



ANTI BULLYING POLICY

'In these stone horizons sing'
(Gwyneth Lewis, Welsh poet)

Introduction

At Maybury Primary School we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported. Bullying will not be tolerated. The school will seek ways to counter the effects of bullying that may occur within school or in the local community. The ethos of our school fosters high expectations of outstanding behaviour and we will challenge any behaviour that falls below this.

At Maybury Primary School we do not discriminate against any child or adult on the grounds of race, disability, gender, age, gender reassignment, pregnancy, maternity, religion or belief, sex or sexual orientation. We embrace the individuality of all of our community members and comply fully with the Equality Act 2010.

This policy should be read in conjunction with the following policies: Child Protection and Safeguarding Policy, Positive Behaviour Policy and Exclusions Policy.

Definition of Bullying

Bullying can be described as being a 'deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. It can range from ostracising, name calling, teasing, threats and extortion, through to physical assault on persons and/or their property. It can be an unresolved single frightening incident which casts a shadow over a child's life, or a series of such incidents.'

Bullying is:

- deliberately hurtful behaviour
- repeated, often over a period of time
- difficult for those being bullied to defend themselves
- often a secretive activity

Bullying may take on many forms:

- Physical – hitting, kicking, pushing, pinching
- Verbal – name-calling, insulting, making racist or other hurtful remarks, threatening, spreading unpleasant stories about someone
- Indirect – making gestures (a clenched fist), body language (a swagger)
- Exclusion – excluding someone from social groups in order to intimidate
- Extortion – forcing someone to hand something over (sweets, belongings)
- Hiding things
- Spoiling things – scribbling on work, destroying a game etc
- Online bullying – the use of ICT, particularly mobile phones and the internet to deliberately hurt or upset someone

These actions only constitute bullying if carried out consistently.

The Anti-Bullying Alliance and its members have an agreed shared definition of bullying based on research from across the world over the last 30 years:

'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.'

Encouraging other people to engage in any of these types of behaviour can also be bullying.

Aims and Objectives

Bullying is wrong and damages individual children. We therefore do all we can do to prevent it, by developing a school

By setting high standards of expected behaviour, the school aims to:

- promote positive relationships that safeguard and promote the welfare of pupils, creating an effective learning environment
- maximise the quality of the learning experience for all pupils enabling everyone to learn effectively
- enable pupils to understand the implications of their behaviour, to control their own behaviour and most importantly to take responsibility for their behaviour
- ensure every member of the school community feels valued, respected and treated fairly
- provide an ethos and environment within which everyone feels safe
- foster discipline and mutual respect between pupils and their peers, and between staff and pupils
- raise awareness amongst pupils to ensure that their behaviour does not put their peers or staff at an increased risk in respect of health and safety
- raise awareness amongst pupils for the need to recognise and manage their emotions and reactions; and
- support pupils whose behaviour within the school's environment is challenging or who may find friendship and co-operation difficult

Application of Policy

This policy applies to all members of the school community. We will apply sanctions within this policy for behaviour that takes place outside of school premises where it is reasonable to do so, for example if allegations of bullying taking place outside of school hours are reported to the school.

When deciding whether it would be reasonable to impose a sanction for poor behaviour outside of the school, staff will consider:

- whether the pupil is taking part in any school-organised or school-related activity, travelling to or from the school, wearing school uniform or is in some other way identifiable as a pupil at the school at the time of the poor behaviour; and/or
- the severity of the misbehaviour, whether the pupil's behaviour could have repercussions for the orderly running of the school, whether the behaviour

poses a threat to another pupil or member of the public or could adversely affect the reputation of Maybury Primary School and/or the Humber Education Trust.

Types of Bullying

Maybury Primary School describes the forms of bullying in terms of “how” the bullying is carried out in the following terms:

a). Direct

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racial racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focusing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing

b). Indirect – Cyber Bullying (see E-safety Policy and Supporting Material)

- All areas of internet such as email & internet chat room misuse
- Mobile threats by text messaging & calls
- Misuse of associated technology i.e. camera & video facilities

Physical Bullying

One form is physically abusing the victim. This is the easiest form of bullying to be recognised as it can leave marks on the victim, i.e. bruising or torn clothes, an act that physically harms the victim. However, it can also involve intimidation by the use of stature or gangs to physically intimidate someone into thinking their way or to doing something for them. It can often be recognised when a group or individual is blocking any available exit to the victim and literally cornering them.

Verbal Bullying

Verbal bullying can be the use of derogatory terms to make the bully seem more powerful to the victim. It is often hard to detect because the victims tend to want to keep quiet about their ordeals.

Some things to look out for include the victim becoming less willing to talk to you and generally seeming in a much less happy mood than normal. It is important to make sure that paths are kept open for the victim to come to you rather than trying to intervene on something you are not sure about.

Indirect/Social Bullying

Indirect bullying is when derogatory terms are used to abuse someone. It can also be alienating someone from an activity. It is very difficult to determine when this is occurring. Being stopped multiple times from joining an activity is normally a show of social bullying.

Bullying can be brought to the attention of staff either by: the victim(s), their friend(s), their parent(s) or other stakeholders.

Cyber/Online 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. Cyberbullying is bullying that takes place over digital devices like cell phones, computers, and tablets. It can occur through SMS, Text, and apps, or online in social media (such as

Facebook, Instagram and Snapchat), forums, or gaming where people can view, participate in, or share content.

Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation. 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 as people forward on content at a click. Some cyberbullying crosses the line into unlawful or criminal behaviour.

Signs of Bullying

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in standards of work and lapses in concentration.

Reporting Incidents in and out of School

- Pupils are encouraged to report all types of bullying or inappropriate behaviour in school immediately in either verbal or written form. Pupils must recognise that being a “bystander” is not acceptable and understand how their silence supports bullying and makes them in part responsible for what happens to the victim of bullying.
- Bullying behaviour is never ignored and it is the responsibility for **all** members of the school community to act on incidents of bullying off the school premises including journeys to and from school.

Prevention of bullying

At Maybury we use a range of prevention strategies to support our positive behaviour ethos. These include:

- The Jigsaw PSHE programme
- Anti-bullying awareness raising and key messages
- Participation in Anti-Bullying activities
- Behaviour - rules, code of conduct, rewards / sanctions
- Productions and class assembly themes linked to Jigsaw and Citizenship
- Supervision by staff
- A curriculum which reflects the school’s ethos celebrating the rich diversity of our world
- Support programmes for vulnerable pupils from the Designated Safeguard Lead
- A safe and secure physical environment
- Involvement of pupils, for example peer support
- Healthy Schools
- Access to the ‘Worry Monster’ for every child
- Working with the School Council

Strategy for dealing with bullying

All incidents of reported bullying are to be recorded on the school’s ‘Report of Bullying Incident Form’ and passed to the Headteacher.

The following is a list of actions available to staff depending on the perceived seriousness of the situation. The emphasis is always on a caring, listening approach as bullies are often victims too – that is why they bully.

- Discussions at length with the victim. This will require patience and understanding. Remember – Listen, believe, act
- Identify the bully/bullies. Obtain witnesses if possible and record their responses. Advise the Head teacher immediately.
- Discussions with the bully. Confront them with the details and ask them to tell the truth about the situation/incident. Make it clear that bullying is not acceptable at Maybury Primary School
- If they own up then follow the schools procedure of using the Report of Bullying Incident Form and informing parents
- If they do not own up, investigate further. If it is clear that they are lying, continue with the procedure. Children usually own up if presented with all the facts
- Separate discussions with parents of bully and victim
- One to one support from Child Welfare Officer
- In agreement with parents, help and advice may be sought from an LA anti-bullying agency or funded Project.
- Sanctions for the bully may include withdrawal from favoured activities, loss of playtimes, internal or external exclusion from school during lunchtimes depending on the perceived severity of the incident(s)
- Continue monitoring the situation by observing at playtimes and lunchtimes – record on Anti-bullying Policy Child Observation Form- and having discussions with victim to ensure no repetition
- As the behaviour of the bully (hopefully) improves, then favoured activities etc can be reinstated, and the child should be praised for good behaviour. This will rebuild the child's self-esteem, which may have been damaged after being caught bullying, or could have been low anyway, hence the bullying

In order to identify incidents of bullying and the identities of bullies, at Maybury Primary School we have agreed to carry out the following strategies:

- All staff watch for early signs of distress in pupils
- All staff listen, believe, act
- All pupils should be encouraged to record any incidents of bullying they have witnessed or experienced
- Access to the class 'Worry Monster'
- Individual programmes for pupils identified at risk
- Transition Programme for Year 6 pupils identified as Vulnerable or At Risk

The ethos and working philosophy of Maybury means that all staff actively encourage children to have respect for each other and for other people's property:

- Good and kind/polite behaviour is regularly acknowledged and rewarded
- Staff will regularly discuss bullying, this will inform children that we are serious about dealing with bullying and leads to open conversations and increased confidence in children to want to discuss bullying
- Staff will reinforce expectations of behaviour as a regular discussion.
- Take part in Anti-Bullying week
- Staff to follow the equality policy; welcoming every child to our school

- Staff must be vigilant regarding groups of friends together. Groups/gangs bring about the imbalance of power and must be broken up from around the central bully
- Staff must reinforce a general message that children do not have to be friends with everyone else, but they must be respectful of everyone else's feelings

Policy reviewed and revised September 2025
Adopted by Governors: October 2025
Review Date: September 2026

Everyone at Maybury will teach our children to learn and empower them to broaden their horizons.



Anti-Bullying Policy Child Observation Form

Name of Child:	Year:
Date of Observation:	Time:
Place:	Observer:
Comments:	