IGHTENHILL PRIMARY SCHOOL

ANTI-BULLYING POLICY 2026 - 2027

SETTING

Ightenhill Primary School is a two-form entry primary school in Burnley.

In 2026 our % of FSM is approx. 58%.

This policy links to the following policies: Race Equality, Child Protection, Behaviour and Discipline, Inclusion, Special Educational Needs and ICT.

APPROACH TO DEALING WITH BULLYING

Ightenhill Primary School's Approach to Dealing with Bullying -

We believe that there are two components to effective anti-bullying practice: preventing bullying incidents and responding to them.

We positively encourage all pupils to take responsibility for their behaviour and its consequences. They are encouraged to make a commitment to take action to end the bullying and support is provided for the bullied pupil.

We stress the role of the bystander – the person who can intervene and help the situation by showing disapproval. Research shows that bullying will stop in less than 10 seconds nearly 60% of the time when peers intervene.)

We encourage all children to report incidents or support someone getting bullied.

Our whole school approach has been developed by pupils, staff and parents and includes a range of strategies adapted to suit particular incidents, including:

- Ensuring that the whole school understands what bullying means, including what a bully is, what a victim is and what a bystander is.
- Making clear that a zero-tolerance approach to bullying is in place in school
- Encouraging children to report incidents without feeling they are telling tales
- Incidents are taken seriously, investigated and if necessary, acted upon, with clearly defined procedures.

We use the following strategies to ensure a positive ethos in which children feel secure to report incidents of bullying immediately:

- A behaviour policy for pupils and staff setting out clear guidelines for managing pupil behaviour both in the playground and in the classroom
- Whole school assemblies – to raise awareness of bullying issues and providing a whole school focus for anti-bullying activities

- Activities within the PSHE programme and computing curriculum specifically aimed at developing children's own strategies to deal with bullying type behaviour
- Providing a variety of activities/equipment for pupils to play with during school breaks

The school provides many opportunities for pupils to indicate and discuss worries and concerns with staff. Staff are always available at break times and lunchtimes.

2 AIMS AND OBJECTIVES OF THE POLICY

Following consultation with pupils and their parents and carers, we aim to create a safe and inclusive learning environment by dealing effectively with bullying behaviour. Through our curriculum, and building effective relationships within school and the wider community, we aim to reduce the number of incidents of bullying behaviour.

3 DEFINITION OF BULLYING BEHAVIOUR (INCLUDING RACIST, SEXIST, HOMOPHOBIC AND SPECIAL EDUCATIONAL NEEDS AND DISABILITY)

In line with other services within the CYP Directorate we have agreed to adopt the following definition of bullying behaviour:

"Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms(for instance cyber-bullying via text messages or the internet) , and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation or because a child is adopted or has caring responsibilities."

Bullying falls into two categories:

i) Emotionally harmful behaviour, such as taunting, spreading hurtful rumours and excluding people from groups, or cyber-bullying and
ii) Physically harmful behaviour, such as kicking, hitting, pushing or other forms of physically abusive behaviour.

The behaviour constitutes bullying if:

- It is repetitive, wilful or persistent
- It is intentionally harmful, carried out by an individual or group
- There is an imbalance of power leaving the person who is bullied feeling defenceless.

Bullying can and does occur anywhere and everywhere; in schools, within the home and the community.

4 TO WHOM THIS POLICY APPLIES.

This policy applies to children and young people. It addresses child to child, adult to child, child to adult and adult to adult bullying behaviour.

For bullying involving adults we have adopted the Local Authority's policy, therefore different procedures will be followed. (Bullying and Harassment in the workplace)

The policy applies to behaviour both in and out of school
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The policy applies to the school day, school visits, residential visits and extra curriculum activities such as after school clubs and breakfast club.

Under the duty of care, all adults in our school community have a responsibility to respond to and act upon bullying behaviour.

5 RESPONDING TO BULLYING BEHAVIOUR

a) Procedures for reporting bullying behaviour

- Children in our school are encouraged to report bullying behaviour to a "trusted" adult
- If staff have concerns or worries for themselves or others; they should contact the head teacher.
- Staff or visitors to the school should report bullying behaviour or concerns to the head teacher. (If they cannot report it to the headteacher, they should contact the Chair of Governors)
- Parents should report bullying behaviour to the child's class teacher, who will then investigate the report, record it on 'Child Protection Online Monitoring Systems'(CPOMS)and record the actions arising. The class teacher will then report the findings back to the parent.

b) Procedures for dealing with incidents including follow-up

After a report or disclosure of bullying behaviour:

- it will be investigated by an appropriate adult. They will ensure that it is followed up regularly until it is no longer an issue.
- if the issue is not satisfactorily resolved at this level it will be passed on to the Learning Mentor to provide support and help determine a resolution.
- if there are still unresolved issues then the matter will be escalated to the head teacher.

However at each level recorded information will be passed onto to the head teacher.

c) Procedures for recording bullying behaviour

The follow up action will be recorded and documented by the investigating adult.

- Concerns or incidents of bullying behaviour will be recorded by the "trusted" adult on the child's CPOMS log. Ongoing incidents will be monitored and logged by the Headteacher.
- Incidents can then be raised with the SLT / pastoral team if it is felt appropriate.
- Information on bullying behaviour is reported to governors in the head teacher's termly report to monitor the effectiveness of the policy and procedures

d) Procedure for dealing with complaints

- If a complaint is made regarding a child's bullying behaviour; the class teacher will meet with the complainant to discuss their concerns.
- If the parties are not satisfied with the outcome of the meeting, a further meeting will be arranged with the Learning Mentor.
- If the matter continues to be unresolved then the head teacher or the Chair of Governors will meet with the family to resolve the situation.

e) Support for children, parents and staff during and immediately after incidents

- Children or adults are made safe and asked for their views on what level of support they need.
- Short and long term support measures are put in place, for example counselling from a trusted adult.
- After the incident has been dealt with perpetrators receive support from an appropriate adult.

f) Range of Actions that may be applied

- The range of sanctions and support in line with our Assertive Discipline/ Behaviour Management staged approach will be applied
- In-line with our Inclusive ethos and values perpetrators will also receive support.

6. Intervention Strategies

Where issues persist, the school has a range of intervention strategies such as:

- Support from other professionals
- Behaviour Management techniques
- Learning Mentors
- Restorative justice solution circles
- Intervention Groups

- Bespoke PSHE sessions
- External intervention such as PCSO's

7. Preventative Measures

We employ the following measures to actively prevent bullying behaviour:

- Providing a safe and secure environment
- Operating an open door and "OK to Tell" policy
- Offering mentoring, counselling and group support
- Offering mediation services
- Strong supportive ethos
- Appropriate CPD for adults including dealing with bullying using new technological equipment
- A wide range of extra-curricular activities so children can build friendships

8. Implementation of the Policy

The head teacher is responsible for the implementation of the policy. It is brought to the attention of adults and children by the following measures:

- PSHE and computing curriculum lessons
- The school website
- Home school communication – class dojo and newsletters
- Anti-bullying week activities

9. Monitoring the anti-bullying policy process

- The Head teacher monitors the number and types of bullying incidents and reports this information to the governing body
- The head teacher and staff canvas opinions amongst children as to the effectiveness of the policy by talking to the School Council

10. Evaluating the Policy

- The policy will be reviewed annually by consulting staff and the School Council
- The pupil parliament will meet and look at te policy as part of anti-bullying week activities
- The number and type of incidents and also the number of incidents successfully resolved will be used to measure the effectiveness of the policy

GOVERNORS

The Governing Body has responsibility for the school's range of policies. The Headteacher reports to the school governors about the curriculum and policies relating to each subject area, as well as policies relating to the wider school.

To be reviewed November 2026
Next Review November 2028