+ We can do everything together, loving and learning through God +

Ingrave Johnstone Church of England Primary School

Anti-bullying Policy

Agreed by Governors: Autumn 2026

Review Date: Autumn 2027

Anti-Bullying Policy

Aims

- ✓ **To provide a happy, caring, safe community of learners where all are welcomed and valued.**
- ✓ **To promote an understanding of what bullying is and to provide clear guidelines of how we aim to prevent and deal with accusations or incidents of bullying.**
- ✓ **To be a 'telling school' where bullying is not tolerated by anyone.**

Our pupils feel that they have the right to be:

- Happy
- Safe from physical harm
- Free from bullies, teasing, insults
- Able to have friends
- Able to keep our own possessions, toys, money
- Different

What is bullying?

We believe:-

- Bullying is a deliberate, purposeful and sustained action against an individual or group – incidents maybe sporadic and well spread out in time.
- Bullying is the wilful, conscious desire to make the other person feel unhappy.
- Bullying is the systematic abuse of power.
- Bullying involves an imbalance of power.
- It is not a one off occasional falling out between friends or classmates.
- It is an emotive word which needs to be used carefully.
- It can be physical, verbal, sexual or emotional.
- It can be carried out by a single person or a group of individuals.
- Bullying can take place overtly or subtly.
- Bullying is **S**everal **T**imes **O**n **P**urpose

Incidents of bullying can include:-

- ❖ Name calling, including racial, sexual or homophobic abuse, including peer on peer abuse (harmful sexual behaviour)
- ❖ Malicious gossip
- ❖ Damaging or stealing property
- ❖ Coercion into acts they do not wish to do
- ❖ Violence and assault

- Pinching/kicking
- Jostling
- Inappropriate touching or gestures
- Deliberate invasion of personal space
- Teasing
- Intimidation
- Extortion
- Ostracising
- Damaging school work and equipment
- Cyber-bullying involving ICT, such as text messaging, social media, e-mails, apps and personal websites

Possible signs of distress in a child that could indicate bullying is taking place:-

- Withdrawn – lack of confidence – **a change in 'usual' behaviour**
- Deterioration of work – underachievement
- Spurious illness – absent more often (tummy aches, headaches etc.)
- Avoids certain lessons or activities – PE, playtime etc.
- Isolation
- Change in behaviour – jumpiness, snappy, weepy etc.
- Desire to remain with adults
- Erratic attendance
- General unhappiness/anxiety/fear
- Late arrival at school
- Bed wetting, sleep walking and other signs
- Bruises/cuts
- Torn, damaged clothing

Possible reasons for being bullied

- Race/gender/social and academic differences
- New child in school/class
- Child with family crisis or change in circumstance
- Disability or difference of any kind

Reasons for engaging in bullying behaviours could include

1. Victim of violence
2. Enjoyment of power/creating fear
3. Copying behaviour at home or on T.V./internet/gaming
4. Low self esteem

Bullying affects every school and community.

It occurs in children from all backgrounds, cultures, races, sexes, from Nursery to 6th Form and in adults.

How does the school deal with bullying?

- By taking bullying seriously.
- We listen when someone tells us that they or someone else is being bullied.
- By changing behaviour and supporting the targeted child we aim to stop the bullying from happening again.
- If the bully's behaviour is to change it will be necessary for him/her to develop empathy and consideration for others. Punitive action alone does not stop bullying and often leads to acts of revenge or prevents targeted children from telling.
- Accordingly, incidents of bullying will be dealt with in the following way, using a 'support group' approach:

1. Take an account from the targeted child. The focus will be on ascertaining how the child is feeling.
2. Arrange a meeting with a support group comprising of peers identified by the targeted child. This group will be of about 6-8 children; a mixture of those involved, colluders, friends or role models.
3. Explain there is a problem to be shared and solved.
4. Explain the targeted child's feelings.
5. Ask for suggestions as to how the situation might be helped. (It is not productive to attribute blame.)
6. Tell those involved that you will see them individually in about a week to assess how things are going. A record of actions is kept and a copy given to the Head Teacher.
7. Inform the targeted child's' parents that an incident has occurred and how it is being resolved.
8. Convey throughout this process the belief that the young people involved are not "bad" and are capable of considerate behaviour.

(Source: Essex Behaviour Support Team)

(See Appendix 1 Bullying Report and Appendix 2 Pupil Views)

What should parents do about bullying?

- Inform the school if they think their child is being bullied or is bullying others.
- Listen to your child and keep an open mind. The symptoms at home of children being bullied or who are bullying can sometimes be very similar.
- Parents should talk to their children about bullying, explaining the definition in this document.
- Encourage their children to tell someone if they feel they are being bullied.

Pupils can help stop bullying by:

- Telling someone-teacher, parents, family, school staff.
- Supporting the people being targeted by being a good friend to them and telling someone who can help.

- Listening to someone who needs help.
- Trying to ignore the bully.
- Supporting a telling school –telling someone if they know bullying is happening.

Procedures/arrangements to help reduce/eliminate bullying (prevention is better than cure!)

We believe that deliberate ongoing structures and procedures are vital in order to help prevent bullying. Particularly important is a culture of clear, positive expectations, backed up with appropriate strategies to tackle bullying.

- ✓ Regular reinforcement of the idea that we are a 'telling school' (if there is a problem 'tell someone') (See Telling School – Code of Practice Appendix 3)
- ✓ Regular reinforcement of **S**everal **T**imes **O**n **P**urpose approach to defining bullying
- ✓ Clear school rules – Lunchtime and Golden Rules
- ✓ Clear class rules
- ✓ Positive rewards and recognition (praise, house points, stickers, value badges and celebration assembly)
- ✓ Regular assemblies using moral stories to help raise awareness and encourage the children to 'do the right thing'.
- ✓ Use of telling mechanisms where appropriate to help telling
- ✓ Use of circle time to explore issues and feelings
- ✓ Work in school on friendships and valuing each other's differences
- ✓ Anti-bullying week (as appropriate)
- ✓ Use of outside agencies to provide training (as appropriate)

Appendices :

1. **Bullying Report Form**
2. **Pupils Views**
3. **Ingrave Johnstone C of E Primary School is a Telling School**
   Parents' Ant-bullying Leaflet

   Pupils' Action

   Staff Action

Appendix 1

Bullying Incident Report Form – CONFIDENTIAL

Name of targeted pupil _____ Date _____

Brief details of pupil's feelings:

Members of support group:

Agreed actions:

Timescale for review and how to be reviewed:

Targeted pupil's feelings following agreed actions:

Signed _____ Date _____

Copy form to Head Teacher ☐

Appendix 2

Pupil Views

Bullying:

- Happens more than once – it keeps on happening
- Is when someone is made to feel weak
- Is when a group of people tries to hurt your feelings
- Can be physical – pushing, kicking, punching, slapping, inappropriate touching
- Can be verbal (what we say) – name calling, threats, shouting insults (rude or nasty words)
- Can be non-verbal-making signs, dirty looks, sticking out tongue
- Can involve damaging property

Who could be bullied:

- Anyone
- People who find the work at school hard
- People who are clever
- People who have different religions or accents
- Anyone who is weaker
- If you're different – hair/eye/skin colour/wearing glasses/having spots
- People with a different appearance
- Anyone with different clothes
- People who speak differently
-

At our school we have the right to be:

- Happy
- Safe from physical harm
- Free from bullies, teasing insults
- Able to have friends
- Able to keep our own possessions, toys, money
- Different

We can help stop bullying by:

- Telling someone – teacher, parents, family, school staff
- Supporting the people being bullied by being good friends and telling someone
- Listening to someone who needs help
- Trying to ignore the bully
- Having a 'Telling School'

Appendix 3

Ingrave Johnstone C of E Primary School

Code of Practice for Pupils

INGRAVE JOHNSTONE IS A 'TELLING SCHOOL'

Bullying is **S**everal **T**imes **O**n **P**urpose

How can I stop bullying? **S**tart **T**elling **O**ther **P**eople -**STOP!**

Who can help me? **S**tudents (friends) **T**eachers **O**thers (who can help) **P**arents -**STOP!**

Feeling bullied? Feeling unhappy?

Then follow these easy steps:

Step One: Value yourself and your feelings

TELL your friends

TELL your parents

TELL the school, so together they can help

Step Two: Help yourself

Ignore comments – don't react, but TELL

Prevent it:

Out of school – avoid the problem spots

- do not walk home alone

- bullying is wrong; say no and seek help

In school
- tell a member of staff you trust
- tell your teacher or trusted adult

Step Three: If you see bullying, TELL SOMEONE!

Appendix 3

Ingrave Johnstone C of E Primary School

Code of Practice

Staff Action

INGRAVE JOHNSTONE IS A 'TELLING SCHOOL'

1. If you suspect a pupil is being bullied, or have an incident reported to you:

- Talk to the pupil about how they're feeling
- Listen
- Offer support
- DO NOT IGNORE IT
- Tell them your plan of action

2. Set up a support group using the appropriate staff. Report the incident on CPOMS and any actions taken.

3. Alert all appropriate members of staff as necessary.

4. Make it clear to the targeted child that school can help and they will be supported.

5. i) Reassure the targeted child that it is not their fault that he/she was bullied.
   ii) Reassure the child that he/she was right to tell you.
   iii) The targeted child or the bully should not feel as though they are being punished

6. Continue to monitor closely – do not assume that the bullying has stopped

7. Ensure that the parents of the targeted child are informed and updated

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