

## Anti-Bullying Policy

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This policy should be read in conjunction with:

- City Junior School Parents Handbook
- City Junior School Pupil Code of Conduct
- City Junior School ICT Code of Conduct
- Exclusions Policy
- PSHCEE Policy
- Behaviour Policy
- Relationships and Sex Education Policy
- Anti-bullying strategy

### 1. Context

All schools have a duty to draw up procedures to prevent bullying and to bring these procedures to the attention of staff, parents and pupils under the School Standards and Framework Act 1998. The school's policy and procedures also consider the guidance given in the DFE's *Preventing and Tackling Bullying 2017* and *Behaviour and Discipline in Schools 2016* and the guidance given in the ISSR handbook September 2017.

### 2. The School's Position

The school will not tolerate bullying. We believe that all students have the right to be educated in an environment where there is mutual respect and co-operation. Bullying is contrary to this approach, and we do everything possible to discourage it.

We aim to create an environment in which bullying is minimised. If bullying does occur, we aim to ensure that the person being bullied is safe, we work to stop the bullying happening again and we provide support to the person being bullied. Parents, pupils, teaching and support staff must be alert to signs of bullying and all members of the school community must report any bullying they experience or witness to the victim's Form Teacher, Head of Year or the Assistant Head (Pastoral).

Senior members of staff will always take reports of bullying seriously and will always ensure they are thoroughly investigated. Serious instances of bullying may be regarded as safeguarding issues and as such may be reported to the Designated Safeguarding Lead and dealt with under the school's Safeguarding and Child Protection Policy. In some instances, and where a criminal offence may have been committed, it will be appropriate to liaise with the Police. Bullying based on protected characteristics is taken particularly seriously.

### **3. Definitions of Bullying**

Bullying is aggressive or insulting behaviour by an individual or group, often repeated over time, which hurts or harms another pupil or group physically or emotionally. It can also be a single incident. It is often motivated by prejudice against particular groups for example, on grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability or because the child is adopted, is looked after by the Local Authority or is a carer. It may occur directly or through cyber-technology (social websites, mobile phones, text messages, photographs and email). Research confirms that bullying can have a lasting destructive effect on people's lives. Bullying can produce long lasting feelings of powerlessness, loss of self-esteem and isolation. Victims can sometimes become convinced that they are somehow at fault and can suffer serious long-term distress as a result. Their schoolwork and social and emotional development can be seriously adversely affected. Bullying has the potential to cause serious psychological and physical damage and, in the most extreme cases, suicide.

### **4. Aims and Objectives**

The aim of the school Anti-Bullying Policy is to ensure that pupils learn in a supportive, caring and safe environment. The school's objectives are:

- 4.1. To prevent bullying from happening by proactively teaching pupils about the harm it can do
- 4.2. To promote appreciation of diversity
- 4.3. To nurture students who are empathetic, respectful and considerate of others
- 4.4. To respond appropriately and effectively to instances of bullying
- 4.5. To ensure that parents, pupils and members of staff understand what bullying is and understand the school's policy on bullying and follow it, including by reporting any instances of bullying they come across
- 4.6. To keep governors updated about serious instances of bullying and for governors to review the policy annually and to check on its effective implementation

### **5. Examples of Bullying**

NB this is not an exhaustive list but a summary of some common types of bullying behaviour:

- Calling someone names
- Threatening them
- Mocking their contributions in class
- Sending unpleasant texts or making threats or mocking someone online (see section on cyberbullying at the end of this document)
- Saying or doing hurtful things to or about someone on the basis of their or their family member's actual or perceived sexual orientation (see section on homophobic bullying at the end of this document)
- Saying or doing hurtful things to or about someone on the basis of their, ethnic, social, cultural or religious background, a disability or special educational need, because they are in the care of the Local Authority or are acting as a carer, or because of an issue in their family
- Hitting, kicking, otherwise inflicting physical pain

## **6. Relational Aggression**

Relational aggression is described as behaviours that harm others through damage to relationships or feelings of acceptance, friendship or group inclusion (Crick and Grotpeter 1995). It refers to deliberate actions that intend to negatively affect an individual's friendships or reputation. Such actions, if ignored, can lead to social exclusion. The school takes relational aggression seriously and addresses the issues associated with it through our PSHCE and assembly programmes.

Examples include:

- Deliberately excluding someone
- Spreading rumours and gossip
- Breaking secrets
- Imitating or mocking a pupil
- Teasing or embarrassing a pupil

## **7. Forms of bullying**

The nature of bullying can be:

- Emotional – excluding, tormenting, threatening, hiding possessions
- Physical – pushing, punching, hair pulling, other violence
- Verbal – name-calling, sarcasm, spreading rumours, teasing, banter
- Cyber – misuse of the internet, social media, mobile phone and associated equipment

Bullying can be based on any of the following things:

- Race (racist bullying)
- Religion or beliefs

- Culture or class
- Gender (sexist bullying)
- Sexual orientation (homophobic or biphobic bullying)
- Gender identity (transphobic bullying)
- Special Education needs or disability
- Appearance or health conditions

## **8. Signs that someone might be a victim of bullying**

NB this is not an exhaustive list but a summary of some common indications that someone is being bullied. They could also be signs of other difficulties but should give rise to investigating the possibility of bullying.

Parents and all members of the school community should look out for a pupil who:

- is unwilling to go to school
- is frightened of going to school alone (if they usually do so in upper KS2)
- makes unexplained changes to their routine
- tries to get out of going to school e.g. by claiming to be ill when nothing really seems wrong with them
- becomes anxious and withdrawn, and appears to have lost confidence
- shows changes in behaviour such as stammering, easily becoming tearful, having a disturbed sleep pattern, bed wetting
- frequently has possessions or clothes getting lost or damaged
- asks for money without explaining why they need it, or takes money without asking
- starts falling behind in schoolwork
- loses their appetite
- becomes aggressive, disruptive or unreasonable
- bullies other children or siblings
- has unexplained cuts or bruises
- is frightened to say what is wrong
- gives improbable excuses for any of the above

## **9. Preventing bullying**

The school acknowledges that bullying can happen in all schools, including this school. It is distressing to the victims and represents a problem that has to be addressed seriously.

It is made clear to all pupils that bullying is not acceptable. Pupils are encouraged to report any incidents to their Form Teacher or any member of staff and these are investigated promptly. Such reports are recorded by school staff on CPOMS. The school aims to create a climate trust in which reporting to an adult is the normal response to bullying rather than

passive acceptance or violent reaction. Pupils with special educational needs may be particularly at risk of bullying, and staff should be particularly aware of potential problems with these pupils.

A statement on bullying appears in every classroom (see Appendix 1).

The school takes proactive measures to foster positive relationships and mutual respect through assemblies, PSHCE, peer support systems such as new starter buddies, Pupil Parliament, the House system and the system for recognising and awarding achievement. The school's programme of extracurricular activities enables pupils to achieve and to develop self-esteem and good relationships beyond the classroom. Opportunities to discuss and challenge bullying are provided in many subjects such as English and RPE, whilst assemblies, including special assemblies during National Anti-Bullying Week, are also used to highlight the issues involved.

The school has a clearly defined pastoral system based around Form Teachers, Heads of Year, the Assistant Head (Pastoral) and the Senior Leadership Team. Pupils may also seek support from the School Nurse, the SENDCo and the School Counsellor. The House System fosters vertical integration allowing younger pupils to be supported by older students.

Staff receive training in dealing with bullying as part of the recurring cycle of CPD, parents are able to discuss bullying at Parents' Forum Events, at Parents' Breakfasts and at Parents' Evenings, whilst Governors annually review the school's anti bullying policy and scrutinise the school's records of serious bullying incidents. Resources relating to anti bullying are available in the school library. There is regular staff training to ensure that everyone is aware of the principles of the school policy, of action needed to resolve and prevent problems, of their legal responsibilities and of the support available to staff. Specialist training will be provided as needed to provide understanding of pupils with particular issues such as special educational needs or disabilities.

## **10. Dealing with bullying**

All members of the school community are encouraged to report any instances of bullying. "Third Party" reporting of bullying is positively encouraged so that those who are aware of bullying but are not victims of it come forward. Pupils will regularly be reminded about the part they can play to prevent bullying, including when they find themselves as bystanders.

Allegations of bullying must always be reported to the Form teacher of the alleged victims and perpetrators, who will investigate the allegations and inform the Assistant Head (Pastoral). Confidential notes of all allegations of bullying will be kept by the Assistant Head (Pastoral). Notes about all cases of bullying will be kept on the files of victims and perpetrators and a central record of serious incidents is kept by the Head and reported to Governors.

If the investigation confirms that bullying has taken place, it will be made clear to the perpetrator that bullying will not be tolerated. The victim and perpetrator's parents will be

informed and a suitable disciplinary sanction may be given. In serious cases, the Head may temporarily or permanently exclude the perpetrator from school.

In less serious cases, mediation may take place which may include giving the victim the opportunity to tell the perpetrator about the effects of their bullying and which will give the perpetrator the opportunity to apologise for their behaviour, in accordance with the principles of restorative justice.

## **11. Referral to External Agencies**

When a child has experienced bullying which gives rise to reasonable concern that she is suffering, or it likely to suffer, significant harm this will be treated as child protection issue. Advice will be sought from the LADO and if deemed appropriate a referral will be made to Children's Social Care with the consent of the child or their parents.

## **12. Bullying experienced by members of staff**

The school recognises that adults can be the victims of bullying. Staff who experience bullying have recourse to the City of London's employee procedures including the Policy on Harassment and Bullying at Work and the staff Grievance Procedure.

## **13. LGBTQIA+ bullying**

The school recognises that pupils who identify as being LGBTQIA+ or who are perceived as such may be subject to bullying. The school seeks to foster a culture of tolerance and acceptance of diversity and addresses issues of homophobia, biphobia and transphobia in PSHCE, in other subjects where appropriate and through assemblies. All members of the school community are reminded to use language that is respectful of and kind towards others, and to avoid language that perpetuates stereotypes or offends others. The school does not tolerate the use of derogatory language and its use will be challenged and recorded by staff.

## **14. Cyberbullying**

The school is committed to teaching pupils and parents about e-safety and the dangers of cyberbullying and online exploitation. These topics are covered for pupils in PSHCE and ICT lessons and for parents in talks at pastoral evenings. Children are given age-appropriate advice about the pitfalls of the internet, including the risk of online grooming.

The school has clear rules about the use of digital technology in the pupil code of conduct. There is clarity about the school's use of photographs of pupils in promotional materials in the parental terms and conditions. Staff personal use of IT is covered in the staff code of conduct and is part of the regular cycle of safeguarding training. The school's computer system is filtered to prevent access to unsuitable sites, including social media sites. The school will act swiftly to block inappropriate sites if these are drawn to our attention. In a fast-changing world continued vigilance by staff, parents and pupils is encouraged. The school's IT code of conduct is explicit about the unacceptability of teasing, mocking or threatening others online.

As with other forms of bullying, all members of the school community are encouraged to report any instances of cyberbullying.

#### **15. Bullying which takes place off site and outside school time**

Any reports of bullying of one member of the school community by another member will be treated in accordance with this policy, regardless of when and where the incident takes place.

#### **16. Review and Evaluation**

The Head and the pastoral team, led by the Assistant Head (Pastoral), keep the effectiveness of this policy and the prevalence of bullying in the school under ongoing review as part of their cycle of regular meetings. This process of review includes discussion of whether any patterns of bullying behaviour have emerged.

The policy and its effectiveness are reviewed annually by Governors.

The School Council regularly discusses anti bullying.

# City Junior School

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## City Junior School Anti-Bullying Statement

**Every member of the City Junior School Community has the right to work and learn without fear of being bullied.**

Bullying is behaviour by an individual or group that intentionally hurts another individual or group either physically or emotionally. Bullies and their victims may be of any age, size or strength.

### **Bullying can take many forms:**

- Emotional – excluding, tormenting, threatening, hiding possessions
- Physical – pushing, punching, hair pulling, other violence
- Verbal – name-calling, sarcasm, spreading rumours, teasing, banter
- Cyber – misuse of the internet, social media, mobile phone and associated equipment

### **What to do if you come across bullying:**

- **Tell an adult – this could be your form teacher or any other teacher, a teaching assistant, the School Nurse, the School Counsellor, a trusted adult at home.**

### **Remember:**

- **Everyone has the right to feel safe at our school**
- **Reporting or talking to an adult about bullying isn't 'snitching' – it is the right thing to do**
- **Bullying is unacceptable and will not be tolerated at CJS**
- **All incidents will be treated seriously, and appropriate action will be taken.**