

Gilded Hollins Community School



Anti-Bullying Policy

Reviewed: Spring 2026

This policy has been written with due regard to the Equality Act 2010

At Gilded Hollins Community School, we are committed to creating an environment in which all children and adults feel happy, safe, secure and valued.

We aim to ensure a whole school approach to tackling bullying that is known and understood by staff, children, parents and outside agencies.

Audience

This policy document, having been presented to and agreed by the whole staff and Governing Body, is available to all members of the teaching and non-teaching staff, and to the Governing Body.

A copy of this policy will be in the Headteacher's office, the school office and the school website. Such access ensures the availability of the document to visiting teachers - for example, supply teachers - and to parents.

Aim

- To raise awareness of bullying.
- To bring about conditions in which bullying is less likely to happen in the future.
- To reduce, and if possible, eradicate, instances of all types of bullying.
- To ensure that all staff are aware of this policy and fulfil their obligations in relation to it.
- To reassure parents that every effort will be made to protect children against bullying.

Statement of Principles

- All children and adults have a right to feel secure, to be able to trust without fear and to expect protection from adults in positions of care and responsibility.
- Children have a right to take a full part in their education in an environment that does not subject them to cruelty or create despair.
- All staff will have a responsibility for the safety of others and will be alert for signs of bullying behaviour.
- Bullying will be discussed in school openly and regularly.
- All bullying is unacceptable, regardless of how it is delivered or what excuses are given to justify it. It will not be tolerated.
- Victims of bullying will be treated in a supportive manner and their case heard in an atmosphere of positive concern.

Nature of Bullying

Not all aggressive behaviour is bullying. We need to be clear about the distinction between bullying and isolated acts of aggression.

Behaviour that appears to be bullying may be exhibited by some children without intention or awareness that it causes distress.

A definition of Bullying - 'Behaviour by an individual or group, usually repeated over time, which intentionally hurts another individual or group either physically or emotionally.' DCSF 2007

- **Bullying is repetitive.**
- It involves an imbalance of power.
- It may be verbal, physical, sexual, racial, or psychological. It may encompass threats, extortion, cyberbullying, body language, exclusion, and malicious gossip.
- Bullying is the intentional abuse of power by an individual or group with the intent and motivation to cause distress to another individual or group.

Bullying Behaviour

Bullying can take place in many forms:

Cyber bullying can be defined as the use of Information and Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else.

Damage to property e.g. graffiti, personal property

Inciting others to bullying behaviour e.g. encouraging other pupils to bully so that they receive the consequences that the instigator.

Literature e.g. distribution / possession of posters or leaflets in relation to someone else.

Physical hurt / attack e.g. physical intimidation, mimicry, unwanted or inappropriate touching

Psychological e.g. damage to reputation, extortion of belongings, isolation / refusal to work with someone, threats.

Verbal e.g. name calling, ridicule, spreading rumours, swearing, verbal abuse.

Victimisation after previous complaint e.g. bullying due to either victim or bystanders speaking out.

Types of bullying

Bullying can happen for a large number of reasons. The most common of these are:

Homophobic (any incident perceived by the alleged victim to be targeted around being gay, lesbian or bisexual. People do not have to be gay, lesbian or bisexual to suffer homophobic bullying.)

Racist (e.g. Incidents related to religion, culture, or those pupils who identify as Gypsy / Roma traveller etc)

Sexist (Incidents perceived to be demeaning to a gender in general.)

Sexual (Incidents include intrusive language, damage to sexual reputation, inappropriate touching and other behaviour perceived to involve unwanted sexual attention)

Transphobic (incidents perceived to be insulting to someone's gender identity or to transgender people).

There are **different types of bullies**:

- Aggressive bullies - physically aggressive individuals.
- Anxious bullies - those recruited into bully gangs by intimidation.
- Victim bullies - individuals who may be victims outside school and bullies at school.

Victims of bullying become so through no fault or action of their own. On occasions it is important to recognise that there can be **different types of victims**. They may be pupils who:

- Are new to a class or school
- Are different in appearance, speech, or background from other pupils
- Suffer from low self esteem
- Are more anxious or nervous

All of these are possibilities, not predictions, of victimisations. Whatever the reason for a child becoming a victim, the problem must be addressed: it cannot be ignored.

In cases where adults continuously abuse their power over a child such bullying may be viewed as child abuse and should be seen within this context.

Relationships between staff may sometimes be characterised by bullying. Staff may adopt bullying tactics in dealing with others.

There may also be occasions when staff can feel that they are being bullied by parents or pupils.

Signs and symptoms of bullying

Signs and symptoms of bullying can be extremely variable and will very much depend on the individual, but some of the more common signs are listed below:

Physical signs: e.g. Physical injuries such as bruising, damaged clothing with no convincing explanation and general ill health due to stress

Emotional signs: e.g. mood swings, apparent changes in personality, constant anxiety / nervousness, depression or tearfulness for no apparent reason, lack of confidence, negative self-image, hostility and defensiveness.

Behavioural signs: e.g. withdrawn, frequent unexplained absences, poor concentration, eating disorders, alcohol / substance abuse, evidence of self-harming and disruptive / challenging behaviour.

General: e.g. frequently 'lose' money or possessions, appears tired / lethargic, avoids entering / leaving school with others.

Preventing Bullying

To prevent bullying school has adopted many strategies, including:

- Whole school ethos – Respect Everyone
- Pupil voice is listened to and respected.
- Involvement in Anti Bullying Week
- Involvement in Safer Internet Day
- The use of the 'Kindness Corner'
- Reward systems for positive behaviour
- PSHE sessions
- Trained Playleaders
- Buddy system for assemblies and the lunch hall
- All incidents recorded on CPOMS and monitored by SLT
- Internet e-safety system installed
- Pupil questionnaires
- Seven Steps Approach to tackling bullying adopted and shared with all stakeholders
- Staff training updates
- Regular anti-bullying assemblies
- Staff to support identified pupils and provide pastoral care where needed.

Strategies to Prevent Bullying

Stage One - 'The Seven Steps Approach'

When bullying has been observed or reported at Gilded Hollins, we follow 'The Seven Steps Approach.'

Step One - Interview the victim

When the teacher/staff member finds out that bullying has happened he / she starts by talking to the victim about his/her feelings.

He / she does not question him/her about the incidents, but he/ she does need to know who was involved.

Step Two - Convene a meeting with the people involved

The teacher/staff member arranges to meet with the group of pupils who have been involved. This will include some children who joined in but did not initiate any bullying.

Step Three - Explain the problem

The teacher/staff member tells the group about the way the victim is feeling and might use a poem, piece of writing or drawing to emphasise his/her distress.

At no time does she/he discuss the details of the incidents or allocate blame to the group.

Step Four - Share responsibility

The teacher/staff member does not attribute blame but states that she/he knows 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/staff member gives some positive responses, but she/he does not go on to extract a promise of improved behaviour.

Step Six - Leave it up to them

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

Step Seven - Meet them again

About a week later the teacher/staff member discusses with each child, including the victim, how things have been going. This allows the teacher/staff member to monitor the bullying and keeps the children involved in the process. Step Seven is repeated periodically for several months.

Further stages

If the Seven Steps Approach fails to lead to a resolution, then the following stages may be initiated:

Stage 2

Contact Parent(s) / Carer(s)

Stage 3

Contact outside agencies e.g. Behaviour Support Team, Educational Psychologist, Police.

Stage 4

Pastoral Support Programme – possible fixed term exclusion

Monitoring

Records are kept of any serious incidents involving bullying on CPOMS and the use of disciplinary sanctions.

Regular conversations and questionnaires also allow us to measure the success of our strategies in ensuring the wellbeing and care of our pupils.

Communication by all is an integral part of the process in reviewing and updating the policy. Please read in conjunction with our Behaviour, Mental Health and Well-being policy.

Reviewed annually