



## St John's C E Primary Academy ANTI-BULLYING POLICY

### Principles and Values

As a school we take bullying and its impact seriously. Pupils and parents should be assured that known incidents of bullying will be responded to. Bullying will not be tolerated. The school will seek ways to counter the effects of bullying that may occur within school or in the local community. The ethos of our school fosters high expectations of outstanding behaviour and we will consistently challenge any behaviour that falls below this.

### Objectives of this Policy

- All LAC, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All LAC and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.

The aim of this policy is to work together to ensure that our school is a safe place for children and adults to be whether the school community is directly or indirectly affected by bullying or not.

### What Is Bullying?

Bullying is unacceptable behaviour used by an individual or group, usually repeated over time that intentionally hurts another individual or group either physically or emotionally. In other words, bullying at St John's Primary Academy is considered to be, "unacceptable behaviour which occurs **'lots of times, on purpose'**."

Bullying can be short term or continuous over long periods of time.

Bullying can be:

Emotional	being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
Physical	pushing, kicking, biting, hitting, punching, taking another's belongings or any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Homophobic	because of, or focusing on the issue of sexuality
Direct/ indirect Verbal	name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Bullying may be related to:

- Race
- Gender
- Religion
- Culture
- SEN or disability
- Appearance or health condition
- Home circumstances, including young careers and poverty
- Sexual orientation, sexism, or sexual bullying, homophobia

Bullying can take place in the classroom, playground, toilets, on the journey to and from school, on residential trips and cyberspace. It can take place in group activities and between families in the local community.

### **Perpetrators and Victims**

Bullying takes place where there is an imbalance of power of one person or persons over another.

This can be achieved by:

- The size of the individual,
- The strength of the individual
- The numbers or group size involved
- Anonymity - through the use of cyber bullying or using email, social networking sites, texts, etc.

Staff must remain vigilant about bullying behaviours and approach this in the same way as any other category of Child Abuse; that is, do not wait to be told before you raise concerns or deal directly with the matter. Children may not be aware that they are being bullied; because they may be too young or have a level of Special Educational Needs, which means that they may be unable to realise

what others may be doing to them.

Staff must also be aware of those children who may be vulnerable pupils; those coming from troubled families, or those responding to emotional problems or mental health issues, which may bring about a propensity to be unkind to others, or may make them more likely to fall victim to the behaviour of others.

### **Why is it Important to Respond to Bullying?**

Bullying hurts. No one deserves to be a victim of bullying. Bullying has the potential to damage the mental health of a victim. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

### **Signs and Symptoms for Parents and Staff**

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do make less effort with school work than previously
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home hungry (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber-message is received
- lack of eye contact
- becoming short tempered

- change in attitude to people at home.

These signs and behaviours could indicate other social, emotional and/or mental health problems, but bullying should be considered a possibility and should be investigated

### **Outcomes**

All known/reported incidences of bullying will be investigated by the class teacher or by a senior member of staff.

Parents of the perpetrator may also be questioned about the incident or about any concerns that they may be having. The child displaying unacceptable behaviour, may be asked to genuinely apologise (as appropriate to the child's age and level of understanding). Other consequences may take place, e.g. a parent being informed about their child's behaviour and a request that the parents support the school with any sanctions that it takes (See Behaviour Policy). Wherever possible, the pupils will be reconciled.

In some cases, outside agencies may be requested to support the school or family in dealing with a child continually demonstrating unacceptable behaviour towards others, e.g. police, counsellor,

In serious cases (this is defined as children displaying an on-going lack of response to sanctions, that is, no change in behaviour of the perpetrator and an unwillingness to alter their behaviour choices), counselling, reduced timetables, or even fixed or permanent exclusion will be considered.

During and after the incident(s) have been investigated and dealt with, each case will be recorded in the Bullying Log and monitored to ensure repeated bullying does not take place.

The Safeguarding LAC will be informed of any incidents recorded in the log along with incidents, sanctions and reconciliation.

### **Prevention**

At St John's Primary Academy, we use a variety of methods to support children in preventing and understanding the consequences of bullying through class assemblies, RESPECT curriculum (PSHE, British Values, SMSC), the school Vision and worship themes and friendship weeks. Friendship Stop, E-Safety Day, Worry Box.

The ethos and working philosophy of St John's Primary Academy means that all

staff actively encourage children to have respect for each other and for other people's property. Good and kind/polite behaviour is regularly acknowledged and rewarded.

Staff will regularly discuss bullying; this will inform children that we are serious about dealing with bullying and leads to open conversations and increased confidence in children to want to discuss bullying and report any incidents and concerns about other children's behaviour.

Staff will reinforce expectations of behaviour as a regular theme in line with our Vision, Learning Behaviours, school's expectations and linked to our worship values.

Staff must be careful not to highlight differences of children or an individual child, even if this is done in jest. This gives other children advocacy to use this difference to begin calling names or teasing. Staff must be vigilant regarding groups of friends together. Friendship groups may bring about the imbalance of power and must be led towards welcoming others to join them and not excluding others from their group.

Staff must reinforce a general message that children do not have to be friends with everyone else, but they must be respectful of everyone else's feelings and be kind to each other.

Children are involved in the prevention of bullying as and when appropriate, these may include:

- writing a set of school or class rules
- reading stories about bullying or having them read to a class or assembly
- making up role-plays about what to do through scenarios of bullying
- having discussions about bullying and why it matters that children who use unacceptable behaviour towards others are dealt with quickly

If a child feels that they are being bullied then there are several procedures that they are encouraged to follow: (not hierarchical)

- Tell a friend
- Tell a teacher or adult whom you feel you can trust
- Tell a parent or adult at home whom you feel you can trust
- Discuss it as part of your PSHE time
- Ring Childline and follow the advice given

### **Recording of Bullying Incidents**

When an incident of bullying has taken place, staff must be prepared to record and report each incident. These may include homo-phobic and racist incidents. In the case of racist bullying, this must be reported to Principal

General incidences of bullying should be recorded in the Behaviour Log this would include incidents where staff have had to become involved and speak with

children, and/or where parents have raised concerns regarding bullying. All incidents of bullying will be discussed with all relevant staff and parents of the children involved, in order that everyone can be vigilant and that further incidents by the same child(ren) may be prevented from happening in the future. Incidents of bullying will be discussed with the Governing Body (Safeguarding LAC).

### **Advice to Parents**

As the parent of a child whom you suspect is being bullied-

- Report bullying incidents to the class teacher. The class teacher will then give you a 'Bullying Allegation Form' (see Appendix)
- Once the bullying allegation form has been submitted a member of SLT will conduct an investigation, feed back to the parent and take any appropriate action.
- In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem.
- If necessary and appropriate, police will be consulted
- An attempt will be made to help the child using unacceptable behaviour towards others, to change their behaviour.

### Do Not:

1. Attempt to sort the problem out yourself by speaking to the child whom you think may be behaving inappropriately towards your child or by speaking to their parents.
2. Encourage your child to be 'a bully' back.

Both of these will only make the problem much harder to solve.

This policy was reviewed and approved by the Local Academy Committee on 11 February 2025. It will be reviewed in spring 2028.

**Appendix 1**

**Bullying Allegation Form**

Name of child: \_\_\_\_\_ Class: \_\_\_\_\_

Date: \_\_\_\_\_ Parent: \_\_\_\_\_

Behaviour	Please tick if applicable
My child has been called names repeatedly by the same child/children on a number of occasions over a period of time.	
My child has been physically hurt by another child/children on a number of occasions over a period of time.	
A child has been mean to my child on a number of occasions over a period of time.	

Incident record	
Approximate time of incident - please specify month/ day/ term where possible.	Details of the incident - please provide as much detail as possible. Including staff who dealt with the incident at the time. This will enable us to investigate the allegation fully.

Please continue over the page if necessary.

Any other relevant information.

Please return this form to school as soon as possible. A member of the Senior Leadership Team (Mr Slater or Mrs Carnell) will contact you to arrange a meeting.