



Anti-Bullying Policy

Approved by Full Governors	Autumn 2024
Next review date	Autumn 2027

Our Vision Statement

Children are at the heart of everything we do and Christ is the light that guides us. [John 8:12](#).
We are UNICEF Rights Respecting School. Points 12,14,28,29,30 are impacted by this policy.



Our Christian Values

COURAGE LOVE FRIENDSHIP HOPE FORGIVENESS RESPECT

Lostock Gralam Church of England Primary School believes that all pupils are entitled to learn in a safe and supportive environment. This means being free from all forms of bullying behaviour. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying and how families are supported when incidents of bullying occur. No Outsiders, Jigsaw and Zones of Relevance are a vital part of the school's curriculum that aim to promote an inclusive, tolerant and supportive ethos within our school community.

The Education and Inspections Act 2006, outlines a number of legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of the school's Behaviour Policy, which is communicated to all pupils, school staff and parents/carers. All staff, parents/carers and pupils work together to prevent and reduce any instances of bullying at the school. There is a zero tolerance policy for bullying at Lostock Gralam. The Government (GOV.UK) define bullying as behaviour that is:



- Repeated
- Intended to hurt someone either physically or emotionally
- Often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It can take many forms and include:

- Physical assault
- Teasing
- Making threats
- Name calling
- Cyber bullying

Types of Bullying

Bullying can take a wide range of forms. It can be on line, verbal, physical or psychological/emotional. Direct bullying can range from teasing and name calling to pushing and prodding. Indirect forms include spreading rumours, destroying possessions etc. Many different kinds of behaviour can be considered bullying and can be related to almost anything. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual-orientation, home life, culture, disability, or special educational needs are some of the types of bullying that can occur.

Racist bullying: Bullying another person based on their ethnic background or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

Homophobic and biphobic bullying: Bullying another person because of their actual or perceived sexual orientation.

Transphobic bullying: Bullying based on another person's gender identity or gender presentation, or for not conforming to dominant gender roles.

Sexist bullying: Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Sexual bullying: Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension or dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

Ableist bullying: Bullying behaviour that focusses on another person's disability or support needs; this can include mocking the individual's disability or their needs, using derogatory words or slurs in relation to an individual's disability, or deliberately excluding an individual because of their disability.

Prejudicial bullying: Bullying based on prejudices directed towards specific characteristics or experiences, e.g. religion or mental health issues.

Relational bullying: Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.



Socioeconomic bullying: Bullying based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level, or the perceived "quality" of their clothing or belongings.

Child-on-child abuse

The school has a zero-tolerance approach to all forms of child-on-child abuse, including sexual harassment and sexual violence.

To prevent child-on-child abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms, and the importance of discussing any concerns and respecting others through the curriculum and PSHE lessons.

All staff will:

- Be aware that pupils of any age and gender are capable of abusing their peers.
- Be aware that abuse can occur inside and outside of school settings.
- Be aware of the scale of harassment or abuse, and that just because it is not being reported does not mean it is not happening.
- Take all instances of child-on-child abuse equally seriously regardless of the characteristics of the perpetrators or victims.
- Never tolerate abuse as "banter" or "part of growing up", and will never justify sexual harassment, e.g. as "boys being boys", as this can foster a culture of unacceptable behaviours and one that risks normalising abuse.
- Be aware that child-on-child abuse can be manifested in many ways, including sexting, sexual harassment and assault, and hazing or initiation-type violence.
- Always challenge any harmful physical behaviour that is sexual in nature, such as inappropriate touching. Dismissing or tolerating such behaviours risks normalising them.

Sexual harassment in particular can take many forms, including but not limited to:

- Telling sexual stories, making sexual remarks, or calling someone sexualised names.
- Sexual "jokes" or taunting.
- Deliberately brushing against someone.
- Displaying images or video of a sexual nature.
- Upskirting (this is a criminal offence).
- Online sexual harassment, e.g. creating or sharing sexual imagery, sexual comments on social media, or sexual coercion or threats.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or peers. If a pupil has been harmed, is in immediate danger or is at risk of harm, a referral may be made to the Integrated Access & Referral Team (IART) and potentially the police, where the DSL deems this appropriate in the circumstances.

All staff will be aware and sensitive towards the fact that pupils may not be ready or know how to tell someone that they are being abused. Pupils being abused may feel embarrassed, humiliated, scared, or threatened.



The school's Safeguarding Policy outlines the school's stance on addressing child-on-child abuse, including sexual abuse, and the procedures in place will be adhered to if any instances are uncovered or disclosed. More information on the school's approach to preventing and managing instances of child-on-child abuse can be found within this policy and the Child Protection and Safeguarding Policy.

Cyberbullying

Cyberbullying can take many forms and can go even further than face-to-face bullying by invading personal space and home life, and can target more than one person. It can also take place across age groups and target pupils, staff and others, and may take place inside school, within the wider community, at home or when travelling. It can sometimes draw bystanders into being accessories.

Cyberbullying can include the following:

- Threatening, intimidating or upsetting text messages
- Threatening or embarrassing pictures and video clips
- Disclosure of private sexual photographs or videos with the intent to cause distress
- Silent or abusive phone calls
- Using the victim's phone to harass others, to make them think the victim is responsible
- Threatening or bullying emails, possibly sent using a pseudonym or someone else's name
- Menacing or upsetting responses to someone in a chatroom
- Unpleasant messages sent via instant messaging
- Unpleasant or defamatory information posted to blogs, personal websites and social networking sites, e.g. Facebook

NB. The above list is not exhaustive, and cyberbullying may take other forms.



The school has a zero-tolerance approach to cyberbullying. The school views cyberbullying with the same severity as any other form of bullying and will follow the sanctions set out in this policy if they become aware of any incidents.

All members of staff will receive training on an annual basis on the signs of cyberbullying, in order to identify pupils who may be experiencing issues and intervene effectively. Many of the signs of cyberbullying will be similar to those found in the 'Signs of bullying' section of this policy; however, staff will be alert to the following signs that may indicate a pupil is being cyberbullied:

- Avoiding use of the computer
- Being on their phone routinely
- Becoming agitated when receiving calls or text messages

Staff will also be alert to the following signs which may indicate that a pupil is cyberbullying others:

- Avoiding using the computer or turning off the screen when someone is near
- Acting in a secretive manner when using the computer or mobile phone
- Spending excessive amounts of time on the computer or mobile phone
- Becoming upset or angry when the computer or mobile phone is taken away

Staff will be aware that a cyberbullying incident might include features different to other forms of bullying, prompting a particular response. Significant differences may include the following:

- Possible extensive scale and scope – pupils may be bullied on multiple platforms and using multiple different methods that are made possible by virtue of the bullying taking place online
- The anytime and anywhere nature of cyberbullying – pupils may not have an escape from the torment when they are at home due to the bullying continuing through technology at all times
- The person being bullied might not know who the perpetrator is – it is easy for individuals to remain anonymous online and on social media, and pupils may be bullied by someone who is concealing their own identity



- The perpetrator might not realise that their actions are bullying – sometimes, the culture of social media, and the inability to see the impact that words are having on someone, may lead to pupils crossing boundaries without realising
- The victim of the bullying may have evidence of what has happened – pupils may have taken screenshots of bullying, or there may be a digital footprint that can identify the perpetrator

Staff and pupils will be instructed not to respond or retaliate to cyberbullying incidents. Evidence of the incident should be recorded, e.g. taking screenshots. Staff will report incidents to their line manager or the headteacher for the incident to be investigated and support to be provided. Pupils will report incidents to a trusted member of staff.

Where offensive content is posted online targeting a staff member or pupil, the person targeted will be encouraged to use the reporting mechanism on the website or social media platform to request its removal. Where the person who has posted it is known to the school, the headteacher will request they remove it directly.

The school will support pupils who have been victims of cyberbullying by holding formal and informal discussions with the pupil about their feelings and whether the bullying has stopped, in accordance with this policy.

In accordance with the Education Act 2011, the school has the right to examine and delete files from pupils' personal devices, e.g. mobiles phones, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone. In these cases, the school's Behaviour Policy will be followed.

Statutory Implications

1. Under the Equality Act 2010, the school understands that it has a responsibility 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; foster good relations between people who share a protected characteristic and people who do not share it.
2. Under the Human Rights Act (HRA) 1998, the school understands that it could have charges brought against it if it allows the rights of children and young people at the school to be breached by failing to take bullying seriously.
3. The National Association of Head Teachers has guidelines that Head Teachers must 'satisfy themselves' that their school's Anti-Bullying Policy complies with the HRA; the Head Teacher understands that they cannot do this without fully involving the teaching staff.
4. Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may not be considered criminal offences.



5. Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.
6. The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
7. Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information through media, including internet sites.
8. Other forms of bullying which are illegal and should be reported to police include: violence or assault, theft, repeated harassment or intimidation and hate crimes.

Procedure at Lostock Gralam

- a) Speak to both parties about this unacceptable behaviour – record on Edaware.
- b) If the matter is more than an isolated incident, inform Deputy Head Teacher or Head Teacher. If necessary, the parents of both pupils will be asked to see the Head Teacher. This will be logged on safeguarding monitor.
- c) If there is evidence of several incidents involving the same pupil/group of pupils, this will be discussed with parents and the Head Teacher. This is then monitored by the Deputy/Head Teacher on a weekly basis.
- d) Following meetings with parents/children, further monitoring procedures will be used as necessary i.e. contracts of friendship, restorative meetings, report cards, behaviour contracts. If there are no improvements, sanctions such as exclusions will be implemented.
- e) After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place. Incidents will be logged and reported to governors in the termly safeguarding report.

Pupils should be used as a positive resource in countering bullying. The problem may need to be discussed within each class group or with other groups of pupils. Pupils should be recruited if possible to help shy children or newcomers to be accepted. Restorative conference strategies are used to encourage pupils to speak up about anything which impacts on their feelings and self-esteem.

We use KIDSCAPE methods for helping children to prevent bullying. These can be accessed on line <https://www.kidscape.org.uk/> As and when appropriate, these may include writing stories, poems or drawing pictures about bullying, assembly stories in class and whole school gatherings, making up role plays and having circle time to discuss bullying and why it matters.

Prevention

- The school clearly communicates a whole-school commitment to addressing bullying in the form of a written statement which is regularly promoted across the whole school.
- All reported or witnessed instances of bullying in the school are challenged by a member of staff and logged on safeguarding monitor.



- Staff encourage pupil co-operation and development of interpersonal skills through the use of group work and pair work.
- All types of bullying are discussed as part of the curriculum, and diversity, difference and respect for others is promoted and celebrated through various lessons, including No Outsiders and Internet safety.
- Opportunities to extend friendship groups and interactive skills are provided through participation in special events, for example, drama productions, sporting activities and cultural groups.
- All members of the school community are made aware of the school's Anti-Bullying Policy.
- All staff members receive training on identifying and dealing with the different types of bullying.
- A safe supervised place is available for pupils to go at lunch if they are involved in conflict with their peers, or wish to avoid a bully.
- Our school Christian values celebrate the positive ways in our school community.
- Pupils are taught how to cope and positive mental health strategies.
- Regular nurture groups provide friendship skills.

Signs of Bullying

Some of the signs that a pupil may be a victim of bullying include, but are not limited to, the following:

- Being frightened to travel to or from school
- Asking to be driven to school
- Unwillingness to attend school
- Truancy
- Becoming anxious or lacking confidence
- Saying that they feel ill in the morning
- Decreased involvement in school work
- Returning home with torn clothes or damaged possessions
- Missing possessions
- Missing dinner money
- Asking for extra money or stealing
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Becoming agitated when receiving call or text messages
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home

Roles and Responsibilities

- The governing body evaluates and reviews this policy to ensure that it is non-discriminatory.



- It is the responsibility of all staff to be alert to possible bullying of pupils and to deal with incidents as the highest priority.
- The Head Teacher reviews and amends this policy, taking account of the new legislation and government guidance, and using staff experience of dealing with bullying incidents in the previous year to improve procedures.
- The Head Teacher keeps a record of all reported incidents including which type of which type of bullying has occurred to allow for proper analysis of the data collected.
- The Head Teacher arranges appropriated training for staff members.
- Class teachers are alert to social dynamics in their class and are available for pupils who wish to report bullying. They also provide follow-up support after bullying incidents.
- Teachers ensure that they are alert to possible bullying situations, particularly exclusion from friendship groups.
- All staff will avoid gender stereotyping when dealing with bullying.
- Pupils are advised to inform a member of staff if they witness bullying, or are a victim of bullying.
- Pupils are taught not to make counter-threats if they are victims of bullying.
- Pupils are taught to walk away from any dangerous situations and avoid involving other pupils in incidents.
- Pupils are advised to retain all evidence of cyber bullying.

Action within school:

- If pupils report bullying they will be taken seriously and appropriate enquiries will be made. Victims will be supported. Each incident will be logged.
- Staff are aware that bullies may attempt to rationalise their behaviour. These rationalisations need to be exposed. Bullies are always responsible for their actions and bullying is never acceptable.
- If an incident of bullying is suspected it will be investigated and the outcome communicated to the people involved.
- Senior staff including the safeguarding lead and deputy will be involved in investigating incidents.
- Teachers actively promote advice to pupils on keeping safe.
- Wishes and feelings of any child or family involved in a bullying incident. Support from the school ELSA or other agencies will be sought for pupils involved in a bullying allegation.
- A TAF will be offered to any families who have experienced bullying.
- All pupils are reminded regularly of the School's behaviour policy.
- Pupils who have experienced bullying, will be offered regular check-ins each day.

Action to be taken by pupils:

- Listen and do as teachers advise especially on strategies for keeping safe.
- Listen and do as teachers and MDAs ask.
- To understand and sign the Home School Agreement.



LOSTOCK GRALAM CHURCH OF ENGLAND SCHOOL

Children are at the heart of everything we do and Christ is the light that guides us. [John 8:12](#)

- Come to school willing to learn, to co-operate and be helpful.
- The school emphasises positive expectations regarding behaviour and encourages the development of respect, trust, caring and consideration for others.