

# Anti-Bullying Policy

Thomas Jolyffe Primary School

To be the best we can be!



**Approved by:** Philippa Liversidge

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**Next review due by:** September 2026

Thomas Jolyffe Primary School is a zero-tolerance school to bullying.

We believe that all children in our care should be protected from those who wish to deliberately hurt them either physically or emotionally.

### **Aims of this Policy**

- To develop a school environment that is both safe and supportive for all pupils.
- To ensure that all pupils, parents and staff are aware of the definition of bullying and the distressing effect it has on its victims.
- To have in place, established systems that will deal with incidents of bullying.
- To ensure children feel confident in reporting any incident of bullying.
- To inform everyone connected with the school of the school's anti-bullying policy.

### **Our definition of Bullying:**

Bullying is any form of deliberate act, by an individual or group, repeated over time which intentionally causes hurt, physically or emotionally to another individual or group. Bullying has many forms – e.g. physical, verbal, emotional, homophobic, racist or electronic (cyber-bullying). A bully is someone who repeatedly targets others and makes them unhappy or frightened because of their actions. They may do this by:

- Threatening behaviour (psychological, intimidation)
- Using physical violence
- Using unpleasant words – insulting comments, mocking verbal abuse
- Homophobic comments
- Racist language or comments
- Stealing property, taking or demanding money
- Deliberately upsetting people
- Sending unpleasant text messages/images
- Using the internet/MSN/Facebook/Whatsapp/X (Twitter)/technology to spread unpleasant rumours (cyber bullying) or abuse directly.

Whilst there are various types of bullying, most have three things in common:

1. It is deliberately hurtful
2. It is repeated over time
3. There is an imbalance of power, which makes it hard for those being bullied to defend themselves.

As a school we have a zero tolerance stance towards any form of bullying. We are aware that bullying can happen anywhere, but we strongly believe that wherever pupils are they have the right to be safe. Nobody has the right to make anyone unhappy.

There may sometimes be misunderstanding about the meaning of the term 'bullying': one-off incidents, whilst they may be serious, distressing and must always be dealt with, do not fall within the definition of bullying.

Our stated commitment is that when a young person speaks out about bullying:

- They will be listened to.
- Their concerns will be taken seriously.
- The matters will be investigated.
- Together we will find a way to tackle it.
- Someone will be there to help and support the young person.

### **Our policy and the Law**

The Education and Inspections Act 2006 section 89:

- Provides that every school must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents;
- Gives head teachers the ability to ensure that pupils behave when they are not on school premises or under the lawful control of school staff.

The Equality Act 2010 and its relevance

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. It replaces the three previous public sector equality duties for race, disability and gender, and also covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The Duty has three aims.

- Eliminate unlawful discrimination, harassment, victimisation 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;
- Foster good relations between people who share a protected characteristic and people who do not share it.

It is important to understand the relevance of this act in relation to the policy as it ensures that school is aligned with government policy and expectations for its community. Safeguarding Children and Young People

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm'. Where this is the case, school staff should report their concerns as per the school's Child Protection Policy and Procedures (to the DSL).

Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.

### **Signs and Symptoms**

- It can be hard for adults, including parents, to know whether or not a child is being bullied. A child might not tell anyone because they're scared the bullying will get worse. They might think that they deserve to be bullied, or that it's their fault.

You can't always see the signs of bullying and no one sign indicates for certain that a child is being bullied. But you should look out for:

- Belongings getting "lost" or damaged
- Physical injuries such as unexplained bruises
- Being afraid to go to school, being mysteriously 'ill' each morning, or skipping school
- Not doing as well at school
- Asking for, or stealing, money (to give to a bully)
- Being nervous, losing confidence, or becoming distressed and withdrawn
- Problems with eating or sleeping
- Bullying others.

Things you may notice If you're worried that a child is being abused, watch out for any unusual behaviour:

- withdrawn
- suddenly behaves differently
- anxious
- clingy

- depressed
- aggressive
- problems sleeping
- eating disorders
- wets the bed
- soils clothes
- takes risks
- misses school
- changes in eating habits
- obsessive behaviour
- nightmares
- drugs
- alcohol
- self-harm

If you notice any of these indicators then you should speak to the Headteacher, Deputy Headteacher or a member of the SLT.

### **School Ethos and Procedures**

The School works hard to create a happy, caring and secure environment where everyone is valued and respected in the following ways:

**Praise and Success:** All pupils are aware that they are part of a community where praise reward and the celebration of success is a major part of their everyday lives.

**Awareness:** Parents, pupil, teachers and governors are made aware that this is an anti-bullying school.

**Home-School Agreement:** The Home-School Agreement encourages parents to help their child become a helpful member of the school community.

**Whole School Discussion:** Pupils are periodically involved in discussion ensuring they understand which behaviours are acceptable and which are not.

**Pupil Confidence:** Pupils are encouraged and supported to develop the confidence to report any incident of bullying.

**Informing:** Parents are asked to inform the school of any incident of bullying involving their child.

**Investigations:** All reported incidents are investigated and dealt with.

**Counselling:** Counselling and support mechanisms are in place to help those who have been bullied.

**Discussion:** All perpetrators of bullying are given time to discuss why they have bullied, the effects of their actions and why their actions were wrong.

**Disciplinary Action:** Parents are informed of all events and of what actions have been taken.

**INSET:** Training in behaviour management techniques is given to all school personnel.

**Monitoring and Evaluating:** The effectiveness of the school's anti-bullying policy is regularly evaluated and improvements made where necessary.

### **The role of Governors:**

The Governing Body supports the Headteacher in all attempts to eliminate bullying from our school. The Governing Body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately. The Governing Body fully supports the implementation of the National curriculum and in particular the PSHE element where bullying in all its forms and types is learnt about, discussed and understood by pupils at an age appropriate and sensitive level. The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the Headteacher to keep accurate records of all incidents of bullying, and to report to the Governors on request about the effectiveness of school anti-bullying strategies.

A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the Chair of Governors to investigate the matter. The Governing Body should respond within ten days to any request from a parent to investigate incidents of bullying. In all cases, the Governing Body notifies the Headteacher, and asks them to conduct an investigation, and to report back to a representative of the Governing Body.

### **The role of the Headteacher**

It is the responsibility of the Headteacher to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The Headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request. The Headteacher ensures that all staff, including lunchtime staff; receive sufficient training to be equipped to identify and deal with all incidents of bullying.

The Headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.