



**GUISELEY  
SCHOOL**

# *Guiseley School Bullying Policy*

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<b>Governors' committee</b>	Curriculum & Standards Committee
<b>Responsible officer</b>	Assistant Headteacher Behaviour & Standards

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## 1. Introduction

At Guiseley School we aspire to be free from bullying, while fully accepting that unkind, bullying and abusive behaviour can occur in all school environments. This document sets out our guiding principles and the underpinning philosophy by which we have designed our behaviour and child protection processes.

We take great pride in working in a pro-active manner to ensure that the likelihood of bullying occurring is reduced. This includes considering environmental factors, such as being a mobile phone free school, clear reporting mechanisms for unkind and bullying behaviour, regular student voice, a coherent and escalating bullying curriculum and work to ensure that bullying remains a visible priority for all staff across school and the promotion of pro-social behaviours; predominantly under the umbrella of 'Being Guiseley'. At Guiseley School we pride ourselves on providing a calm and settled learning environment as we believe this is the single most effective strategy to ensure all children feel safe.

This policy takes account of legislation enacted by the Education Act 2011 as well as the Equality Act 2010.

The policy also considers Department of Education guidance July 2022 "Behaviour in Schools – a guide for headteachers and school staff", Guiseley School Child Protection Policy, Safer Working Practice Guidance and Keeping Children Safe in Education Guidance.

### **Purpose:**

The Guiseley School Bullying Policy serves three distinct purposes:

1. To provide a clear and coherent framework that ensures all incidents of bullying are reported, addressed and resolved.
2. To provide a framework by which students and families can be confident in Guiseley School's actions to tackle bullying, and leaders and Governors can assess the effectiveness of that work.
3. To provide clarity around what is often an emotive and subjective subject for all involved and to promote a consistent approach to the management of bullying.

Engagement with the policy is a non-negotiable for all stakeholders. All staff will be required to be familiar with the bullying policy and work in a manner consistent with the values and systems outlined within. Bespoke training is delivered to key staff and particularly tutors, pastoral staff and members of the safeguarding team.

## 2. Definitions

At Guiseley School we have established a set of definitions to allow us to make a clear distinction between unkind or mean behaviour and bullying behaviours. These definitions are explored with students through Assemblies, PSHE and direct work to ensure a consistently understood set of parameters.

**Bullying** is defined as the **repetitive, intentional** hurting of one person or group by another person or group, where the relationship involves an **imbalance of power**.

It is also important to understand that some behaviours that can be called bullying are not necessarily bullying. Bullying is not friendship break ups, a one-time argument, a single inappropriate comment or an isolated physical incident.

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For the purposes of this document bullying is an umbrella term that can cover **racist, misogynistic, homophobic** and any other **intolerant** or **discriminatory** behaviours towards others. This conduct can take place **in school, online, or outside of school**.

We also recognise that where bullying is not resolved, despite the efforts of school staff or other stakeholders, then these behaviours may be considered **abusive** or may be considered under the umbrella of **harassment**.

Guiseley School's work to address bullying is not limited to identifying a perpetrator of bullying and a person who has been bullied. Rather we will review incidents to identify other key roles. This allows us to both address the causes of bullying and to adapt our educational inputs to reduce the likelihood of bullying behaviour re-occurring.

These roles include:

**Instigator:** starting and leading the bullying, but not always the person saying the words or doing the actions.

**Reinforcer:** supports the bullying – might laugh or encourage other people to carry on or might video the incident for example. This is also known as an **enabler**.

We also recognise that so many students within our school community understand that bullying is unacceptable and will work to prevent bullying behaviour.

The terms used to describe these students are:

**Defender:** Stands up for someone who is being bullied. Knows that bullying is wrong and either takes action or reports the behaviour to an adult

**Ally:** Someone who is not involved in the incident, or ongoing behaviours, but takes action to support or help people who are being bullied.

## 3. Roles and Responsibilities

Care and Growth are two of our core values at Guiseley School. All stakeholders agree to support the development of these values. The following sections outlines how all parties can support the value of care, by preventing and responding well to incidents of bullying or unkind behaviour.

### 1. Students

Respect, kindness and acceptance are important values within our school. Care is also one of our core values and this should be evident in the way students treat every member of our school community. However, we understand that children make mistakes and our work is designed to help you learn from those mistakes. This is the 'Growth' value we promote for all our young people.

Students are expected to treat all members of the school community with kindness and consideration. We do not accept unkind, rude or mean behaviour. Where this behaviour is repetitive, intentionally hurtful or involved an imbalance of power this becomes bullying and all students are expected to not take part in such behaviours.

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Students who experience or witness such behaviours are expected to report bullying through one of the mechanisms available at Guiseley School. In the moment, we would encourage all students to stand up for the person being bullied, or to support them, but if they do not feel comfortable doing so, we would expect them to report bullying to staff at the earliest opportunity. It is the expectation of the Guiseley School community that all students would be active 'allies' and 'defenders', rather than 'bystanders' or 'enablers'.

Historically, some students have reported feeling uncomfortable about reporting bullying. Therefore, we have banned the use of the word 'snake', 'snitch', 'grass' or anything similar. Any students found to be using these words in an inappropriate context will receive a consequence in line with the Guiseley School Behaviour & Discipline System.

### **2. Staff**

All staff are expected to be a 'protective factor' for students. This includes remaining vigilant for any unkind, mean or bullying behaviours in school, upholding the value of 'care' for all reports of unkind and mean behaviour and taking appropriate actions to resolve any incidents of bullying wherever possible.

All incidents of bullying, as well as actions taken to resolve the bullying, must be reported on the school's CPOMs systems and in line with good practice child protection recording.

All staff may be asked to liaise with parents as required and administer the behaviour policy as required.

### **3. Parent/Carers**

Parent/Carers are expected to support Guiseley School policies and processes in preventing and addressing incidents of bullying and promoting pro-social behaviours between students.

Parent/Carers are encouraged to monitor their child's use of social media and ensure that anti-social, bullying or abusive behaviour is discussed and addressed.

Parent/Carers are encouraged to report any concerns around bullying to their child's form tutor or pastoral team at the earliest opportunity.

### **4. Form Tutors**

Form Tutors will deliver the school PSHE curriculum including work on pro-social behaviour and relationships alongside bullying, intolerance and discrimination.

Form Tutors will oversee the half termly bullying survey feedback (Appendix 2) and ensure a timely return to Pastoral Teams.

Form Tutors will liaise with students and, where required, parents to support and oversee issues of low level bullying, or issues that don't meet the bullying threshold.

### **5. Pastoral Staff**

Pastoral Teams are expected to deliver the universal bullying curriculum through Assemblies and deliver additional targeted direct work with students who display bullying behaviours on more than one occasion.

Pastoral teams are often the first responders to incidents of bullying. Students can report any behaviours of concern to pastoral teams and expect a consistent response, in line with the Guiseley Approach, regardless of which member of staff they report to.

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Pastoral teams will investigate all incidents of bullying and make a determination as to the most appropriate course of action to resolve it. In the majority of instances Pastoral teams will look to 'close the loop' by sharing determinations and outcomes with both the family of the child being bullied and the family of the child bullying.

Pastoral leaders will monitor the bullying data and trends within their respective year groups and take positive action to address any patterns of concern either for individuals or across year groups.

Pastoral teams will share the data pertaining to bullying with senior leaders on a half termly basis.

### **6. Senior Leadership**

School leaders will ensure all staff are aware of their roles and responsibilities and are trained to execute them to a high standard.

School leaders will monitor school wide trends and ensure that appropriate action is taken to address concerns including reviewing curriculum delivery.

School leaders will be involved in the management of complex or serious bullying incidents including, where it is required, the issuance of suspensions and exclusions and enhanced risk management processes.

### **7. Governing Body**

Governors have responsibility for developing and agreeing all policies that support the development of a safe and orderly school environment including the Behaviour, Child Protection and Bullying policies.

Governors will hold school leaders to account for the effectiveness of these policies and Guiseley School's work to address and reduce incidents of bullying and the effectiveness of the Guiseley Approach to dealing with bullying.

## **4. The Guiseley Approach**

At Guiseley School we firmly position ourselves as anti-bullying. Unkind, bullying, or abusive behaviour is not accepted and the school resolves to take any action that is required in order to address such behaviours on either an individual or a systemic level. We embrace our responsibility to ensure equality for all students regardless of race, ethnicity, class, gender, ability, sexuality or any other differences.

We understand and accept that children can harm and abuse children: this is often known as 'child on child abuse'. Bullying and abusive behaviour can be physical, sexual, psychological or ritualistic. Child on child abuse can be considered on a continuum that includes bullying, harassment, abuse and violence. Child on child abuse can take place in school, outside of school or online.

The Guiseley School Bullying Policy, Behaviour & Discipline Policy, and Child Protection Policy, seek to ensure that we have an informed approach that allows us to respond thoroughly and robustly to all reports of abuse. Guiseley School is clear that we have a zero-tolerance approach to all forms of abuse. Zero-tolerance means that we will never accept bullying as an inevitable part of school life. Every incident of bullying, harassment, abuse or violence will be investigated thoroughly with a determination based on the balance of probabilities (rather than beyond reasonable doubt). Zero tolerance does not mean that

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children will automatically be removed from the school environment or be issued the harshest consequence available on the first occasion.

As a school, it is our responsibility to ensure that the victims of bullying feel supported, and understand the school's response, and that the perpetrators of bullying are challenged and supported to prevent repeat behaviours.

Responses to bullying behaviours are likely to include a combination of the following:

- **Educational Actions:** As a school, we are uniquely positioned to educate our students around the ills of bullying behaviour. Whether this is addressing pro-social behaviours, promoting acceptance or developing a wider understanding of the impact of discrimination, we believe educational responses are most likely to lead to long term, sustained change.
- **Disciplinary Actions:** Guiseley School will utilise every level of the behaviour system to challenge repeat discriminatory behaviour including, if required, suspension or Permanent Exclusion.
- **Restorative Actions:** Where appropriate, and where desirable, Guiseley School will utilise restorative practices to resolve bullying and support the educational actions outlined above.

This is referred to as the 'Guiseley approach' to tackling abuse and discrimination. The determination as to the appropriate level of educational, disciplinary or restorative work will be based upon:

- Any previous / historical issues from the person who is bullying
- Any previous work completed with the individual or group
- The professional judgement of the understanding and intent of the person who has bullied
- The professional judgement of navigating the best way forward for both the person who has been bullied and the person who has bullied
- Any other contextual drivers

The 'Guiseley approach' is rooted in our core values of 'Care' and 'Grow'; it is vital that students trust that we care enough to respond to every concern, they will be believed and our actions will be designed to ensure they feel safe, secure and protected. Alongside this, we have to ensure that children learn from their mistakes and that our actions and determinations towards children who have been abusive enable them to 'grow' as people. This is why the combination of educational, restorative and disciplinary responses are absolutely essential.

## 5. GUISELEY SCHOOL ONLINE

Guiseley School believe it is a vital part of our school work to respond to concerns that are brought to our attention as a result of conduct online. This includes behaviours and incidents that could be considered to be bullying.

It remains parental responsibility to monitor and manage their child's behaviour, conduct and ability to remain safe while online, although this is proactively supported by the Guiseley School PSHE curriculum and wider pastoral work. However, when online student conduct is reported to school as it is offensive, discriminatory, abusive or impacts on the wellbeing of other Guiseley School students, we reserve the right to utilise the full range of the Behaviour and Discipline Policy right up to **Suspension** or **Permanent Exclusion**.

Guiseley School's work in exploring these concerns may necessitate looking at student's mobile phones as part of an investigation to establish roles, responsibilities, intention and impact. Therefore, in line with

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our Child Protection Policy, we reserve the right to examine a student's mobile phone if we believe it will help prevent, or respond to, any bullying, or other safeguarding concerns or issues that may compromise the maintenance of good discipline within school.

## 6. REPORTING BULLYING

One of the single biggest barriers to becoming a bully free school is a natural reluctance to report incidents of bullying. We encourage students and parents in the strongest possible terms to ensure they report all incidents of bullying. Bullies thrive on silence and it is the responsibility of school and home to ensure bullies are not able to silence any child.

There are a range of reporting mechanisms at Guiseley School:

- **All Staff:** Every member of staff has been trained in child protection, behaviour and bullying processes and will therefore respond in the same way. Students can report any incident of bullying that they have either experienced or witnessed to any member of staff.
- **Form Tutors:** Students will see their form tutors each day and are able to discuss anything that may cause them worry or concern, including bullying. If students are reluctant to discuss something publicly, they can ask to speak to their form tutor in private.
- **Pastoral Teams:** Every year group has an allocated Year Manager to provide pastoral support throughout the week. The Year Manager, Pastoral Leader and all other pastoral staff have all received additional training in managing bullying in the school environment.
- **Teams:** Students are welcome to notify staff of any concerns, or to request a private conversation via Teams or any other communication platform that the school supports.
- **Bullying Survey:** Every half term students are asked to complete a bullying survey where they are given the opportunity to disclose any concerns (See appendix 2). As well as capturing any concerns that may have occurred, it allows students to identify any issues that are 'unresolved' and they will then be followed up by pastoral teams within 48 hours.
- **Email:** students can contact school via email using the [wellbeing@guiseleyschool.org.uk](mailto:wellbeing@guiseleyschool.org.uk) email address or parents can also use the [info@guiseleyschool.org.uk](mailto:info@guiseleyschool.org.uk) address
- **Bullying Hotline:** Students or parents can report bullying on the bullying hotline phone number which is recorded in student planners.

## 7. RECORDING BULLYING

Where a child reports bullying, or a teacher confirms bullying to have occurred, all incidents must be recorded on the school CPOMS system. All records should follow Child Protection best practice in being timely, factual, evidence based, a verbatim record wherever possible and a summary of the staff's actions to resolve.

All bullying logs will be reviewed by the Child Protection team and any confirmed cases of bullying will be logged on our bullying tracker. The Designated Safeguarding Lead, or Deputy, will signpost to reporting staff whether this is a repeat incident during the course of the academic year.

Where a child has had repeat incidents where they have bullied, this will inform the level of consequence, the nature or depth of the educational input and the likelihood of restorative practice being undertaken.

## 8. SUPPORTING STUDENTS WITH SEN

Guiseley School staff understand that SEN students can be more vulnerable to bullying, and the impacts of bullying, and understand the imperative to record any concerns, and to take positive action to support students and address concerns wherever possible.

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Guiseley School has a comprehensive and expert approach to supporting students with Special Educational Needs. We are proud to retain high expectations of all students as this is vital in ensuring excellent standards of behaviour for all pupils and securing a climate for learning in which every student can thrive.

School staff never assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion. Staff use their professional judgement to consider the child's needs, their behaviour and their understanding of the situation based on the facts.

Teachers, pastoral and SEN support staff know students well and may consult SEN support documentation or SEN support staff in ascertaining whether a child understood their behaviour could be considered to be 'bullying' or whether they were unable to act differently at the time. Where it is required, reasonable adjustments may be applied. However, even where the SEN is considered to have played a part students may still receive a consequence, though it may occasionally be adapted to ensure the outcome is reasonable and proportionate.

SEN students with repeat incidents around unkind, anti-social or bullying behaviours may receive additional intervention or support from pastoral or SEN staff. This may include programmes such as social stories, cartooning, additional educational input, reflection tasks, emotional literacy programmes or any strategy that professionals feel may reduce the likelihood of further such concerns.

## **9. ONLINE MISOGYNY AND THE MANOSPHERE**

Guiseley School recognises that online safety risks include content such as pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories. We are particularly aware that students may be exposed to online content promoting misogyny and extreme views about gender roles, sometimes referred to as the 'manosphere'. The term 'toxic masculinity' does not mean that masculinity, or being a boy, is inherently bad. Instead, it refers to a specific set of harmful beliefs and behaviours rooted in extreme definitions of manliness that can harm men as well as women.

The school plays a crucial role in preventative education, which is most effective in the context of a whole-school approach that prepares students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. We will address these issues through our PSHE curriculum and wider pastoral support, ensuring students understand healthy, respectful relationships and can recognise harmful attitudes and behaviours. The school has a clear policy on the use of mobile and smart technology, recognising that many children have unlimited and unrestricted access to the internet via mobile phone networks outside of school. This access means some children, sexually harass, bully, and control others via their mobile and smart technology, share indecent images consensually and non-consensually (often via large chat groups) and view and share pornography and other harmful content.

Staff will challenge misogynistic language and behaviour immediately and record incidents appropriately. All safeguarding concerns about a child should be recorded in writing, and if an incident is a child protection concern, we will follow our safeguarding recording procedures and record it on CPOMS. We will work with students to develop their understanding of consent, healthy relationships, and equality, whilst celebrating positive masculinity and supporting all students to challenge harmful stereotypes.

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### APPENDIX 1: Bullying Curriculum

The following provides a recommended 'long term plan' to provide structure and progression for key knowledge, skills and understanding all students require in order to support Guiseley School in becoming a 'bully free' school. However, the content and delivery is reviewed termly by pastoral teams to ensure that any emerging concerns or clear patterns can be addressed urgently.

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>7</b>	What is bullying? Reporting	The Guiseley Approach	Roles in Bullying	Making yourself Bullyproof	Mean & Unkind Behaviour	Friendships & Fallouts
<b>8</b>	What is bullying? The Guiseley Approach	Bullying Roles & Online Conduct	Bullyproofing & Supporting Others	Tracking of bullying, Impact of Bullying	Respectful Relationships	Group Behaviours
<b>9</b>	What is bullying? The Guiseley Approach	Stereotypes	“Banter” and micro-aggressions	Impact of Bullying	Coercion, extortion and staying safe online	Power Imbalances: Groups/Age/Relationships/Content
<b>10</b>	What is bullying? Roles in bullying	Recognising Bullying, The Guiseley Approach	Disadvantage, Equality and Equity	Impact of Bullying	Allyship	Online Relationships
<b>11</b>	What is bullying? The Guiseley Approach	Impact of Stress on Relationships	Prejudice & Discrimination	Social Justice		

Appendix 2: Student Survey



Half Termly Bullying Review – Half Term 3 2025-2026

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Think about the definitions that were discussed in this week’s assembly. With that in mind, please answer the following questions:

1. Do you feel safe in school? Yes  No

2. Do you understand the meaning of bullying? Yes  No

3. Have you been bullied in the last 6 weeks? Yes  No

4. Did you report the bullying? Yes  No

*PLEASE ONLY ANSWER QUESTION 5 IF YOU ANSWERED YES TO QUESTION 4*

5. Has the bullying been resolved? Yes  No  Ongoing

Any other information you want to share?

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