



ANTI BULLYING POLICY

Key updates to this policy

- STOP acronym
- Responses a school 'may' take instead of 'will' to enable an individual and responsive approach

Approved by Gledhow Primary School Governing Body – May 2026

To be reviewed – May 2027

Aims

- To ensure all governors, staff, families and children have a full understanding of what is classed as bullying.
- All governors, staff, families and children should know the school policy on bullying and the procedures they must follow
- To ensure all incidents of bullying are dealt with effectively.
- To ensure there is a collective responsibility to deal with and stop bullying.

What is bullying?

At Gledhow bullying is defined as repeated, targeted incidents which are carried out to intentionally cause harm – physically or emotionally to another person or group. The acronym STOP can be used to support this definition: Several Times On Purpose. If a child, adult, parent or carer uses the word ‘bullying’ or perceives a child is the victim of bullying then the school will investigate the concern and log this concern on CPOMS. Bullying can occur in a range of ways, these are listed appendix A.

What is not bullying?

Bullying is not a one-off incident. It is a repeated and persistent pattern of behaviour that is persistent and targeted over a short period of time. Unfortunately, many children in school will at some time disagree, argue and fall out with each other. All one-off incidents and mutual conflicts will be dealt with using our Relational Behaviour Policy and may not be logged on CPOMS unless a member of staff has additional concerns.

An example of a one-off incident would be *child A has stopped child B from playing a game because they are ‘not good enough’ to play. Child B has told a lunchtime member of staff that they are being bullied.*

Guidance for Parents and Carers

At Gledhow we are committed to provide an inclusive safe and happy community where everyone is valued. All bullying is unacceptable and will not be tolerated. Nobody deserves to be a victim of bullying as it has the potential to cause long term emotional damage. We know that not everyone is able to speak out or show their hurt so if you know someone who is being bullied, please tell us so that we can investigate it and put a stop to it.

Possible signs of bullying

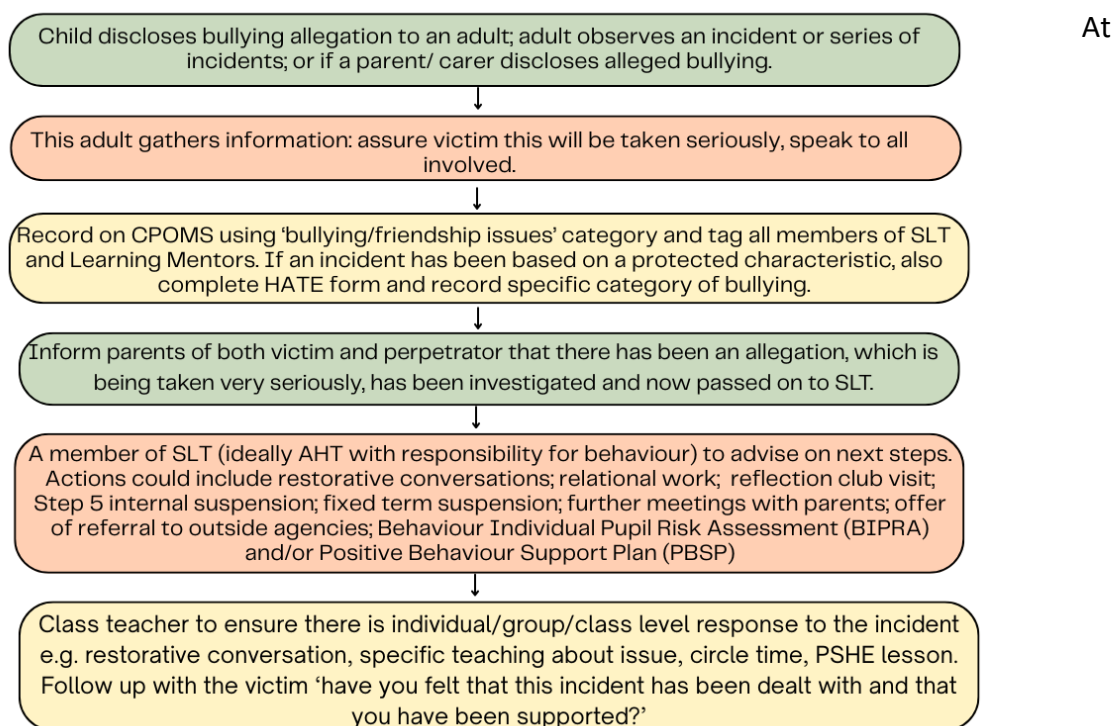
Changes in routines or behaviours	Changes in mood or personality	Physical signs
Worried about walking to or from school	Becomes: Withdrawn Anxious	Possessions damaged or lost

Changes usual route to school Unwilling to go to school	Lacking in confidence Cries at night Nightmares Feels ill each morning School work suffers Aggressive Disruptive Unreasonable Frightened to say what is wrong Worried about using internet or phone Nervous or jumpy	Unexplained cuts or bruises Stops eating
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All of these behaviours or changes in behaviour can indicate other problems but bullying should be considered. It is important you do not tell your child to fight back or ignore it. Please instead encourage them to speak to a member of staff they feel comfortable speaking to. Again, the acronym STOP may be helpful: Start Telling Other People. If they do not feel able to do this please come in and speak to us yourself.

Anti-Bullying Process and Procedures

All staff have the responsibility to take bullying seriously and follow the process set out below.



Gledhow Primary School there are a number of children with social, emotional, mental health (SEMH) needs which require a personalised approach in these incidents. Please refer to the relational behaviour policy for details on these approaches.

Repeated Bullying behaviour

In some cases, the same child will be reported as using bullying behaviour to the same and/or different individuals or groups. In such cases the school may need to take further action. In the most serious cases of causing harm, injury or offence there is a possibility of suspension (see relational behaviour policy). If this is the case the following may be put in place to minimise the risk of suspension:

- meeting with parents and carers to discuss behaviours and underlying need;
- explicit teaching of social skills and appropriate relationships;
- referral to the inclusion team and possible formal assessment of need;
- Individual Behaviour Policy (IBP) or support plan put in place;
- Additional support put in place at the times in the day where there is most need;
- Input from outside agencies such as North East Primary Area Inclusion Partnership (NEPAIP) or Alwoodley Roundhay and Moorown (ARM) Cluster support.

Helpful Organisations

- Childline telephone number: 08001 111 or www.childline.org.uk
- NSPCC: www.nspcc.org.uk or help@nspcc.org.uk
- Kidscape: parent and carers advice line: 020 7823 5430 or www.kidscape.org.uk
- National Bullying helpline: 0845 2255787

Appendix A – Forms of bullying

Emotional

Actions which impact on the emotional health and well-being of another person. This is by deliberately causing harm or emotional damage to someone through repeated:

- unkind words, name calling, taunting, negative personal comments
- excluding individuals from conversations, games, groups
- ridiculing or humiliation – face to face or through social media
- tormenting by taking or hiding possessions, threatening gestures, provocation or taunting.
- unkind comments about family members or friends

Physical

Any form of repeated physical violence including intimidation:

- Hitting including any variation of: kicking, nipping, scratching, slapping, punching, pushing or using an object to inflict harm
- Theft of possessions
- Intentionally causing damage to property.

Harmful Sexual Behaviour

This includes any form of unwanted physical contact or sexually abusive comments online or face to face:

- Using sexually explicit words or phrases
- Inappropriate touching
- Sexual threats or violence
- Sexual harassment
- Sending sexually explicit images, or forwarding them
- Forcing another person to look at or touch sexual body parts

Cyber/Online

Misusing technology or social media platforms to harm, threaten, injure or cause offence:

- Threats made by messaging or calling
- Group chats made to exclude another person or created to target an individual or group with the sole intention of being unkind or causing offence.
- Sharing inappropriate material online including racist, homophobic, sexist or extremist views with the intention of inciting violence towards specific groups or individuals.
- Sharing inappropriate sexual images or sexting
- Deliberate attempts to contact staff or families in order to harass, intimidate, make threats or cause offence.
- Using social media in order to humiliate, harass, make threats or cause offence or anxiety.

Prejudice based

This is in line with current equality legislation and includes age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, and economic situation. This is not just towards an individual's unique identity but are reflective of negativity towards a wider community or group to whom the individual identifies.

- **Race or Ethnicity** – bullying based on ethnicity, race, skin colour, national identity
- **Gender** – bullying based on sexist attitudes, inappropriate sexual behaviour because of their sex.
- **Homophobic, Biphobic and Transphobic**- bullying based on sexual preference or gender identity
- **Religion or Belief** - bullying based on an individual's or group's religion, belief or practice
- **Learning or Physical disability or difficulty** - bullying based on an individual's way of learning, socialising, communicating or physical movement
- **Socio Economic**- bullying based on an individual's or family's economic circumstances that may prevent full access to experiences or opportunities without support.

Appendix B - Checklist for investigating an incident

- Who was involved – is there or are there apparent victims? If so, who are they?
- In what way did the victims suffer?
- How did the incident start? Was it spontaneous or pre-meditated?
- What is alleged to have happened, from the perspective of all those involved?
- When did the incident take place?
- Where did the incident take place?
- Who witnessed the incident (pupils, parents, carers staff and others)?
- Who reported it to whom and when?
- Is there any background to this incident?
- Is there any other reason for considering this to be bullying behaviour?
- Why does the reporter or investigator of the incident perceive this to have been a bullying incident?
- To what extent did the incident affect others?
- What was the response of the victim(s)?
- What does/do the victim(s) wish to see resulting from the investigation?