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GLUSBURN COMMUNITY PRIMARY AND NURSERY SCHOOL

Glusburn School Anti-Bullying Policy

This policy was reviewed on	January 2025
This policy was reviewed again on	August 2026

The Equalities Act 2010.

At Glusburn Community Primary School, we are determined to ensure that all students and staff, regardless of their backgrounds, abilities, or characteristics, are treated fairly and without discrimination. The Equalities Act enforces protection against discrimination based on the nine protected characteristics. We teach the children about this protection and why it has had to be enforced by law.

Rights Respecting School

Glusburn Community Primary School is proud to be a UNICEF Rights Respecting School. Our school was the first in North Yorkshire to receive the award in 2009. We were last re-accredited as a Silver Rights Respecting School in 2024.

This Policy covers the following Rights in respect of UNICEF's The Convention On the Rights of the Child:

- *•Article 12 (Respect for the views of the child): When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account.*
- *Article 15 (Freedom of association): Children have the right to meet together and to join groups and organisations, as long as it does not stop other people from enjoying their rights. In exercising their rights, children have the responsibility to respect the rights, freedoms and reputations of others.*
- *Article 16 (Right to privacy): Children have a right to privacy. The law should protect them from attacks against their way of life, their good name, their families and their homes*
- *Article 19 (Protection from all forms of violence): Children have the right to be protected from being hurt and mistreated, physically or mentally.*
- *Article 28: (Right to education): All children have the right to a primary education, which should be free. Discipline in schools should respect children's dignity. For children to benefit from education, schools must be run in an orderly way. Any form of school discipline should take into account the child's human dignity.*
- *Article 29 (Goals of education): Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people.*
- *Article 31 (Leisure, play and culture): Children have the right to relax and play, and to join in a wide range of cultural, artistic and other recreational activities.*
- *Article 37 (Detention and punishment): No one is allowed to punish children in a cruel or harmful way.*

Glusburn Primary School Mission Statement.

We want our school to be a place where everybody feels welcome.
We want all our children to feel safe and happy so that they can enjoy their learning and achieve to their full potential.
We will provide a stimulating learning environment, offering a variety of exciting learning opportunities and experiences within a broad and balanced curriculum.
We aim to give children the best possible start to their education by developing their independence, curiosity, imagination and desire to learn.

We will promote our common values and value our differences within the school and the wider community.

We recognise that safeguarding and promoting the welfare of children is everyone's responsibility, and that bullying may sometimes constitute a child protection concern requiring multi-agency intervention.

Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff.

What Is Bullying?
Bullying is the use of repeated aggression with the intention of deliberately hurting another person. Bullying results in pain (either physical and/or emotional) and distress to the victim. Bullying often involves an imbalance of power.

Bullying can be:

- Emotional: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), spreading stories
- Physical: pushing, kicking, hitting, punching or any use of violence
- Racist: racial taunts, graffiti, gestures
- Sexual: unwanted physical contact or sexually abusive comments. This includes harmful sexual behaviour (HSB), which exists on a continuum and may range from inappropriate sexual language and touching to more serious acts. All concerns of a sexual nature must be reported to the Designated Safeguarding Lead immediately.
- Homophobic: because of, or focussing on the issue of sexuality
- Misogynistic or misandrist: targeting someone based on their sex, including derogatory comments, stereotyping, or hostile behaviour towards boys/men (misandry) or girls/women (misogyny)
- Verbal: name-calling, sarcasm, spreading rumours, teasing
- Cyber: All areas of internet, such as: email & internet chat room misuse; mobile threats by text messaging & calls; misuse of associated technology, i.e. camera & video facilities. This includes:
- Making or sharing of nudes or semi-nudes: The creation, possession or distribution of nude or semi-nude images or videos of children. This includes images that have been digitally altered or wholly generated by artificial intelligence (e.g., deepfakes). All such incidents require an immediate safeguarding response and must be reported to the Designated Safeguarding Lead. See our school's mobile phone policy for how we prevent opportunities for this type of harm.
- Exploitation-related: This may include attempts to exploit children financially, coerce them into criminal activity (child criminal exploitation), or exploit them sexually (child sexual exploitation). Staff should be alert to signs of modern slavery. All such concerns must be reported to the Designated Safeguarding Lead immediately.

Bullying can occur between children; children and young people and staff; or between staff. It may also occur between children and their parents or caregivers (child-to-parent abuse).

Why is it Important to Respond to Bullying?

- Bullying hurts. No one deserves to be a victim of bullying.

- Everybody has the right to be treated with respect.
- Pupils who are bullying need to learn different ways of behaving.
- Schools have a responsibility to respond promptly and effectively to issues of bullying**.**

Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.
- To recognise that the head teacher has the right to ensure that children and young people behave when they are not on school premises or under the lawful control of school staff.

Signs and Symptoms

A child may indicate signs or behaviour that he or she is being bullied. The following are common examples of some of the behaviour changes that may occur:

- Is frightened of walking to or from school or travelling on the school bus.
- Changes their usual routine
- Not wanting to go to school (school phobic)
- Becomes withdrawn, anxious, or lacking in confidence
- May cry themselves to sleep at night or has nightmares
- Lots of stomach aches, headaches or non-specific illness
- Stops making progress in school- work
- Comes home with clothes torn or books damaged
- Has possessions which are damaged or " go missing"
- Has unexplained cuts or bruises
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating

These signs and behaviours could indicate other problems, and some ailments may be made up- but whether the illness is real or not, the worry certainly is, so it needs to be taken seriously. Bullying should be considered a possibility and therefore should be investigated.

Additional concerns that may indicate bullying or safeguarding issues:

The following may also indicate a child is experiencing bullying or other safeguarding concerns:

- Shows signs of self-harm or talks about self-harm or suicide
- Displays significant changes in mental health or wellbeing
- Shows signs of being exploited financially or being coerced into criminal activity
- Displays aggressive or controlling behaviour towards parents or caregivers at home
- Shows signs of being involved in or exposed to serious violence, including carrying, threatening with, or expressing intent to use weapons

If you observe any of these signs, you must report your concerns to the Designated Safeguarding Lead immediately. In cases of immediate danger, call 999 or take the child to A&E.

Information for Parents:

Your child may not tell you that he or she is being bullied. If you suspect that it is happening, look out for the signs (see check list above).

If your child tells you they are being bullied:

- Keep calm.
- Reassure your child that they are not to blame for the bullying.
- Praise your child for telling you and reassure them that they have done the right thing in letting you know what is happening.
- Help your child to think about what they would like to happen and ask how you can help.
- Alert the school. Make sure you talk to your child before you do this but be clear that this is what you must do. (They may worry that this will make things worse).
- When you talk to your child's teacher, stay calm and give specific details; names and dates.
- Further steps you can take:
- Collect any evidence, e.g. keep a diary of who did what; what they said or did; how often it happened; when and where; keep any text messages, social media postings, emails, website comments or postings.

Procedures

1. Report bullying incidents to staff
   - All incidents of bullying, whether witnessed or reported, must be taken seriously
   - Staff must report concerns immediately to the Designated Safeguarding Lead (DSL) or a deputy DSL if the incident involves:
     - Sexual behaviour or language
     - Making or sharing of nudes or semi-nudes (including AI-generated images)
     - Exploitation (financial, criminal, or sexual)
     - Serious violence or weapons
     - Any concern that may constitute a child protection issue
2. Recording
   - In all cases of bullying, incidents will be recorded by staff on CPOMs
   - The DSL will review all incidents and determine whether they constitute child protection concerns requiring referral to children's social care or other agencies
   - Records will clearly distinguish between current concerns and historic information
3. Parent involvement
   - Parents will be informed and will be asked to come in to a meeting to discuss the problem
   - In cases involving safeguarding concerns, the DSL will determine the appropriate timing and method of parent communication in line with our child protection policy
4. Multi-agency working
   - If necessary and appropriate, police will be consulted
   - Where incidents indicate risk to others (e.g., a pupil has carried, threatened with, or used a weapon), we will work with receiving schools to ensure appropriate risk assessment and support planning
5. Support and intervention
   - The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
   - An attempt will always be made to help the bully (bullies) change their behaviour, with appropriate support provided
   - Support will be provided 1-1 or in small groups for targets of bullying
   - Where harmful sexual behaviour is identified, we will follow the guidance in our child protection policy and work with appropriate agencies to provide support on the continuum from universal services through to specialist intervention
6. Escalation thresholds
   - The DSL will assess all incidents against local safeguarding partnership thresholds
   - Incidents meeting the threshold for statutory intervention will be referred to children's social care without delay
   - We will follow the procedures set out in our child protection policy for all safeguarding concerns

This Anti-Bullying Policy should be read in conjunction with:

• **Child Protection Policy** – for procedures when bullying constitutes a safeguarding concern
• **Mobile Phone Policy** – for how we create a mobile phone-free environment to reduce opportunities for cyber-bullying and making or sharing of nudes or semi-nudes
• **Behaviour Policy** – for our approach to promoting positive behaviour and responding to negative behaviour
• **Online Safety Policy** – for our approach to filtering, monitoring and teaching children about online risks
• **RSHE Policy** – for how we teach children about healthy relationships, consent, and staying safe

Prevention
Our staff and governors are committed in providing a safe and respectful learning environment, with a shared culture that emphasises the importance of positive relationships. We employ a number of strategies to support the well-being and safety of each child:

- Safeguarding Team: This is a team of staff led by the Deputy Head-teacher and safeguarding lead. The team meet fortnightly to review recorded incidents, and the support and intervention provided; including support of pupils through 1-1 meetings, meetings/phone calls with parents and/or agencies, follow up contact.
- Staff led Values and Ethos Team: this teams works under the senior leader for values and ethos; they organise and deliver wellbeing days, cultural diversity days, they organise events and activities to promote staff and pupil well- being. They provide initiatives and resources to promote good mental health amongst the school community. They are instrumental in promoting positive and inclusive relationships within the school community through their initiatives.
- Cultural Diversity Days: Organised by the Values and Ethos team. Yearly, late in the Summer Terms, the whole school spends a day celebrating and appreciating difference and diversity. This day consolidates the work we do to develop the concept and appreciation of protected characteristics as defined by the Equalities Act 2010.
- Well-Being Days: Organised by the Values and Ethos Team; each term the whole school spends a day experiencing activities that teach and promote mental well-being.
- Class charter: Each class in key stage one and two has its own 'class charter', written and signed by the class and adults.
- Circle time / PSHCE: activities including:
    - Writing stories or poems and drawing pictures about bullying, friendship and kindness
    - Reading stories about bullying or having them read to a class or during assembly
    - Making up role-plays to support conflict resolution
    - Having discussions about bullying and why it matters
    - Social and Emotional Aspects of Learning activities
    - Zones of Regulation to teach self - regulation and emotional control.
- Behaviour, Care, Guidance and Support: The support, guidance and care, promoting personal development and well-being of pupils, is provided through all staff including: teachers, support staff, MSAs and the Learning Mentor.
- Well-Being Champions: Pupil led; Members take on the responsibility of promoting and practicing the 'winning ways to well-being'; organising playtime activities; employing friendship stops; providing worry boxes. They are trained in active listening.
- Glusburn Ambassadors: Members from year 6 take on this role, promoting rights and responsibilities; organising Anti-Bullying Week; promoting positive behaviour and relationships, demonstrating school values and ethos.
- Crucial Crew: Year 6 pupils attend activities organised by the uniformed services that emphasise their responsibilities as young adults, including guidance against anti-social behaviour.
- All adults challenge any occurrence of negative comments and put downs towards individuals or groups
- All adults (staff, visitors, parents, carers) model positive behaviour.

Staff Training and Awareness
All staff receive regular safeguarding training, updated at least annually, which includes:

• Recognising the signs of bullying and when it may constitute a safeguarding concern
• Understanding harmful sexual behaviour and the continuum from inappropriate behaviour to sexual violence
• Identifying exploitation risks including child criminal exploitation, child sexual exploitation, modern slavery and financial exploitation
• Recognising the specific vulnerabilities of certain groups, including children with SEND, young carers, and children with medical conditions
• Understanding online safety risks, including the making or sharing of nudes or semi-nudes, deepfakes, and other AI-generated harmful content
• Knowing how and when to report concerns to the Designated Safeguarding Lead
• Understanding the risks of serious violence and what to do if a child is carrying, threatening with, or expressing intent to use a weapon.

Our Designated Safeguarding Lead receives specialist training updated at least every two years, with knowledge and skills refreshed at least annually.

HELP ORGANISATIONS:
Child line: 0800 11 11
KIDSCAPE Parents Helpline (Mon-Fri, 10-4): 0845 1 205 204 www.kidscape.org.uk
Parent line Plus: 0808 800 2222
Youth Access: 020 8772 9900
Bullying Online: www.bullying.co.uk
Anti-Bullying Alliance: www.antibullyingalliance.org.uk
Young Minds: youngminds.org.uk