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.

January 2026

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
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
January 26	3.7	Policy reviewed and updated with additional Rights Respecting information	R Clair, J Foster

Gemma Noman, Head of School   Lisa Dennis, Chair of Governors

Date: January 26

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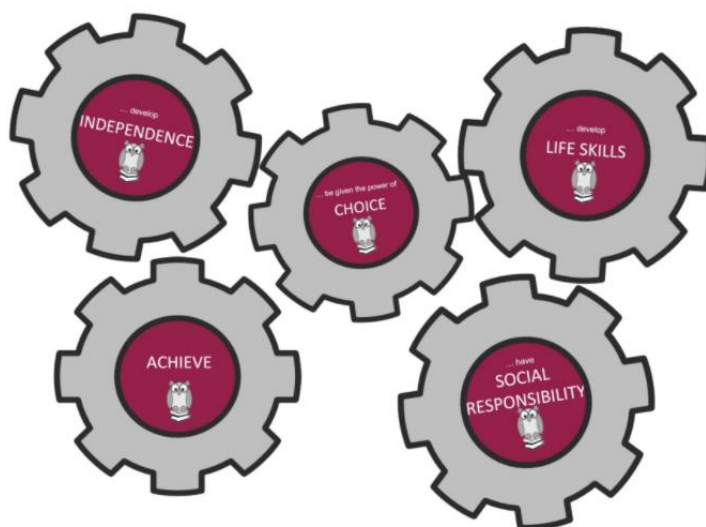
It is viewed that curriculum delivery and the school's culture will foster positive relationships between staff and children and children together where mutual respect, tolerance, pride and collaboration will support the children to work harmoniously together. This approach is further exemplified through:

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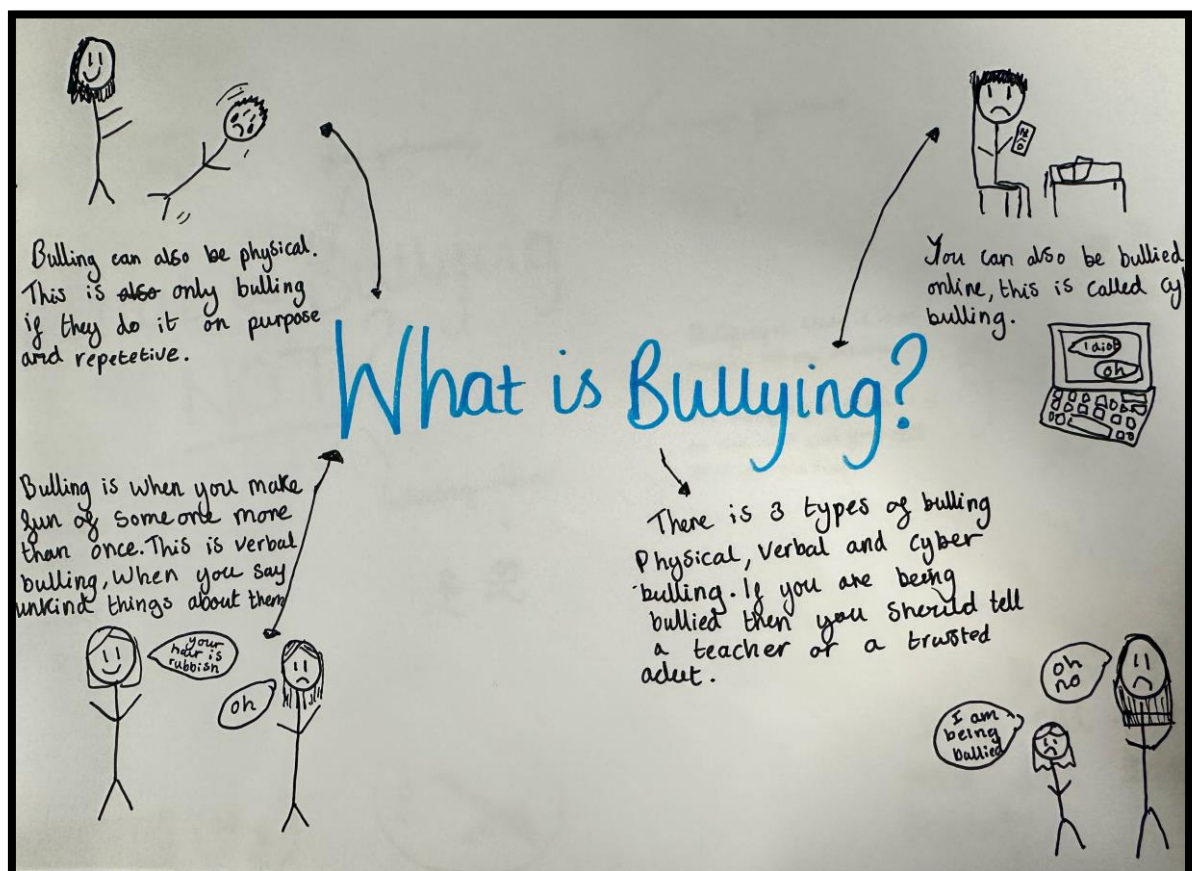
The definition is shared with the whole school community through assemblies, meetings and visual displays.

Pupils also discuss the correct responses to any situations that could result in bullying.
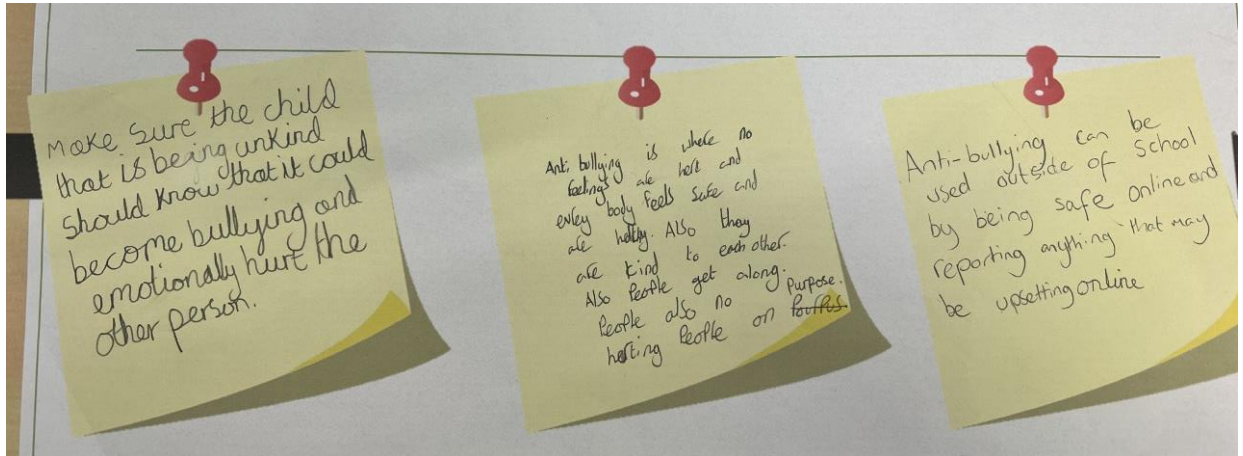
The Pupil's Survey also includes questions about bullying.

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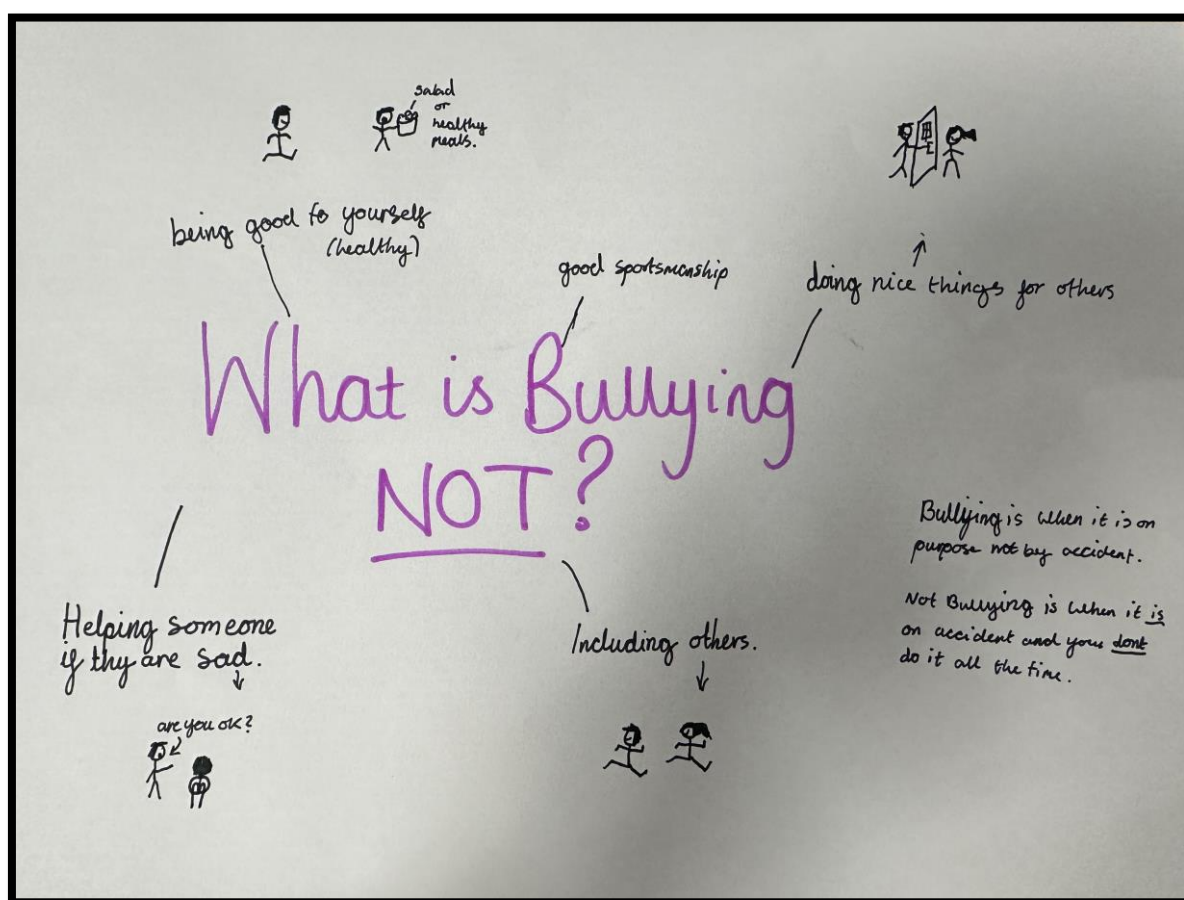
The Anti-Bullying Flow Chart(see appendix C), supports staff to be able to identify if an incident is bullying or conflict and to establish what the next steps would be in addressing this.

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.

A guide to being a good friend
To be a good friend you have to be kind, inclusive, loyal, honest, thankfull and never be mean and it sounds like alot but it's acually really easy for example if your friend is hurt you can bring them to first aid but if they can't walk you can bring first aid to them or tell a teacher.

What should a good friend say? A good friend should compliment you and for example i like your hair or i like your jacket or your beautiful! theres lot's of compliments and it's and nice way to make somone smile. and you should always share with your toys that your playing with if someone asks for a turn. and you should always keep kind hands and feet.

How can you be a good friend? You can be a good friend by treating your friends how you want to be treated unless you want to be treated with bully and you should always offer to help when you can and you could try and make them laugh or smile when they are sad.

Good Morning everyone, My name is Maria. Today I want to have a discussion with you. Everybody deserves an attentive, reassuring and loyal friend to advise them and support them through any tough challenges they face during a school day. With a polite and friendly grin, you can be an amazing friend for everybody. Are you an amazing friend? For Everybody?!
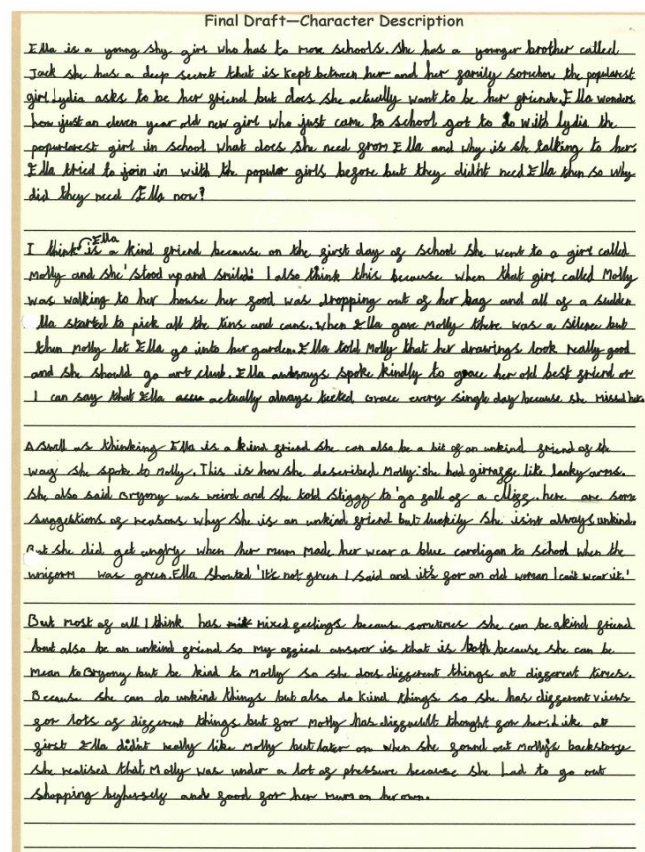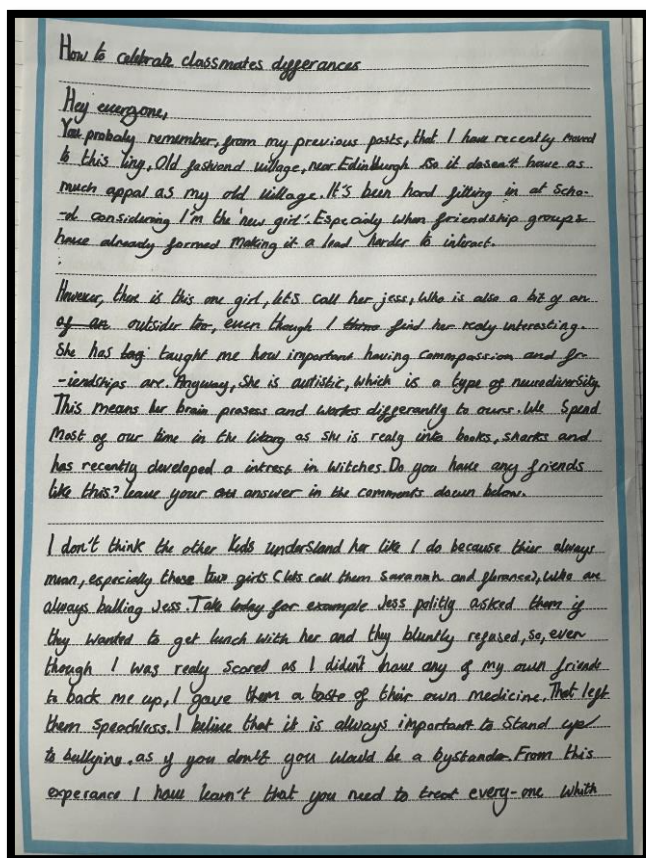
Children often intendly need a caring, compassionate friend to support them and make them feel comfortable and cared for. When a pupil goes through difficulties a supportive and honest friend can comfort them in a calm and considerate manner, assisting them in feeling included and cared for. Caring friendships can powerfully push through any fears and challenges faced, especially when treated generously and considerately. Through out meaningful and respectful friends, children can shine with confidence and care!

So, how can you transform yourself into a considerate and polite friend? Okay let me give you some advice. Firstly, calmly and well-mannered introduce yourself to a new student as it may be that first day. With warmth, give them a courageous smile and suggest if they would like to talk and sit with you at lunchtime or when doing a task. In daytime, ask if they have any games in mind so they know their voice is heard and make them feel comfortable, confident and joyful at their new school. Additionaly, you could ask if they would want a tour around the school

as it could be unknown or busy to the new student, so that they feel comfortable and confident in knowing classrooms or stations around the school. Lastly, if you ever see them alone or shy, go and comfort them and make them feel seen. Everybody in life deserves a caring friend to fill them with optimism and give them the courage they need!

In order for a caring and meaningful friendship to reach its full potential, we must create a safe, comforting atmosphere for all, encouraging children to share a smile or cheer someone up. We can make them feel comfortable and valued our school, so from this day on I challenge you to unlock the door to your caring, compassionate heart and show a child what kindness really means! Are you ready for THIS?!

How to celebrate classmates differences

Hey everyone,

You probably remember, from my previous posts, that I have recently moved to this tiny, Old fashioned village, near Edinburgh. So it doesn't have as much appeal as my old village. It's been hard fitting in at School considering I'm the 'new girl'. Especially when friendship groups have already formed making it a lead harder to interact.

However, there is this one girl, let's call her Jess, who is also a bit of an outsider too, even though I think find her really interesting. She has basi taught me how important having compassion and friendships are. Anyway, she is autistic, which is a type of neurodiversity. This means her brain processes and works differently to ours. We spend most of our time in the library as she is really into books, sharks and has recently developed a interest in witches. Do you have any friends like this? Leave your own answer in the comments down below.

I don't think the other kids understand her like I do because their always mean, especially these two girls (let's call them Savannah and florence), who are always bullying Jess. Take today for example Jess politely asked them if they wanted to get lunch with her and they bluntly refused, so, even though I was really scared as I didn't have any of my own friends to back me up, I gave them a taste of their own medicine. That left them speechless. I believe that it is always important to stand up to bullying, as if you don't you would be a bystander. From this experience I have learn't that you need to treat every-one with

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Final Draft—Character Description

Ella is a young, shy girl who has to move schools. She has a younger brother called Jack. She has a deep secret that is kept between her and her family. Somehow the popularest girl Lydia asks to be her friend but does she actually want to be her friend. Ella wonders how just an eleven year old new girl who just came to school got to to with Lydia the popularest girl in school what does she need from Ella and why is she talking to her. Ella tried to join in with the popular girls before but they didn't need Ella then so why did they need Ella now?

I think Ella is a kind friend because on the first day of school she went to a girl called Molly and she stood up and smiled. I also think this because when that girl called Molly was walking to her house her good was dropping out of her bag and all of a sudden Ella started to pick all the tins and cans. When Ella gave Molly there was a silence but then Molly let Ella go into her garden. Ella told Molly that her drawings look really good and she should go art club. Ella always spoke kindly to grace her old best friend or I can say that Ella also actually always backed grace every single day because she missed her.

As well as thinking Ella is a kind friend she can also be a bit of an unkind friend of the way she spoke to molly. This is how she described Molly she had girrage like lanky arms. She also said grymy was weird and she told Stiggy to go get out of a cliggs. here are some suggestions of reasons why she is an unkind friend but luckily she isn't always unkind. But she did get angry when her mum made her wear a blue cardigan to school when the uniform was green. Ella shouted 'it's not green I said and it's got an old woman I cant wear it.'

But most of all I think has with mixed feelings because sometimes she can be a kind friend and also be an unkind friend so my logical answer is that it is both because she can be mean to grymy but be kind to Molly so she does different things at different times. Because she can do unkind things but also do kind things so she has different views for lots of different things but for Molly that difficult thought you her like at first Ella didn't really like molly but later on when she found out molly's backstory she realised that Molly was under a lot of pressure because she had to go out shopping by herself and good for her mum on her own.

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.

Equality Statement

Our school is committed to providing a safe, inclusive and respectful environment where every child is valued equally. We believe that all pupils, regardless of their race, ethnicity, religion or belief, gender, gender identity, disability, sexual orientation, family background or any other protected characteristic, have the right to feel safe and supported. Bullying or discrimination of any kind will not be tolerated. We actively promote equality of opportunity and celebrate diversity within our school community, ensuring that all children are treated with fairness, dignity and respect at all times.

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
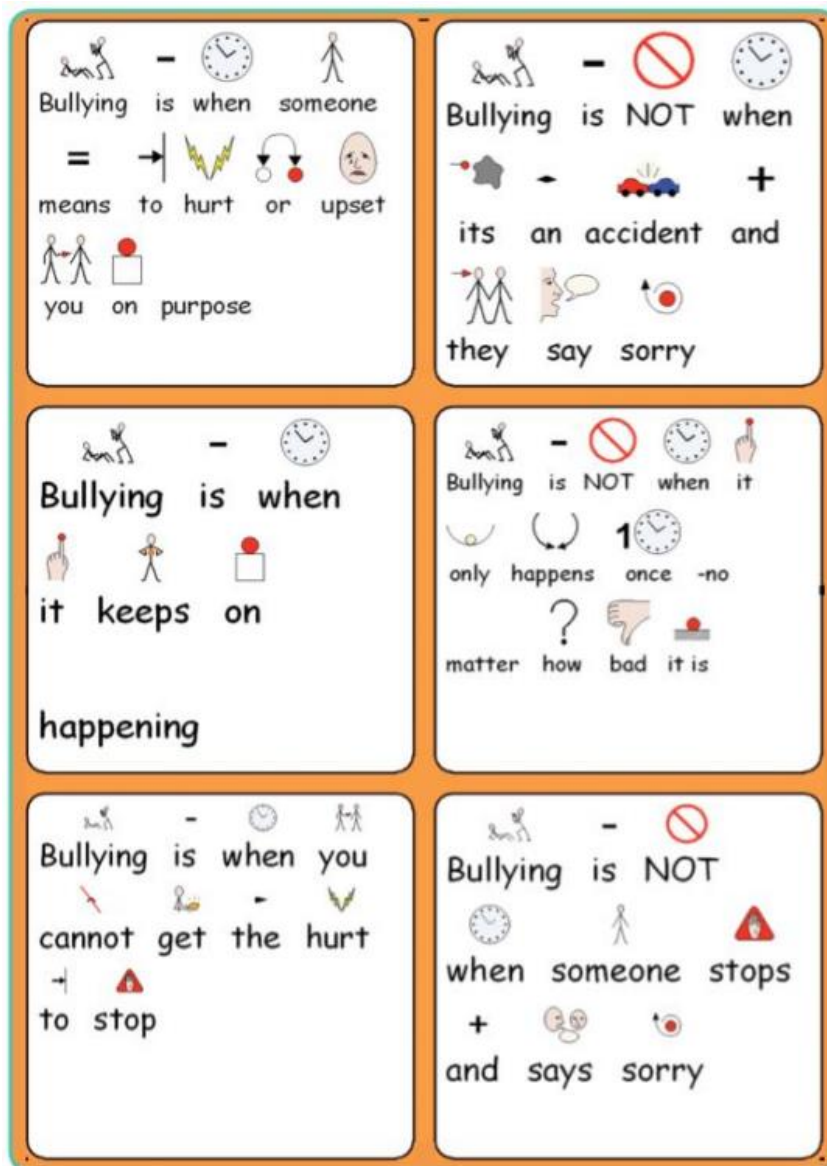
APPENDIX E

Anti-bullying Flow chart

Issue raised

By parent | **By teacher** | **By child**

Class teacher sends a holding message to the parent. Teacher to respond within 48 hours within working days.

Teacher to investigate: Is it bullying or is it conflict?

Following investigation

Bullying | **Conflict**

Form a contract between children involved from the perspective of the children.

Book in a two week review meeting to monitor conflict amongst peers.

Pastoral and restorative support – see wellbeing policy
Regular Mo Scale check-ins

Is it resolved?

No. Further instances have reoccurred during fortnight period. | **Yes**

Regular fortnightly meeting with both/all sets of parents.

Risk assessments formed for children involved.

Restorative approach as per the behaviour policy – antecedent behaviour log.

Behaviour policy expedited where necessary.

Review meeting booked in with both/all sets of parents.

APPENDIX F

CONFLICT vs. **BULLYING**

Conflict is spontaneous or triggered by a noticeable event.*

Bullying is **intentional** and **repeated**.

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.

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

onetoughjob
a children's trust program
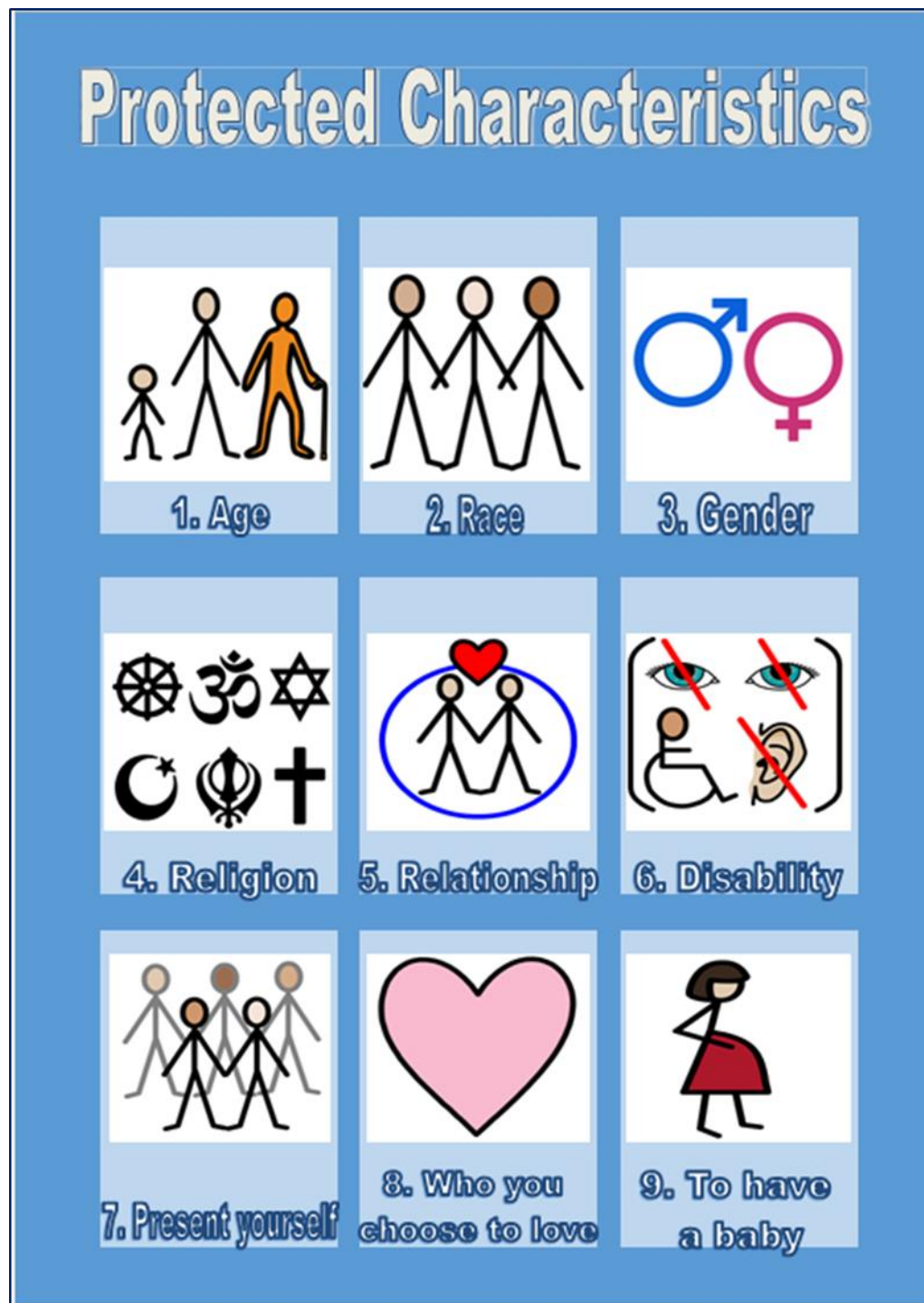
APPENDIX G

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!

ST P BULLYING STAND UP. SPEAK OUT.

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**

APPENDIX I – Pupil Voice Following Anti-Bullying Week