



MOSAIC
LEARNING TRUST
Raising Aspirations,
Empowering Futures

ANTI-BULLYING POLICY



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1. Aims and Objectives

- Bullying is wrong and damages individual children. We therefore do all that we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.
- We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.
- This policy aims to produce a consistent school response to any bullying incidents that may occur and ensure all children are happy in school.
- We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

2. What is bullying?

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online (Anti-bullying Alliance).

3. Bullying can take different forms:

VERBAL BULLYING - Name calling, taunting, mocking, making offensive comments and teasing.

PHYSICAL BULLYING - Kicking, hitting, punching, pushing and pinching.

EMOTIONAL BULLYING - Offensive graffiti, excluding from groups, spreading hurtful rumours, being forced to do things against own will, taking belongings or money.

CYBER BULLYING - The use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature. We hold termly E-Safety assemblies to ensure safety online and to prevent cyber bullying.

There are many different types of bullying such as:

- General bullying
- Homophobic
- Racist
- Related to disability or SEN
- Related to home circumstances
- Sexist
- Sexual (sexting)
- Transphobic
- Biphobic
- Cyber-bullying

4. We do not consider bullying to be:

- An isolated incident
- A falling out
- A one-off disagreement

5. Inclusion

Every member of our school community is entitled to expect equality of protection from bullying as well as protection and support from the school policies and procedures designed to ensure that the school remains a safe environment in which to teach and learn. At Golborne Community Primary School, our policy has given careful consideration to the six equality strands: race, gender, age, religion, disability and sexuality. This is to ensure that

the antibullying provision is provided in a sensitive and non-judgemental way that will enable all pupils, staff and the wider school community to feel valued and included in effective policy and practices.

6. General Principles

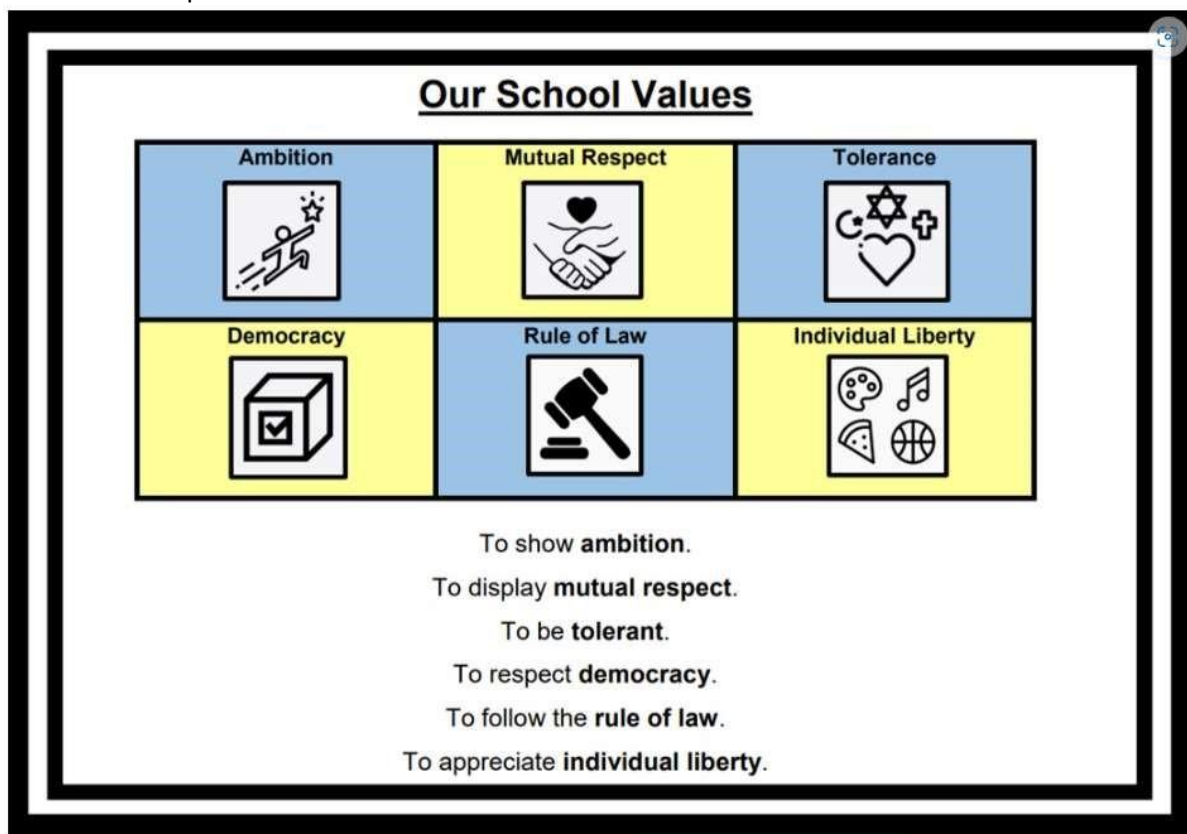
- Bullying is wrong and damages individual children – either physically or emotionally or both.
- We do all we can to prevent it by developing a school ethos in which bullying is regarded as unacceptable.
- All allegations will be carefully investigated.
- Pupils, parents and staff will be encouraged to talk openly about the issue.
- As a part of the curriculum, greater understanding of bullying in all its forms will be developed.
- Children will be taught strategies to help them deal with bullying situations that they may encounter.
- Staff will respond calmly and consistently to allegations or incidents of bullying.
- The school will protect and support all parties during school/extra-curricular time and on school premises whilst issues are resolved.
- Incidents can occur both in and out of school.

7. Personal Development

At Golborne Community Primary School, the personal development of all our pupils is at the heart of what we do. This involves developing the knowledge, attitudes, skills, relationships and behaviour that our pupils can utilise in and outside the classroom. We achieve this through our curriculum and the school's wider work which supports learners in building their character – this includes their resilience, confidence and independence as well as helping them to understand how to keep physically active and mentally healthy. In addition, we have a high focus on pupils' SMSC development (spiritual, moral, social and cultural) and understanding of the fundamental British values to equip them to be responsible, respectful and active citizens who contribute to society positively.

8. Whole School Strategies to minimise Bullying

1. Through the constant promotion of our School Values, SMSC and Fundamental British Values (FBVs), which all underpin the ethos of our school.



2. Through our PSHE/HRE curriculum, with an emphasis on understanding what bullying is and how to identify and prevent bullying following themes laid out through our HeartSmart programme. This will also include online safety and cyberbullying.
3. There will be regular teacher/class discussion e.g. during PSHE and Computing.
4. Through Anti-Bullying week and other workshops.
5. Possession of mobile phones is prohibited during the school day.
6. Ensuring all accessible areas of school, such as corridors, are supervised at all key times of day.

9. How the school responds to specific allegations of bullying:

STAGED SEVEN STEPS APPROACH

We have adopted the '**Seven Steps**' approach; an initiative developed by The Behaviour Team in Wigan to change pupils' behaviour, to recognise the damage bullying does to people and to stop pupils from participating both actively and passively in bullying.

STAGE 1

Step One - Interview with the child being bullied

When the teacher finds out that bullying has happened they will start by talking to the victim about their feelings. The teacher does not question them about the incidents but they do need to know who was involved.

Step Two - Meet with the people involved

The teacher arranges to meet with the group of pupils who have been involved. This will include some bystanders or colluders who joined in but did not initiate any bullying. We find that a group of six to eight young people works well.

Step Three - Explain the problem

The teacher tells them about the way the victim is feeling and might use a poem, piece of writing or a drawing to emphasise their distress. At no time does the teacher discuss the details of the incidents or allocate blame to the group.

Step Four - Share responsibility

The teacher does not attribute blame but states that they know that the group are responsible and can do something about it.

Step Five - Ask the group for their ideas

Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier. The teacher gives some positive responses but they do not go on to extract a promise of improved behaviour.

Step Six - Leave it up to them

The teacher ends the meeting by passing over the responsibility to the group to solve the problem. The teacher arranges to meet with them again to see how things are going.

Step Seven - Meet them again

No longer than a week later the teacher discusses with each pupil, including the victim, how things have been going. This allows the teacher to monitor the bullying and keeps the children involved in the process.

Should the '**Seven Steps**' approach fail then school would proceed to the next stage as outlined below.

STAGE 2

Contact Parent(s)/Carer(s)

STAGE 3

Contact outside agencies e.g. TESS, Educational Psychologist, Police.

STAGE 4

Possible fixed term exclusion.

10. Roles and Responsibilities

10.1. The role of the Governors

The Governing Body supports the Headteacher in all attempts to eliminate bullying from our school. This policy makes it clear that the Governing Body does not allow bullying to take place in our school and that any incidents of bullying that do occur are taken very seriously and are dealt with.

The Governing Body will monitor incidents of bullying via the Headteacher's reports and will respond to any request from a parent/carer to investigate allegations of bullying which will be investigated via the Headteacher/Senior Leadership Team who will report back within ten days.

10.2. The role of the Headteacher

- It is the responsibility of the Headteacher to implement the school's Anti- Bullying Policy and to ensure all staff are aware of the policy and how to deal with incidents of bullying.
- The Headteacher will report to Governors on the effectiveness of the policy on request.
- The Headteacher ensures that all children know that bullying is wrong and that it is unacceptable behaviour in our school.
- The Headteacher ensures all staff are trained to deal with incidents of bullying.
- The Headteacher sets the climate of the school of mutual support and praise for success. Making school friendly and welcoming and making bullying less likely.

10.3. The role of the Teacher & Learning Support Assistant

- Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.
- All staff in our school take all forms of bullying seriously and intervene to prevent incidents from taking place. If adults' witness an acts of bullying or bullying is reported to them they do all they can to support the child who is the target.
- Following a prompt investigation by the class teacher, where bullying has taken place a report is made to the Headteacher/Deputy Headteacher and the classroom teacher will then deal with the incident as appropriate following the Seven Steps Approach.

10.4. The role of the Parents/Carers

- Parents/carers have a responsibility to support the school's Positive Discipline Policy and Anti-Bullying Policy and to encourage their child to be a positive member of our school.
- If parents/carers are concerned that their child may be experiencing bullying—or may be involved in bullying others—they should contact the child's teacher without delay.
- It is helpful to make a note of what the child has said, including any names or details mentioned.
- Reassure your child that they have done the right thing by speaking up.
- Encourage them to report any further incidents to you or the school immediately.
- If your child experiences cyberbullying, we advise parents/carers to report the incident directly to the relevant platform (e.g. WhatsApp, Instagram, or other social media services) using their reporting tools.
- We advise parents/carers to keep a copy of any offending messages etc.
- Cyberbullying is a potential criminal offence and therefore parents/carers should consider contacting the police.

11. Behaviour Outside of School

The school will only apply the Positive Discipline policy and issue consequences for physical incidents that occur outside of school if the behaviour could negatively impact the reputation of the school—for example, during a school trip; when pupils are travelling to or from school or when students are clearly identifiable as members of the school, such as by wearing the school uniform.

If an incident takes place outside of school, online or via electronic devices (e.g. cyberbullying through mobile phones or social media platforms), the school will not apply the Positive Discipline policy or issue consequences. Parents/Carers will be notified of any safeguarding concerns that arise from information shared with the school, however it is the responsibility of parents/carers to report any concerns to the police.

While the school recognises that cyberbullying can occur outside of school hours and off school premises, such incidents will be addressed on a case-by-case basis. The school will become involved if the behaviour is found to disrupt, or is likely to negatively impact, the education, wellbeing, or safety of pupils whilst at school. In such cases, the school may investigate and take appropriate action in line with its behaviour and safeguarding policies to support those affected and help resolve the situation with parental support.

What Parent/Carers should do in the event of Cyber Bullying:

- Parents/carers to report the incident directly to the relevant platform (e.g. WhatsApp, Instagram, or other social media services) using their reporting tools.
- Keep a copy of any offending messages or evidence.
- Cyberbullying is a potential criminal offence and therefore parents/carers should consider contacting the police.

12. Complaints Procedure

If parents/carers feel that an incident of bullying has not been dealt with in a satisfactory manner, then please refer to the Complaints Procedure.

13. Review

Reviewed: April 2025

Reviewed by: Mr Hunt (Headteacher), Mrs Mychalczuk and all staff

Next review date: April 2026