



Garras Community Primary School

Anti-Bullying Policy

2025-26

Date Agreed:	Chair of Governors:	Headteacher:
October 2025	Matthew Brierley	James Sturges

This policy will be reviewed annually or before if necessary.

Overview:

Our school aim is to provide a safe and nurturing environment in which all children feel safe and able to voice any concerns they have. Part of this safe and nurturing environment is tackling any form of bullying swiftly and effectively when or if it occurs. We celebrate diversity and promote the rights and wellbeing of all pupils irrespective of gender, religion, disability, race or age. By talking openly about these issues and promoting respect for differences, we reduce the likelihood of bullying incidents occurring. Garras School is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

Definition of Bullying:

Garras School adopts the Anti-Bullying Alliance (ABA) definition (2025):

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can be physical, verbal, or psychological, and can occur face-to-face or online.

We teach children the four key elements of bullying:

- Hurtful
- Repetition
- Power imbalance
- Intentional

Bullying can include:

- Physical: hitting, kicking, pushing, or taking belongings.
- Verbal: name-calling, teasing, sarcasm, threats, or spreading rumours.
- Emotional: isolating others, intimidation, humiliation, or manipulation.

- Online (cyber): harmful use of social media, messaging, or online posts.
- Prejudice-based: targeting someone because of race, religion, disability, gender identity, or sexual orientation.

For more information, visit the [Anti-Bullying Alliance](#).

Bullying can be a form of child-on-child abuse and can be emotionally abusive; it can cause severe and adverse effects on children's emotional development.

Not all conflict is bullying. One-off disagreements or unkind behaviour are dealt with under our Behaviour Policy. However, a single serious incident may be treated as bullying where it is hate-related or presents a significant risk to safety.

Hate Crime:

Hate Crimes are any incident motivated by hostility or prejudice related to protected characteristics under the Equality Act 2010: race, religion or belief, sexual orientation, gender identity, or disability.

Protected characteristics include:

- race – a person's ethnicity, nationality, country of origin, skin colour, etc.
- religion – a person's religion or faith, even if they have no religion.
- sexual orientation – a person's sexuality, whether they are heterosexual, homosexual, bisexual, asexual, etc.
- gender identity – an individual who is transgender or perceived to be transgender.
- gender - a person's sex
- disability – any person with:
 - physical impairment;
 - life-limiting illness;
 - sensory disability;
 - mental ill-health;
 - learning disability;
 - visual difference; or diagnosis on the autistic spectrum

It does not matter if the person targeted has the characteristic that the prejudice is directed toward. Only that they are perceived to have that characteristic or belong to that community.

The definition covers criminal and non-criminal incidents. It is irrelevant whether the behaviour is a criminal offence. A hate incident may be recorded even if the target is only perceived to have that characteristic or belong to that community.

Hate Crime covers a range of behaviours, including:

- discrimination;

- exclusion;
- verbal abuse;
- physical assault;
- bullying including cyber-bullying; and
- inciting hatred

All incidents are recorded and reported to the Local Authority and, where appropriate, the police.

Responses may involve action and support from various agencies for both the victim and the perpetrator, for example, support from statutory services and voluntary groups relating to the protected characteristics.

The Effects of Bullying:

When bullying happens, it affects everyone in our school. It can harm a child's confidence, emotional wellbeing, and sense of safety. Children who bully others may also need support to change their behaviour. We recognise the importance of addressing all concerns quickly and ensuring mental health and emotional wellbeing are supported by trained staff.

There are several members of staff who are trained in the most recent developments and practises in mental health and emotional support. These members of staff will be deployed effectively to support children.

How We Will Reduce Bullying:

We will:

- Celebrate difference and promote respect for all.
- Build children's self-esteem and confidence in who they are.
- Ensure all adults model kindness, care and respectful behaviour.
- Teach pupils what bullying is and why it is unacceptable.
- Challenge all prejudiced, discriminatory or homophobic language.
- Encourage all pupils to tell an adult if they are worried about bullying

Reporting and Responding to Bullying:

We take all reports of bullying seriously.

- Concerns should be shared with the class teacher in the first instance, who will inform the Headteacher

- A single point of contact (SPOC) will be assigned to liaise with the child(ren) and parents/carers
- Records of what happened, who was involved, and what was done to resolve the issue will be kept on CPOMS and monitored by the Headteacher
- Appropriate sanctions and support (as outlined in the Behaviour Policy) will be implemented, in consultation with all parties.
- Follow-up meetings will ensure the matter is resolved and not repeated.

Special Educational Needs Disabilities:

We recognise that some pupils might need support to recognise and report bullying from a trusted adult in school. Learning around bullying will be adapted where necessary to ensure it meets the needs of the pupil and reasonable adjustments may be required.

Roles and Responsibilities:

Everyone at Garras School shares responsibility for preventing bullying.

- Staff should report all concerns and model positive behaviour.
- Pupils should tell an adult if they are worried about themselves or others.
- Parents and carers are encouraged to communicate concerns early. They should report concerns to the class teacher and not approach other children or families directly. They should reassure their child, encourage open communication, and work with the school to resolve issues.

A child being bullied may appear withdrawn, anxious, or reluctant to attend school. Staff are alert to these signs and act quickly.

Bullying Outside of School:

We know that if children are having difficulties at home, it is impossible for them to do their best at school. The school has a responsibility to challenge all bullying which happens at school or on the journey to and from school and to help stop cyber-bullying. Although the school is not directly responsible for other bullying in the local neighbourhood, we do have the powers to apply sanctions in line with our behaviour policy. We will try and help parents to challenge bullying outside of school when we can. This might include talking with the children/families involved, talking to the local police or talking to pupils about how to handle bullying outside of the school.

Supporting Adults:

Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of staff and parents, whether by pupils, parents or other staff members, is unacceptable. Adults (staff and parents) who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the headteacher.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools' behaviour policy.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults (staff and parents) who have perpetrated the bullying will be helped by:

- Discussing what happened with a senior member of staff and/or the headteacher to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
- If online, requesting that content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required.

Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the school's behaviour and discipline policy.

Monitoring and Review

The Headteacher will monitor the effectiveness of this policy. The Headteacher has overall responsibility. Parents and children are able to comment in the annual questionnaire. Please call into school, telephone or email if you are at all concerned.

Supporting Organisations and Guidance:

Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk

Childline: www.childline.org.uk

NSPCC: www.nspcc.org.uk

DfE: *Preventing and Tackling Bullying* (2017)

Young Minds: www.youngminds.org.uk

Restorative Justice Council: www.restorativejustice.org.uk

Stonewall: www.stonewall.org.uk

ThinkUKnow: www.thinkuknow.co.uk

UK Safer Internet Centre: www.saferinternet.org.uk

MindEd: www.minded.org.uk

PSHE Association: www.pshe-association.org.uk

Links to Other Policies:

Safeguarding, PSHE, Behaviour, Child on Child Abuse