

## GHYLLSIDE PRIMARY SCHOOL

### Anti-Bullying Policy - 2025

At Ghyllside School everything we do is designed to work towards the fulfilment of our school vision. Our vision is:

## Ghyllside School Vision and Values

'For every child to fulfil their potential, leaving Ghyllside happy, confident and kind to all'

**Our Mission:** Ghyllside Primary School – Growing Hearts and Minds

**Our Values:** Inspiring Healthy Inclusive Nurturing Experiences

We realise that for children to be in a position to be educated and develop they first need to feel secure and loved, (Maslow's hierarchy of need,) as a result we have put in place this policy to ensure that all of our children are in such an environment.

### Bullying – our School's Values and Beliefs

- All pupils and staff have the right to feel happy, safe and included
- Pupils and staff have the right to work in an environment without harassment, intimidation and fear
- **All bullying of any sort is therefore unacceptable**
- Pupils who experience bullying will be supported by the school
- We recognise the effects that bullying can have on pupils' feelings of worth and on their schoolwork, and the school community will actively promote an anti-bullying environment.

### Our intentions in producing this policy are:

- All staff / children / parents are aware of measures implemented in school to promote a happy, safe environment and are aware of protocol if bullying/ intimidation is an issue.
- An expression of our belief that all pupils should be included fully in the life of the school.
- To provide a learning environment free from any threat or fear, which is conducive to achievement of individual aspirations.
- To reduce and to eradicate wherever possible, instances in which pupils are subject to any form of bullying.
- To establish a means of dealing with bullying, and of providing support to pupils who have been bullied.
- To provide support for the pupils accused of bullying. Considering problems they may have in their own lives, or recognising they themselves may be bullied or abused.
- To ensure that all pupils and staff are aware of the policy and that they fulfil their obligations to it.
- To meet any legal obligations which rest with the school.

### Our Definition of Bullying

Bullying involves dominance of one pupil by another, or a group of others, is pre-meditated and usually forms a pattern of behaviour.

We use the STOP – Several Times On Purpose - definition to help express this to the children. We also use the STOP – Stand up to the bully, Take appropriate action, Open up to a trusted adult, Protect yourselves from bullies – as a basis of a strategy for children to deal with bullying if they experience it. Posters referring to this can be seen around school and we run assemblies which regularly revisit this.

We feel bullying is therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult for victims to defend themselves against
- May consist of a pattern of smaller events that when taken in isolation may be seen as insignificant or easily explained

It may take many forms but the main types are:

- Physical – hitting, kicking, taking another's belongings
- Verbal – name calling, insulting, making offensive remarks
- Indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours

Some forms of bullying are attacks not only on the individual, but also on the group to which he or she may belong. Within school we will pay particular attention to:

- Racial harassment and racist bullying
- Sexual bullying (Please see Appendix A which relates to Child on Child abuse and SVSH)
- The use of homophobic / gender alienating language
- Bullying of pupils who have special educational needs or disabilities.

### **Creating an Anti-Bullying Climate in School**

- All staff will provide positive role models to children showing respect and courtesy to all in school.
- Our school's Behaviour Policy explains how we promote positive behaviour in school to create an environment where pupils behave well, where pupils take responsibility for each other's emotional and social well being and include and support each other. We will teach pupils how constructively to manage their relationships with others.
- We use the STOP protocol to highlight what bullying is and its unacceptable nature.
- Bullying will not be tolerated and we make this clear in the information we give to pupils and parents when they join our school.
- We will use school assemblies and collective worship to reinforce our message that bullying will not be tolerated.
- We have set up a suggestion box which allows pupils to report anonymously any specific or general concerns about bullying in school. Teachers will tell pupils about other sources of confidential help.
- Our School Council offers a forum in which concerns about bullying could be discussed if and when necessary.
- We will provide training for teachers and non-teaching staff (including midday supervisors) on spotting the signs of bullying and how to respond.

## **Responding to Incidents When They Occur**

**(Please also see our Bullying Action Flow Chart – at the end of this policy - which lays out our actions as specifically as possible)**

- Pupils who have been bullied should report this to a teacher or midday supervisor.
- Pupils who see others being bullied should report this to a teacher or midday supervisor.
- Members of staff who receive reports that a pupil has been bullied should report this to the Headteacher. The Headteacher will then decide how the incidents should be dealt with and if considered serious enough parents will be informed.
- Where bullying is of a racist nature we will report this to the LA using the Racial Incident Report Form.
- Instances of bullying towards teaching and non-teaching staff should be reported to the Headteacher or Chair of Governors.
- All reports will be taken seriously and followed up:
  1. We will provide support to pupils who are bullied
  2. We will try to ascertain the extent of the problem
  3. We will engage them in making choices about how the matter may be resolved
  4. We will discuss strategies to try to ensure they are safe and staying safe
  5. We will ask them to report immediately any further incidents to us
  6. We will reassure them that all cases of bullying will be dealt with seriously and preventative measures put in place
  7. We will interview the pupil or pupils involved in bullying separately
  8. We will listen to their version of events
  9. We will talk to anyone else who may have witnessed the bullying
  10. We will reinforce the message that bullying is not acceptable, and that we expect the bullying to stop
  11. We will seek a commitment to this end
  12. We will affirm that it is right for pupils to let us know when they are being bullied
  13. We will adopt a joint problem solving approach where this is appropriate, and ask pupils involved to help us find solutions to the problem. This will encourage pupils involved to take responsibility for the emotional and social needs of others
  14. We will consider sanctions under our school's Behaviour Policy
  15. We will advise pupils responsible for bullying that we will be checking to ensure that bullying stops
  16. We will ensure that those involved know that we have done so
  17. We will consider whether the pupils accused of bullying need support, in that they might have problems of their own, or be the victims of bullying or abuse
    - When bullying occurs, we will contact all parents of the pupils involved.
    - We will keep records of incidents that we have become aware of and how we respond to them. This record may be shared with parents.
    - We will follow up after incidents to check that the bullying has not started again.

## **When Tougher Measures are needed**

If necessary, we will invoke the full range of sanctions that are detailed in the Behaviour Policy. These include:

- Removal from the group
- Withdrawal of break and lunchtime privileges

- Withholding participation in school events that are not an essential part of the curriculum. It also includes as an absolute last resort fixed term and permanent exclusion from school.

### **Our Responsibilities**

Everyone within the school is expected to

- Act in a respectful and supportive way towards one another
- Adhere to and to promote the objectives of this policy

Pupils are expected to

- Report all incidents of bullying
- Report suspected incidents that victims may be afraid to report
- Support each other and seek help to ensure that everyone feels safe and nobody feels excluded or afraid in school

Parents can help by

- Supporting our anti-bullying policy and procedures
- Discussing with their child's teacher any concerns that their child may be experiencing bullying or involved in some other way

### **Bullying Outside the School Premises**

Schools are not responsible for bullying that occurs off the premises but we know that bullying can occur outside the school gates and on journeys to and from school. Where a pupil or parent tells us of bullying off the school premises we will

- Talk to pupils about how to avoid or handle bullying outside school
- Talk to the transport company about bullying in taxis
- Involve parents and keep parents involved

### **Evaluating our Policy**

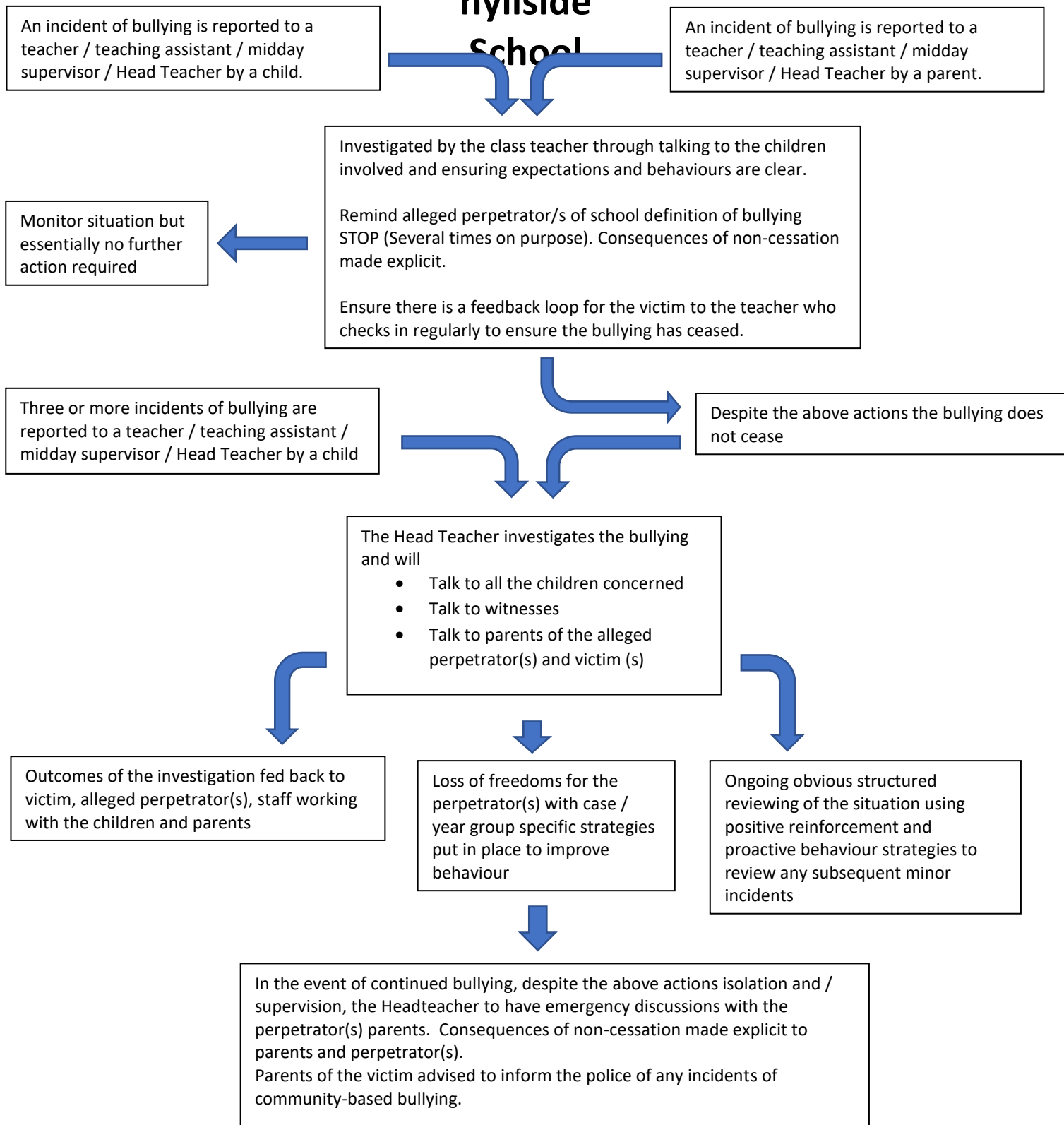
We will evaluate our anti-bullying policy using the following measures

- The number of incidents that are reported to staff over a given period
- Pupils' perception of bullying in school through structured discussions in class circle time
- The number of issues raised and compliments given that we received from parents
- Termly review of incidents recorded using our CPOMs records by the DSL team

### **Ownership of this Policy**

This policy was produced through staff, Governors and School Council consultation. The policy applies to all staff and to all pupils, whether temporarily or permanently on the school roll. The Headteacher is responsible for introducing and implementing this policy. However, all staff, all pupils and their parents have an active part to play in the development and maintenance of the policy and in its success.

# Actions resulting from reported incidents of bullying at G hyllside School



## **Appendix B – Child on Child Abuse & Sexual Violence & Sexual Harassment**

### **Child on child abuse**

We recognise that children can abuse their peers and all staff understand the importance of challenging inappropriate behaviours between peers. This is referred to as child on child abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying, prejudice-based and discriminatory bullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; the consensual or non-consensual sharing of nude and/or semi-nude images and/or videos and initiating/hazing type violence and rituals. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

We recognise that children with special educational needs or disabilities (SEND) or certain health conditions can face additional challenges. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s condition without further exploration;
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in managing or reporting these challenges.

We recognise that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported.

We also recognise that children who are LGBT+ can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT+ (whether they are or not) can be just as vulnerable to abuse as children who identify as LGBT+. In such circumstances, staff will endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.

We will not dismiss abusive behaviour between children as ‘normal’ and our thresholds for investigating claims and allegations are the same as for any other type of abuse.

We have a separate Child on child (also referred to as peer on peer) abuse Policy and procedures which will be followed in the event of an allegation being made against pupils in our school by other pupils. Guidance on dealing with cases of child on child abuse is included in our Child Protection Policy and procedures.

Consideration will also be given to the advice contained within the DfE statutory guidance [Keeping Children Safe in Education](#), and the UKCIS Education Group publication [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) which outlines how to respond to an incident of nude and/or semi-nude images and/or videos being shared.

### **Minimising the risk of safeguarding concerns towards pupils from other pupils**

On occasion, some pupils may present a safeguarding risk to other pupils. The school may well be informed by the relevant agency (either Police or Social Care) that the young person raises safeguarding concerns. These pupils will need an individual Behaviour (or risk) Management Plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations.

Pupils are encouraged to report child on child abuse and the issue is discussed as part of PSHE curriculum.

## **Sexual violence and sexual harassment (SVSH)**

Sexual violence and sexual harassment can occur between two children of **any age and sex**. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable.

We have a zero-tolerance approach in relation to any form of sexual discrimination, sexual violence, or sexual harassment amongst or directed at staff or pupils in the school.

We believe that it is essential that all victims of SVSH are reassured that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report.

We will consider sexual harassment in broad terms and understand that sexual harassment (as set out below) creates a culture that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

### **Types of SVSH conduct**

Types of conduct that is inappropriate and may constitute sexual violence or sexual harassment include, but are not limited to, the following:

- unwelcome sexual flirtations or propositions, invitations, or requests for sexual activity;
- sexual comments, such as telling sexual stories, making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names;
- sexual “jokes” or taunting, threats, verbal abuse, derogatory comments, or sexually degrading descriptions;
- unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online etc.;
- physical behaviour, such as deliberately brushing against someone or interfering with someone’s clothes. Consideration will be given to when any of this crosses a line into sexual violence – it is important to talk to and consider the experience of the victim;
- displaying pictures, photos or drawings of a sexual nature;
- exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, “upskirting” (which is a criminal offence), “down blousing”, or flashing;
- purposefully cornering or hindering an individual’s normal movements;
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
  - consensual and non-consensual sharing of nude and/or semi-nude images and/or videos. Taking and sharing nude photographs of U18s is a criminal offence. [UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) provides detailed advice for schools and colleges. Offence;
  - sharing of unwanted explicit content;
  - sexualised online bullying;
  - unwanted sexual comments and messages, including on social media;
  - sexual exploitation coercion and threats; and,
  - coercing others into sharing images of themselves or performing acts they are not comfortable with online.

### **Managing a report of SVSH**

We will consider every report on a case-by-case basis. How the school responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward.

It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken for them to come forward and that they will be supported and kept safe. Abuse that occurs online or outside of the school will not be downplayed and will be treated equally seriously. All concerns/allegations of child on child abuse will be handled sensitively, appropriately and promptly. The way in which they are responded to can have a significant impact on the school environment.

It is important to understand that children may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report, or a member of school staff may overhear a conversation that suggests a child has been harmed or a child's own behaviour might indicate that something is wrong.

Sanctions for incidents of SVSH will be determined based on the nature of the case, the ages of those involved and any previously related incidents. In some cases, the school may involve Local Authority Children's Social Care or the Police where it is determined that a crime has been committed.

A [Model Response to reports of child on child sexual violence and sexual harassment flowchart](#) is available to download from the KAHSC website.

**Immediate** consideration will be given as to how best to support and protect the victim and the alleged perpetrator(s) and any other children involved/impacted including siblings and other close relatives.

Consideration will also be given to the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims will be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will, however, be balanced with the school's duty and responsibilities to protect other children.

We will do all we reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, carefully considering, based on the nature of the report, which staff should know about the report and any support that will be put in place for the children involved. We will also consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities.

- Staff who observe or suspect any form of child on child abuse (including sexual violence or sexual harassment) must inform the DSL as soon as possible so that further investigations can take place. It is important to understand that children may not find it easy to tell staff about their abuse verbally and that additional barriers such as the child's vulnerability, disability, sex, ethnicity and/or sexual orientation may be a factor.
- Staff, and this could be anyone in the school who the child trusts, must not promise confidentiality at the initial stage as it is very likely a concern will have to be shared with the DSL to discuss next steps. Information must only be shared with those people who are necessary in order to progress the report and the child should be informed what the next steps will be and to whom the report will be passed.
- When an allegation is made by a pupil against another pupil, members of staff should consider whether the complaint raises a child protection concern. If there is a child protection concern the DSL must be informed as soon as possible.
- Reports that include an online element will be carefully managed in line with the DfE advice for schools on [Searching, screening and confiscation](#). Staff will not view or forward illegal images of a child but will discuss with the DSL whether it may be more appropriate to confiscate any devices to preserve any evidence and hand them to the Police for inspection.
- A factual written or electronic record will be made of the concern/allegation, but no attempt at this stage should be made to investigate the circumstances.

- The DSL should contact Cumbria Safeguarding Hub (see details above) to discuss the case. It is possible that Safeguarding Hub is already aware of child protection concerns around this young person. The DSL will follow through the outcomes of the discussion and make a referral of either one or all of the pupils involved where appropriate.
- The DSL will make a written or electronic record of the concern, the discussion and any outcome and keep a copy in the files of both/all pupils.
- If the concern/allegation indicates a potential criminal offence has taken place e.g. rape, assault by penetration, sexual assault, sexual violence or sexual harassment (regardless of the age of the alleged perpetrator(s), the Police must be contacted at the earliest opportunity and parents informed (of both the pupil being complained about and the alleged victim). See [‘When to call the Police’](#) for further guidance.
- The school will consider how best to keep victims and alleged perpetrators of sexual violence a reasonable distance apart while on school premises and, where relevant, on transport to and from school. While the facts are being investigated, the alleged perpetrator should be removed from any classes that they share with the victim. This is in the best interests of both children and should not be perceived to be a judgement on the guilt of the alleged perpetrator.
- It may be appropriate to exclude the pupil being complained about for a period of time in accordance with this Policy and procedures.
- Where a criminal investigation into sexual assault leads to a conviction or caution, we will consider any additional sanctions in light of this Policy including consideration of permanent exclusion. In any action we take, the nature of the conviction or caution and wishes of the victim will be taken into account.
- Both the immediate and future needs of the victim, the alleged perpetrator and any other children involved/affected will be assessed and, where necessary appropriate plans and strategies put in place.
- Where neither the Local Authority Children’s Social Care nor the Police accept the complaint, a thorough school investigation should take place into the matter using the School’s usual disciplinary procedures.
- In situations where the school considers a child protection risk is present, a risk assessment should be prepared along with a preventative, supervision plan.
- The plan should be monitored, and a date set for a follow-up evaluation with everyone concerned.

## Internal Management of reports of SVSH

Ultimately, any decisions are for the school to make on a case-by-case basis, with the DSL (or deputy) taking a leading role and using their professional judgement, supported by other agencies, such as Children’s Social Care and the Police as required.

Whatever the response, it will be underpinned by the principle that there is a **zero-tolerance** approach to sexual violence and sexual harassment and it is never acceptable and will not be tolerated. Where behaviour between children is abusive or violent, the incident will be dealt with using methods such as an Early Help Assessment or where necessary a referral to the LA Children’s Social Care or the Police. However, where support from local agencies is not available or the incident is considered to be inappropriate or problematic, the school may need to handle allegations/concerns internally. It may be appropriate to handle the incident using this Policy and procedures and the procedures to be followed in the case of bullying. All concerns, discussions, decisions and reasons for the decisions will be recorded either in writing or electronically. The services of external specialists may be required to support the process.

## Sanctions

Before deciding on appropriate action, the school will always consider its duty to safeguard all children from harm; the underlying reasons for the alleged perpetrator(s) behaviour; any unmet

needs, or harm or abuse suffered by the child; the risk that the child may pose to other children; and the severity of the abuse and the causes of it.

Taking disciplinary action and still providing appropriate support are not mutually exclusive actions. They can, and should, occur at the same time if necessary.

It is good practice for the school (DSL) to meet the victim's parents with the victim present to discuss what arrangements are being put in place to safeguard the victim and understand their wishes in terms of support they may need and how the report will be progressed.

It is also good practice for the school (DSL) to meet with alleged perpetrator's parents to discuss any arrangements that are being put into place that impact an alleged perpetrator, such as, for example, moving them out of classes with the victim and what this means for their education. The reason behind any decisions will be explained. Support for the alleged perpetrator will also be discussed.

Sanctions may include additional supervision of the pupil or protective strategies if the pupil feels at risk of engaging in further inappropriate or harmful behaviour.

The school response might include a sanction (in accordance with this Policy and procedures) such as a detention, SLT supervision or a fixed-term exclusion to allow the pupil to reflect on their behaviour.

The school will, where appropriate, consider the potential benefit, as well as challenge, of using managed moves or exclusion as a response, and not as an intervention, recognising that even if this is ultimately deemed to be necessary, some of the measures referred to in this Policy may still be required.

A permanent exclusion will only be considered as a last resort and only where necessary to ensure the safety and wellbeing of other children in the school or, where the Head teacher, in their absolute discretion, considered the actions of the pupil(s) has damaged the school's ethos or reputation.

Disciplinary interventions alone are rarely able to solve issues of child on child abuse, and the school will always consider the wider actions that may need to be taken, and any lessons that may need to be learnt going forward.

Part five of [Keeping Children Safe in Education](#) provides examples of situations where specific sanctions have been utilised.