

ATTAIN ACADEMY PARTNERSHIP



Anti-Bullying Policy

For

Gosfield Community Primary School



June 2025

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1 Introduction

- 1.1 It is a government requirement that all schools have a behaviour policy in place that includes measures to prevent all forms of bullying among pupils.
- 1.2 This policy was produced to reflect guidance and legislation on anti-bullying:
- [Preventing and tackling bullying; Advice for headteachers, staff and governing bodies](#) (DfE, 2017)
 - [Cyber bullying: Advice for headteachers and school staff](#)
 - Educations and Inspections Act 2006
 - Education (independent school standards) 2014
 - Equality Act 2010
 - Children Act 1989
 - [Keeping Children Safe in Education](#)
 - [Bullying: Don't suffer in silence](#) (DfE)
- 1.3 The academy is committed to preventing all types of bullying. It is entirely contrary to the values and ethos of our academy. The aim of this document is to ensure a unified and consistent approach is practised across our academy when dealing with bullying with a wider purpose to strive towards commitment and excellence in a positive learning environment.

2. What is bullying and how do we combat it?

- 2.1 Bullying is deliberate, hurtful behaviour, either physical or psychological, which is unprovoked and happens on a regular basis. Bullying can be short term or continuous over long periods of time.
- 2.2 Anyone can practice bullying behaviour. Some people know that they are bullying others and they mean to bully, i.e. there is intent. However, some people bully others without recognising the impact of their actions. Similarly, a victim of bullying might not recognise what is happening to them and that bullying behaviour has a very insidious effect that affects a person's self-esteem, confidence and well-being.
- 2.3 The key factors which separates bullying behaviour from 'one-off' incidents are that it is deliberate in intent and involves a negative use of power; it may be repeated over time, particularly if it is not caught and stopped early on. Instances of bullying tend to have the following common characteristics:
- **Repetitive and persistent.** Bullying is usually experienced as part of a continuous pattern and it can be extremely threatening and intimidating even when very subtle. Nevertheless, sometimes a single incident can have precisely the same impact as persistent behaviour over time.
 - **Intentionally harmful.** The act of bullying intends harm to another individual although occasionally the distress it causes is not consciously intended by all of those who are present.
 - **Involves an imbalance of power.** Bullying leaves someone feeling helpless to prevent it or put a stop to it. In some case an imbalance of power may mean that bullying crosses the threshold into abuse requiring

implementation of safeguarding procedures (refer to the academy safeguarding procedures).

2.4 Bullying can be:

- **Emotional:** being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures).
- **Physical:** pushing, kicking, biting, hitting, punching or any use of violence
- **Racial:** racial taunts, graffiti, gestures
- **Sexual:** unwanted physical contact or sexually abusive comments
- **Homophobic:** because of, or focussing on the issue of sexuality
- **Direct or indirect verbal:** name-calling, sarcasm, spreading rumours, teasing, insulting
- **Cyber bullying:** all areas of internet, such as email and internet chat, X (formerly Twitter), social media misuse (i.e. Facebook, WhatsApp), mobile threats by text messaging and calls, and misuse of associated technology i.e. camera and video facilities, iPad and game consoles.

Bullying may be related to

- race,
- gender
- religion
- culture
- SEN or disability
- Appearance or health condition
- Home circumstances (including young carers and poverty)
- Sexual orientation, sexism or sexual bullying, homophobia

2.5 Different roles within bullying have been identified:

- Those relying on social power, dominating others, often with group support (ringleader).
- Others joining in and therefore afraid of ringleader (associates).
- The awareness of a silent majority that bullying is taking place but feeling unable to do anything about it (bystanders).
- Those who try to stop bullying (defenders).

2.6 Bullying can take place in the classroom, playground, toilets, on the journey to and from the academy, on residential trips and cyberspace. It can take place in group activities and between families in the local community.

2.7 Although bullying in itself is not a specific criminal offence in the UK, some types of harassing or threatening behaviour (or communication) may be classed as a criminal offence.

2.8 Everyone has the right to be treated with respect. The academy takes bullying seriously and responds promptly and effectively to the issues of bullying. All incidents of bullying are dealt with in a fair and consistent manner in line with the academy's relationships and behaviour policy.

2.9 The academy believes that:

- All pupils have the right to attend school
- All pupils have the right not to be afraid
- All pupils should feel safe and happy at school
- All pupils should be able to trust the staff to act
- All pupils should know the academy policy on bullying
- Parents / carers should be able to raise their concerns about bullying
- Staff and pupils should respect each other and treat each other with kindness and courtesy
- Ethos and curriculum should reflect these beliefs
- The anti-bullying procedure and the penalties for bullying should be made clear to all pupils, staff, parents/carers and governors
- The academy should develop a working partnership with parents / carers

2.10 No one deserves to be a victim of bullying. It hurts and has the potential to damage the mental health of a victim. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

3. Aims and objectives

3.1 The academy is committed to preventing all types of bullying. It is entirely contrary to the values and ethos of our academy.

3.2 This policy aims to:

- Demonstrate a clear, whole-academy commitment to preventing and tackling bullying
- Promote academy values which reject bullying behaviour and promote co-operative behaviour
- Maintain a caring and supportive ethos based on a sense of community and shared values.
- Clarify for pupils and staff that bullying is always unacceptable.
- Determine the different forms that bullying can take
- Ensure that all stakeholders are clear about the systems and strategies used by the academy to tackle bullying behaviour
- Ensure a consistent response to all bullying incidents that may occur in the academy
- Produce a safe and secure environment where all can learn without anxiety, and ensure measures are in place to reduce the likelihood of bullying
- Change attitudes towards bullying and share responsibility for creating a better society.

This policy should be read in conjunction with the ‘behaviour policy’, as these areas are extensively inter-related.

4. Signs and Symptoms for Parents and Staff

4.1 There is no definitive way of identifying that a person is being bullied. Staff should therefore be vigilant in order to identify any of these physical and / or behavioural changes in a person as soon as possible.

- 4.2 A child may indicate by signs or behaviour that they are being bullied. The following physical and behavioural signs have been identified as possible indicators that bullying has / or is taking place:
- Significant changes in normal behaviour or attitude
 - Appearing upset
 - Being withdrawn and distressed
 - Appearing frightened or subdued, possibly in the presence of particular people
 - Flinching at actual or anticipated physical contact
 - Asking not to be hurt
 - Refusal to participate
 - Not wanting to go to a certain venue or the academy
 - Starting to bully others
 - Incontinence
 - Vomiting
 - Unexplained illness
 - Claims of feeling unwell with no apparent signs or symptoms
 - Unexplained injuries (bruising or other physical marks)
 - Torn clothing
 - Unexplained loss of possessions
 - Sleepless nights
 - Repeating words the perpetrator has said to them, e.g. "shut up or I'll hit you".
 - Has possessions which are damaged or " go missing"
 - Refusal to say what the problem is
 - Afraid to use the internet or mobile phone
 - Appearing nervous and jumpy when a cyber message is received
 - Lack of eye contact
 - Complains of hunger
 - Gives unlikely excuses to explain any of the above

These signs could indicate other social, emotional and/or mental health problems, but bullying should be considered as a possibility and should be investigated.

5. Roles and Responsibilities

5.1 Local Governors

- 5.1.1 The local governing body supports the Headteacher in all attempts to eliminate bullying from our academy. The Local Governing Body will not condone any bullying at all in our academy, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.
- 5.1.2 The local 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 academy anti-bullying strategies.

5.1.3 The local governing body will ensure that the academy's anti-bullying policy, communicated to the pupils and parents / carers, is non-discriminatory and that expectations are clear

5.1.4 A parent who is dissatisfied with the way the academy has dealt with a bullying incident should follow the trust's complaints policy by initially contacting the class teacher. If the concern remains they should contact the Headteacher. If they are still concerned, they should contact the chair of governors. The governing body responds within ten days to any request from a parent to investigate incidents of bullying.

5.2 Headteacher

5.2.1 It is the responsibility of the Headteacher to implement the academy's anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the academy policy and know how to identify and deal with incidents of bullying. The Headteacher reports to the local governing body and the Chief Executive Officer about the effectiveness of the anti-bullying policy.

5.2.2 The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this academy. The Headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Headteacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being disciplined.

5.2.3 The Headteacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.

5.2.4 The Headteacher sets the academy's climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming academy, bullying is far less likely to be part of their behaviour.

5.3 Staff

5.3.1 All forms of bullying are taken seriously and seek to prevent it from taking place.

5.3.2 All staff will ensure that the concerns of pupils are listened to and appropriately addressed.

5.3.3 Teachers keep their own records of all behavioural incidents that happen in their class, and that they are aware of in the academy. If teachers suspect or witness an act of bullying, they will either investigate it themselves or refer it to the Headteacher. Teachers and support staff do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the Headteacher, the teacher informs the child's parents.

- 5.3.4 All incidents of bullying that occur, both in and out of class, are investigated and recorded. We also record incidents that occur near the academy, or on the children's way between the academy and home. Staff who witness any act of bullying should record it in the online behaviour log (CPOMS).
- 5.3.5 All prejudice-related incidents are referred to the Headteacher, or assistant Headteacher in their absence, and logged using the online behaviour log (CPOMS). Serious and/or persistent incidents, which may constitute a hate crime, may be reported to the police (See [Essex Police](#) – how to report hate crime)
- [When to call the police – guidance for schools and colleges](#) provides guidance on how to deal with various crimes that may arise in education settings, including consideration of whether hate is a factor within the crime
 - If it is felt a child (victim or perpetrator) is at risk of (or subject to) harm due to a hate crime, they should contact the [Children and Families Hub](#) as for any other safeguarding concern

The Police and CPS define hate crime as: "Any criminal offence which is perceived by the victim or any other person, to be motivated by hostility or prejudice, based on a person's disability or perceived disability; race or perceived race; or religion or perceived religion; or sexual orientation or perceived sexual orientation or transgender identity or perceived transgender identity. A hate crime does not have to amount to a criminal offence to be considered a hate crime. Non-criminal hate crime incidents can still be reported to the police to be recorded.

- 5.3.6 When any bullying has taken place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim, and sanctions for the offender. Time is spent talking to the child who has done the bullying, explaining to them why their action was wrong and how they should change their behaviour in future. If a child is repeatedly involved in bullying, the Headteacher and the special needs coordinator are informed. We then invite the child's parents into the academy to discuss the situation. In more extreme cases, e.g. where these initial discussions have proved ineffective, the Headteacher may contact external support agencies, such as the social services, counsellor, Outreach Support and the police.
- 5.3.7 All incidents of bullying will be discussed with all relevant staff and parents of the children involved, in order that everyone can be vigilant and that further incidents by the same child(ren) may be prevented from happening in the future.
- 5.3.8 All members of staff routinely attend training, which equips them to identify bullying and to follow academy policy and procedures with regard to behaviour management.
- 5.3.9 Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied

children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

5.4 Parents

- 5.4.1 Parents will take responsibility for the behaviour of their child both inside and outside of the academy.
- 5.4.2 Parents have a responsibility to support the academy's anti-bullying policy, actively encouraging their child to be a positive member of the academy.
- 5.4.3 Parents 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. If they are not satisfied with the response, they should contact the Headteacher. If they remain dissatisfied, they should follow the Trust's complaints procedure, as detailed on the academy's website.
- 5.4.4 Support and advice for parents on bullying may be sought from the following help organisations:
- | | |
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| Advisory Centre for Education (ACE) | 020 7354 8321 |
| Family Lives | 0808 800 2222 |
| Bullying online (part of family lives) | 0808 800 2222 |
| NSPCC | 0808 800 5000 |
| Childline | 0800 1111 |
| Kidscape | |
| Advisory Centre for Education (ACE) | 0207358321 |
| Children's Legal Centre | 08453454345 |
| Kidscape Parents Helpline (Mon-Fri 10-4) | 08451205204 |
| Parentline Plus | 08088002222 |

5.5 Pupils

- 5.5.1 Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.
- 5.5.2 Pupils are invited to tell us their views about a range of academy issues, including bullying, through the School Council and pupil questionnaires.
- 5.5.3 Pupils are expected to take responsibility for the own behaviour and will be made fully aware of the academy policy, procedure and expectations.
- 5.5.4 Pupils are expected to treat each other, staff and visitors with respect

6. Preventive Measures

The academy employs a wide range of strategies, which underpin our caring and supportive ethos and encourage co-operative behaviour. These include:

- exploring themes such as friendship, conflict, power and trust through assemblies, collective worship and class based activities;
- recognition and praise for co-operative behaviour on an informal and formal basis. Formal recognition includes the Good Citizen Awards and 'Gold Book' awards awarded each week in Assembly;
- using reward systems (e.g. stickers, stamps, stars etc.) which not only recognise achievement, but also positive attitudes, good manners and appropriate behaviours in the classroom and playground;
- modelling respectful behaviour and good manners;
- providing opportunities for co-operative and collaborative learning;
- discussing feelings, attitudes and key issues in Circle Time, in which pupils sit in a circle, play games and discuss important matters as a group, including bullying. Every member of the class is encouraged to take part in a structured way, listening to the person making the points without making remarks or laughing. This helps pupils learn to empathise with others and to reach consensus views and decisions. It can also be used to teach assertive skills, for example, 'I don't like it when...'
- exploring relationships in Personal, Social, Health and Economics Education (PSHEE) lessons;
- demonstrating how bullying behaviour can be reduced and prevented through role play and story;
- formulating agreed Class Rules at the beginning of each year which promote and encourage positive behaviour and supportive relationships;
- establishing behavioural targets at an individual, group, class and whole academy level, as appropriate;
- using displays to promote positive values;
- using strategies such as the 'Circle of Friends' to support children who have difficulty in establishing or maintaining positive peer relationships;
- promoting the Golden Guidelines, which have been formulated by pupils, clearly identifying acceptable and unacceptable playtime behaviour. These are a particularly powerful tool as they have been compiled by the children themselves;
- establishing a School Council with elected pupil representatives, who are encouraged to raise queries and issues of interest or concern at the School Council Meetings;
- promoting the anti-bullying policy to pupils and parents.

7. Equality

- 7.1 All pupils, whatever their ability, gender, race, religion, size or weight are entitled to feel safe and have full and equal access to our provision both during the academy day and during extracurricular activities. All children have the right to be listened to and fairly treated if they report or are accused of bullying.
- 7.2 The academy will ensure there is no differential application of the policy and procedures on any grounds, particularly SEN, ethnic or national origin, culture, religion, gender, disability or sexuality, appearance or health related conditions, or in relation to home/living conditions.

8. Information for pupils and parents

The following sections are intended to support pupils and parents.

8.1 information for pupils

If a child feels they are being bullied then there are several procedures that they are encouraged to follow: (not hierarchical)

- Tell a friend
- Tell your school council rep
- Tell a teacher or adult whom you feel you can trust
- Tell a parent or adult at home whom you feel you can trust
- Discuss it as part of your PSHE time
- Ring Childline and follow advice given

8.2 Information for parents and families

As a parent of a child whom you suspect is being bullied:

- Report bullying incidents to the class teacher, assistant headteacher or Headteacher
- In cases of bullying the incidents will be recorded by staff and the Headteacher notified.
- In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem
- If necessary and appropriate, police will be consulted
- The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
- An attempt will be made to help the child using unacceptable behaviour towards others, to change their behaviour

DO NOT:

1. Attempt to sort the problem out yourself by speaking to a child whom you think may be behaving inappropriately towards your child or by speaking to their parents.
2. Encourage your child to 'bully' back.

Both of these will make the problem much harder to solve.

To stop your child from bullying others

- talk with your child; explain that what he/she is doing is unacceptable and makes other children unhappy
- discourage other members of your family from bullying behaviour or from using aggression or force to get what they want

- show your child how he/she can join in with other children without bullying
- make an appointment to see your child's class teacher; explain to the teacher the problems your child is experiencing; discuss with the teacher how you and the academy can stop them bullying others
- regularly check with your child how things are going at the academy
- give your child lots of praise and encouragement when he/she is co-operative or kind to other people

Advice to parents of the 'bully'

- Explain the seriousness
- Explain the effect that the behaviour has
- Criticise the behaviour, not the child
- Praise the child for appropriate behaviour
- Give rewards when targets are met
- Explain that you are working with the academy
- Believe that you child's behaviour can change
- Listen to your child
- Encourage positive friendships

9. Monitoring and review

9.1 This policy is monitored on a day-to-day basis by the Headteacher, who reports to local governors on request about the effectiveness of the policy.

9.2 The anti-bullying policy is the local governors' responsibility, and they review its effectiveness annually. They do this by examining the academy's anti-bullying logs and by discussion with the Headteacher. Local governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.

9.3 This policy will be reviewed every three years or earlier if necessary.

10. Links to other policies

- Behaviour and Discipline Policy
- Child Protection Policy
- Safeguarding Policy
- Complaints Policy
- Confidentiality Policy
- Equality Policy
- Online Safety Policy
- PSHEE Policy
- Pupil and Staff Acceptable Use Policies

11. Document Version Control

Version	Date Issued	Author	Update Information
2015	Feb 2015	J Morgan	Original issue

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2021-1	May 2021	K Ellwood J Morgan	Reviewed to clarify legislation, roles and responsibilities.
2023-1	June 2023	K Ellwood	No procedural changes. Minor amendments to clarify the definition of bullying (section 3.4), the complaints process (section 5.1.4) and that all reporting is via CPOMS (sections 5.3.4 and 5.3.5).
2025-1	June 2028	K Ellwood	No procedural changes. Minor edits to the order of sections and to reflect the social media X and WhatsApp in section 2.4.

For staff use only

Click [here](#) or scan the QR code to confirm you have read the policy.

