PAISLEY PRIMARY SCHOOL

We value every child in our community: we want them to aspire to the greatest things!

Anti-bullying Policy

September 2026

Aims

At Paisley Primary School we aim:

- To provide all children, staff and parents with a safe, secure and happy environment, where quality relationships are important and individuals are valued and respected, regardless of race, religion, sexual orientation, gender and ethnicity;
- To be proactive and to take positive action to prevent bullying from occurring and deal with any instances in school quickly, efficiently and sensitively;
- To keep both pupils and parents/carers informed of the school's expectations for behaviour and to develop and foster an effective working partnership between school and home.
- To ensure sound record keeping (through the CPOMS system) to document any incidents and ensure clarity for all stakeholders

Equal Opportunities

At Paisley Primary School we do not discriminate against any child or adult on the grounds of race, disability, gender, age, pregnancy, maternity, religion or belief or sexual orientation. We embrace the individuality of all and comply fully with the Equality Act, 2010. Our **six golden rules** ensure that respect for all lies at the heart of everything that we do in school.

At Paisley Primary School staff, governors, stakeholders, parents and children work together to create a happy, caring, learning environment, where positive relationships are developed, encouraged and valued. Bullying, in any form, will not be tolerated. It is the responsibility of everyone in school to aim to prevent occurrences of bullying and to deal with any incidents quickly and effectively.

Consequently, the governors are actively involved in reviewing and revising this policy, monitoring behaviour and preventing bullying.

Definition of Bullying

Bullying is behaviour by an individual or group, repeated over time, which intentionally hurts another individual or group, either physically or emotionally.

This can include:

- Emotional – being unfriendly, excluding, tormenting
- Physical – punching, kicking, hitting, any use of physical violence
- Racist – racial taunts, graffiti, gestures
- Sexual – unwanted physical contact or sexually abusive comments
- Homophobic – because of, or focusing on the issue of sexuality
- Verbal – name-calling, sarcasm, spreading rumours
- Cyber – all areas of internet, email, gaming and chat room misuse, mobile phone misuse - threats by text messages or calls, misuse of associated technology, i.e., camera & video

The definition of bullying, as defined in the DfE, 'Preventing and Tackling Bullying, (2017), is: Bullying is behaviour by an individual or group, 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, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Bullying is NOT, for example, falling out with friends or choosing to play with other children.

Specific bullying relationships, (DCSF Safe to Learn) are:

- Pupil on pupil or peer-on-peer
- Pupil on staff
- Staff / adult on pupil
- Staff on staff – see Whistleblower's Policy, Dignity at Work Policy and Staff Handbook

Paisley Primary School describes the forms of bullying in terms of 'how' the bullying is carried out in the following terms:

DIRECT

- Physical
- Verbal
- Non-verbal
- Emotional

INDIRECT

- Cyber-Bullying

Children are bullied for many reasons. Bullying relates to difference – real or imagined. The following is a list of reasons from DCSF 'Safe to Learn' Guidance and is reinforced through the DfE 'Preventing and Tackling Bullying, 2017:

- Appearance
- Ability
- Health
- Family or home circumstances
- Social class
- Race, religion or culture
- Disability
- SEN
- Homophobia
- Sexist, sexual and transgender

All instances of bullying should be logged on CPOMS. Where bullying makes reference to a 'protected characteristic, this must also be made clear and logged on CPOMS (Child Protection Online Monitoring and Safeguarding system). Parents of both parties should be informed.

Possible Signs of Bullying

Pupils wo are being bullied may show changes in behavior, such as becoming shy and/or nervous, feigning illness, taking unusual absences or an increased reliance on adults. There may be evidence of changes in standards or work, deterioration in behavior or lapses in concentration.

Reporting Incidents

Pupils are encouraged to report all types of bullying or inappropriate behavior in school immediately in either verbal or written format. Pupils must recognize that being a 'bystander' is not acceptable, and understand how their silence supports bullying and makes them, in part, responsible for what happening to the victim. Bullying behaviour is never ignored and it is the responsibility of all members of the school community to act on incidents of bullying. The Jigsaw PSHCE curriculum ensures pupils in all year groups received up-to-date teaching and instruction in preventing and stopping bullying. We celebrate anti-bullying week in school to further raise awareness of this issue.

Prevention of Bullying

At Paisley Primary we use a range of preventative measures to support our Behaviour Policy and to prevent bullying:

- Discussion of issues in assemblies and classes
- Behaviour Policy
- Appraising the best behaviour (Strength awards, Platinum pints, Wow moments, Gold Book etc.)
- Curriculum and events – Anti-Bullying week
- Six golden rules (and follow-up sanctions/consequences)
- The emphasis, which is placed on the celebration of every individual and the PSHCE and British Values curriculum
- Staff supervision and monitoring
- Support programmes for vulnerable children and their families
- Thrive provision and friendship groups
- Healthy Schools
- School Council
- Clear channels of communication within school and with all stakeholders and external agencies
- Accurate record keeping on CPOMS
- OPAL Play initiative for unstructured periods in school

In order to identify incidents of bullying and the identities of bullies, staff at Paisley Primary School:

- Watch for early signs of distress in pupils
- Listen
- Talk to pupils and parents
- Are vigilant at all times
- Monitor children who may be more at risk or vulnerable
- Log any incidences of alleged bullying throughout the school day: during lessons and unstructured time
- Inform senior staff as soon as possible

Prevention of Extremism and Radicalisation

Paisley Primary School is committed to the prevention of Extremism and Radicalisation. The school adheres to DfE and local authority guidance and advice; monitoring, evaluation and reviewing practice, as necessary. Regular PREVENT and safeguarding training takes place to equip staff with skills to identify and prevent the signs of such behaviour quickly.

The DSL, staff and Governing Body also receive local authority training and any associated updates, in response to legislation.

Roles and Responsibilities

Governing Body

The governing body is responsible for the Anti-Bullying Policy and for ensuring that it is monitored and reviewed. The governing Body will:

- Support the Head of School and the staff in the implementation of this policy.
- Regularly monitor incident report and actions taken
- Appoint a member of the governing body to have a specific responsibility for Anti-Bullying.

Head of School

The Head of School is responsible for implementing the Anti-Bullying policy and will ensure that:

- Bullying is addressed in the curriculum in all year groups, in particular through the PSHCE Jigsaw curriculum
- All staff receive regular CPD training
- The Governing Body receive information and updates regarding Anti-Bullying
- Good communication between pupils, staff and parents, where appropriate

Parents/Carers

We expect that parents/carers will understand and be engaged in everything that is being done for their child at school. They will support the work of the school in helping us to meet our aims and ensure their children follow the six golden rules of respect at Paisley Primary School. We want them to feel confident that everything is being done to make sure that their child is happy and safe at school. We meet with parents regularly to discuss incidents and ensure that all parties are happy with the resolution.

Pupils

We expect that our pupils will:
Support the Head of School and staff in the implementation of this policy
Follow the six golden rules of respect.
Will not bully other children
Will not encourage or support bullying
Will tell an adult if the think they are being bullied
Will tell an adult if they think someone else is being bullied

Relevant Links
Anti-Bullying Alliance – www.anti-bullyingalliance.org.uk
NSPCC – www.nspcc.org.uk
Childline – www.childline.org.uk
Kidscape – www.kidscape.org.uk

J Danson
Head of School

Policy to be reviewed September 2027

Appendix 1

We are Paisley Primary School

Paisley children deserve to feel safe, valued and happy.

Paisley children deserve a welcoming and consistent environment.

Paisley children deserve exciting learning experiences.

Paisley children deserve to read with confidence.

Paisley children deserve to have the skills to flourish in the world.

Paisley children deserve a team of trusted, valued and creative staff.

