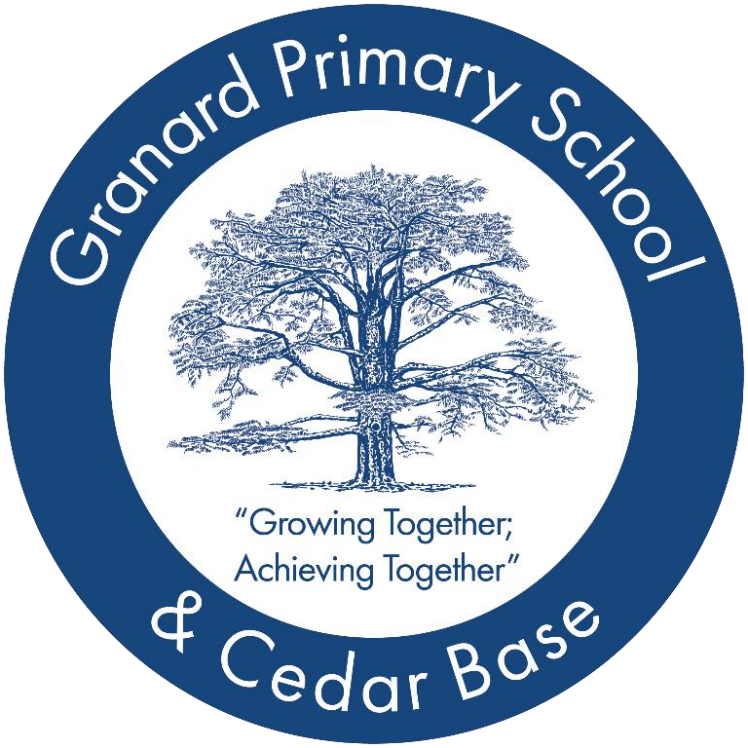
Granard Primary School



Anti-Bullying Policy

SEPTEMBER 2026

Review Due: September 2029

Bullying

We recognise that bullying can, and probably does occur in all institutions.

Where bullying is allowed to go unchecked in schools:
- Children are unhappy and may feel unsafe
- Children find it difficult to learn and achievement suffers
- Children are witnessing negative role models

What is a bully?
- An adult or child
- A bully hurts others physically, mentally or emotionally over a period of time
- A bully is often not provoked
- A bully will abuse his or her power

What is a victim?
- An adult or child
- A victim is hurt either physically, mentally or emotionally as a result of bullying by others
- A victim may not provoke bullying behavior

What is a bystander?
- An adult or child
- A bystander can join in through peer pressure
- A bystander can ignore a child being bullied

Bullying is:
- Intending to hurt others physically, mentally or emotionally, often without provocation and normally over a period of time
- Any behaviour, which is deliberately intended to hurt, intimidate, frighten, harm or exclude
- Comes in different forms, including: verbal bullying; non-verbal bullying; physical bullying (both direct physical attacks and indirect attacks on property); cyber-bullying (which can take place anonymously and in children's homes).

It is not Bullying when:
- Children and young people of a similar age find themselves in conflict, disagreeing, having an argument or even fighting, without imbalance of power or use of intimidation.
- The experience of conflict or disagreement is upsetting for those involved but it is not bullying. However, unresolved disagreements and the failure to manage anger and resentment can sometimes escalate when one person retaliates by constantly picking on the other. A pattern of bullying behaviour can emerge if conflict is not dealt with at an early stage.

Our Approach to Tackling Bullying

Strategies to deal with bullying are specifically taught in PSHE lessons, as well as through the school's values, circle time, through the modelling of appropriate relationships by all staff, and as appropriate to the circumstances. Children can then use the skills taught to confront and discuss issues as well as provide them with the skills for adult life.

Early signs of bullying are dealt with as appropriate by class teachers, and in line with the Behaviour Policy. These are logged on the school's CPOMS system for monitoring by the Designated Safeguarding Leads (DSLs). Serious incidents, and patterns of bullying which the class teacher is concerned about, are dealt with as 'extreme behaviour' and reported to the Phase Leader who will inform SLT. Parents will be informed and strategies put in place as per the Behaviour Policy.

- The Phase Leader should meet with the victim and focus on the effect of the bullying. The victim will be encouraged to express his/her feelings.
- A member of the Senior Leadership Team, along with the Phase Leader, should then meet with the bully/bullies and explain how the victim is feeling.
- A plan of action should be agreed on between all parties and progress must be reviewed regularly.
- The bullying incident must be logged on CPOMS, together with the strategies employed for dealing with the problem.
- Serious action will be taken where incidents of bullying involve physical violence or extreme abuse, if the bullying continues or if the bully has been involved in previous incidents. In some cases, suspension or exclusion may result.

In all cases, the language used in discussions and the plans put in place will be tailored to the children involved, mindful of their age and stage of development.

Monitoring and Evaluation

Monitoring of the Anti-Bullying Policy and Behaviour Policy is the responsibility of the PSHE Leader and Senior Leadership Team. Bullying incidents are logged together with the strategies employed on CPOMS; this information is analysed regularly and appropriate measures put in place if necessary.

Reviewed: September 2026

Review Due: September 2029

Approved by: Governor: ……..

Name: ……..…….. Date: ……

Headteacher: ……

Name: …….. Date: ……