



Achieving excellence through leadership

Anti-Bullying Policy

Document Details	
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Anti-Bullying Policy

Definition of Bullying

Although there is no single legal definition of bullying, the Department for Education states that bullying is usually defined as behaviour that is:

- **Intentionally hurtful** – deliberate, unjustifiable and unprovoked behaviour. It includes actions that cause physical, emotional or mental harm to the victim and actions that violate another person's freedom and rights.
- **A repeated experience** – persistent or repeated anti-social behaviour.
- **An inequality of power** – the person being bullied finds it difficult to reject or deal with the offending behaviour, or those involved in the bullying have power over the victim.

Bullying takes many forms and can include:

- Verbal bullying and cyber-bullying
- Physical bullying
- Indirect bullying, e.g. consistently spreading rumours or excluding individuals
- Psychological bullying, e.g. intimidation
- Racist taunts or gestures (all incidents are reported to the Local Authority)
- Negative comments which relate to gender, disability, race, sexuality or any other protected characteristic under the Equality Act 2010

Aims

The aim of this policy is to prevent and respond effectively to any behaviour deemed to be bullying.

We are committed to ensuring that the school community works together to create a happy, safe, caring and stimulating environment. The implementation of this policy will create an ethos where bullying is regarded as unacceptable so that a safe and secure environment is created for everyone to learn and work in.

All members of the school community are responsible for recognising bullying when it occurs and taking appropriate action in accordance with this policy.

This policy should be read in conjunction with the school's **Behaviour and Pupil Discipline Policy, Safeguarding and Child Protection Policy, Grievance Policy** and **Whistleblowing Policy**.

Giles Junior School is committed to a policy of inclusion, equality and justice. We provide a warm, caring and safe place for all children and adults so that they can learn, play and work in a relaxed and secure environment. Within Giles Junior School we want:

- All children to feel safe to learn, play and enjoy the company of others.

- All children and adults to be treated fairly, with respect and dignity.
- All children and adults to feel happy and safe in the workplace.
- Everyone to listen carefully to what children and adults have to say and to treat all accounts with due seriousness.

We believe that bullying of any kind is totally unacceptable and that everyone has the right to be treated with respect. Bullying is not tolerated in our school and we take all incidents seriously. We are proactive in teaching our community to understand how others may be feeling and to learn better ways of behaving or responding to situations.

Bullying inhibits full participation in education and learning, cultural, social and leisure activities. We believe that when bullying is challenged effectively, our community will feel safe and happy and we will demonstrate a school that cares.

How the School Will Achieve This

The school will:

- Meet the legal requirement to have an anti-bullying policy in place.
- Work closely with other professional agencies to ensure that children stay safe as stated in the Children Act 1989, the SEN and Disability Act 2001, the Government Green Paper *Every Child Matters* (2003), the Children Act 2004, and *Keeping Children Safe in Education* (DfE 2024).
- Ensure that all governors, teaching and non-teaching staff, pupils and parents/carers understand what bullying is.
- Ensure that all governors, teaching and non-teaching staff, pupils and parents/carers know the school's policy on bullying.
- Assure pupils and parents/carers that they will be supported when bullying is reported.
- Use whole-school initiatives (e.g. staff training, celebration assemblies) and proactive teaching strategies (e.g. PSHE lessons, Protective Behaviours, 7 Habits) throughout the school to reduce opportunities for bullying to occur.
- Create a positive, caring ethos within the school environment where everyone can work and express themselves, free from fear of being bullied.

At Giles Junior School, we acknowledge that bullying may happen from time to time and that bullying may also happen to adults within the workplace (see Grievance and Whistleblowing Policies). When bullying does occur, everyone should feel able to tell and know that incidents will be dealt with promptly and effectively in accordance with our school policies.

All children and young people have the right to be protected from physical, emotional and mental violence; a right enshrined in the United Nations Convention on the Rights of the Child. Children also have the right to learn, live, travel and play in a safe environment where they can thrive and achieve their full potential.

Reporting Bullying

It is important that children feel safe in school, know who to speak to if they do not feel safe and know that they will be listened to. Each term we visit the “helping hand” this supports pupils in identifying safe adults in school and at home which they feel confident to share worries with. All children have one safe adults (minimum) at school.

At Giles Junior School, we encourage a climate in which children themselves actively discourage bullying and view reporting incidents of bullying as being responsible rather than “telling tales”.

If bullying takes place, it should be reported immediately to the class teacher in the first instance by staff, children or parents. Reports will be listened to, taken seriously and appropriate enquiries made. The outcome of enquiries will, where appropriate, be made known to all those involved, while protecting the rights and confidentiality of all parties.

Bullying Is Not

It is important to understand that bullying is **not** the odd occasion of falling out with friends, name-calling, arguments or when the occasional trick or joke is played on someone.

Bullying is deemed to have occurred if:

- It happens **several times on purpose (STOP)**; or
- It is an isolated incident of persistent, enforced opinions or actions which override the opinions or rights of another person.

This does not include occasional fighting or falling out between friends or equals, although **single incidences** of verbal or physical attack, and behaviour which is hurtful but not intentional, are also taken seriously and will be dealt with by the school.

Not all hurtful behaviour is bullying, but **all reported hurtful behaviour should be taken seriously** and resolved at the earliest opportunity.

Signs and Symptoms of Bullying

A child may indicate, through different signs or changes in behaviour, that they are being bullied. Adults should be alert to sudden changes in behaviour, such as a child becoming withdrawn after previously being outgoing.

Some indicators which could be related to recurrent bullying are:

- Being frightened of walking to or from school
- Low self-esteem
- Beginning to self-harm

- Lack of assertiveness
- Lacking communication and social skills to cope sensitively with others
- Beginning to truant
- Becoming withdrawn, anxious or lacking in confidence
- Frequently feeling ill in the morning
- Beginning to under-perform in school work
- Possessions regularly going “missing”
- Asking for money or starting to steal money (to pay the bully)
- Being frightened to say what is wrong

Note: this is not a definitive list but suggests some of the possible signs and symptoms.

These signs and behaviours could indicate other problems, including those defined in our Child Protection Policy, and could be indicators of abuse. Bullying should be considered as a possibility and should be taken seriously and investigated as soon as possible.

Possible Characteristics of a Bully

Bullies might:

- Have low self-esteem
- Lack communication and social skills for sensitive expression
- Lack empathy
- Lack insight into the effects of their behaviour
- Lack remorse

What To Do if You Are Being Bullied

We want everybody to feel confident to report bullying whenever and wherever it happens, and to get the help they need to feel safe again.

Children should be encouraged to:

- Tell someone they trust, giving as many facts as possible (Who? Where? What? Why? When? How?).
- In the first instance, tell their class teacher.
- If they do not feel confident to tell their teacher, they may talk to **any trusted adult** in school or speak to their Lighthouse Team representative.

If a child feels they are being bullied by an adult, including a member of staff, they should be supported to report this immediately to another trusted adult, the Headteacher, or the Designated Safeguarding Lead in line with the Safeguarding and Child Protection Policy.

What To Do if You See Someone Else Being Bullied (The Role of the Bystander)

Ignoring bullying is unfair on the victim. By keeping silent, the bully or bullies gain power and the opportunity to continue the bullying behaviour. We teach exactly what it means to be an “up stander” and not a “bystander” through our PSHE and Leader in Me sessions.

Pupils can help safely by:

- Telling a member of staff as soon as possible.
- Asking someone they trust for advice on what to do.
- Avoiding joining in or encouraging the bullying in any way.

They should **not** put themselves at risk of harm.

Strategies in School for the Prevention and Reduction of Bullying

Whole-school initiatives and proactive teaching strategies will be used throughout the school to develop a positive learning environment, with the aim of reducing opportunities for bullying to occur. These include:

- Each class agreeing on their own set of class rules.
- Making National Anti-Bullying Week a high-profile event each year.
- Raising awareness through assemblies, PSHE lessons and circle-time discussions.
- Setting up *Circle of Friends* or similar support networks to support individuals experiencing difficulties.
- Using assemblies, drama and role-play activities to help children be more assertive and to teach them strategies for dealing with bullying situations.
- Introducing playground improvements and initiatives.
- Using praise and rewards to reinforce good behaviour.
- Involving parents and the wider community.
- Multi-agency work – working with social care, the police and other agencies where appropriate.

In addition, staff need to feel safe in order to help make the children feel safe. Staff are aware of procedures described in the Harassment and Bullying, Grievance and Whistleblowing Policies, and can also contact their trade union for advice and support.

Role of the School

Staff

- School staff must act – and be seen to act – firmly against bullying wherever and whenever it appears. Action should be taken as quickly as possible.
- All members of the school community need to understand what constitutes bullying and be alert to signs that bullying is taking place.

- The school will ensure that its response to bullying is clearly understood by all members of the school community and that everyone is clear about their roles and responsibilities in preventing and responding to bullying.
- Facts must be established clearly, taking separate accounts from victims, alleged bullies and witnesses, and then recorded appropriately.
- Children affected by bullying must be offered comfort, support, advice and practical help. They should be reassured and not made to feel inadequate or foolish.
- Playgrounds are areas where bullying is more likely to occur. Pupils often report name-calling as more distressing than physical assault. Name-calling is frequently used in the initial stages of bullying to test out the response of a supposedly vulnerable child. Good supervision and early intervention can prevent escalation and stop disputes from carrying over into classroom disruption.
- Each class teacher will clarify and agree classroom rules and consequences, based on rights, responsibilities and the 7 Habits, as specified in the Behaviour and Pupil Discipline Policy, at the beginning of each academic year.
- Staff will work together to actively promote and model positive behaviour, attitudes and values.
- School assemblies will focus on positive behaviour and heightening awareness of rights, responsibilities and rules, as well as bullying and its consequences.
- Teachers will talk with their classes about bullying and what pupils should do if they are bullied, witness bullying or become aware of any bullying.

Use of Social Media

In recent years there has been an increasing number of incidents relating to the use of messaging apps such as WhatsApp. The minimum legal age for most such apps is 13. Parents who allow their child to use apps that are not recommended for their age group should have systems in place to monitor their use carefully.

The school **cannot monitor or “police” external messaging or social media groups** (e.g. WhatsApp groups created on personal devices). However, where concerns are brought to our attention and they impact on pupil welfare or the school community, the school will respond in line with this policy, the Behaviour and Pupil Discipline Policy and the Online Safety Policy.

Upon entry to school, all parents and pupils are asked to read and agree to the **Online Safety Acceptable Use Agreement** (see Appendix 4). It is important that parents/carers refer to this regularly when talking to their children about the use of messaging services.

The school has set out the steps it will take and how it will manage inappropriate use of these apps where concerns are brought to our attention (see Appendix 5).

As part of our Computing curriculum, all pupils complete an autumn term unit called **“My Online Life”**. Each year group is taught how to be a good citizen online and how to maintain a social media footprint which does not give cause for concern.

Pupils

It is important that pupils:

- Learn what constitutes bullying and what to do about it.
 - Have opportunities to develop the skills to resist bullying and to deal with bullying.
 - Understand that knowing about bullying and doing nothing is unacceptable – children affected by bullying and witnesses of bullying should know that it is “OK to tell” and that they will receive practical help if they do so.
 - Understand that things **can** be done to stop bullying and that this affects everyone’s behaviour, not just that of the bully or the child being bullied.
 - Take responsibility for using social media and messaging services appropriately.
 - Avoid interacting with the person they feel is bullying them where it is safe to do so and report the behaviour to a trusted adult. Where the alleged bully is an adult or someone they must still have contact with, they should report concerns immediately to another trusted adult, the Headteacher or the Designated Safeguarding Lead.
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Parents

Parents, carers and families have an important role to play in helping the school deal with bullying. They should:

- Encourage their child to speak to an adult in school if they feel they are being bullied or have witnessed bullying.
 - Contact the school at the first sign that they are worried their child is being bullied or may be bullying others.
 - Discourage their children from bullying behaviour at school, at home or elsewhere.
 - Model appropriate communication between peers and adults, e.g. bring information to the school and allow time for matters to be investigated; avoid approaching other pupils or their parents directly.
 - Take an active interest in their children’s school life; discuss friendships, how playtime is spent and the journey to and from school.
 - Watch out for signs that their children are being bullied or are bullying others.
 - Monitor use of social media, phones and computers to ensure they are being used appropriately.
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Governing Body

- The Governing Body will be updated termly on behaviour, racist and bullying incidents via the Headteacher’s safeguarding report.
- The Governing Body is responsible for **annually evaluating the effectiveness** of the Anti-Bullying Policy.
- This policy is monitored on a day-to-day basis by the Headteacher, who will report to Governors on its effectiveness.
- The Governing Body reviews the effectiveness of this policy annually by:

- Examining the number and nature of logged bullying incidents.
- Discussing patterns and outcomes with the Headteacher, including any follow-up actions and support.
- Analysing information by gender, age and ethnic background of all children involved in bullying incidents.
- Considering feedback from the School Council and pupil questionnaires on safety and bullying.
- Considering feedback from parents/guardians gathered through questionnaires at Parent–Teacher meetings.
- As a school, we support Anti-Bullying Week in November, which includes a series of lessons and activities about bullying.
- In response to the increased use of the internet, we provide e-safety/online safety talks to parents and children (see Online Safety / e-Safety Policy).

Procedure for Dealing with Bullying Incidents

Teachers must report signs or allegations of bullying to the Headteacher, Deputy Headteacher or Assistant Headteacher.

1. If an incident of bullying is reported, the child who feels they are being bullied will be spoken to initially by a trusted adult, who may be a member of the Senior Leadership Team (SLT).
2. This will be followed up with a conversation with the alleged bully, as well as any witnesses, to ascertain a full picture of the events leading up to the allegation.
3. A member of SLT will carry out a fair and professional investigation into alleged bullying incidents by establishing the facts and recording the incidents, actions taken and consequences on CPOMS (see Appendix 1).
4. Chronologies will be produced for both the alleged bully and victim to help staff determine whether the behaviour constitutes bullying. Appendix 2 can support this process.
5. The child or young person responsible for bullying will be made aware of the seriousness and effect of their actions. It will be made clear that the behaviour is bullying, that it is unacceptable and that it will not be tolerated. The bully will incur consequences in line with the Behaviour and Pupil Discipline Policy and may be offered support and/or counselling to adjust their behaviour.
6. The child affected by bullying will be offered support, guidance and comfort and taught skills to cope with and respond to bullying behaviour.
7. When deciding on the most appropriate sanction, the Behaviour and Pupil Discipline Policy should be referenced and consequences must be proportionate. In determining whether a sanction is reasonable, section 91 of the Education and Inspections Act 2006 must be considered, including the pupil's age, any special educational needs or disability and any religious requirements.
8. If the bullying behaviour is repeated, the bully's parents (if the bully is a pupil) will be informed and spoken to by the Assistant/Deputy Headteacher or the Headteacher. Further consequences will be implemented and the pupil's behaviour will continue to be monitored and logged on CPOMS.
9. If bullying continues, appropriate consequences could include:
 - Temporary exclusion from the classroom

- Temporary exclusion from the playground
- Temporary exclusion from school or from the school premises

Investigations may sometimes reveal conflicting accounts that cannot be fully resolved; in such cases, the school will act on the best evidence available and continue to monitor closely.

If the issue is serious, or is one of a number of similar incidents, the Headteacher will inform both sets of parents and work with them and the children involved to resolve the issue.

Date for Review

December 2026

Distribution

A copy of this policy will be available to:

- a) All school governors
- b) All staff
- c) All parents

All policies are ratified by the relevant Committee or the Full Governing Body. These are digitally signed and held on Governor Hub.

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Appendix 1

Investigation into a hurtful or prejudice related incident or allegation of bullying – This level of detail will be recorded on CPOMS,

Completed by name and role:

Date:

Name and role of individual/s making the allegation e.g. pupil, parent/carers, midday supervisory assistant:

Form of referral e.g. verbal report, letter, e-mail, phone call:

Details gathered to date:

Action taken to date:

Date:

Signed:

Appendix 2 – Support to recognise bullying

Factors to help determine if incident constitutes bullying

- ☐ Incident was bullying (all 3 amber warnings confirmed)
 - ☐ Hurt has been deliberately/knowingly caused (physically or emotionally)
 - ☐ It is a repeated incident or experience e.g. multiple incidents, cyberbullying or the involvement of a group
 - ☐ Involves an imbalance of power:
 - target feels s/he cannot defend her/himself, or
 - perpetrator/s exploiting their power (size, age, popularity, coolness, abusive language, labelling/namecalling, etc.)
- ☐ Incident was not bullying on this occasion because it was
 - ☐ the first hurtful incident between these children
 - ☐ teasing/banter between friends without intention to cause hurt (should not happen again)
 - ☐ falling out between friends after a quarrel, disagreement or misunderstanding
 - ☐ conflict that got out of hand (should not happen again)
 - ☐ activities that all parties have consented to and enjoyed (check for subtle coercion)
 - got out of hand
 - parental concern
 - ☐ Other _____

The definition of a prejudice related incident

A prejudice related incident is any incident which is perceived by the victim, or any other person, to be prejudiced towards an individual due to one or more of the protected characteristics of age, disability, faith, gender identity/reassignment, marriage and civil partnership status, pregnancy and maternity status, race, sex or sexual orientation.

Resolution process agreed:

Support and/or sanction for those causing hurt or offence

Support needed for the hurt party:

Focus of Bullying/Hurtful Behaviour

Please tick all elements which apply in your understanding of the incident(s) and record specific language:

	Definitely applies	Possibly applies
Age/ Maturity		

Appearance		
Size/weight		
Class/Socio-economic		
Family circumstance (e.g. caring role)		
Ethnicity/Race		
Religion/Belief/faith		
Gender		
Transphobia/Gender identity		
Homophobia/sexuality		
Sexualised		
SEN and Disability		
Ability/application		

Appendix 4 - Online Safety Acceptable Use Agreement Primary Pupils

My online safety rules

- I will only use school IT equipment for activities agreed by school staff.
- I will not use my personal email address or other personal accounts in school when doing school work.
- I will not sign up for any online service on school devices unless this is an agreed part of a school project approved by my teacher and agreed by my parent/carer.
- I will only open email attachments if it has been approved by a member of school staff in school or a parent/carer out of school.
- In school I will only open or delete my files when told by a member of staff.
- I will not tell anyone other than my parents/carers my passwords. I will not use other people's usernames or passwords to pretend to be them online.
- I will make sure that all online contact I make is responsible, polite and sensible. I will be kind and respectful at all times.
- If I come across anything upsetting, unpleasant or nasty, or anything that makes me feel unsafe, I will tell my teacher or my parent/carer immediately.
- If someone says, asks or posts about me anything upsetting, unpleasant or nasty, or anything that makes me feel unsafe, **I will not reply**. I will tell my teacher or my parent/carer immediately.
- I will not give out my own or other people's personal information, including: name, phone number, home address, interests, schools or clubs. I will tell my teacher or parent/carer if anyone asks me online for personal information.
- Uploading or sending my image (photographs, videos, live streaming) online puts me at risk. I will always seek permission from my teacher or parent/carer if I wish to do this. I will not take, share or upload any image of anyone else without their permission and also, if they are a child, without their parent's/carer's permission.
- Even if I have permission, I will not upload any images, videos, sounds or words that **could** upset, now or in the future, any member of the school community, as this is cyberbullying.
- I understand that some people on the internet are not who they say they are and some people are not safe to be in contact with. I will not arrange to meet someone I only know on the internet. If someone asks to meet me, I will not reply to them and I will tell a teacher or a parent/carer immediately.
- I understand that everything I do or receive online can be traced now and in the future. I know it is important to build a good online reputation.
- I understand that some personal devices are allowed in school and some are not, and I will follow the rules. I will not assume that new devices can be brought into school without getting permission.

- **I will not lie about my age in order to access games, apps or social networks that are for older people as this will put me at risk.**
- I understand that these rules are designed to keep me safe now and in the future. If I break the rules my teachers will look into it and may need to take action.

Dear Parent/Carer,

The internet, email, mobile technologies and online resources have become an important part of learning and life. We want all children to be safe and responsible when using any IT. It is essential that children are aware of online risk, know how to stay safe and know where to go to report problems or get help.

Please read through these online safety rules with your child/ren and talk with them to ensure they understand their importance and what it means for them (and for you). When you have done this, you both need to sign this agreement to say that you agree to follow the rules. Any concerns or explanation can be discussed with the head teacher – Louise Whitby. Please return the signed sections of this form which will be kept on record at the school.

Pupil agreement

Pupil name.....

This agreement is to keep me safe. I have discussed this agreement with my parents/carers and understand the commitment I have made and my responsibilities.

Pupil signature.....

Parent(s)/Carer(s) agreement

Parent(s)/Carer(s) name(s).....

I/we have discussed this agreement, which highlights the associated risks when accessing the internet, mobile and digital technologies, with our child/ren. I/we agree to support them in following the terms of this agreement.

I/we also agree not to share school related information or images online or post material that may bring the school or any individual within it into disrepute.

(Rather than posting negative material online, any parent, distressed or concerned about an aspect of school should make immediate contact with a member of staff. Negative postings about the school would impact on the reputation of the whole school community. Parents are encouraged to report breaches so that we can protect the reputation of the school, staff, pupils and parents).

I/we also agree only to use personal mobile phones and devices in designated areas of the school unless otherwise informed, e.g. for specific events and activities. I/we understand that under no circumstance should images be taken at any time on school premises of anyone other than our own child/ren, unless there is a pre-specified agreement. I/we understand that when on school premises, but not in a designated area where phones can be used, they must be switched off and out of sight.

Parent(s)/Carer(s) agreement

Parent(s)/Carer(s) name(s).....

Parent/carers signature..... Date

Appendix 5 - Serious incidents via social media/messaging services

Type of incident	Pupil	Parent	School
A child makes reference to self-harm e.g. I am going to kill myself	If seeing this message, they need to screenshot it and bring it to an adult's attention in school.	Ascertain the reason your child is posting comments such as these and the magnitude of making comments such as these.	Review messages from pupil – follow up with pupil at risk – alert parents if they do not know.
A child makes reference to wanting to harm someone else e.g. I am going to kill you, I am going to arrange a fight with you.	Anyone seeing this message should screenshot this. Leave the group so no comments can be made following the message. If the comments are directed at you tell someone at home.	When seeing this message – speak with your child to check the intent. Bring it to the school's attention providing screen shots of the messages with names of pupils involved.	Review messages – alert the child's parents who is being threatening. Reassure the pupil receiving the messages. Check they did as they have been asked e.g. screen shot, don't respond
Use of inappropriate language.	Ignore and don't respond to anyone using inappropriate language. Bring it to the school's attention if ongoing and language is offensive and directed towards someone.	Check your child's phone regularly to make sure they are being appropriate – as messages can be deleted be mindful when there are messages from your child being deleted.	Follow up with pupil as deemed necessary. Inform parents of child using inappropriate language.
A group message which targets an individual by several pupils.	If you are being targeted then screenshot, do not respond and leave group. If you are witnessing this – screenshot, do not comment, leave group and alert an adult.	If you are alerted by your child, check they have followed the steps suggested and report to the school.	Review messages – alert the child's parents who is being threatening. Reassure the pupil receiving the messages. Check they did as they have been asked e.g. screen shot, don't respond

In line with our behaviour policy we will follow a process whereby we aim to help teach and correct behaviours which are anti-social. These measures have to be proportionate to the type of incident, the child's age and whether this is a first incident of the nature or one which has been repeated.

Our usual system is to:

- Give a warning
- Loss of minutes at break or lunch
- Reflection – so direct teaching around the impact of this behaviour can be given on a one to one basis

Should these measures not have an impact we would consider a meeting with the parent and pupil to agree on the next steps to further support the pupil in understanding the behaviour and its impact.

How parents can support their child use social media appropriately

We are grateful for the support of parents in this matter and appropriate consequences at home will be: removal of the device for a set period, limiting the time they have to message, removal of certain apps, setting up a monitoring system so that the parent can check any social media is being used appropriately.

We do not condone an adult taking the phone of their child and directly messaging individuals through the app. Encourage your child to screenshot, avoid commenting, leave the group and report to the school if there is concern about the content of the messages.