons or in clubs, where there may be perceived or actual difference and where the changes of puberty may be occurring.

## **6 Responding to allegations of bullying**

6.1 Bullying may be alleged by parents or children. It may be spotted by any stakeholder (adult or child) and it is important to remember that victims of bullying may not want to speak out or may not know they are being bullied. Each occurrence of bullying will be referred to the class teacher of the alleged perpetrator to deal with, using the following protocol:

1. Child or parent alleges bullying.
2. Class teacher (CT) is informed.
3. CT logs this with Headteacher (HT) for statutory recording.
4. An investigation takes place by the class teacher speaking to all children involved and if necessary hearing from witnesses.
  - a. establishing if this is a bullying incident,
  - b. establishing what has taken place,
  - c. ensuring the necessary steps are taken to stop the bullying and further bullying.
5. Consideration will be given whether referrals need to be made (internally to Pastoral Care, Early Help, CAMHS, etc.).
6. A decision is made about offering appropriate support to the victim and sanction to the perpetrator. The perpetrator may also need support and the underlying reasons for the bullying must be established. A behaviour or wellbeing intervention may be offered.
7. All parents are informed of the outcome of the investigation by the class teacher.
8. All events and actions are logged by the HT.
9. The situation is monitored by the CT and those who are best placed to do so.
10. The Headteacher has a follow up conversation with the involved parties at a later date. This is also logged to ascertain the impact and informs review and renewal of policy and practice.

6.2 On occasions where there is limited or no evidence the children involved will be subject to enhanced monitoring as part of the investigation. This will last as long as the investigation lasts and will cease when the matter is closed.

6.3 Where there is need, an individual behaviour plan (IBP) may be drawn up to manage and change bullying behaviour. This will use the school's behaviour policy with reference to the *Perryfields Toolkit*.

6.4 In the event of extreme behaviour (for example aggravated violence or severe aggression, repeated and deliberate discriminatory behaviour) likely to cause serious harm to others, the Headteacher may exclude the pupil from the school for a fixed period or permanently. Exclusions will be considered on a case by case basis and subject to DfE and Local Authority regulation and guidance. There is more information on exclusion in the behaviour policy. The headteacher will consider whether a crime has been committed and if the behaviour is considered child-on-child abuse and may involve the police, following the child-on-child abuse policy and Keeping Children Safe in Education.

## **7 Bullying which occurs outside school premises**

7.1 School staff members have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address

pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances.

7.2 This may include 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 or in an online environment. Where bullying outside school is reported to school staff, it will be investigated and acted upon.

7.3 Where appropriate the headteacher will 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 will always be informed.

7.4 While school staff members have the power to discipline pupils for bullying that occurs outside school, they can only impose the disciplinary sanction and implement that sanction on the school premises or when the pupil is under the lawful control of school staff, for instance on a school trip.

**Jen Alford**  
**February 2025**