



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.

March 2022

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
15.06.2018	3	Policy reviewed	H Sinclair/R Keeping
28.04.2019	3.1	Policy reviewed	H Sinclair/R Keeping
March 2021	3.2	Policy Reviewed	G/Norman
March 2022	3.3	Policy Reviewed	G.Norman

Gemma Noman, Head of School

Date: 29.03.22

Lisa Dennis, Chair of Governors

Date: 29.03.22



Gatley Primary School | Hawthorn Road | Cheadle | Gatley | SK8 4NB

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 (2021), DFE guidance on Preventing and Tackling Bullying (2017) 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.

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 DFE guidance states that 'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms'. 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.'

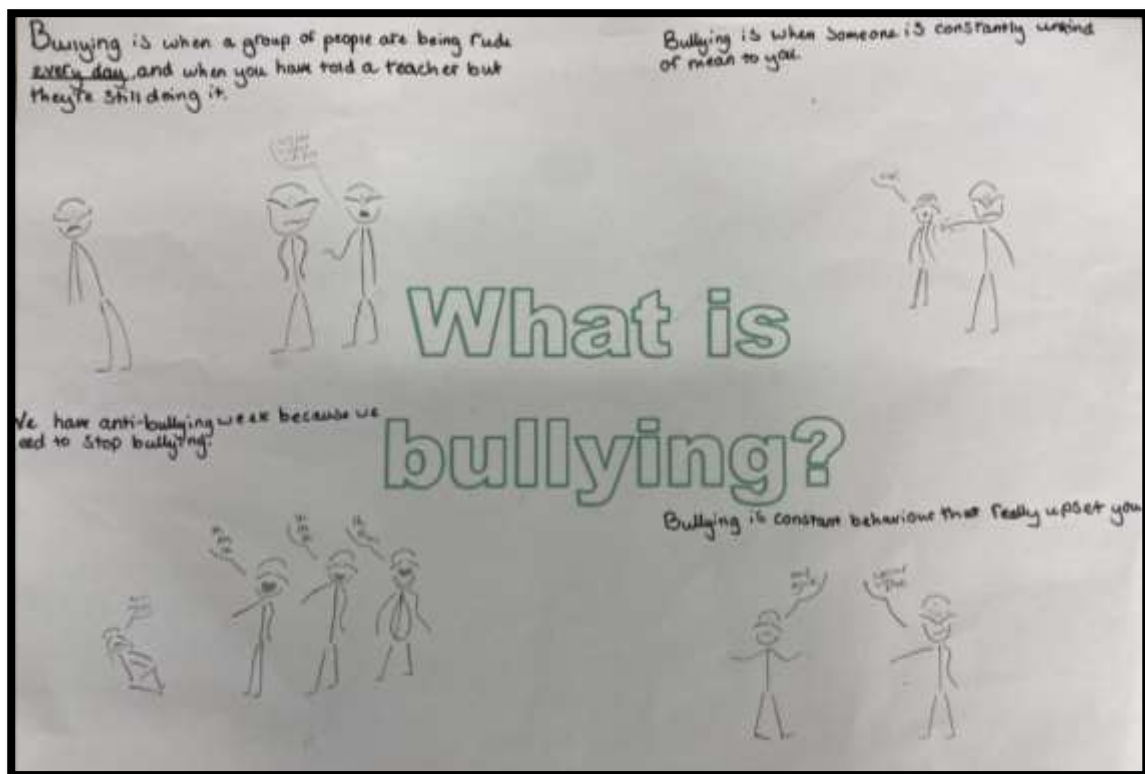
The school policy takes account of all methods of bullying as defined in Appendix B.

Consultation Process

Aspects of the policy are reviewed in consultation with the children annually through our Wellbeing Ambassadors.

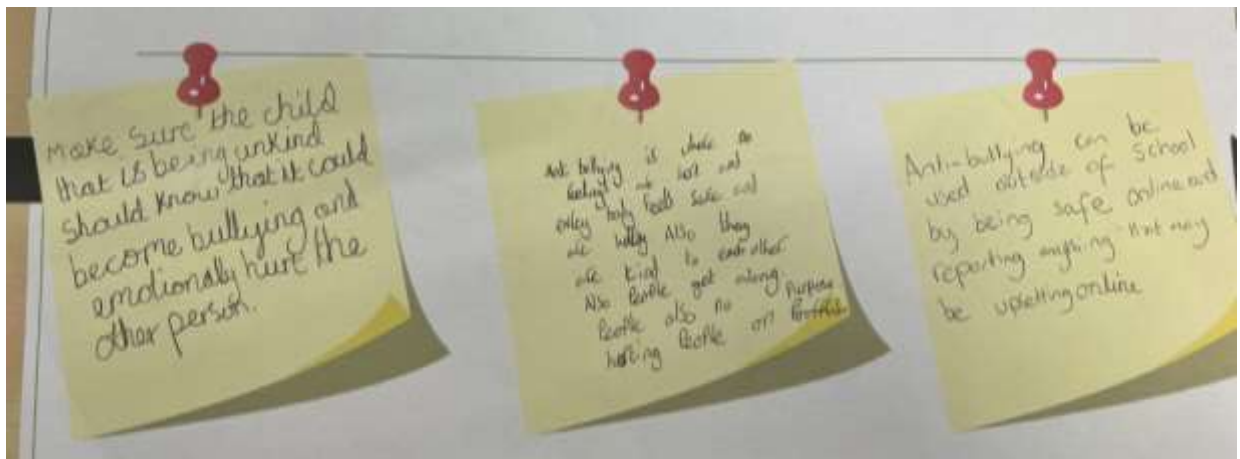
Our pupils define bullying as...

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



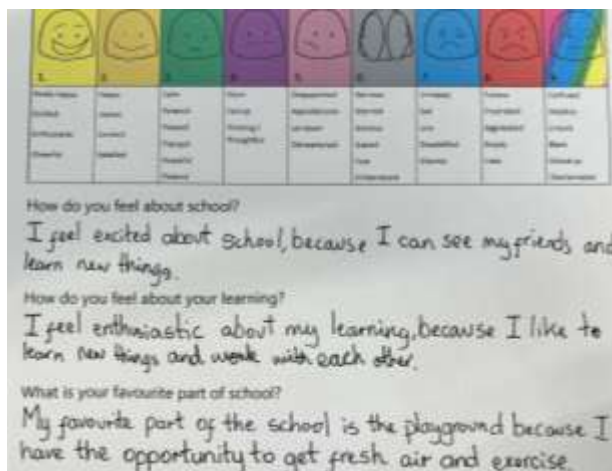
The definition is shared with the whole school community through assemblies, meetings and visual displays.

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?

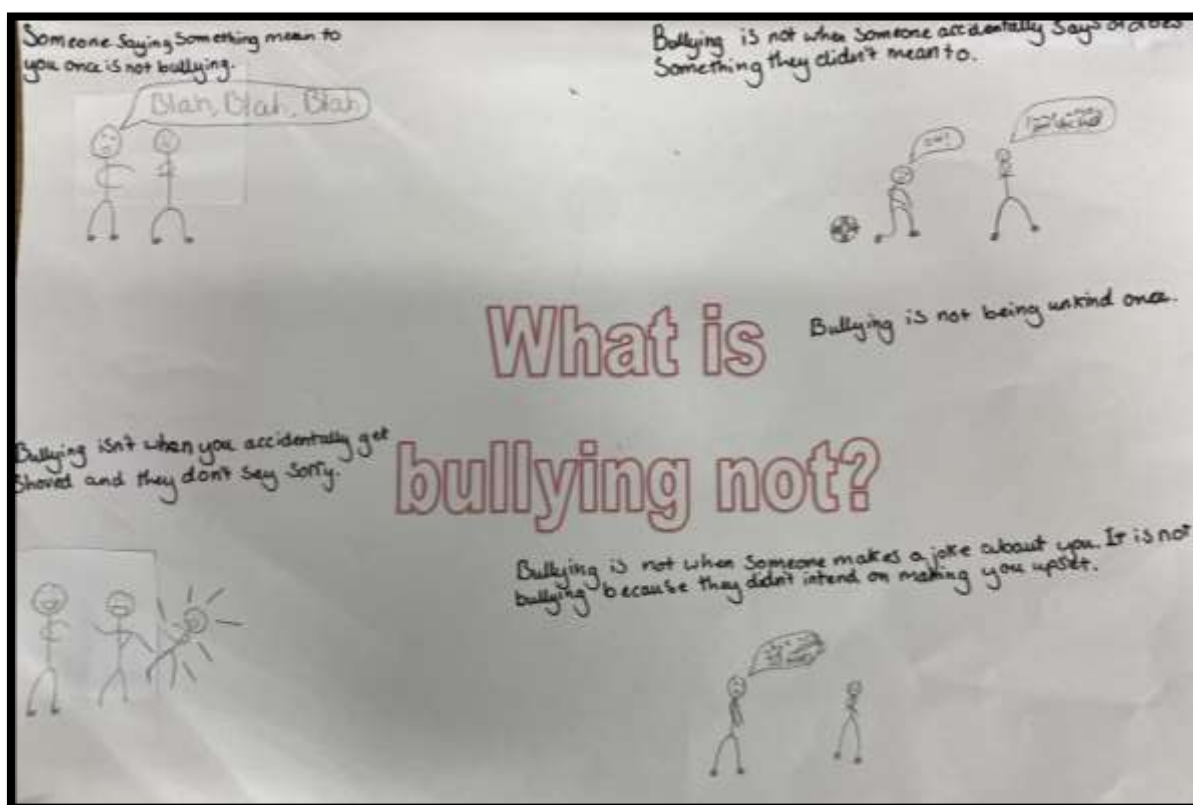
Bullying is different from conflict.

- 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.

1. 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.

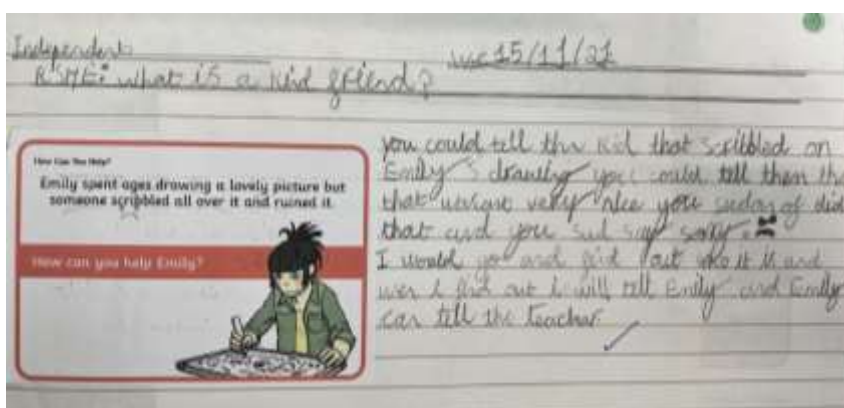
The role of parents/carers

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 Wellbeing Ambassadors;
- 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.

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.

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.

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 Assistant Headteacher. The school community and the council's 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

- **Physical:** Deliberately hurting particular children on a regular basis
- **Verbal:** Deliberately hurting feelings through name-calling etc.
- **Ostracising:** Making someone feel left out and different by deliberately setting out to exclude them

There are many different kinds of bullying including:

- bullying related to race, religion or culture
- bullying related to special educational needs
- bullying related to appearance or health
- bullying related to sexual orientation
- bullying of young carers or looked after children, or related to home problems
- sexist or sexual bullying
- cyber bullying.

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

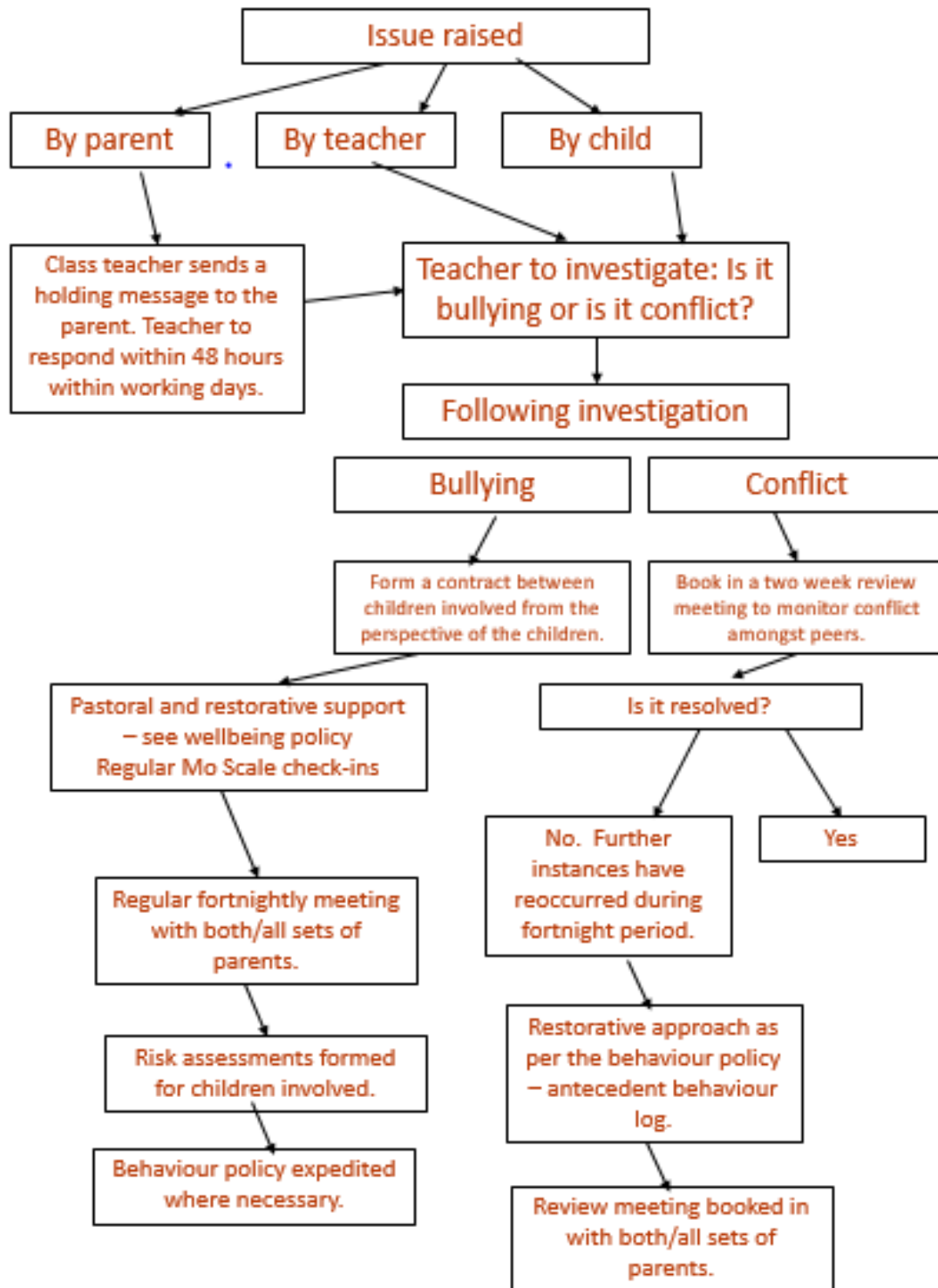
All children have upsets and squabbles; these are not classed as bullying and are dealt with through the Behaviour Policy. Actions not considered to be bullying are:

- 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

Anti-bullying Flow chart



APPENDIX D

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



