



Gig Mill Anti-Bullying Policy

Policy Tracker			
Responsibility for monitoring this policy: SLT			
Review period: This policy will be reviewed annually or earlier			
Date	Reviewed by	Role	Date approved/received by the Governing Board
July 2024	J Turner S Griffiths	Executive Headteacher Headteacher	

Anti-bullying Policy

Date: September 2024

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Introduction

This policy outlines what Gig Mill Primary School will do to prevent and tackle bullying. The policy has been drawn up through the involvement of the whole school community and we are committed to providing a supportive, caring and safe environment through developing an anti-bullying culture; bullying will not be tolerated. Staff, children and parents/carers will be made aware of the school's position on bullying. The school has high expectations of outstanding behaviour and we consistently challenge any behaviour that falls below this. We all have a responsibility to make sure that bullying is not part of our life at school.

What is bullying?

It is a government requirement that all schools have an anti-bullying policy. DfE guidance considers bullying as actions meant to be hurtful, and which happen repeatedly. Bullying is **“Behaviour by an individual or a group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally”**. (Preventing and Tackling Bullying, Advice for School Leaders, Staff and Governing Bodies, DfE)

A definition we share with our pupils:

“Repeated negative behaviour that is intended to make others feel upset, uncomfortable and unsafe.”
(Anti-Bullying Programme, Diana Award)

It is generally agreed that a single incident of verbal or physical aggression is not necessarily considered to be bullying – there needs to be persistent victimisation over a period of time. Similarly, it is not bullying when two children / young people of approximately the same age and strength have the occasional quarrel or one-off fight.

Bullying can take lots of forms and sometimes children and young people do not realise that what is happening to them is bullying. Examples may include any of the following repeated over a period of time:

- **Child on child abuse** – which could be in the form of any of the abuse described below.
- **Physical** – kicking, hitting, pushing, or any use of violent, taking and damaging belongings
- **Verbal** – name calling, taunting, mocking, making nasty comments, making threats
- **Emotional** – leaving people out / deliberately ignoring, gossiping, spreading rumours
- **Cyber Bullying** – All areas of the internet, such as e-mail and internet chat room misuse. Mobile threats by text messaging and calls including on social media. Misuse of associated technology i.e. camera and video functions
- **Racist** – racial taunts, graffiti, gestures
- **Sexual** – unwanted physical contact or sexually abusive comments
- **Homophobic** – because of, or focusing on the issue of, sexuality

Bullying can happen to anyone. This policy covers all types of bullying, whether face to face or online, including:

- Bullying related to race, religion, gender or culture
- Bullying related to SEND (Additional Needs or Disability)
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation (homophobic bullying)
- Bullying of young carers or looked after children or otherwise related to home circumstances.

The law

- The Education and Inspections Act 2006 provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils.
- The Equality Act 2010 – it requires public bodies to have due regard to the need to:
 - Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act.
 - Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
 - Foster good relations between people who share a protected characteristic and people who do not share it.
- The Education Act 2011 – The Education Act 2011 gives teachers stronger powers to tackle cyber-bullying by providing a specific power to search for, and if necessary, delete inappropriate images (or files) on electronic device, including mobile phones.
- Safeguarding Children and Young People – Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is ‘reasonable cause to suspect a child is suffering, or is likely to suffer significant harm’.
- DfE ‘Behaviour in Schools, Advice for headteachers and school staff’ 2024
- Keeping Children Safe in Education (KCSiE) reinforces that all staff should recognise that children are capable of abusing their peers referred to as ‘child-on-child abuse’. (KCSiE 2024)

Aims and Objectives

Children have the right to be protected from all types of harm. Bullying, in all its forms, constitutes harming a child and, as duty bearers, it is our job as a school to protect the children in our care. We aim to provide a safe and secure environment where children can learn without anxiety and measures are in place to reduce the likelihood of bullying. All staff understand that bullying and its many forms is a classification of child-on-child abuse. As a result, this policy aims to produce a consistent school response to any bullying incidents that may occur to ensure pupils at Gig Mill Primary School are protected from abuse.

Our school ethos and curriculum

Our school values are at the heart of everything we do at Gig Mill. Our motto ‘Together we care; together we succeed’ is a thread that runs throughout the school.

Through this school ethos, children are armed with an understanding of what it means to care for one another. In turn, they hold strong relationships and can recognise right from wrong. They know what bullying is and feel confident to talk to adults freely if they were to ever witness bullying behaviour. At Gig Mill, we have devised our PSHE curriculum to be tailored to the needs of our pupils. Our PSHE curriculum is called Relationships, Health and Wellbeing (RHW) and has relationships as one of our core themes, which is covered termly in every year group from Reception to Year 6. Within this key strand, lessons are delivered focusing on families and friendships, safe relationships and respecting ourselves and others.

Anti-bullying lessons are inter-woven throughout these topics to provide children with a clear understanding of what bullying is and how to deal with situations should they arise. We also have an annual focus across the whole school for anti-bullying week in the Autumn term where we focused on friendships too. Our school ethos and our RHW curriculum is a prevention strategy to limit any bullying that we have in school equipping our children with lifelong lessons and values.

Through this work the children are encouraged to be an 'upstander' as opposed to a 'bystander'. The definitions of these terms are:

- **Bystander** – A bystander is someone who sees or knows about bullying behaviour that is happening to someone else but takes no action to address or report it.
- **Upstander** – An upstander is someone who recognises when something is wrong and acts to make it right. When an upstander sees or hears about someone experiencing bullying behaviour, they speak up and do their best to help, protect and support the person.

Preventing, identifying and responding to bullying

The school community will:

- Work with staff and outside agencies to identify all forms of bullying.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience through a well-structured and spiral PSHE curriculum in our Relationships, Health and Wellbeing lessons.
- Consider all opportunities for addressing bullying including through displays, assemblies, peer support and through the School Council.
- Train all staff, including lunchtime staff, learning mentors and support staff to identify bullying and follow school policy and procedures, including recording incidents.
- Ensure pupils know there are "safe spaces" where they can share their concerns with a member of staff who will deal with the issues raised.
- Use a variety of interventions to resolve the issues between those who bully and those who have been bullied.

Roles and Responsibilities

As a whole school community, every adult has a duty of care to protect and promote children's rights, educate effectively about bullying, prevent bullying from happening and respond promptly to any allegations of bullying.

Our school community will:

- Discuss, monitor and review our anti-bullying policy on a regular basis.
- Support all staff to promote positive relationships and identify and tackle bullying appropriately.
- Ensure that our pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and abide by the anti-bullying policy.
- Report back to parents/carers regarding their concerns on bullying and deal promptly with complaints. Parents/carers in turn work with the school to uphold the anti-bullying policy.
- Seek to learn from good anti-bullying practice elsewhere and utilise support from within Hales Valley Trust and other relevant organisations when appropriate.

Specific roles and responsibilities are outlined as follows:

The role of the Executive Head - (Mrs J Turner)

- The Executive Head will take a lead role in monitoring and reviewing this policy.

- If a parent is dissatisfied with the way the school has dealt with a bullying incident, they can follow the school's complaints procedure to escalate this further, where the Executive Head will investigate the case.

The role of the Head of School – (Mrs S Griffiths)

- The Head of School will communicate the policy to the school community and ensure that disciplinary measures are applied fairly, consistently and reasonably.
- The Head of School is required by the board of Trustees to keep accurate records of any bullying and to report about the effectiveness of the school's anti-bullying strategies.
- The Head of School and leadership team will ensure all children know that bullying is wrong and use appropriate moments for example in assembly to address issues when they arise.
- The Head of School will be asked to conduct an investigation and report back to the Executive Headteacher.
- The Head of School may also investigate any reported misuse of technologies, by pupils, out of school hours linked to bullying. They will respond within ten working days to any request from a parent/carer to investigate incidents of bullying.
- Any parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the Executive Headteacher to investigate the matter.

The role of the teacher and support staff

- All staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.
- All staff will be aware of and uphold this policy, implementing it accordingly.
- Teachers will record all incidents that happen in class and that they are aware of in school on CPOMS, linking relevant children to each incident.
- Class teachers will support children within their class – this may include support for the victim and following through with sanctions for the offender. Support will be logged on CPOMS by the class teacher.
- If a child is being bullied, then after consultation with the Head of School, the teacher informs the child's parents.
- Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all such as using drama, role play, stories.

Procedures for staff

All staff, including lunchtime assistants and teaching assistants follow the same procedure when an incident of suspected bullying is reported or witnessed.

- Reassure the child/parent that they have done the right thing by telling someone.
- Ensure the child knows that the best thing is not to retaliate.
- Listen to the child/parent and make a record of any key information with names, dates and times.
- Try to obtain or collate any evidence (written or a witness). The staff will stay impartial, collecting facts and ensuring records are not opinion based.
- In the case of cyber bullying help the person to keep evidence such as screen capture or not deleting emails or texts, and help the child to understand how to prevent a repeat (i.e. changing contact details, leaving a chatroom etc.)
- Share the information with the Head of School and consider subsequent action and support.
 - NB For incidents of cyber bullying this may include content being removed or disciplinary powers being used to confiscate ICT equipment e.g. mobile phones. In cases of illegal content, the police will be informed.
- Inform both sets of parents of action to be taken.
- If bullying persists, the Head of School will involve the parents in improving the situation.

The role of parents

- Parents/carers will support their children and work in partnership with the school.
- They should notify their child's class teacher in the first instance if they suspect their child has been the victim of bullying.
- Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying should:
 - Find out all the facts first
 - Try not to get angry or more involved than your child wants you to.
 - Ask your child what they want you to do, if anything
 - Provide support for your child
 - Contact the school for further support
- If parents are not satisfied with the responses from the class teacher, they can then contact the Assistant Headteachers (who are Mrs H Daniels and Mrs A Suchomski). If they remain dissatisfied, then the escalation process is to speak to the to the Assistant Head of School (Mrs N Powell) prior to the Head of School (Mrs S Griffiths).

Procedures for parents

If a parent suspects that their child is being bullied, then the following procedure should be followed:

- Listen to your child. Consider whether this is 'several times on purpose' or whether it is a single incident.
- Talk to your child and find out the facts. Keep a diary of 'incidents'. This will help the school or setting ascertain the events.
- Encourage your child to tell the child who is upsetting them that what they are doing is not making them feel good and if they don't stop they will tell an adult.
- Encourage your child to inform their class teacher or inform the class teacher directly who will discuss the issue with you and record the key information.
- Approach a member of staff within school, ideally the class teacher.
- Don't try and sort it out yourself by approaching the other child or parent or carer.
- Make an appointment, with enough time to talk.
- When talking to the school try not to be aggressive, or lose your temper. A good working relationship between parent or carers and school is essential and will help to resolve the situation more quickly.
- Allow time for the class teacher/school to investigate allegations and deal with your concerns, and initiate support activities for the children.
- Make a note of the action school intends to take.
- There may be things you can do at home to help. Please ask.
- Stay in touch.

The role of pupils

- Pupils will abide by the policy and uphold our school values.
- They will engage in learning opportunities in the school curriculum to support their understanding of healthy relationships.

Procedures for pupils - What do you do if you are being bullied?

First of all – don't worry - this can be sorted out. Think about what is happening to you, stay calm. Are you sure you are being bullied? It could be something else that is making you unhappy such as:-

- Falling out with friends
- An argument
- A game (that has gone wrong)
- People not letting you join in with a game or activity

These things are important, and they make you sad, but this is not always bullying. If someone is being very unkind, or hurting you – and you don't know why, and you can't stop it – then this is what to do.

It is important that you talk to someone. This could be:

- A teacher
- An older pupil
- Your friend
- Playground pal
- Someone at home
- Someone you trust
- A lunchtime supervisor

Don't be afraid to tell someone, bullies rely on you keeping quiet.

Don't keep it to yourself!

Links with other school policies and practices

This Policy links with a number of other school policies, practices and action plans including:

- Behaviour policy
- Complaints policy
- Safeguarding policy
- Acceptable use policy
- Recording of racial incidents

Procedures for monitoring and evaluation

This policy will be monitored frequently and the Executive Head / Head of School will report on a regular basis to the board of Trustees to allow any patterns of people, places or groups to be analysed. They will look for racist bullying, or bullying directed at children with disabilities or special educational needs. Any issues identified through the monitoring of this policy will be incorporated into the school's action planning.