ABBEY COLLEGE IN MALVERN
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Anti-Bullying Policy

Related Documents Include:
• Behaviour Management Policy • Student Handbook • PSHEE/RSHE Policy • Anti-Bullying Student Information Sheet • Bullying Report Form • E-Safety Policy
Legal Status:
• Complies with Part 3, paragraph 10. Regulation 3 (2)(a) of the Education 2014 (Independent School Standards) (England) (Amendment) in force Regulations currently in force. • Prepared Complies with Part 3, paragraph 10. Regulation 3 (2)(a) of the Education (Independent School Standards) (England) (Amendment) in force Regulations currently in force. • Prepared with reference to DfE Guidance (2017) Preventing and Tackling Bullying (update April 2026): Advice for School Leaders and Governors and the relevant aspects of Safe to Learn, embedding anti-bullying work in schools. • Having regard for the guidance set out in the DfE (Don't Suffer in Silence booklet). • Keeping Children Safe in Education 2026. • Working together to safeguard children. • DfE Teachers Standards 2021. • Childnet's 'Cyberbullying: Understand, Prevent and Respond: Guidance for School
Monitoring and Review
• This policy will be subject to continuous monitoring, refinement and audit by the Welfare Manager • The Welfare Manager will undertake a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.
• The next official date for review is: **October 2027**

Objectives of this Policy are to ensure:

- The policy has been adopted with the involvement of the whole school community.
- What Abbey College in Malvern will do to prevent and tackle all forms of bullying.
- All teaching and non-teaching staff, pupils and parents/agents should understand what bullying is.
- All teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents/agents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents/agents should be assured that they will be supported when bullying is reported.

Produced by:	DB	Date:	24/07/2023	Checked by:	AG	Date:	04/11/2026	Approved by:	MNJ	Date:	04/11/2026

- Abbey College in Malvern is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.
- That repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

Introduction

At the Abbey College we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

What is Bullying?

Bulling can be defined as 'behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally'. (DfE 'Preventing and Tackling Bullying', April 2026).

Bullying can take many forms and can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours (more examples are listed below). This behaviour is often motivated by against particular groups. It might be motivated by actual differences between students or perceived differences. Stopping violence and ensuring immediate physical safety is obviously the College's first priority but it must be remembered that emotional bullying can be more damaging than physical.

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.

This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. Examples of which can include sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive and degrading photos or video films.

It is important to remember that bullying can take place between student and student (peer on peer abuse), staff and staff and staff and student.

Staff should also bear in mind that they have a responsibility to respond to observed or reported instances of bullying, even when these have taken place off the College campus.

Terminology throughout KCSIE 2022 changed from peer-on-peer abuse to child-on-child abuse. This is a welcome change as the term peer-on-peer suggests the abuse is between children of a similar age which is not always the case.

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(See Table in Appendix 1)

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying may be doing it intentionally, or may not realise the effect their behaviour is having on others, either way they need to learn different ways of behaving.

Schools have a responsibility to respond promptly and effectively to issues of bullying.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. All staff should be aware of these possible signs and that they should report their concerns to the Welfare Manager* if a student:

- Changes in their usual routine.
- Begins to miss lessons.
- Becomes withdrawn, anxious, or lacking in confidence.
- Starts stammering.
- Attempts or threatens suicide or running away.
- Cries themselves to sleep at night or has nightmares.
- Feels ill in the morning.
- Begins to underperform in school work.
- Has possessions which are damaged or "go missing".
- Unexplained cuts or bruises.
- Becomes aggressive, disruptive or unreasonable.
- Bullying other children or siblings.
- Stops eating.
- Is frightened to say what's wrong.
- Gives improbable excuses for any of the above.
- Afraid to use the internet or mobile phone.
- Nervous & jumpy when a cyber message is received.
- Psychological damage and diminished levels of self-confidence.
- Choosing the company of adults.
- Displaying repressed body language and poor eye contact.
- Sitting on their own and students left out of activity groups during lessons or play activities.

These signs and behaviours could indicate other problems but bullying should be considered a possibility and should be investigated.

If a student confides in you that they are being bullied, please offer reassurance that they are doing nothing wrong and that it is not their fault that they are being bullied.

Procedures

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1. Report any bullying or suspected bullying incidents to the Welfare Manager*, who is then responsible for informing other staff both on the academic and boarding side.
   Do not speak to the bullying student yourself.
   In the case of cyber bullying, a student's computer use will be monitored and the student will be helped to delete certain accounts/friends, etc. If necessary and appropriate, police will be consulted.
2. The college will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate
3. The bullying behaviour or threats of bullying will be investigated by the welfare manager/DSL, recorded on the Bullying Report Form and the bullying stopped quickly.
   Staff will be informed throughout the process.
   The Designated Safeguarding Lead (DSL) will be informed of all bullying issues where there are safeguarding concerns.
4. An attempt will be made to help the bully (bullies) change their behaviour. Sanctions, as identified.
5. If the behaviour continues, further action will be taken. This could include suspension or expulsion.

* If the Welfare Manager is away from the College the incident should be referred to the Principal.

Outcomes

1. The bully (bullies) may be asked to genuinely apologise. Other consequences may take place.
2. In serious cases, suspension or even exclusion will be considered.
3. If possible, the pupils will be reconciled.
4. After the incident / incidents have been investigated and dealt with each case will be monitored to ensure repeated bullying does not take place.

Prevention

We actively throughout the year educate our students about bullying, the effect it has on others, and what students should do if they are being bullied. We do this:

- By talking about anti-bullying and cyber bullying in assemblies.
- By displaying anti-bullying posters around the school.
- By displaying posters listing organisations and help lines the student can turn to for advice.
- By including bullying (including cyber bullying) in the PSHEE and Citizenship syllabus.
- To block offensive websites where possible.
- To monitor student use of College computer accounts.
- By advertising and discussing Anti-Bullying week.

Staff Training

Staff are trained in the following ways to raise awareness of the issues associated with bullying, including legal responsibilities, action they can take to resolve and prevent problems and sources of support.

- Incorporate the College anti-bullying policy into staff inductions, annual training and meetings.
- Complete the Educare on-line assessment to make staff aware of the issues associated with bullying and tell-tale signs.

We raise awareness of staff through training so that the principles of the anti-bullying policy are understood, legal responsibilities are known, action is defined to resolve and prevent problems and sources of support are available. We thoroughly appreciate the need to understand our children with their special educational needs and disabilities, and also lesbian, gay, bisexual and transgender (LGBT) pupils.

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Good Practice for Staff

- Be continually aware, watchful and available promoting good behaviour and encourage the care of others.
- Ensure students are appropriately supervised.
- Report all cases of bullying to Welfare Manager.

Teachers will be aware that they can radically affect the incidence of bullying and that it must **always be taken seriously.**

Bullying Among Staff

In the event of bullying taking place among the staff, the Principal should be informed and appropriate decisions made with possible reference to the relevant school employment policies and procedures. Accusations of bullying of a student (students) by members of staff will be investigated thoroughly.

Appendix 1: Types of Bullying

Emotional (indirect bullying)	*Isolation of others by a refusal to co-operate with them and exclusion* - being unfriendly, name calling, excluding, tormenting (e.g. hiding books, threatening gestures), deliberately excluding from social groups or an activity by refusal to sit next to/ talk to/ work/ co-operate with others and refusal to follow staff instructions to do the above, or malicious rumours, e-mails or text messages, and also exclusion from play/discussions etc. with those whom they believe to be their friends.
Physical	*Physical harm or its threat including the abuse of personal property* – jostling, serious fighting, pushing, kicking, hitting, taking or hiding belongings, punching or any use of violence; deliberately destroying or damaging work or possessions or removing personal property, use of weapons/threatening use of weapon (or any object which could be used as a weapon), intimidation through physical gestures and actions.
Racist	Bullying directed at individuals of a certain race, culture, ethnicity, language, faith, community, national origin or national status. The distinctive feature of racist bullying is that the victim is attacked not as an individual but as the representative of a family, community or group. This is an area where schools are required to keep statistics about incidents.
Sexual	Unwanted or inappropriate physical contact or sexual innuendo.
Sexist	Covers a wide range of behaviour from name calling to physical sexual assault. It is the use of sexual language or negative stereotyping on the basis of gender.
Homophobic	This is bullying which is directed towards people who are openly gay, bisexual, are perceived as gay, or show characteristics. Heterosexual young people subject to homophobic bullying are less reluctant to report it as this may enforce the stereotypical way that they are already viewed by others so sensitivity and positive support is required for victims.

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Verbal	Name-calling, sarcasm, spreading rumours, making snide comments, teasing, humiliating others, threatening others, inciting others to humiliate and threaten others.
Cyber	Not occurring face to face but rather through electronic means including, but not limited to, social networking sites, internet and intranet sites, email, instant messaging, by mobile phone including through text messages, sexting and phone calls, photographs both real and manipulated and so on. See the e-safety policy for further details.
Cultural	Focusing on and/or playing off perceived cultural differences or similar.
Religious	Attacking faith, belief, religious practice or custom
Special Educational Needs and Disability	Remarking upon, drawing attention to, or discriminating against persons with physical disabilities or learning difficulties or other identified special educational needs such as emotional and behavioural disabilities (EBD) and Specific Learning Difficulties (SLD) - (Dyslexia, Dyscalculia and Dyspraxia).
Transphobic	Unfair and discriminatory treatment against persons whose gender identity does not align with the sex they were assigned at birth or perhaps because they do not confirm to stereotyped gender roles or 'norms' (LGBTQ).
Written	Spreading rumours, writing or printing unkind or malicious words on paper.

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