

Anti-Bullying Policy

Thomas Jolyffe Primary School



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1. Policy Statement & Ethos

At Thomas Jolyffe Primary School, we are committed to providing a safe, supportive, and inclusive environment where every child feels valued, respected, and protected from harm. We operate a zero-tolerance stance towards bullying.

Our approach to anti-bullying is fully integrated with our Relationships and Behaviour Policy. We uphold The TJ Way: Ready, Respectful, Safe. While we maintain firm boundaries and robust accountability, we recognize that every behaviour is communication. Responses to bullying address the harm caused through restorative repair and educational consequences, while addressing any underlying emotional or developmental needs of the pupils involved.

2. Definition of Bullying

Bullying is any form of deliberate act, by an individual or group, repeated over time, which intentionally causes physical or emotional hurt to another individual or group. It involves an imbalance of power, making it difficult for those being targeted to defend themselves.

Bullying can take many forms, including:

- **Physical:** Hitting, kicking, pushing, taking or damaging belongings.
- **Verbal:** Name-calling, insults, mocking, threatening language, or taunting.
- **Relational / Emotional:** Deliberate exclusion, spreading rumours, manipulation, or intimidation.
- **Prejudice-Based & Discriminatory:** Homophobic, biphobic, transphobic, racist, sexist, or disablist comments and behaviour.
- **Cyberbullying:** Unpleasant, abusive, or intimidating messages, images, or posts sent via digital technology, online gaming platforms, social media, or group chats.

Note: One-off incidents of conflict or unkindness, while serious and always addressed through our Relational Response Pathway, do not fall within the definition of bullying.

3. Statutory Framework & Safeguarding

This policy complies with section 89 of the Education and Inspections Act 2006 and aligns with the Equality Act 2010 and Keeping Children Safe in Education.

Under the Children Act 1989, bullying incidents are treated as a child protection concern where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. In such cases, staff must notify the Designated Safeguarding Lead (DSL) immediately.

4. Indicators, Signs, and Symptoms

Staff and parents should remain vigilant for changes in behaviour or presentation that may indicate a child is experiencing bullying or distress:

- Unexplained physical injuries or damaged belongings.
- Reluctance or anxiety about attending school, or frequent physical complaints (e.g., stomach aches).
- Changes in academic performance, concentration, or engagement.
- Becoming withdrawn, anxious, clingy, or unusually tearful.
- Changes in eating or sleeping habits.
- Exhibiting aggressive or bullying behaviours towards others.

5. Response Procedure for Bullying Incidents (CPOMS Escalation Pathway)

When bullying is suspected or reported, staff follow a structured six-step reaction process embedded within the school's Relational Escalation & Support Pathway. All incidents, investigation notes, parental contacts, and support actions must be recorded on CPOMS.

SUMMARY OF THE 6-STEP RESPONSE PATHWAY

Step 1: Receive & Record (CPOMS) — Listen responsively, validate, log within 24 hours.

Step 2: Triage & Safety Assessment — Immediate safety check; route to DSL if safeguarding threshold met.

Step 3: Investigation — Gather facts calmly from all involved; evaluate against bullying criteria.

Step 4: Dual-Track Intervention & Staged Phone Calls — Support plan for target; Level 2/3 response, educational consequences & staged parental calls for perpetrator.

Step 5: Facilitated Restorative Repair — Structured restorative conversation (Appendix C) when safe; fresh start.

Step 6: Post-Incident Monitoring & Review — Scheduled CPOMS check-ins at Day 7, 14, and 30; termly SLT review.

Step 1: Receive & Record (Listen & Validate)

- **Listen:** Any staff member receiving a report listens attentively, stays calm, and validates the pupil's feelings. The pupil is assured that they are safe and that the matter will be taken seriously.
- **Record (CPOMS):** The receiving staff member logs the report on CPOMS within 24 hours, tagging the relevant Class Teachers, Phase Leaders, and the Behaviour/Inclusion Lead.

Step 2: Triage & Immediate Safety Assessment

- **Safety First:** Immediate steps are taken to ensure the physical and emotional safety of the targeted pupil.
- **Safeguarding Escalation:** If the incident meets the threshold for significant harm, the incident is flagged directly to the Designated Safeguarding Lead (DSL) on CPOMS in line with the Child Protection Policy.

Step 3: Investigation

- **Information Gathering:** A designated lead (Class Teacher, Phase Leader, or Senior Leader) conducts separate, calm discussions with all children involved using neutral language.
- **Evaluation:** Staff assess whether the behavior meets the three statutory criteria for bullying: (1) intentional harm, (2) repeated over time, and (3) power imbalance.
- **CPOMS Logging:** The findings, context, and evidence are detailed thoroughly on the primary CPOMS incident log.

Step 4: Coordinated Dual-Track Intervention & Staged Parental Calls

A. Support for the Targeted Pupil (Victim):

- Assigned a designated 'safe adult' for daily check-ins.
- A tailored safety plan is created (e.g., adjustments to unstructured time, playground buddy support).
- Parents/carers are contacted to explain the supportive measures put in place.
- **B. Escalated Response, Parental Calls & Educational Consequences for the Perpetrator:**
- Perpetrators of bullying are escalated through the school's Relational Escalation & Support Pathway, balancing firm boundaries and educational consequences with an investigation into underlying needs (using Appendix D: Behaviour as Communication).
- Where a child is unresponsive to adult support and regulation strategies, staff execute a Two-Stage Parental Notification Protocol. The matrix below outlines staff actions, phone call procedures, and educational consequences:

Escalation Level	Bullying Triggers & Responsiveness	Staff Actions, Support & Parental Calls	Educational Consequences
Level 2: Class Team Out-of-Class Reset	• Persistent relational exclusion or unkindness. • Emerging bullying patterns. • Child is unresponsive to initial in-class resets or redirection.	• Class TA facilitates 5–10 min out-of-class reset. • Class teacher conducts restorative reflection. • STAGED CALL 1 (Inform & Warn): Class teacher phones home to inform parents/carers of ongoing behavior and warn that they may be called in if it persists. • Recorded on CPOMS.	• Temporary loss of specific shared privileges. • Supervised break times / quiet area reset. • Guided completion of Reflection Sheet. • Restorative action (written/verbal apology).
Level 3: Collaborative Senior Support	• Severe, persistent, or prolonged bullying. • Discriminatory abuse or cyberbullying. • Physical aggression or violent threats. • Child remains unresponsive despite Level 2 support.	• Immediate SLT involvement & co-regulation hold. • STAGED CALL 2 (Request Attendance): SLT/Teacher phones parents/carers asking them to come into school immediately to support regulation and safety. • SLT facilitates restorative handback. • Formulate/review Individual Support Plan. • Recorded on CPOMS.	• Extended loss of unstructured/playground time. • Removal from group activities/events. • Community repair actions within school. • Serious statutory sanctions (Suspension/Exclusion) if safety is compromised.

Step 5: Facilitated Restorative Repair & Restoration

- **Restorative Conversation:** Once both pupils are fully regulated, a structured Restorative Conversation (using Appendix C prompts from the Relationships and Behaviour Policy) is facilitated by an appropriate staff member—only when safe and appropriate for the target.
- **Fresh Start:** Clear boundaries are re-established, an agreement to cease the behavior is secured, and the perpetrator is supported to make a genuine fresh start without ongoing prejudice.

Step 6: Post-Incident Monitoring & Review

- **Scheduled Check-ins:** The Class Teacher or Senior Leader conducts formal follow-up check-ins with the targeted child at 7 days, 14 days, and 30 days post-incident to ensure the behavior has stopped.
- **CPOMS Updates:** Each check-in outcome is updated on the original CPOMS log.
- **SLT & Governor Oversight:** The Headteacher and SLT review CPOMS bullying data termly to evaluate the impact of interventions, identify trends, and report anonymized data to the Governing Board.

6. Roles and Responsibilities

- **Governing Board:** Monitors the effectiveness of this policy, evaluates termly bullying trends via leadership reports, and handles formal complaints in accordance with policy guidelines.
- **Headteacher & Senior Leadership Team:** Ensure all staff are trained to identify and address bullying, oversee CPOMS data, and maintain a culture of mutual respect and safety.
- **All Staff:** Maintain high expectations, model The TJ Way, listen responsively to pupil concerns, execute the 6-step response process, and record all incidents and actions on CPOMS.
- **Parents & Carers:** Partner with the school, report suspected bullying promptly, respond constructively to staged phone calls, and support the implementation of relational and educational outcomes.
- **Pupils:** Report any incidents of bullying they experience or witness, adhere to The TJ Way, and take responsibility for repairing relationships when harm occurs.