GISBURN ROAD C.P. SCHOOL BARNOLDSWICK

Anti-Bullying Policy

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GISBURN ROAD PRIMARY SCHOOL
ANTI-BULLYING POLICY

1. BULLYING: OUR SCHOOL'S VALUES AND BELIEFS

All pupils and staff have the right to feel happy, safe and included. Pupils and staff have the right to work in an environment without harassment, intimidation or fear. All bullying, of any sort, is therefore unacceptable and will be challenged. Pupils and staff who experience bullying will be supported. We recognise the effects that bullying can have on pupils' feelings of worth and on their schoolwork, and the school community will actively promote an anti-bullying environment.

2. INTENTIONS

Our intentions in producing this policy are:

- To provide a learning environment free from any threat or fear.
- To reduce and to eradicate, wherever possible, instances in which pupils are made to feel frightened, excluded or unhappy.
- To establish a means of dealing with bullying, and of providing support to pupils who have been bullied.
- To continually help children, their parents / carers and our staff to increasingly understand what bullying is, and what it is not.
- To ensure that all pupils and staff are aware of the policy and that they fulfil their obligations to it.

Legal and statutory framework
This policy has regard to relevant legislation and statutory guidance, including the Education and Inspections Act 2006, Equality Act 2010, Keeping Children Safe in Education 2026, Working Together to Safeguard Children 2026, and the Department for Education guidance *Preventing and Tackling Bullying*. This policy should be read alongside the school's Belonging and Relationships Policy, Child Protection and Safeguarding Policy, Behaviour Policy, Relationships and Health Education Policy and relevant online safety procedures.

3. OUR DEFINITION OF BULLYING

Bullying is behaviour by an individual or group that is deliberately hurtful and involves an imbalance of power. It is usually repeated over time and is difficult for the person experiencing it to defend themselves against.

Bullying can be physical, verbal, emotional, relational or online. A single serious incident may not meet the definition of bullying but will still be taken seriously and responded to appropriately.

It can take many forms but the main types are:

- Physical – hitting, kicking, or taking another's belongings.
- Verbal – name calling, insulting, making offensive remarks.
- Indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours.
- Online/Cyber bullying – online name calling and harassment.
- Child-on-Child Abuse.

Some forms of bullying are attacks not only on the individual, but also on the group to which he or she may belong. Within school we will pay particular attention to the protected characteristics (as outlined in the Equality Act 2010):

We recognise that bullying or harassment may be related to a protected characteristic. In particular, we will take seriously any bullying or discriminatory behaviour related to:

- disability
- race
- religion or belief
- sex
- sexual orientation
- gender reassignment
- pregnancy and maternity, where relevant.

We recognise that bullying can also target characteristics or circumstances that are not protected under the Equality Act 2010. All forms of bullying and prejudice are taken seriously.

4. CHILD-ON-CHILD ABUSE

Children can abuse other children. This is generally referred to as **child-on-child abuse** and can take many forms. This can include (but is not limited to) bullying (including cyberbullying, prejudice-based and discriminatory bullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; up skirting; initiating/hazing type violence and rituals; abuse in intimate personal relationships between children; consensual or non-consensual sharing of nudes or semi-nude images or videos, or causing someone to engage in sexual activity without consent.
All staff will have a clear understanding of the **Safeguarding Policy** and they will follow the procedures regarding child-on-child abuse and the role they have to play in preventing it and responding where they believe a child may be at risk from it. The same will apply for any Online Safety incidents.
During assemblies and in the classroom, children are reminded about the people/children they can go to, if they wish to discuss an issue. All concerns are logged on the CPOMS system, in a timely manner and you can also go and speak with the DSL/Deputy DSLs.

Gisburn Road Primary School DSL will consider:

- the wishes of the pupil experiencing bullying in terms of how they want to proceed
- the nature of the alleged incident
- the ages of the children involved
- the development stages of the children involved
- any power imbalance between the children
- is the incident a one-off or a sustained pattern of abuse?
- are there ongoing risks to the pupil experiencing bullying, other children, school or college staff?
- contextual safeguarding issues.

Not all incidents of child-on-child abuse will constitute bullying. Where behaviour raises a safeguarding concern, staff must follow the school's Child Protection and Safeguarding Policy and report the concern to the DSL or Deputy DSL without delay.

5. CREATING AN ANTI-BULLYING CLIMATE IN SCHOOL

Our school's belonging and behaviour policy explains how we promote positive behaviour in school to create an environment where pupils behave well; where pupils take responsibility for each other's emotional and social well-being and include and support each other. We aim to promote appropriate behaviour through the implementation of the school's belonging and relationships policy, direct teaching (notably through the PSHE / RSE/Citizenship curriculum/) and by creating an emotionally and socially

safe environment where skills are learned and practised. Our aim is to create a climate where bullying is not accepted by anyone within the school community. Our curriculum will be used to:

- Raise awareness about bullying and our anti-bullying policy.
- Increase understanding for pupil experiencing bullying and help build an anti-bullying ethos.
- Teach pupils how to constructively manage their relationships with others.

Circle time, role-play and stories will be used to show what pupils can do to prevent bullying, and to create an anti-bullying climate in school.

6. THE SCHOOL'S STRATEGIES FOR DEALING WITH BULLYING

Pupils who have been bullied, or have seen others being bullied, should report this as soon as possible to any adult who is supervising the activity or by placing a note in one of the 'worry boxes' (in classrooms). Pupils are listened to and are assured that it is 'OK to tell' any adult about bullying incidents.

All reports of bullying are taken seriously and are followed up by an appropriate member of staff.

Members of staff who receive reports that a pupil has been bullied should act as recommended in this policy and should report this to a member of the SLT. Behaviour incidents are logged on our CPOMS system. In the first instance, incidents will be reported to the class teacher, who MUST then liaise with members of the school's leadership team to ensure that action is taken and incidents monitored carefully.

Where bullying is of a racist nature, we log the incident and report the number of racist incidents to governors termly.

7. IN ALL CASES WHERE BULLYING IS REPORTED, WE WILL:

- Provide support to pupils who are bullied.
- Reassure them that they do not deserve to be bullied and it is not their fault.
- Assure them that it was right to report the incident and try to ascertain the extent of the problem.
- Engage them in making choices about how the matter may be resolved.
- Try to ensure that they feel safe.
- Provide an intervention for the perpetrator so they are aware of the impact of their actions.
- Where appropriate, a period of enhanced monitoring will be put in place to ensure that the behaviour has stopped and that the pupil feels safe.
- Ask them to report immediately any further incidents to us.
- Affirm that bullying can be stopped and that our school will persist with intervention until it does.
- Record the incident / the alleged incident on CPOMS.
- Ensure that those involved (pupil experiencing bullying, perpetrator/s and families) are informed of actions taken.

We will interview the pupil (or pupils) involved in bullying separately and will:

- Listen to their version of events.
- Talk to anyone else who may have witnessed the bullying.
- Reinforce the message that bullying is not acceptable, and that we expect bullying to stop.
- Seek a commitment to this end.
- Affirm that it is right for pupils to let us know when they are being bullied.
- Adopt a joint problem-solving approach where this is appropriate.
- Consider sanctions under our school's behaviour policy.
- Advise the pupils responsible for bullying that we will be checking to ensure that bullying stops.

- Ensure that those involved know that we have done so.
- Involve the school's learning mentors/family support worker in working alongside pupil experiencing bullying / perpetrators when relevant.

When bullying occurs, we will endeavour to contact the parents / carers of the pupils involved at an early stage, and will keep them informed of our actions and consequent outcomes.

We will keep records of incidents that we become aware of and how we responded to them. We will follow up after incidents to check that the bullying has not started again. We will do this within 4 weeks, and again within the following half term, with our learning mentor/family support worker making a note of this.

8. WHEN TOUGHER MEASURES ARE NEEDED

If necessary, we will invoke the full range of consequences that are detailed in the school's Belonging and Relationship Policy. These include:

- Missing breaks and lunchtimes.
- Involvement of parents / carers.
  In extreme cases, considering suspension or permanent exclusion from school.

9. RESPONSIBILITIES

Everyone within school is expected to:

- Act in a respectful and supportive way towards one another.
- Adhere to and to promote the objectives of this policy and the staff Code of Conduct.

Pupils are expected to:

- Report all incidents of bullying.
- Report suspected incidents that pupil experiencing bullying may be afraid to report.
- Support each other and to seek help to ensure that everyone feels safe and nobody feels excluded or afraid in school.

Parents / carers can help by:

- Supporting our anti-bullying policy and procedures, particularly in understanding the definitions of bullying.
- Discussing with their child's teacher any concerns that their child may be experiencing bullying or involved in some other way.
- Helping to establish an anti-bullying culture outside of school.

10. BULLYING OUTSIDE THE SCHOOL PREMISES

Bullying can occur outside the school premises, including on journeys to and from school, online and within the wider community. Where the school becomes aware of bullying outside the school premises, we will consider what action is reasonable and proportionate to safeguard pupils and maintain good behaviour, in accordance with our Behaviour and Safeguarding policies.

11. BULLYING AND HARASSMENT OF STAFF

We recognise that bullying, harassment, intimidation or abusive behaviour can also be directed towards members of staff. Such behaviour is not acceptable and will be addressed in accordance with the school's

Behaviour Policy, Staff Code of Conduct and relevant procedures for managing concerns involving parents, carers, pupils or other members of the school community.

12. CONCERNS, COMPLAINTS. AND COMPLIMENTS

We recognise that there may be times when parents / carers feel that we have not dealt well with an incident of bullying. We would ask that this be brought to the Headteacher's notice. If the Headteacher cannot resolve these concerns informally, parents / carers can raise their concerns more formally through the school's complaints procedures. We would also be pleased to receive compliments – feedback from parents / carers on the when things have gone well.

13. MONITORING OUR ANTI-BULLYING PROCEDURES

We will measure the progress of our anti-bullying policy using the following measures:

- The number of incidents / alleged incidents on CPOMS (half termly).
- Pupils' perceptions of bullying in school, through pupil surveys, structured discussions in class and circle time. Questionnaires throughout the academic year.
- Improvement in attendance and / or academic performance of pupils involved in bullying incidents.
- The comments made by parents, visitors and other people connected with the school.

14. EVALUATION OF THE POLICY

We use data and feedback from pupils, staff, parents and governors to review the policy and procedures. To evaluate the effectiveness of the policy we consider the following questions:

- Does the policy give clear messages to all members of the school community about prevention, intervention procedures and practice?
- Do procedures and practices work effectively?
- Are intervention techniques appropriate and effective?
- Are all members of the school community fully aware of the policy?
- Are parents' / carers' responses increasingly positive and supportive?
- Has the policy prevented and / or reduced bullying behaviour, conflict and aggression?

15. OWNERSHIP OF THIS POLICY

The policy applies to all staff and to all pupils, whether temporarily or permanently on the school roll. The Headteacher is responsible for introducing and implementing this policy. However, all staff, all pupils and their parents have an active part to play in the development and maintenance of the policy, and in its success.