



GATLEY PRIMARY SCHOOL

ANTI-BULLYING POLICY

This Anti-Bullying Policy should be read in conjunction with the Behaviour Policy, Responsible Use Policy and Equality and Diversity Policy, as together they establish the general ethos of the school.

December 2024

VERSION HISTORY

Date	Document Version	Document Revision History	Document Author / Reviser
17.11.2014	2.0	Policy reviewed.	V McManus
16.11.2015	2.1	Policy reviewed.	V McManus
12.05.2017	2.2	Policy reviewed by Teaching & Learning Committee	J Keating
11.05.2018		Next Review	J Keating
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March 2022	3.3	Policy Reviewed	G.Norman
December 2022	3.4	Policy amended to include Bullying vs Conflict	R Clair
March 2023	3.5	Policy amended to included Right Respecting Schools link.	R Clair
December 2024	3.6	Policy Reviewed to include info on investigation	R.Clair

Gemma Noman, Head of School

Lisa Dennis, Chair of Governors

Date:

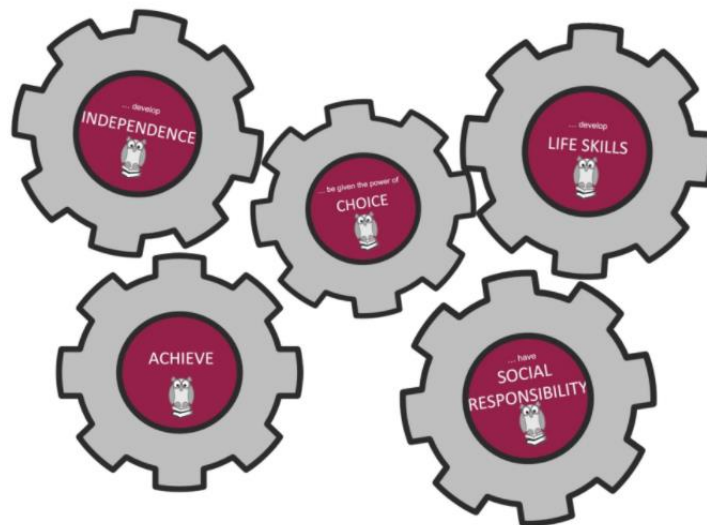
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Purpose of the Policy

The Anti-Bullying Policy should be read in conjunction with the Behaviour, Responsible Use, Peer on Peer Abuse and Equality & Diversity Policy, as together they establish the general ethos of the school.

The culture of the school is fostered in the school values: Choice, Independence, Social Responsibility, Achievement and Life Skills.



It is viewed that curriculum delivery and the school's culture will foster positive relationships between staff and children and children together where mutual respect, tolerance, pride and collaboration will support the children to work harmoniously together. This approach is further exemplified through:

- Health & Safety Policy
- Equal Opportunities Policy
- Behaviour Policy
- RSHE Policy
- 'Golden Thread' of curriculum delivery
- Pastoral provision
- Inclusion Policy

Further to this guidance from: Keeping Children Safe in Education (2024), Anti-Bullying Alliance has been used to shape this policy.

Policy Aims

In order for all to 'Enjoy Learning and Achieving Together' the aims of the policy are:

- To ensure a safe and secure environment where all children can learn without anxiety and feel valued.
- To ensure that pupils feel able to report bullying and assured they will be listened to.
- To develop a school ethos and curriculum which adopts preventative strategies to avoid all forms of bullying.
- To make all those connected with Gatley Primary School aware of our opposition to bullying.
- To produce a consistent and clear school response to any behaviour deemed as bullying and beyond the school to support families.
- To enable children to feel secure that they can confide in a member of staff, if they are being bullied.
- To support children who engage in bullying to learn to behave in ways that do not cause harm in future.
- To engage the whole school community in developing and reviewing the anti-bullying work in school.
- To ensure that occurrences are recorded and audited.
- To ensure all staff and children are aware of the signs of bullying and procedurally know how to deal with this.

Rights Respecting Schools

Gatley Primary School is championing children's rights through UNICEF's Rights of the Child. As a Gold Rights Respecting School we are committed to advancing equality of opportunity for all, understanding and valuing diversity and working actively towards eliminating all forms of bullying and discrimination. Under the UNCRC, all children and young people have the right not to be discriminated against or treated unfairly; to be treated in their best interests and to have their rights respected, protected and fulfilled.

We believe that students and staff have the right to learn and work in a safe and caring environment which promotes personal growth and confidence for all. We recognise that certain individuals and groups in society experience disadvantage, prejudice or discrimination on account of their age, disability, ethnicity, gender, looked-after status, religion or belief, and socio economic status or any combination of these. Bullying behaviour goes against many of the United Nations Convention on the Rights of the Child articles and may prevent children and young people from enjoying their full rights and developing their full potential in learning and in life. The UNCRC includes a number of

Articles that link directly to anti-bullying and we believe that by being a rights respecting school it will help us create a positive ethos of respect between all of our school pupils, teachers and support staff.



Non-Discrimination- The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever their family background.



Respect for the views of the child- Every child has the right to express their views, feelings and wishes in all matters affecting them and to have their views considered and taken seriously.



Protection from harm including physical, mental or emotional harm- Governments must do all they can to ensure that children are protected from all forms of harm

Definition of Bullying

At Gatley Primary we define bullying as a person or persons who consistently and repeatedly take action to deliberately intimidate or hurt another person by verbal, emotional or physical abuse. (This includes cyber bullying and bullying through social media).

The Anti-bullying Alliance (ABA) defines bullying as: ‘the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.’ This guidance also recognises that ‘Early intervention can help to set clear expectations of the behaviour that is and isn’t acceptable and help stop negative behaviours escalating.’ This includes cyber bullying which is classes as the ‘use of technology to harass, threaten, embarrass, intimidate or target a child.’

The staff, parents and children of Gatley Primary School work together to create a happy, caring and safe learning environment. In the event of a bullying allegation or observation, whether verbal, physical or indirect, this is immediately investigated. It is everyone’s responsibility to try to prevent occurrences of bullying and to deal with any incidents quickly and effectively. **(Further definitions of bullying can be found in Appendix B)**

Under the Children Act of 1989 a bullying incident should be addressed as a child protection concern when there is ‘reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm.’

Bullying Directed towards Religion, Race, Gender, Sexual Orientation, Disability or because a child is Adopted or has Caring Responsibilities.

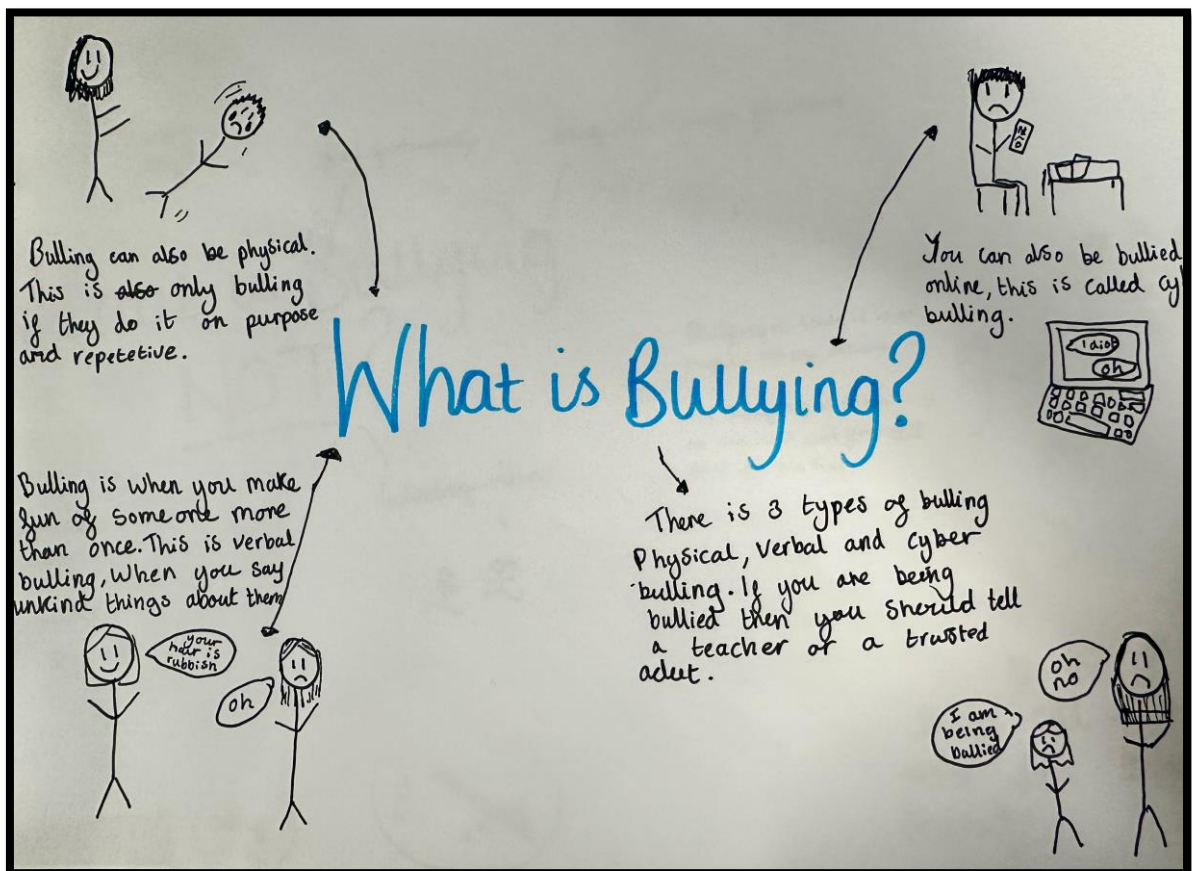
We will not tolerate bullying against anyone because of their religion, race, gender, sexual orientation, disability or because a child is adopted or has caring responsibilities. The school will take preventative action to reduce the likelihood of bullying incidents of this nature occurring. Stereotypical views are challenged and pupils learn to appreciate and view positively differences in others, whether arising from race, gender, ability or disability.

Consultation Process

Aspects of the policy are reviewed in consultation with the children annually through our Health and Wellbeing Department.

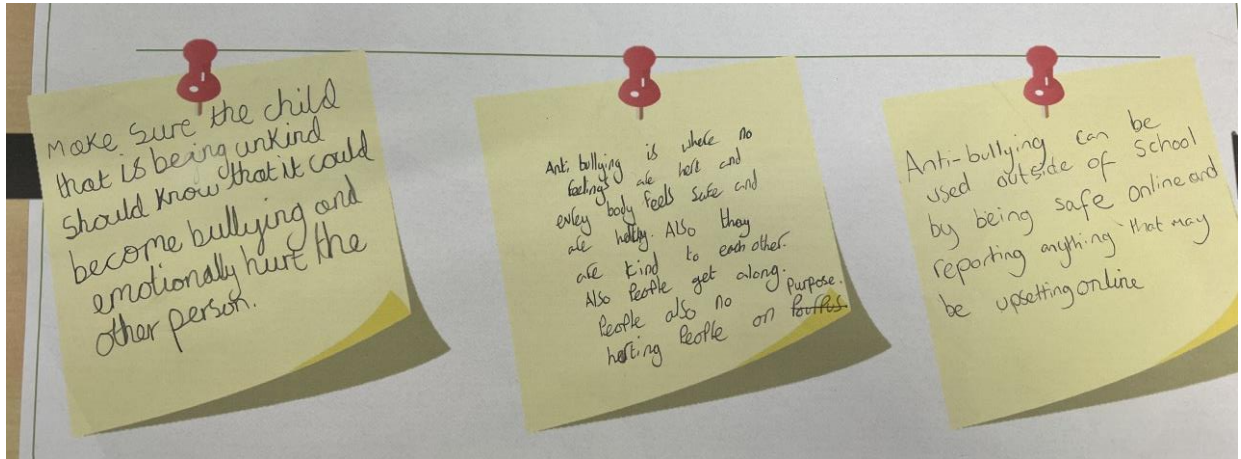
Our pupils define bullying as...

An intentional, repetitive act which can involve physical or emotional hurting/intimidation of one person or a group by another person or group and this can happen online or face to face.



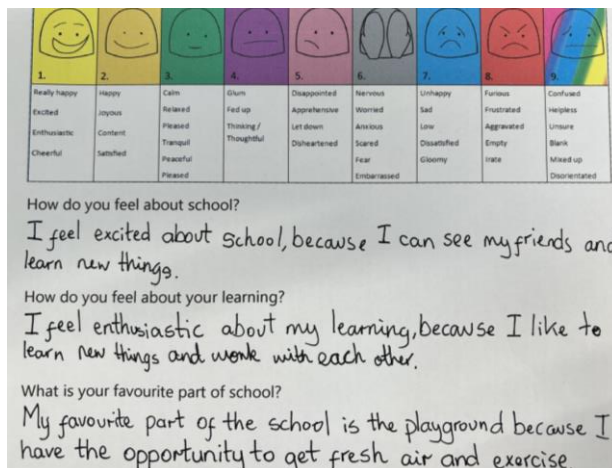
The definition is shared with the whole school community through assemblies, meetings and visual displays.

Pupils also discuss the correct responses to any situations that could result in bullying.



The Pupil’s Survey also includes questions about bullying.

The use of the ‘Mo Scale’ supports children to voice their concerns and articulate their feelings.



Bullying or Conflict?

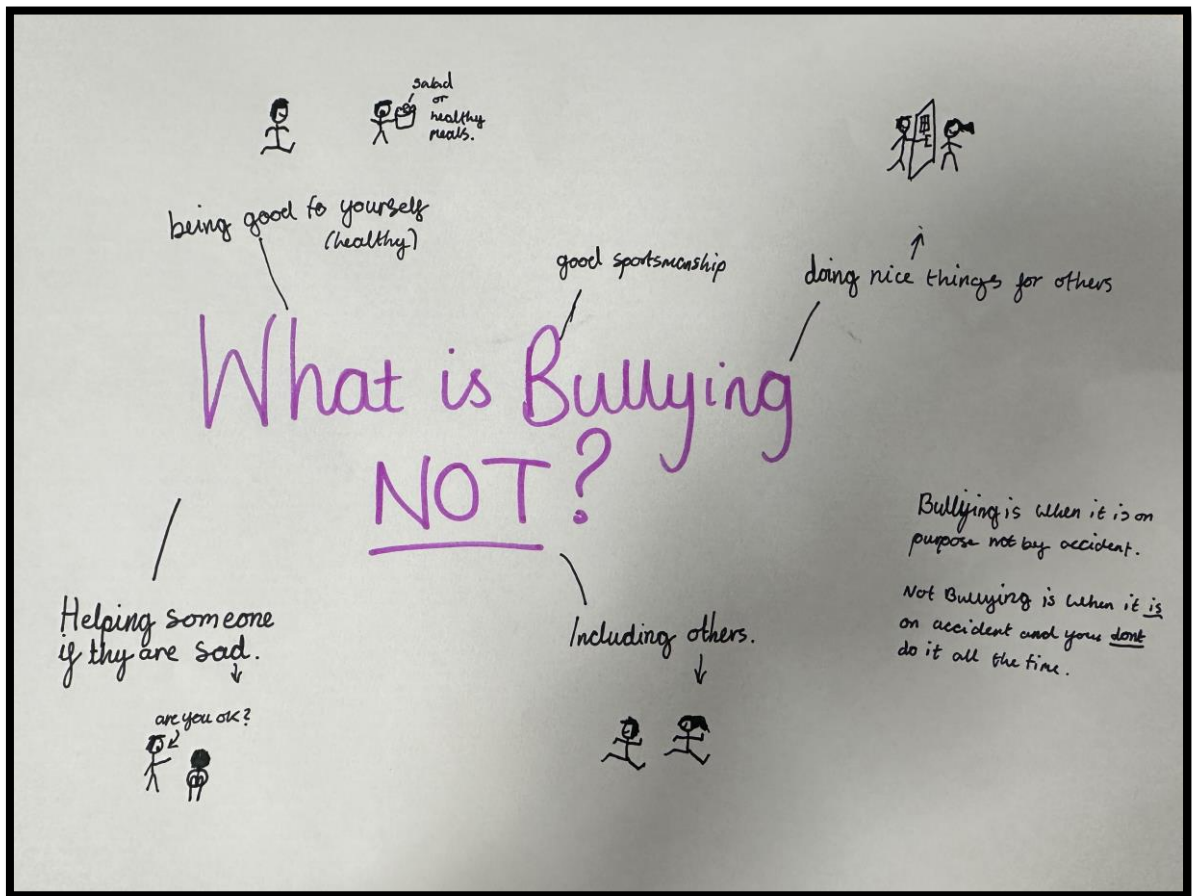
Bullying is different from conflict.

- Conflict is a disagreement or argument in which both sides express their views.
- Bullying is negative behaviour directed by someone exerting power and control over another person.



Bullying is not...

It is important to understand that bullying is not the odd occasion of 'falling out' or conflict. Children usually realise if they have hurt someone and will want to stop their negative behaviour and resolve the issue. By reading cues, children will use these to know if lines are crossed, and then modify their behaviour in response. The making and breaking of friendships are an important part of growing up, and as such, when children 'fall out' or come into conflict, they can say and do things because they are upset or it may take the form of a disagreement where both sides express their views but there is an equal balance of power and there is a possible solution to the disagreement.



The Anti-Bullying Flow Chart (see appendix C), supports staff to be able to identify if an incident is bullying or conflict and to establish what the next steps would be in addressing this.

Roles and responsibilities

We all have a responsibility to prevent discrimination, harassment and victimisation within the school.

Whilst we do not have the legal powers to make sure pupils behave and do not bully outside of school premises, this behaviour can be reported to wider agencies and may form part of an investigation if the bullying is prevalent in the school. During school hours, including while pupils are taking part in school visits, after school clubs and cyber bullying the school has direct responsibility to ensure children feel safe and secure.

The role of governors

The governing body supports the Headteacher in all attempts to eliminate bullying from the school. The governing body will not condone any bullying at all, and any incidents of bullying that do occur will be taken very seriously and dealt with appropriately.

The governing body monitors incidents of bullying that do occur and reviews the effectiveness of this policy regularly. The governors require the Headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of the school's anti-bullying strategies.

A parent/carer who is dissatisfied with the way the school has dealt with a bullying incident can make a complaint to the chair of governors. The complaint will be dealt with in accordance with the complaints policy which can be accessed from the school's website.

The role of the Headteacher

It is the responsibility of the Headteacher to implement the school's anti-bullying strategy, to ensure that all stakeholders are aware of the school policy, and that they know how to identify and deal with incidents of bullying. The Headteacher will report to the governing body about the effectiveness of the anti-bullying policy on request. Although the Headteacher has overall responsibility, they may have nominated a staff member to implement the anti-bullying policy.

It is the Headteacher and senior leaders who must ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in school. The Headteacher will draw the attention of children to this fact at suitable moments. For example, the Headteacher may decide to use an assembly as the forum in which to discuss with the children why bullying is wrong.

The Headteacher will ensure that all members of staff receive sufficient training to be equipped to identify and deal with all incidents of bullying.

The Headteacher will set the school climate of mutual support in line with the school values.

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 the staff

Members of staff will do all that they can to eradicate bullying; they will ensure that they follow the school's anti-bullying policy.

All members of staff will routinely attend training that equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.

Staff will use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. The role school values will be exemplified as its own award in Star of the Week assembly.

Members of staff will keep a vigilant watch on suspected 'bullies'; any incidents will be handled carefully. It is important that the child responsible for initiating the bullying is dealt with appropriately. The person dealing with the incident will need to collect all the relevant information and then provide the Headteacher with a copy in order that he/she can decide

on an action. All cases are individual and various strategies will be employed by the Headteacher to address the issue.

Teachers and support staff will do all they can to support a child who is being bullied.

The role of parents/carers

Parents/carers, who are concerned that their child might be being bullied or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately in a calm manner. If they are not satisfied with the action taken they should contact a senior leader in school. If they remain dissatisfied, they should contact the Head teacher and Deputy Head teacher. Parents/carers have a responsibility to support the school's anti-bullying policy by actively encouraging their child to be a positive member of the school in accordance with all its policies.

The role of pupils

Pupils are encouraged to tell somebody they trust such as a teacher if they are being bullied, and if the bullying continues they must keep on letting people know; the children are taught several strategies to help them with this.

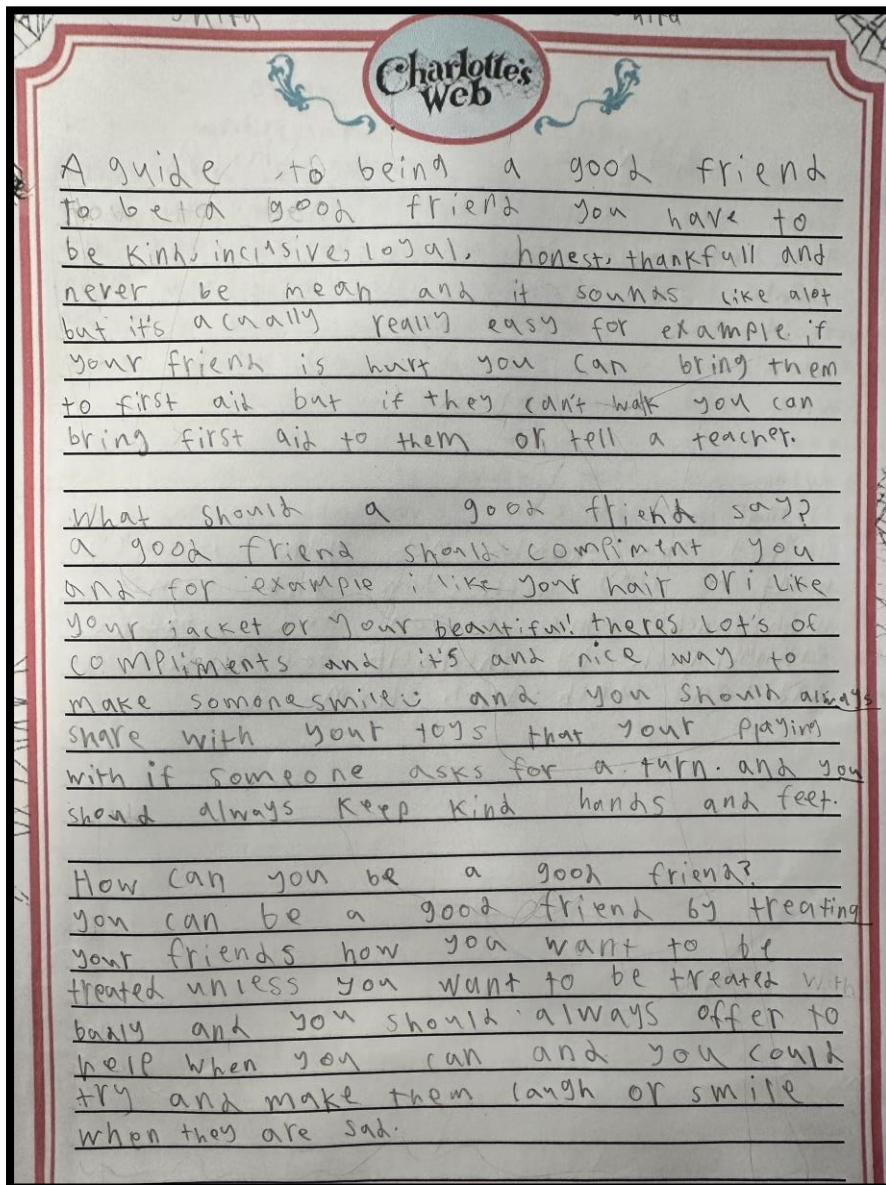
Pupils are also encouraged to participate fully in activities that raise their awareness about bullying in order that they clearly understand what to do if they, or another child, are being bullied.

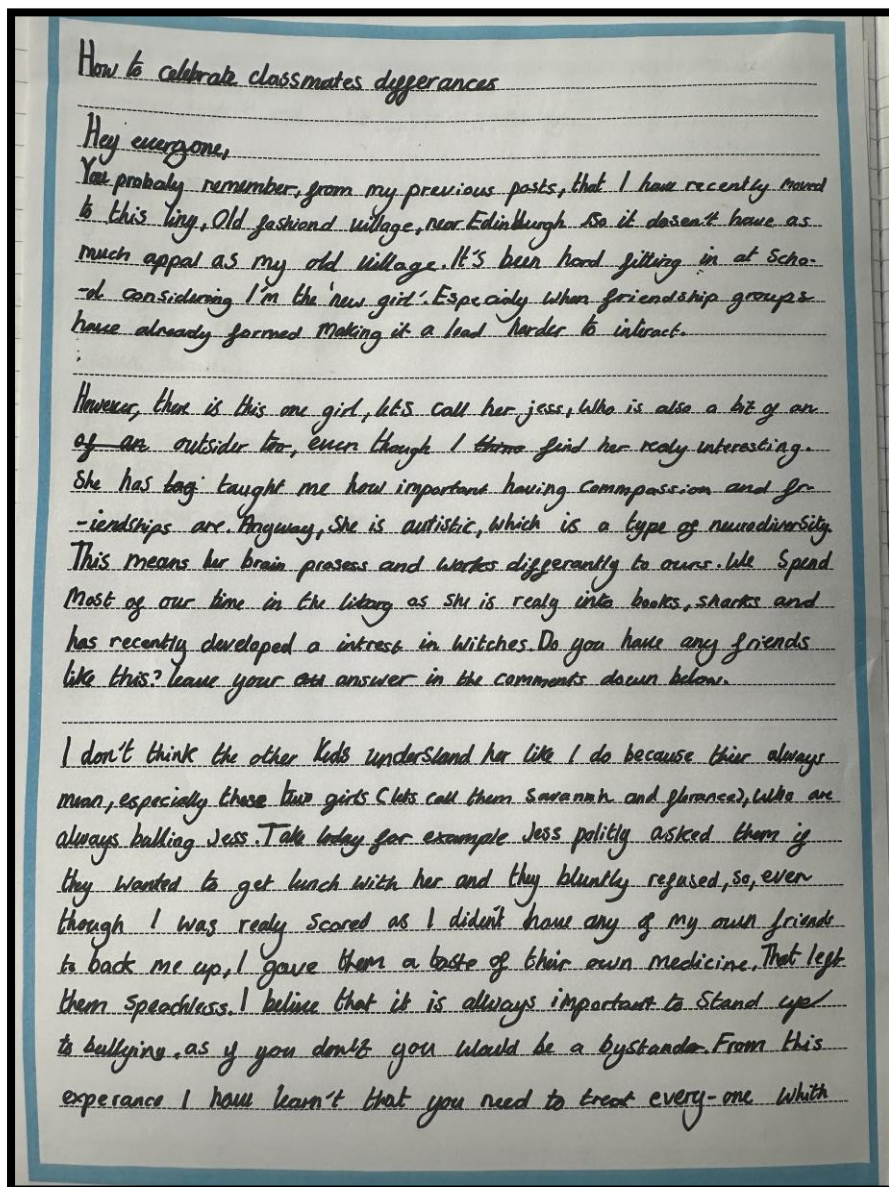
Preventative Procedures

The school actively uses preventative measures including:

- supporting relationships and buddy systems, including the Health and Wellbeing Departments;
- 'Caring Friendships' whole school work at the beginning of the year;
- events - Anti-Bullying Week, assemblies, RSHE activities;
- collecting stakeholder views – surveys, table cloth activities, Mo Scale scores, journal reflection, interviews, and newsletters;
- training – meetings;
- learning environment – open, access, child focussed, supervised.
- Pupil consultation in the curriculum to tackle mature and ambitious pupil raised themes.

Examples of outcomes from 'Caring Friendships' whole school work.





Responding to an Incident

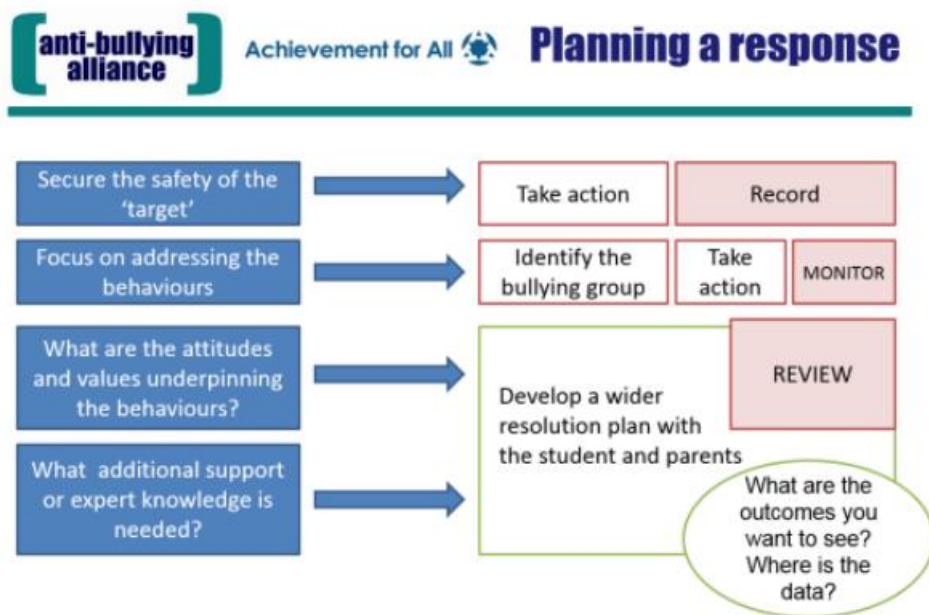
The following approach is used as a first line procedure to respond to instances of bullying:

- All incidents will be recorded on a parent meeting record and parents of all children involved will be informed at the appropriate level.
- An investigation will be carried out to ascertain whether the incident is regarded as bullying, this will be supported by the anti-bullying flow chart which helps to identifying the difference between bullying and conflict.
- If the incident is regarded as bullying then the 'Record of Incident' form will be completed and strategies to resolve issues agreed with the families.
- A trusted adult will be identified to enable the victim to confide further instances.

- When pupils do not respond to preventative strategies to combat bullying, specific measures will be used (see behaviour policy).
- Where necessary, more targeted pastoral support will be initiated.

Investigating Bullying

In response to an allegation of bullying, the Anti-Bullying Alliance (ABA) procedure set out below will be followed, with staff making a full investigation, keeping detailed records and applying sanctions/consequences as needed. Governors would be informed at termly Local Governing Body Academy Committee meetings. Staff members observe children carefully both in school and in the playground, and understand that any concerns, or reports of bullying, must be recorded and passed to the DSL or Deputy DSLs for investigation immediately. Our staff are trained to understand and implement ABA’s definition of bullying, and can recognise the difference between bullying and relational conflicts. Staff will follow a script recommended by the ABA so that there is consistency in how each case is dealt with. See Appendix 3.



Reporting and Recording Bullying in School.

<https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/reporting-and-recording/reporting-and-recording-bullying>

https://anti-bullyingalliance.org.uk/sites/default/files/uploads/attachments/Reporting-and-recording-bullying-in-school%281%29_0.pdf

Support available

Support for the victim and the bully will be available. This will come from the class teacher and a senior member of staff. Support groups may be formed to support the victim in gaining self-esteem and self-confidence. The bully will be given support to change their behaviour.

Implementation

This policy has been adopted by the whole school community. The Governing Body have ratified the policy; copies will be available on written request. Children will be made aware of the agreed policy through Assemblies and the RSHE curriculum.

Bullying Outside of School

Bullying outside of school is unacceptable and will not be permitted. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during the holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupils' well-being beyond the school day. At Gatley Primary we will use the support systems in place when it becomes apparent that any incident of bullying is having an impact on an individual and/or the school community.

Curriculum

Anti-bullying issues are embedded in the long term plan for RSHE and Citizenship as part of the Golden Thread of RSHE across all aspects of the curriculum.

Monitoring

All incidents of bullying will be recorded. Senior members of staff, who deal with incidents associated with bullying, will feed back to relevant members of staff. Any bullying incidents must be shared and dealt with by a senior member of staff. (See Appendix A - Bullying Incident Record Sheet). School will report incidents of bullying to the Governing Body which meet the outlined school definition on a termly basis.

Evaluation

Once the policy is implemented it will be evaluated for its effectiveness by, in the first instance, the Deputy Headteacher. The school community and the pupil parliament will also take part in the evaluation. The Anti-Bullying Policy will be evaluated annually with all staff.

Raising Awareness

Pupils, Staff (teaching and non-teaching), Governors, Parents and members of the wider school community are made aware of the development of the anti-bullying policy through questionnaires, workshops/meetings, visits and school newsletters.

Review

The anti-bullying policy is the Governors' responsibility and they will review the effectiveness of the policy in achieving its aims on an annual basis and feedback on number of incidents within the Headteacher's report.

APPENDIX A

RECORD OF INCIDENT

Form Completed By	
Child's Name	
Staff Involved	
Details of Incident	
Follow Up	
Action Taken	
Parental Involvement	
Monitoring / Review	
Date of final review	

APPENDIX B

Definition of bullying

Bullying is defined as repeated negative behaviour that is intended to make others feel upset, uncomfortable or unsafe.

Forms of bullying

As categorised by the Anti-Bullying Alliance (ABA), bullying behaviours can be:

- **Physical** – pushing, poking, kicking, hitting, biting, pinching, Deliberately hurting particular children on a regular basis
- **Verbal** - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- **Emotional** – isolating others, tormenting, hiding possessions, threatening gestures, ridiculing, humiliation, intimidation, excluding, manipulation and coercion.
- **Sexual** – unwanted physical contact, inappropriate touching, abusive comments (including online), homo/bi/transphobic abuse, exposure to inappropriate films etc.
- **Online /cyber** – posting on social media, sharing photos, sending nasty text messages, social exclusion
- **Indirect** - can include the exploitation of individuals. Bullying can be motivated by prejudice against particular groups, for example on grounds of race, religion, disability, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences as identified through the Protected Characteristics (see appendix G)

Types of cyber-bullying

- **Flaming:** Online fights usually through emails, instant messaging or chat rooms where angry and rude comments are exchanged.
- **Denigration:** Putting mean online messages through email, instant messaging, chat rooms, or websites set up to make fun of someone.
- **Exclusion:** Intentionally leaving someone out of a group such as instant messaging, friend sites, or other online group activities.
- **Outing:** Sharing secrets about someone online including private information, pictures, and videos.

- **Trickery:** Tricking someone into revealing personal information then sharing it with others.
- **Impersonation:** Pretending to be someone else when sending or posting mean or false messages online.
- **Harassment:** Repeatedly sending malicious messages to someone online.
- **Cyber-stalking:** Continuously harassing and denigration including threats of physical harm.

Actions NOT considered to be bullying

All children have upsets and squabbles; these are not classed as bullying and are dealt with through the Behaviour Policy. Actions not considered to be bullying are:

- not liking someone
- being excluded (unintentionally)
- accidentally bumping into someone
- making other kids play things a certain way
- a single act of telling a joke about someone
- arguments
- expression of unpleasant thoughts or feelings regarding others
- isolated acts of harassment, aggressive behaviour, intimidation, or meanness.

It is important to realise that some acts of bullying will constitute a criminal offence and in these cases other organisations will need to be contacted e.g. the Police or Social Services.

APPENDIX C-

Investigation Script:

What happened?

Exactly where and when did the bullying take place?

Draw a picture if it helps.

Were there any other young people around at the time? (If the young person can draw or describe where bystanders were, this will be useful information to support further investigation).

Was there an adult around at the time? (If the young person can draw or describe where the adult was standing, this will also be useful information to support further investigation... especially in the case where the adult present (say, a lunchtime, supervisor for example) may not have considered the behaviours observed as “bullying”, and failed to report it)

Do you know the names of the people involved?

What were you doing before the incident took place?

Can you remember exactly what happened or what was said?

What happened next?

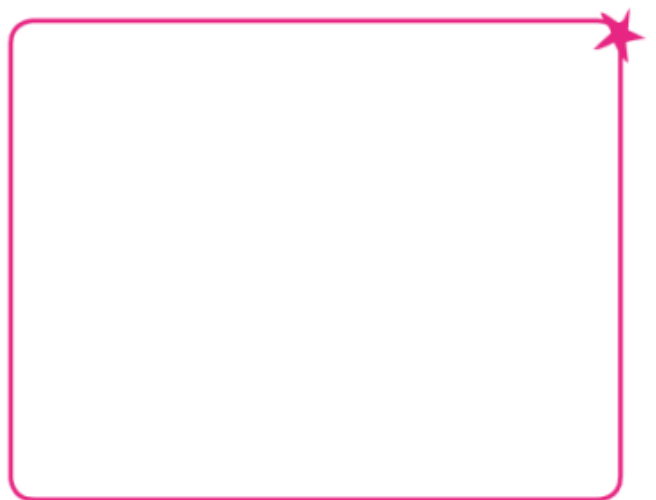
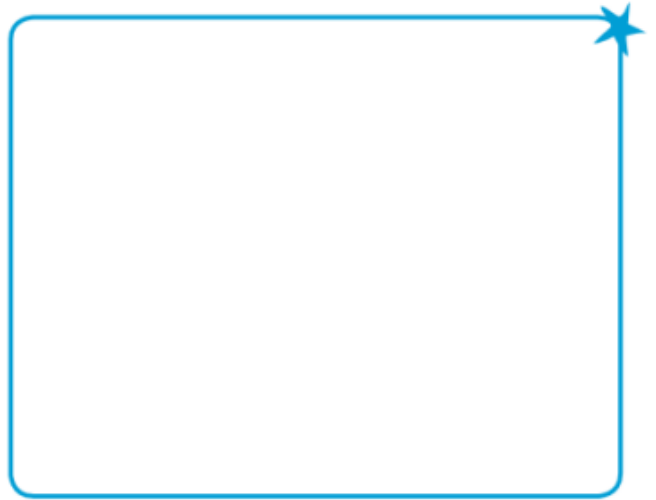
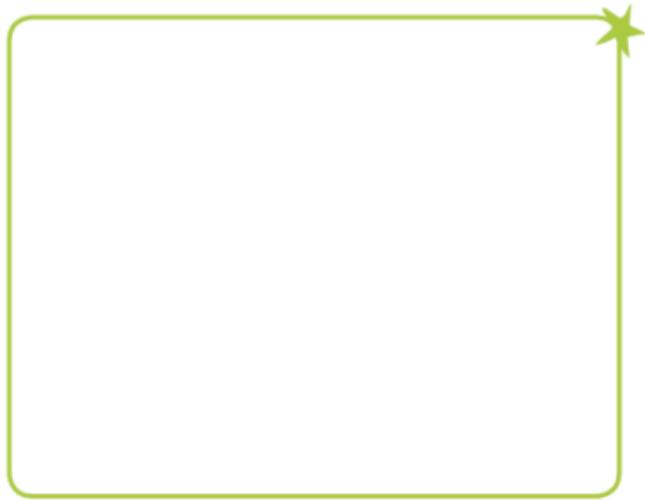
Has this happened before?

How did it make you feel?

What would you like to happen now? This is an important question. The views of the young person who is being bullied must be taken seriously. Remember, always take the perceptions and feelings of the young person being bullied as the starting point.






























What happened?

The blank story board and the script can be used to enable children and young people to record and report an incident of bullying behaviour. Ask the child or young person to use the first two boxes to show what happened before the incident and the last two boxes to show what happened at the time of the bullying incidents.



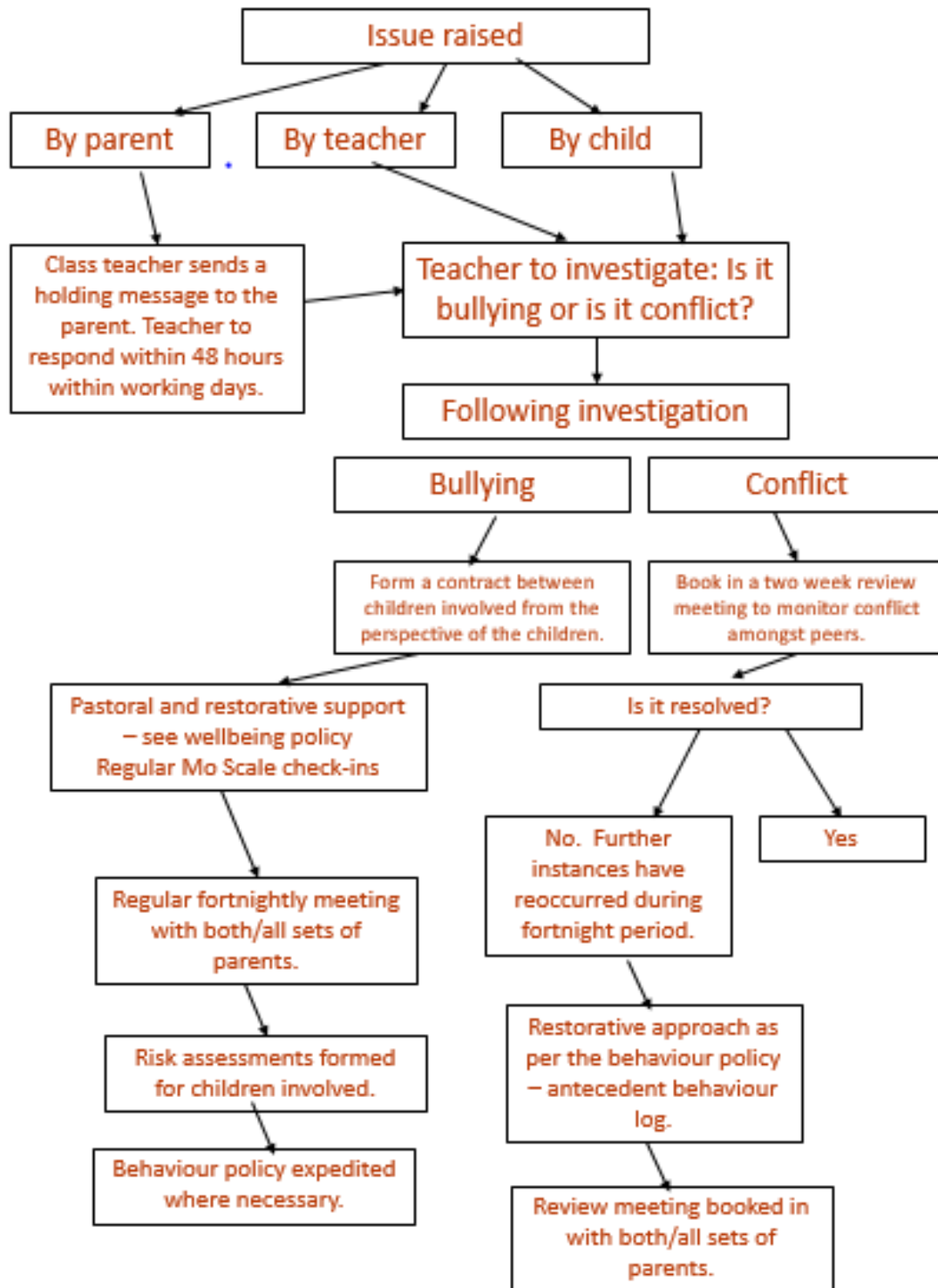
Appendix D

SEND Social Story

 -   Bullying is when someone =    means to hurt or upset    you on purpose	 -   Bullying is NOT when  -  + its an accident and    they say sorry
 -  Bullying is when    it keeps on happening	 -    Bullying is NOT when it   1  only happens once -no ?   matter how bad it is
 -   Bullying is when you   -  cannot get the hurt +  to stop	 -  Bullying is NOT    when someone stops +   and says sorry

APPENDIX E

Anti-bullying Flow chart



APPENDIX F

CONFLICT vs. BULLYING

Conflict is spontaneous or triggered by a noticeable event.*



Both children:

- have equal power
- take responsibility for their part in the argument
- feel remorse and want to resolve the issue

*Ex. one child wants to play with another child's toy.

Bullying is intentional and repeated.












One child:


- has more power than the other
- means to harm, hurt, or make the other child feel bad about themselves
- doesn't feel remorse for what they did

APPENDIX G

Protected Characteristics

 <p>1. Age</p>	 <p>2. Race</p>	 <p>3. Gender</p>
 <p>4. Religion</p>	 <p>5. Relationship</p>	 <p>6. Disability</p>
 <p>7. Present yourself</p>	 <p>8. Who you choose to love</p>	 <p>9. To have a baby</p>




APPENDIX H- Pupil Version of the Anti-Bullying Policy developed by the Pupil Parliament



GATLEY PRIMARY SCHOOL

Anti-Bullying Policy


At Gatley Primary School, we are proud to be a **Gold Rights Respecting School**. This means we believe everyone has the right to feel **safe, respected, and happy** at school. We treat each other with **kindness and work together** to make sure everyone feels **included**.

What is Bullying?


- Bullying is when someone **physically or emotionally hurts** someone else
- It is **intentional**
- It is **repetitive**

It can happen in **person or online**



What is Bullying NOT?

- Bullying is NOT a **conflict**
- It is NOT an **accident**
- NOT being unkind **once**
- NOT a **falling out**




What if we are worried about Bullying?


If you are worried that you or someone else might be being bullied:

- We **all** have **roles and responsibilities** to prevent bullying
- DO NOT** ignore it
- Speak** to a teacher or trusted adult in the school

It is not your job to fix it, but it is your job to share it!



BE A BUDDY, NOT A BULLY!



At Gatley Primary we treat each other with kindness and respect, working together to **PREVENT** bullying

BE REFLECTIVE, BE RESPONSIBLE, BE RESPECTFUL

Several Times On Purpose
Speak To Other People

