

MALMESBURY PARK PRIMARY SCHOOL



Anti-Bullying and Harassment Policy

Approved by:	Governing Body	Date: January 2026
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Anti-Bullying and Harassment for Pupils Policy

School aims and values which guide this policy:

- We work together to make learning purposeful and rewarding
- Learners will develop independence to achieve their full potential
- We are a caring community that promotes respect for self, others and our environment
- We create a supportive learning environment that develops confidence

Terms:

SEND - Special Educational Needs and Disabilities

STAR - Setting, Trigger, Action, Result

ELF - Emotional Literacy and Feelings

ICT - Information Communication and Technology

PSHE - Personal Social Health Education

Introduction

At Malmesbury Park Primary School we are committed to developing an anti-bullying culture whereby no bullying between any members of our school community will be tolerated. We take all complaints about bullying seriously and we will take immediate steps in tackling incidents appropriately.

We will do this by:

- Discussing, monitoring and reviewing our anti-bullying policy and practice on a regular basis.
- Supporting all staff to promote positive relationships to prevent bullying and intervening by identifying and tackling bullying behaviour promptly.
- Ensuring that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- Reporting back to parents/carers regarding their concerns on bullying and dealing promptly with complaints. Parents/ carers in turn work with the school to uphold the anti-bullying policy.
- Learning from good anti-bullying practice elsewhere and utilising support from other relevant organisations when appropriate

We recognise that bullying is a subjective experience and can take many forms. Bullying can happen to anyone.

This policy covers all types of bullying including:

- Bullying related to race, religion or culture.
- Bullying related to SEND.
- Bullying related to appearance or physical/mental health conditions.
- Bullying related to sexual orientation (homophobic bullying).
- Bullying of young carers, children in care or otherwise related to home circumstances.
- Sexist, sexual and transphobic bullying.
- Bullying via technology - "cyberbullying"

Definition of bullying

"Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", March 2014)

Children, young people and adults can instigate bullying. The nature of bullying is changing and evolving as technology develops. Bullying is harmful to all involved, not just the bullied, and can lead to self-doubt, lack of confidence, low self-esteem, depression, anxiety and self-harm.

Bullying can include:

Name-calling; taunting; mocking; making offensive comments; kicking; hitting; pushing; taking belongings; gossiping; excluding people from groups; and spreading hurtful and untruthful rumours. This includes the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by phone, text, Instant Messenger, through websites and social media sites and apps, and sending offensive or degrading images by mobile phone or via the internet.

Aims and objectives

- Bullying is wrong and damages individuals. We aim to prevent it, by developing the school ethos in which bullying is regarded as unacceptable and the school ethos values of: trust, respect, harmony, responsibility, excellence and support are actively promoted
- We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.
- This policy outlines a consistent school response to any bullying incidents that may occur whether these happen in school or outside of school.
- We will ensure that all those connected with the school are aware of our school ethos values and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

Preventing, identifying and responding to bullying

The school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.
- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Challenge practice which does not uphold the school ethos values and also those of tolerance and non-discrimination towards others.
- Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, peer support and the school council.
- Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Train all staff including teaching staff, support staff (including administration staff, lunchtime support staff and site support staff) and pastoral staff to identify all forms of bullying, follow the school policy and procedures (including recording and reporting incidents).
- Proactively gather and record concerns and intelligence on MyConcern about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring.
- Actively create "safe spaces" for vulnerable children and young people.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- Work with other agencies and the wider school community to prevent and tackle concerns.
- Celebrate success and achievements to promote and build a positive school ethos.
- The Strategic Leadership Team (SLT) will monitor and track all patterns of bullying through analysis of MyConcern.

Involvement of pupils

We will:

- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.

- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Publicise the details of help lines and websites.
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

Liaison with parents and carers

We will:

- Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers in a variety of formats.
- Ensure that all parents/carers know who to contact if they are worried about bullying.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively.
- Ensure all parents/carers know where to access independent advice about bullying.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.

Staff actions following a bullying incident

- Witness statements will be gathered from all involved parties. These must be dated and added to MyConcern as soon as possible.
- The incident(s) will be discussed with the bullied and support offered within the class setting. The support of other children may be enlisted and systems will be set up to enable to child or children to be supported at vulnerable times. This may include some temporary access to Games club or the offer of staying with the class teacher to carry out specific jobs. The intervention must be temporary with the intention that the child is able to re-join their class mates on an equal basis as soon as possible.
- Should longer term support or counselling be necessary then this can be negotiated with the ELF staff through their established systems.
- The effectiveness of the support for the child will be monitored and monitoring will take place to ensure that the bullying has been eradicated
- The incident(s) will be discussed with the bully, explaining why the actions are wrong and referring to the school ethos values.
- Sanctions will be set up according to the nature of the incident. This can be discussed with the phase leader or other member of the Senior Leadership Team in order to ensure that sanction is consistent with the nature of the incident or frequency of incidents.
- The effectiveness of the sanctions will be monitored and monitoring will take place to ensure that the bullying has been eradicated
- In some situations it will be necessary to involve the parents This will usually be if the nature of the incident is severe or if the child is repeatedly involved in bullying. Parents will be invited in to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the head teacher may contact external support agencies such as social services
- All incidents/allegations of bullying will be recorded on MyConcern by the member of staff dealing with the incident in all instances

The role of pupils.

- To never be a bystander - A bystander is someone who observes conflict or unacceptable behaviour, always take steps that will make a difference:
- Always report any incidences of bullying to your teacher or adult on duty
- Never join in with a bully or associate with bullies

- Always cooperate with the school rules on bullying and provide information if known about an incident (protecting a bully or standing with a bully makes you a bully too)
- Always follow the school's Ethos Values

Links with other school policies and practices

This Policy links with a number of other school policies, practices and action plans including:

- Safeguarding and child protection policies
- Behaviour policy
- Complaints Policy
- Online Safety and Acceptable Use of ICT Policies
- Curriculum Policies such as RSHE and computing

Responsibilities

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy.
- Governors, the Headteacher, Senior Managers, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly.
- The Headteacher to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably.
- Staff to support and uphold the policy
- Parents/carers to support their children and work in partnership with the school and to contact the school immediately should they be concerned that their child may be being bullied or be the perpetrator of bullying
- Pupils to abide by the policy.