Gillespie Primary School



Anti-Bullying Policy
October 2026

Gillespie Primary School
Anti Bullying Policy

Our anti-bullying policy, together with our behaviour policy, staff code of conduct and child protection policy is key to our whole school approach to safeguarding all of our children. It has been reviewed taking in to account guidance from government publications 'Keeping children safe in education' Sept 2026, which incorporates departmental advice on 'Sexual violence and Sexual Harassment Between children in schools and colleges', 'Working together to safeguard children' December 2023, 'What to do if you are worried a child is being abused' March 2015 and the DFE document*: Behaviour in schools –advice for head teachers and school staff Sept.2022*

The Policy pays regard to the legal duties of the school to comply with the Human rights Act 1998 to protect children and young people from being subject to harassment, violence and abuse, including that of a sexual nature. Also to meet its obligations under the Equality Act 2010 and Public Sector Equality Duty (PSED) to eliminate unlawful discrimination, harassment and victimisation including discrimination against pupils because of their sex ,race ,disability, religion or belief, gender reassignment or, sexual orientation. These are the protected characteristics. Moreover, the PSED places a duty on schools *to advance equality of opportunity and foster good relations*

Policy Statement
Bullying is the pre-meditated dominance of one person over another. It is a pattern of deliberately hurtful behaviour, physical, psychological or indirect, rather than an isolated incident. It may be difficult for those being bullied to defend themselves. Victims of bullying often feel ashamed that they have been picked on and may have been threatened to stop them telling anyone. Bullying is totally unacceptable and will not be tolerated in our school. It is everyone's responsibility to prevent it happening. The School will respond promptly when bullying is identified. Gillespie School has signed an Anti-bullying Code. We operate zero tolerance towards bullying. Persistent bullying may result in exclusion from school.

Aims

- To stop all incidents of bullying
- To encourage all members of the school community to take responsibility for the care and safety of others.
- To ensure that all children and adults within school have a common understanding of what bullying is and how to deal with incidents should they occur
- To communicate clearly to children, parents and carers the school's strong response based on zero tolerance
- To maintain a clear sense of right and wrong in our school community
- To be alert to the signs of bullying and report any incidents when they occur

Definitions: What is bullying?

Bullying can take many forms;

- Verbal: this includes name-calling or threatening language.
- Psychological: exclusion from a group, refusing to talk to or even acknowledge an individual, whispering or staring.
- Physical: hitting, kicking, grabbing an individual; taking or hiding another's property etc.
- Cyber bullying: when a child is tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted by another child using the internet, interactive and digital technologies or mobile phones. (See also on-line safety policy)

Strategies to address bullying

A combination of strategies is essential to reduce incidents of bullying. The school will act in a way that will encourage learning of improved behaviour. It is important that we encourage disclosure and build confidence in children that effective action will be taken.
Amongst the strategies used by the school are:

- Regular class discussions e.g. circle time to discuss playground behaviour or other friendship issues concerning the children
- Reminders of our school rules and of what is acceptable behaviour
- Celebration of Achievement assemblies in which positive behaviour is recognized
- Teaching children not to tolerate bullying and how to identify it through high profile learning weeks including National Anti-bullying Week and National Internet Safety week
- NSPCC Speak out Stay safe Assemblies helping children to develop positive strategies and to assert themselves
- PSHE curriculum and role play linked to bullying and friendship issues
- Use of educational materials to support children and develop skills
- Use of termly e-safety lessons integrated into the Islington Computing Curriculum from Y1-Y6
- Development of playground friends/buddies where children can be supported at playtime Playground buddies are supported by staff , liaising with the Senior Teaching Assistant and Senior Lunchtime Supervisor
- Informing children whom they should go to in the first instance if they are bullied.

Children are taught to follow the school's Anti Bullying Code to help them understand what to do if they are a witness to, or a victim of bullying.

THE ANTI BULLYING CODE

If you see someone being bullied;

- DO let an adult know
- DO try and be a friend to the person being bullied
- DON'T rush over and take the bully on
- DON'T join in

The school's response if bullying does happen

Any member of staff who is informed of a bullying allegation should tell the Head or Deputy Head Teacher so that it can be logged and followed up. It may initially be logged on the incident-reporting sheet – see **Appendix 1** and may then be reported on the harassment incident reporting form – see **Appendix 2**. The Head or Deputy Head are responsible for following up all allegations of bullying. S/he will keep a record in the Incident File and, through discussion with involved members of staff, decide what action to take from there.

Action will be taken to ensure the victim is protected and supported and that the bully stops bullying. Age appropriate sanctions will be taken to ensure that the bully understands that there are consequences to their actions e.g. withdrawing the child from the playground as a punishment and providing specific anti-bullying education. Repeat offenders will be put on report (please see Behaviour Policy). The parties involved and their parents/carers are expected to meet with the school to discuss the issue and thereafter will be kept informed about how the situation is being monitored and about the steps being taken to resolve it.

Where there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm', the Designated Senior Person (DSP) or Deputy DSP will report their concerns to the Local Authority Designated Officer (LADO) as it is a safeguarding issue. Even where safeguarding is not considered an issue, the Head or Deputy Head may need to draw on a range of external services to support the pupil who is experiencing bullying or to tackle any underlying issue, which has contributed to a child engaging in bullying.

The Head is responsible for monitoring the harassment incident log (**Appendix 3**) and reporting to the Governing Body through the termly Head's report. In addition to the termly report, the Head will inform the Chair of Governors of all incidents in the log.

Management Arrangements

The Head holds regular meetings with teachers, teaching assistants and lunchtime supervisors. Any incidents or allegations will be brought to their attention, for special vigilance during playtimes, lunchtime or in the classroom. Children may be identified as a *focus child,* which means they are allocated an adult to keep a discrete eye on them or to support them depending on their need.

Any incidents of bullying should be reported to Staff Meetings and Leadership Team meetings to ensure all staff are aware of issues and are vigilant. Any member of staff should raise concerns regarding bullying at the earliest opportunity, with the Head or Deputy Head.

The overall effectiveness of the Anti-bullying policy will be reviewed regularly and amendments made after consultation with all members of staff and Governors

Advice for Staff: How to deal with children following an allegation of bullying

In most circumstances the head or deputy will follow up an allegation of bullying with pupils, however, it might be more appropriate , particularly with younger children for an incident to be investigated by a class teacher or adult who knows the children well . All staff should follow these simple steps:

- Stay calm and try to calm the victim
- Find somewhere quiet to talk
- Talk to the victim about what happened and how they are feeling. It is important to listen carefully and take what is said seriously and to reassure the victim.
- When appropriate, talk to the alleged perpetrator/s about their actions and about the feelings of the victim. The Head/Deputy Head must be informed and the incident must be recorded in the school log.
- When appropriate, talk to anyone else involved. This will include witnesses and possibly bystanders or colluders who joined in but did not initiate any bullying. The group should be helped to understand that they are responsible and can do something about it. Again, staff should use their judgement as to the best time to do this bearing in mind any potential for further victimisation.
- When the incident is discussed more widely, ask each member of the group to suggest a way in which the victim could be helped to feel happier.
- Talk to all members of the group including the victim, at least one week later.

Indicators: How do I know if a child is be being bullied?

In some cases, a parent/carer will notice the change in the child's behaviour; at other times, it may be a teacher or TA who first recognises symptoms. Whoever it is, they should always ensure the matter is investigated further.
The following are some types of behaviour, which could help to detect whether a child is being bullied.

- Starts having nightmares or interrupted sleep
- Becomes withdrawn and anxious
- School performance starts to suffer
- Feels ill at certain times of the week
- 'Loses' valuable possessions
- Has unexplained bruises or cuts
- Cries in secret
- Asks for extra pocket money, sweets etc.
- Is unwilling to go to school
- Refuses to say what is wrong
- Develops a sudden dislike of certain places or journeys
- Shows anxiety about transition times at school such as moving to other classes or the playground.

Advice for parents

What should I do if I believe my child is being bullied?

- Do not keep your child away from school if you think they are being bullied
- Bring your child into school so we can support your child and overcome the difficulties.
- Never confront other children or their parents/carers as this only makes the situation worse and can be very distressing for all the children involved.
- If you think your child is being bullied, inform the school immediately and ask for an appointment with a member of staff.
- If you are not happy with the outcome, make an appointment with the Head. Please allow the school time to investigate the problem. However, if you are still dissatisfied, implement the complaints procedure. The school office will tell you how to do that.

Child on Child Abuse

Most cases of pupils hurting or bullying other pupils will be dealt with under our school's Behaviour and Anti-bullying Policies ,however, any allegations that raise ***safeguarding concerns*** will be dealt with following guidance in our Child protection policy .This might include where the alleged behaviour:

- is serious and potentially a criminal offence
- involves bullying(including cyberbullying , prejudice-based and discriminatory bullying)
- is violent physical abuse including hitting, kicking , shaking , biting or hair pulling
- involves abuse in intimate personal relationships between peers
- involves pupils being forced to use drugs or alcohol
- involves sexual exploitation , sexual harassment or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate non-consensual or consensual sharing of nude or semi -nude pictures or videos including 'sexting' and upskirting

All staff have been trained to recognise that children are capable of abusing their peers and understand the importance of challenging inappropriate behaviours between peers. Abuse will never be tolerated or passed off as 'banter' or 'part of growing up'.

Incidents of discrimination in the school or off school premises, which have repercussions in school, are reported as 'harassment' incidents. They include *racist, sexist, homophobic, disability, religious discrimination & cyber bullying*. They will be recorded on the harassment incident form. See **Appendix 2**. Harassment incidents are reported termly to the Governors and to the Local Authority.

Useful Contacts

The Anti-bullying Alliance (ABA): The NSPCC and National Children's Bureau founded the ABA, which brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.
www.anti-bullyingalliance.org.uk

Beatbullying: A bullying prevention charity with an emphasis on working directly with children and young people. In addition to lesson plans and resources for parents, Beatbullying have developed the Cyber mentors peer support programme for young people affected by cyber-bullying. www.beatbullying.org

Kidscape: A charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents. They also offer specialist training and support for the school staff, and assertiveness training for young people. www.kidscape.org.uk and Parents helpline 08451 205 204

Cyber-bullying:

Childnet International: Specialist resources for young people to raise awareness of online safety www.childline.com

Appendix 1 – Incident Recording Sheet

Incident Recording Sheet

(For onsite incidents including playground & reported offsite incidents)

Name of person reporting the incident:	Date:
Name of victim:	Class:
Name of perpetrator:	Class:

Type of incident: (please cross correct box/es)

Fighting	
Hitting/assaulting	
Threatening Behaviour (e.g. jostling, gestures, damage to property)	
Verbal abuse- direct (e.g. insults, name calling)	
Verbal abuse- indirect (e.g. ridiculing somebody because of cultural/ gender differences- dress, food faith)	
Racist comments in class discussions/ activities	
Refusal to cooperate with someone (e.g. because of colour, language etc.)	
Other (please specify)	

Details of incident:

Staff involved:

Action: Incident dealt with immediately? Teacher informed?	
Signed by Head/Deputy/SLT:	Date:
Print name:	

Appendix 2 - Harassment Incident Reporting Form

Harassment Incident Reporting Form		
Reported by:	Role:	Date:
Victim/s: (Name, gender, ethnicity, SEN)		
Perpetrator/s: (Name, gender, ethnicity, SEN)		

Type of Harassment:			
Racist	☐	Disability	☐
Sexist	☐	Religion	☐
Homophobic	☐	Other bullying	☐

Type of Incident:			
Name calling/verbal abuse	☐	Graffiti	☐
Physical assault	☐	Electronic/online abuse	☐
Threat of violence	☐	Other	☐

Description of incident: (What happened, immediate action)	
Incident reported to:	Date:

To be dealt with by Headteacher/Deputy Headteacher or Senior Leadership Team		
Actions taken: (Include details of victim support and consequences/ support for perpetrators)		
Parents informed: (Please give details including decisions taken)		
Follow up review of action & impact: (Including any wider school work)		
Incident reported to Governors?	Yes/No	Date:
Name:	Role:	Date:

Appendix 3 – Log of harassment incidents

Log of Harassment incidents (e.g. racist, homophobic, bullying)					
Children involved	**Log entered by**	**Date of incident**	**Brief description of incident**	**Contact with parents/carers**	**Action taken and follow up**