

ASHFIELD JUNIOR SCHOOL



ANTI-BULLYING POLICY

2025

Written: September 2025 (reviewed and updated)

Date to be reviewed: September 2027

Signed (Headteacher): 

Signed (Chair of Governors): 

Introduction

In addition to this policy we have a separate section on Peer on Peer abuse in our Child Protection Policy and Procedures.

Other relevant documentation: Behaviour Policy, Special Needs Policy, Racial Equality Policy.

Aims

Schools have a duty of care towards their pupils acting in loco parentis. Whilst we cannot guarantee that bullying does not occur at Ashfield Junior School, the overall aim of this policy is to promote a climate in school where bullying and harassment cannot flourish and where all members of the school community especially the young are treated with respect. This is entirely consistent with the school's vision and ethos.

The policy aims to be preventative and proactive to enable children to learn and be taught to their full potential, regardless of gender, race, religion, age, ability, appearance or culture.

This policy sets out the strategies to be followed and the back up by systems in place to ensure effective implementation, monitoring and review.

According to the DfE document 'Preventing and Tackling Bullying- Advice for Head teachers, staff and Governing Bodies, bullying may be defined as:

'Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally'.

Specific types of bullying include those relating to:

- Race, religion, culture or gender;
- SEN or disabilities
- Appearance or health conditions;
- Sexual orientation;
- Young carers or looked after children or otherwise related to home circumstances;
- Sexist or sexual bullying.

It can take place between pupils, between pupils and staff, parents and staff or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyber bullying methods.

Acts of bullying can include:

- Name-calling;
- Taunting;
- Mocking;
- Making offensive comments;
- Kicking;
- Hitting;
- Pushing;
- Taking belongings;
- Inappropriate text messaging, emailing or 'posting' on social media sites;
- Sending offensive or degrading images by phone or via the internet e.g. via Social media sites;
- Upskirting;
- Producing graffiti;
- Excluding people from groups;
- Spreading hurtful and untruthful rumours.

Many experts believe that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those who bully to defend themselves. The imbalance of power can manifest itself in several ways. It may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by

having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Cyber bullying can be defined as the use of information and communications technology particularly mobile phones and the internet, deliberately to upset someone else. Cyber bullying that occurs while pupils are under the school's direct supervision will be dealt with in line with this Policy and procedures.

In cases where cyber bullying occurs while pupils are outside our direct supervision (i.e. at home), parents will be encouraged to report these incidents to the Police as criminal laws (such as those pertaining to harassment, threatening and menacing communications) may apply. Parents are also encouraged to report such bullying to the school. If the alleged perpetrator is a member of this school community, the school will act in line with this policy and procedures. The school will, wherever possible, support parents in this and may impose a sanction upon the bully where this individual is recognisable.

The Law

The school endeavors to comply with the legal requirements placed on schools and the Governing body to determine detailed measures (rules, rewards, sanctions and behavior management strategies) that 'encourage good behavior and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils' (Education and Inspections Act 2006, section 89). The school will exercise its legal powers as outlined in section 89/5 and section 91, Education and Inspections Act 2006 as deemed appropriate and practicable.

Schools are required to comply with the equality duty 'The Equality Act 2010'. The public sector equality duty has three aims:

- Eliminate unlawful discrimination, harassment, victimization and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

Reporting and recording incidents of bullying

Pupils and parents are encouraged to report bullying to any member of staff. Incidents are, in the first instance, referred to the child's Class teacher to be investigated, appropriate action taken and parents will be informed promptly. The staff member investigating will record this incident and parental contact on the school's CPOMS system. Pupil voice is important at Ashfield and pupils are encouraged through various means to report any incidents of bullying behavior which they encounter personally or become aware of. This is reinforced through assemblies, PSHE classes, One Decision or Jigsaw activities, circle time, Kidsafe sessions and Anti-Bullying Week. The school's Behaviour Policy also reinforces the school's expectation as to how members of the school community should conduct themselves. A log of incidents will be recorded and kept regardless of outcome of the investigation.

Tackling bullying

The aim of any anti-bullying intervention is to safeguard and support the victim, discipline and modify the behaviour of the bully with a view to prevent, de-escalate and stop further incidents of harmful behavior.

Strategies for dealing with bullying

- Ensuring that there is a promotion of an open and honest anti-bullying ethos in the school- referring to our Golden Rules
- Investigate all allegations of bullying
- PSHE programme (One Decision & Jigsaw) that discusses issues such as diversity and anti-bullying messages
- Calendared anti-bullying week
- Poster and leaflet campaigns- produced by the children
- Assemblies that promote a sense of community
- Class discussion and role play that draw out anti-bullying messages
- Circle time

- Acceptable Internet Use Agreement is signed by all and online safety is discussed regularly at school, including Safer Internet Week
- On-going staff induction and training programme
- Adequate staff supervision at lunch and break times
- Clear and consistently applied Policies for Behaviour and Uniform
- Home school agreement
- Parental and pupil surveys
- Proactive School Council

Strategies for reducing playground bullying

The school's playground environment is carefully organised to offer space for educational, social, physical and creative activities, reduce boredom and therefore bullying.

This is achieved by providing:

- a stimulating range of playground equipment including footballs, basketball, skipping ropes and marking for specific games or activities etc.
- designating areas for different activities –i.e. restricting ball games to the netted yard, games to the large, lower yard
- The Gazebo, Outdoor Benches and Chill Out Zone for conversation, quiet games, calming down or observation.
- providing alternative activities indoors;
- staggered dinner sittings to reduce numbers on the yard;
- SLT presence outside and in the dining hall;
- increased levels of supervision from lunchtime team and Tas.

Strategies for dealing with the bully

- Disciplinary sanction imposed either exclusion or internal exclusion from peers
- Engage promptly with parents to ensure their support and involvement
- Restorative justice approaches taken as appropriate
- One to one sessions with Mrs Stainton (DSL), Mrs Walker (ELSA) or Mrs Langley (HLTA- MH)
- Counselling offered
- Mental Health support
- Work with Educational psychologist or other outside agency
- Anger management strategies

Strategies to support a victim

- Disciplinary sanctions as appropriate applied to the bully
- Counselling offered
- Mediation
- One to one sessions with Mrs Stainton (DSL), Mrs Walker (ELSA) or Mrs Langley (HLTA-MH)
- Short term modifications to seating plans, class settings etc
- One to one parent interview, parental support and involvement
- Self-assertive strategies discussed