

BOLSHAW PRIMARY SCHOOL



Anti-Bullying Policy

Date written:	September 2013
Reviewed	Spring 2026 Annually
Ratification by:	Bolshaw Local Governing Board 3.3.26
Review Date	Autumn Term 2026

ANTI-BULLYING POLICY

2025-2026

Our Anti-Bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. The school operates a zero tolerance approach to bullying – bullying must be challenged immediately, dealt with sensitively and in a sustained manner.

We define bullying as:

Bullying is the purposeful choosing of behaviours that threaten, intimidate or hurt someone, which is often, but not always repeated overtime, which involves a real or perceived power imbalance.

Aim:

At Bolshaw Primary School we are committed to working with children, staff, governors and parents/carers to create a school community where bullying is not accepted.

Entitlement

At our school the safety, welfare and well-being of all pupils and staff is a key priority. Our school is a place where people have the right to be themselves, to be included and to learn in a safe and happy environment. Everyone at our school is equal and treats each another with respect and kindness.

Bullying of any kind is unacceptable and will be identified and thoughtfully dealt with at our school. We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and challenge any bullying, harassment or discrimination.

We actively promote values of respect and equality through our school core values and work to ensure that difference and diversity is celebrated across the whole school community. Respect is one of our core values and we want to enable our pupils to become responsible citizens and to prepare them for life in 21st Century Britain. Our values reflect those that will be expected of our pupils by society, when they enter secondary school and beyond in the world of work or further study.

We are committed to improving our school's approach to tackling bullying and regularly monitor, review and assess the impact of our preventative measures.

Everyone at Bolshaw Primary has the right:

- To work and play in a safe and secure environment, free from aggression and abuse.
- To express their attitudes and feelings constructively and have these respected by others.
- To feel valued, listened to and included in all aspects of school life
- To have an uninterrupted education.
- To have personal property respected.

Everyone at Bolshaw Primary has the responsibility:

- To behave acceptably in all situations.
- To accept the consequences of their actions.
- To understand their responsibilities in the learning process.
- To be polite and co-operative with everyone, respecting their rights and feelings.
- To show respect and tolerance to all including the named protected characteristics of the Equality Act 2010.
- To respect school and public property and other people's personal property.

Equality Act 2010 and the 9 protected characteristics

Bolshaw Primary School is fully committed to complying with the [Equality Act \(2010\)](#) and [2015 SEND Code of Practice](#) including:

- Promoting equal opportunities
- Eliminating discrimination
- Celebration of difference
- Eliminating harassment
- Promoting positive attitudes
- Encouraging individuals with a protected characteristic to participate fully in the life of school
- Raising awareness of the 9 protected characteristics
 - age
 - disability
 - gender reassignment
 - marriage and civil partnership
 - pregnancy and maternity
 - race
 - religion or belief
 - sex
 - sexual orientation



Identifying and supporting vulnerable children

It is important that we recognise that some groups of children and young people are understood to be more susceptible to incidents of bullying (children who display bullying behaviours or children who are targeted). [The Equality Act 2010](#) identifies the 9 protected characteristics which school must refer to when dealing with bullying related incidents.

Vulnerable groups may include minority ethnic groups, travellers, refugees and/or asylum seekers; those that have English as a second language; children from the LGBTQ+ community or those who may be exploring their gender identity; children who transfer late into the school, midterm arrivals; children or young people who are in foster care or residential homes; young carers and those with special educational needs and/or disabilities/impairment and those who may find it more difficult to build and maintain friendships. In addition, members of our community may be vulnerable if they have experience of any of the following

- Have suffered physical or emotional trauma including domestic abuse, acrimonious separation
- Bereavement
- Have a parent/carers or member of their family that was a victim of bullying
- Have experienced poverty or deprivation

Children may be vulnerable to bullying if they are understood to be at risk from a range of safeguarding or child protection issues i.e. safeguarding / organised crime groups

As a school, we plan positive action to support these children with relevant staff members and provide additional support where necessary.

Bullying is defined as:

Bullying is the purposeful choosing of behaviours that threaten, intimidate or hurt someone, which is often, but not always repeated overtime, which involves a real or perceived power imbalance.

We acknowledge that bullying takes many forms and may include relationships, intimate relationships, online or face-face.

Bullying is generally characterised by:

Repetition: Incidents are not one-offs; they are frequent and may happen over an extended period of time.

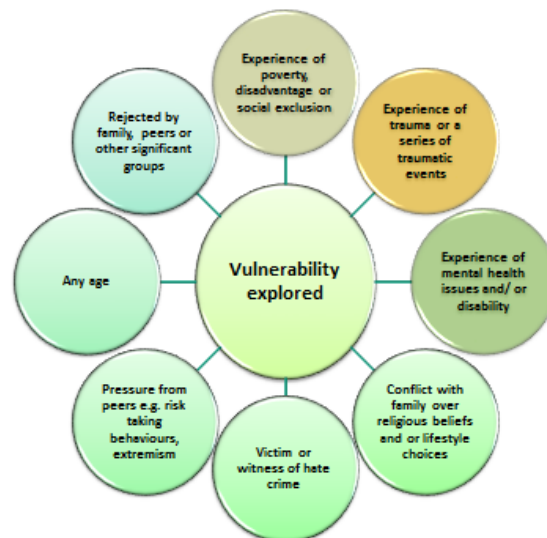
Intent: The perpetrator means to cause verbal, physical or emotional harm; it is not accidental.

Targeting: Bullying is generally targeted at a specific individual or group.

Power imbalance: Whether real or perceived, bullying is generally based on unequal power relations.

Who is bullied?

- Anybody could be subject to bullying at any time in their life. It is not only something that affects children and young people.
- A person is bullied when, either as an individual or part of a group, she or he suffers in any way from the direct result of intentional and persistent harassment and/or victimisation by another individual or group.
- A person who has been bullied may commonly find it difficult to combat victim behaviour or report their experiences to those who may be able to help them.



Methods of bullying:

There are a number of bullying behaviours that can be summarised as:

- **Physical aggression** – hitting, kicking, tripping up, spitting, taking or damaging property, use of threat or force in any way, intimidation or demands for money or goods
- **Verbal** – name calling, insulting, teasing, ‘jokes’, mocking, taunting, gossiping, secrets, threats. Reference to upsetting events e.g. bereavement, divorce, being in care
- **Non-verbal** – staring, body language, gestures
- **Indirect** – excluding, ostracising, rumours and stories, emails, chat rooms, messaging phones, notes, inappropriate gestures
- **Cyber** – text messaging, internet chat rooms and/or gaming sites, the use of social media applications such as Snapchat, Instagram or WhatsApp, the misuse of camera or video facilities (including the self-generated inappropriate images), offensive questions and nasty inbox messages. Shaming people online, encouraging people to self-harm, creating fake accounts.
- **Emotional** – threatening or humiliating behaviour excluding, tormenting
- **Exclusion** – isolating individuals and controlling behaviour
- **Prejudice-based and discriminatory**, including: Racial, faith-based, gendered (sexist), homophobic/biphobic, transphobic, disability-based - Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
- **Sexual based** - Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
- **Parental incitement** - Where parents become involved in disputes between children and/or encourage an action. In our school, reference will be made to the Respect Policy

Some behaviours may be deemed to be abusive and may also fall under the categories in our Safeguarding policies and procedures. Such examples include child on child abuse, verbal abuse, sexual abuse and physical abuse.

We acknowledge that some acts of bullying will constitute a criminal offence and in these cases other organisations will need to be contacted e.g. the Police or Social Care.

Hate Crime

Some bullying behaviours may also be considered as hate crime, this would include, for example targeting a child or young person on grounds of race, sexual identity/orientation, race or disability

Child on Child Abuse

Children and young people who harm others (also referred to as child on child abuse):

Child on child abuse can take various forms, including: serious bullying (including cyber-bullying), relationship abuse, domestic violence, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour, and/or gender based violence.

There is no clear boundary between incidents that should be regarded as child on child abuse and incidents that would be considered as bullying, sexual experimentation, etc.

Assessments must be made on a case by case basis. (Firmin, C. 2017. *Abuse Between Young People*). Our school has a clear pathway for dealing with such incidents.

Our safeguarding Policy refers to dealing with such incidents

Derogatory language

Derogatory or offensive language is not acceptable and will not be permitted. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be all challenged by staff and recorded and monitored on CPOMS, our school central recording system. Follow up actions and consequences, if appropriate, will be taken for pupils and staff found using any such language. Staff are also encouraged to record the casual use of derogatory language using CPOMS.

Prejudice-based incidents

A prejudice-based incident can often be a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitored in school, with the head teacher reporting incidents to the Local Governing Board and Trust Board. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions to take place.

Types of Bullying

Bullying can be based on any of the following:

- Race (racist bullying)
- Religion or belief
- Culture or class
- Gender (sexist bullying)
- Sexual orientation (homophobic, or biphobic bullying)
- Gender identity (transphobic bullying)
- Special Educational Needs (SEN) or disability
- Appearance or health conditions
- Related to home or other personal situation
- Related to another vulnerable group of people – for example young carers

No form of bullying will be accepted and all incidents will be taken seriously.

Possible indicators of bullying include:

We recognise that the following behaviours may suggest someone is being bullied or is bullying. However, we also recognise that the list is not exhaustive.

- disturbed sleep
- bed-wetting
- head and stomach aches
- problems with concentration,
- changes in behaviour and attitude
- truanting
- bullying other children
- damaged or missing clothes / money / property,
- asking for more money than usual or stealing money
- withdrawn or changes in their usual behaviour patterns or attitude

- distressed or emotional and finds it hard to articulate their feelings
- reluctance to attend school /poor attendance
- changes in their eating patterns
- changes in their online activity
- shows evidence of self-harming or even for extreme cases potential suicide
- is unusually tired without a reasonable explanation
- has unexplained bruises or marks on their body, (some may refuse to change for PE)
- repeatedly comes to school without dinner money or a packed lunch
- seems afraid to be alone and requires more adult interaction.

We ask families to share any concerns with us as part of our duty of care for their child and we will share our concerns with them to support all our community as effectively as possible.

This may mean, that we as a school, may need to help a child become aware of the impact of their behaviour/ attitudes or language on others and work with them over time to change.

School initiatives to prevent and tackle bullying

Anti - Bullying is addressed throughout the year as part of the schools PSHE curriculum and through a range of activities.

- Weekly PSHE lesson following the 1Decision scheme of work. Topics addressed are Keeping/Staying Safe, Keeping/Staying Healthy, Growing and Changing, Being Responsible, Feelings and Emotions, Computer Safety, The Working World and A World Without Judgment.
- The PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying
- Proactive teaching and learning around how to build and maintain healthy relationships, including explicit work on how to appropriately manage conflict within relationships.
- Diversity, equality and inclusivity are celebrated across the school through all our work including our curriculum, diverse displays, books and images. The whole school participates in events including **Anti-Bullying Week, Black History Month, Safer Internet Day, Show Racism the Red Card, Neurodiversity Week,**
- The school aims and core values, including respect, are embedded across the curriculum and are articulated through the school rules, to ensure that it is as inclusive as possible
- Stereotypes are challenged by staff and pupils across the school
- Our Restorative Approaches provide pastoral support for the harmed and harmer plus any other affected parties involved in any bullying incident.
- Pupils are continually involved in developing school-wide anti-bullying initiatives through consultation with our school council and through the anti-bullying survey
- School key stage / whole school circle assemblies help raise pupils' awareness addressing different topics (school core values, 5 ways to well being, emotions, diversity, equality, inclusion)
- Assemblies with external agencies
- Playground buddies and pupil-led programmes (offer support to all pupils, including those who may have been the target of bullying)
- All members of the school community feel listened to and valued through the integration of Restorative Approaches into all areas of school life.
- Displays / Posters
- Newsletters
- School Council
- Well Being Ambassadors
- Induction meetings
- Parent workshops / awareness sessions eg Online Safety /Keeping Your Child Safe in a Virtual World / Positive and Confident Children
- Our School website and reference to parental support / CEOP

- Promote safe play areas
- All children and young people are clear about the roles they can take in preventing bullying, including the role of bystanders.
- A climate exists where bullying and violence are not tolerated
- Audit our site regularly and pupil voice to establish that children feel safe, especially known vulnerable areas
- Ensure that staff model positive relationships at all times
- Train all staff to identify and address bullying

Developing a whole school approach

At Bolshaw Primary School we work closely with members of the schools' community to ensure the involvement and participation of children, parents, staff, governors and the wider community as part of the development of policy related to supporting a positive ethos within the school.

Reporting – roles and responsibilities

SENIOR LEADERS:

The Head teacher and senior leaders have overall responsibility for ensuring that the anti-bullying policy is understood and followed by all members of staff, children and Bolshaw Primary's school community. They ensure the school upholds its duty to promote the safety and well-being of all young people.

STAFF:

All school staff, both teaching and non-teaching (for example midday supervisors, caretakers, sports coaches, volunteers) have a duty to report bullying, to be vigilant to the signs of bullying and to play an active role in the school's measures to prevent bullying. If staff become aware of bullying, they **must** reassure the pupils involved and inform relevant staff, such as the class teacher and log any incident on CPOMS in line with school guidance.

Bullying or suspected incidents of bullying are reported to the Headteacher. A course of action will be considered.

PARENTS AND CARERS:

Parents and Carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour.

Parents and carers should encourage their child not to retaliate. They should support and encourage the child to report the bullying when it occurs.

When parents have concerns, we would encourage them to speak with us at the earliest opportunity. We find that it is much more effective to speak to the school when an incident occurs and not to post it on social media as this may affect and delay any investigations and outcomes.

Parents and carers can report an incident of bullying to the school either in person to any member of staff, or by phoning our school office on 01614376886 or by emailing a member of staff below

Miss Brown – (Headteacher) headteacher@bolshaw.stockport.sch.uk

Mrs Vernon – (SENCO) senco@bolshaw.stockport.sch.uk

Mrs Gleaves (Learning Mentor) learningmentor@bolshaw.stockport.sch.uk

Pupils should not take part in any kind of bullying and should watch out for signs of bullying among their peers. When finding themselves alongside an incident of bullying, they should attempt to offer support to the victim and, if possible, help them to tell a trusted adult.

Parents and Carers must also give due regard to and follow the principles of our *Respect Charter* on school premises towards pupils, staff and other parents

Non-school staff, volunteers and outside organisation (Sports Coaches, music teachers, support services etc) also need to be made aware of the schools policy and the reporting of incidents

Dealing with an Incident

All incidents are taken seriously and investigated as soon as possible.

When bullying has been reported, the following actions will be taken:

- Staff will investigate and record the information related to bullying on CPOMS and report information to Senior Leadership.
- The Headteacher or SLT member will be informed if parents/children/other adults report bullying to the class teacher.
- In some cases, bullying can occur and is very obvious. This being evident, then the victim and perpetrator will be given time to discuss the incident(s). If further evidence is needed class teachers or Learning Mentor will carry out initial investigations with the support of other colleagues and monitor behaviour to gather evidence if so needed. If the Headteacher deems it necessary, they will carry out the investigations.
- Restorative meetings should be offered for any incident, this includes race or hate, homophobic and transphobic incidents
- Designated school staff will monitor incident reporting forms and information recorded on CPOMS analysing and evaluating the results
- Designated school staff will produce termly reports summarising the information, which the head teacher will report to the governing body
- Parents of both parties will be kept informed at key points and involve them in any plan of action
- Staff will offer support to all involved within a bullying incident. Individual meetings will be held with harmer & the harmed to devise a plan of action that ensures all feel listened to and supported and feel safe and reassured that with support there can be a resolution. This may involve a restorative meeting. Action plans will make use of school initiatives such as mentors, buddy systems, lunchtime monitoring, daily check ins and regular meetings with parents / carers
- Staff will pro-actively respond to these plans, with the harmer and harmed parties possibly requiring support and work with other colleagues as appropriate.
- Regular monitoring will take place, daily at first, as a check on the victim and perpetrator.
- Reminders will be given regarding expected behaviour. Weekly meetings will take place with the children to monitor progress until such time that there is confidence that the behaviour is longer evident.
- In some scenarios alternative strategies may be employed. Particularly if a child continues the behaviour.
- In the event of persistent bullying behaviour, school will address the issue through its behaviour policy procedures and when necessary, procedures for suspension or exclusion may apply.
- The Headteacher will assess and decide if external agency support is required eg Primary Inclusion Services / Youth Offending Service / Counselling Services to support the harmer and harmed parties. Parental permission will need to be obtained.
- The Headteacher will assess whether any other services (such as Police, Multi Agency Safeguarding Hub or the Local Authority) need to be involved, particularly when actions take place outside of school
- Incidents of bullying are reported to the Local Governing Body in the Headteachers termly report.
- Incidents of Racial, Hate, Homophobic Bullying are reported to the Governing Body in the Headteachers termly report

Safeguarding procedures must be followed when child protection concerns arise.

Procedures for dealing with reported incidents of bullying

Step1 – Interview the Victim

When we are informed that bullying may have happened, the victim is encouraged to say what has happened, who has been involved and how this made them feel.

Step2 – Convene a meeting with the children involved

The adult arranges to meet with the children who have been involved. This may include some by-standers and colluders who joined in but did not initiate any bullying.

Step3 – Explain the problem

The adult tells them about the way the victim is feeling, but does not discuss the incident or allocate blame to the individual or group. Individual discussions are held to establish what has happened, what the children were thinking and feeling, who was affected.

Step4 – Share responsibility

Without attributing blame, the adult states that she knows the individual or group is responsible and they can do something about it.

Step5 – Ask the individual/group for their ideas – A restorative approach

The individual or each member of the group is encouraged to suggest a way in which could be helped to feel happier. We explore what needs to happen next. The suggestions are recorded.

Step6 – Children take responsibility.

The adult ends the meeting by passing the responsibility to the group to solve the problem. The adult arranges to meet them again to monitor the relationships.

Step7 -Meet them again

The following week, the adult discusses with each pupil, including the victim, how things have been going. If there has not been a positive improvement, more suggestions are sought.

Measures will be escalated if considered appropriate and necessary.

Bullying outside of school

Bullying is unacceptable and will not be permitted. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during the holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupils' well-being beyond the school day.

School will use their support systems when it becomes apparent that any incident of bullying is having an impact on an individual and/ or the school community. School can extend its responsibilities beyond the school boundary in such examples.

If concerned, we encourage parents to speak with us at the earliest opportunity. This ensures designated staff are aware of ongoing incidents and can provide support if necessary.

Training and Awareness

The headteacher is responsible for ensuring that all school staff, both teaching and non-teaching (including midday supervisors, caretakers, outside agencies and volunteers, parents and governors) receive regular training on all aspects of the anti-bullying policy, including proactive healthy relationship work, transformative communication and restorative approaches.

Recording and Reporting:

We maintain a system of data collection and analysis in relation to any reported incidents of bullying in school through CPOMS. Termly feedback is made available for governors via the Headteacher report.

All staff will use the agreed reporting format to alert the HT/designated SLT member of any bullying related incidents.

Monitoring and Evaluation:

The head teacher is responsible for reporting to the governing body on how the policy is being enforced and upheld, via the termly report. The governors are in turn responsible for monitoring the effectiveness of the policy via the termly report, by in-school monitoring such as learning walks, and focus groups with pupils.

We will check through a range of pupil voice, circle work and other activities, the experience our children have of our anti-bullying policy in relation to:

- Being heard
- Being able to report bullying and get help
- Being confident in the school's ability to deal with the bullying
- Being aware that steps are taken to help them feel safe again
- Being helped to rebuild confidence and resilience
- Being aware of how they can get support from others

Pupil voice, circle work and other activities take place in:

- Whole school assemblies
- Key Stage, class and whole school circle assemblies
- Anti-Bullying assemblies
- PSHE / RSE (Relationships and Sex) curriculum
- Learning Mentor Support
- Circle Time
- School Council
- Method of shared concern
- EWO / School Nurse
- Newsletters
- Display / Posters
- Buddy System
- Parents evenings
- Questionnaires /surveys
- Worry Box

Our parents forum also meets every half term and we will focus on anti-bullying at least once at our meetings during the year.

This overview, together with the data analysis, will be the starting point of the policy review and change in practice.

The policy is reviewed annually with children, staff, parents and governors.

Links to other school policies:

This anti-bullying policy links to a range of policies/strategies, including:

Keeping Children Safe in Education 2025
Equalities and Diversity policy
Equality Act 2010
Behaviour policy
Care and control policy
The Relationships and Sex Education policy
Child on Child Abuse
Respect Policy and Charter
Safeguarding policy
Responsible Use policy
School Development plan
Restorative Approaches strategy

Appendices

1. Bolshaw Anti -Bullying Strategy
2. An Anti-Bullying Charter for Stockport Schools



What the school does if bullying is suspected:

1. Act quickly, pro-actively and not ignore or dismiss lightly.
2. Ensure a clear account of what has happened is investigated and recorded on CPOMS
3. Inform the Headteacher and Line manager of the incident(s).
4. Interview the children involved and ask them to explain their actions, apologise for their actions and decide appropriate consequence in line with the Behaviour Policy. (The school ensures that there is always the opportunity to speak individually about an incident)
5. Inform the parents of the children involved about the incident, outcome and expectations.
6. Monitor the situation closely and provide time for the victim to discuss their feelings and be supported.
7. Restorative approaches will be used if appropriate.

Strategies for pupils to deal with bullying

What should a person do if they are being bullied?

- **TELL** the child/children to **STOP** and be confident about this.
- Walk away and **tell** an adult or friend as soon as possible. Don't ignore it! **Tell** someone. If they don't help you, **tell** someone else until it is dealt with. Bullying is too important not to report. This includes incidents which involve someone else as the victim not just yourself.
- Report any bullying straight away. Don't be fooled by any threats if you **tell**.
- Try to remain in sight of adults if you have been bullied.
- Walk tall with your head held high; don't show that you are scared, even though you may be.
- Stay near friends, or other children whenever possible. Being on your own makes you more vulnerable
- Don't suffer in silence or keep it to yourself.
- If the problem happens again then **tell** someone.

What should a person do if they see or suspect bullying taking place?

- Tell an adult or friend as soon as possible.
- Never join in with bullying. Being part of a group which is bullying someone else is just as bad as bullying yourself.

What support happens if bullying has been reported?

- 1:1 counselling with our Learning Mentor Mrs Gleaves
- Regular meetings and contact with school and parents

When bullying does occur, everyone should be able to tell and know that incidents will be dealt with promptly and effectively in accordance with our anti-bullying policy. We are a **TELLING** school. This means that *anyone* who knows that bullying is happening is expected to tell.

The role of the teacher

We have a collective responsibility for discouraging and responding to any incidences of bullying.

Teachers support all children in their class to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent bullying from occurring.

If teachers witness an act of bullying, they support the children involved following behaviour procedures and involve the Headteacher, a Senior Member of staff and the school Learning Mentor to provide support or appropriate sanctions. This is mainly achieved through 1:1 counselling.

All staff must follow the abide to the Behaviour policy when issuing consequences to children for bullying.

Any continued or subsequent issue of individual bullying by a child is dealt with in line with our Behaviour and SEND policies.

Any member of staff who has a child at school will be treated exactly the same as any other parent.

Any child who has a parent who is a member of staff will be treated exactly the same as any other child.

The role of the Head teacher

It is the responsibility of the Headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying.

The Headteacher has the primary responsibility for ensuring that children know that bullying is wrong, and that it will not be tolerated in school.

The Headteacher has specific responsibility for developing a school climate of mutual support and praise, thus making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

Communication between staff and parents is undertaken immediately if a bullying issue arises. Where appropriate this is shared with other members of staff at staff meetings and ways of addressing individual problems are discussed.

The Headteacher has a responsibility to regularly update the Local Governing Board.

The role of parents

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school community.

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 or our Learning Mentor, Mrs Gleaves.

The home school agreement provides a clear outline for parents to encourage their children to be a positive member of the school.

The role of Governors

The Local Governing Board supports the Headteacher in the employment of Anti-Bullying strategies.

This policy statement makes it very clear that the governing body does not condone any form of bullying in the community of our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The Governors require the Headteacher and staff to keep accurate records of any incidents of bullying, together with the action taken.

The Headteacher retains responsibility for reviewing the effectiveness of Anti-Bullying strategies and together with the pupils, staff, parents and governors, reviews this policy on an annual basis.

Where a parent is unhappy with the action taken by the Headteacher in response to a bullying incident, they have the right to make a formal complaint to the Local Governing Board. The Local Governing Board should respond to any formal complaint within ten days and must notify the Head teacher of the need to conduct an investigation into the case and to report back to a representative of the governing body.

Bullying after school

The school is not directly responsible for pupils' behaviour outside of school hours; however we have a duty of care for our pupils and we will take all reported incidents within the community seriously and assist in any way we are able to do so. It may also be reported to the police.

Monitoring and review

The effectiveness of our Anti-Bullying strategies are monitored by the Headteacher on an ongoing basis and written reports are submitted to the governing body identifying behaviour issues on a regular basis.

PUPILS, TEACHERS, OTHER STAFF AND VISITORS HAVE A RIGHT TO FEEL SAFE IN OUR SCHOOL, AND THEREFORE BULLYING IS NOT ACCEPTABLE AT BOLSHAW PRIMARY SCHOOL, EITHER BY PUPILS, VISITORS OR STAFF.

Ratification

Bolshaw Primary School Local Governing Board ratified this policy at their meeting

This policy will be reviewed annually after consultation with children, parents, staff and governors

Signed:	Chair of Governors	Date: 3.3.26
---------	---------------------------	--------------

Signed:	Headteacher	Date: 3.3.26
---------	--------------------	--------------

An Anti-Bullying Charter for Stockport Schools



This charter is awarded to



Bolshaw Primary School

'Bullying is the purposeful choosing of behaviours that threaten, intimidate or hurt someone, which is often, but not always, repeated overtime, which involves a real or perceived power imbalance.'

Our school community will:

- Work with staff, pupils and parents/carers to create a school community where bullying is not tolerated
- Discuss, monitor and review our anti-bullying policy every two years
- Keep a high profile in and around school to prevent bullying behaviours developing
- Support staff to promote positive relationships and identify and tackle bullying appropriately
- Investigate incidents of bullying and take action where necessary, supporting individuals at all times
- Ensure that pupils are aware that all bullying concerns will be dealt with sensitively and effectively so that pupils feel safe to learn and that pupils abide by the anti-bullying policy
- Report back quickly to parents/carers regarding any concerns on bullying and deal promptly with complaints. Parents/carers in turn will work with the school to uphold the anti-bullying policy
- Learn and share good practice and utilise the support of the Local Authority and other agencies where appropriate

Chair of Governors:

Headteacher:

Representative of pupils:

Date:



