

Jeavons Wood Primary School Anti-Bullying Policy 2024

Approved by Governing Body:	
To be reviewed:	Every 2 years
Date of next review:	November 2026
Responsible Officer:	Headteacher

Governors, staff, pupils and parents at Jeavons Wood School are absolutely opposed to bullying. Bullying is never right and is always taken seriously.

Aims of this Policy

- To safeguard all pupils
- To define what we mean by 'bullying'.
- To make clear to everyone within the school community that no form of bullying is acceptable.
- To encourage everyone, including pupils, to report all incidents of bullying.
- To ensure that a clearly understood set of procedures is followed if bullying is identified.
- To identify how we support children who have been bullied.
- To identify how we sanction and support children who are bullying.
- To identify whole school strategies for the prevention of bullying.

Definition: What is Bullying?

We define bullying as a **persistent, deliberate attempt to hurt or humiliate another person**, whether it be a child or an adult. There are various types and definitions of bullying, but most have five things (which we call the 'Five Ps') in common:

- 1. PREMEDITATION** - it is deliberately hurtful behaviour.
- 2. PERSISTENCE** - it is repeated over time.
- 3. PERSONAL** – it is deliberately directed towards a specific person or group of people.
- 4. PAIN** - it causes physical or psychological pain to the person who is being bullied.
- 5. POWER** - there is an imbalance of power, which makes it hard for those being bullied to defend themselves. This power that the bully exerts over his/her victim is crucial to the bully's success but this is not always recognisable to others.

Bullying may take various forms, including:

Physical

- kicking or hitting
- prodding, pushing or spitting
- other physical assault
- interference with personal property

Psychological

- taunts
- shunning/ostracism
- name-calling/verbal abuse
- innuendo/'looks'
- spreading of rumours
- threats or extortion
- unpleasant texts/e-mails/letters

A definition for younger children may be:

'A bully is someone who wants to make another person feel hurt, frightened or sad over and over again. A bully might try to make you too scared to tell a grown up about what he or she is doing.'

PLEASE NOTE: One-off incidents, whilst they may be very serious and must always be dealt with, do not fall within the definition of bullying.

Procedures for investigating and reporting bullying behaviour

Stage 1

If bullying has been reported to or is suspected by a member of staff, they should:

- Identify whether the behaviour is 'bullying' or is an isolated incident. In doing this the member of staff must:
 - i. remain calm and do not appear to 'take sides';
 - ii. take the incident or report seriously, making time to listen to all involved;
 - iii. consider the 'Five Ps' in making their judgement.
- If it is clear that this is an isolated incident, the member of staff should take action and provide consequences identified in the Relationships and behaviour policy– this will depend on the severity of the incident. This would be logged on MyConcern.
- If it is unclear, the member of staff should consult a member of SLT for advice.
- If it is clear that bullying is taking place, they must report this immediately to the Headteacher or one of the SLT who will proceed to Stage 2. This should be logged on MyConcern.

Stage 2

If bullying has been identified, a number of strategies will be considered but, as long as the safety of all pupils is not compromised, the following will be ensured:

- Parents of both the victim and the pupil displaying bullying behaviour will be contacted by the a member of the SLT and will be encouraged to work in partnership with the school to deal with the behaviour.
- A record of the bullying will be kept on MyConcern.
- The bullying will be discussed at SLT meetings with Children Causing Any Concern as a standing agenda item.

- All staff will be made aware of the bullying.
- Conciliation between those involved will be worked towards with an agreed behaviour contract drawn up.
- Consequences will be put into place according to the Relationships and behaviour policy - these will be directed at the behaviour not the pupil.
- The situation will be monitored and reviewed regularly.

Prejudice-Related Bullying

At Jeavons Wood, we are committed to creating a safe, welcoming and inclusive environment for all our students. We do not tolerate any form of bullying, including prejudice-based bullying, which may target an individual based on their race, religion, special educational needs and disabilities (SEND), or their appearance. We believe every student deserves, and has the right, to feel respected, seen, heard and valued.

- **Racist Bullying:** This is any form of bullying based on someone's race, ethnicity, or nationality and it can include name-calling, spreading stereotypes, or treating someone unfairly because of the colour of their skin or where they come from.
- **Religion-Based Bullying:** This relates to when someone is targeted because of their religious beliefs or practices. This could include mocking someone's religion, making fun of their religious clothing or symbols, or refusing to accept and respect their right to practice their faith.
- **SEND-Based Bullying:** SEND-based bullying involves targeting someone because of their special educational needs or disabilities. This can include bullying someone for needing extra help in class, for using a wheelchair or other mobility aids, or for having a different way of learning.
- **Disability-Based Bullying (Non-SEND):** While SEND-based bullying targets specific needs, general disability-based bullying may focus on individuals with physical disabilities, mental health conditions, or visible impairments. This can include mocking someone for having difficulty with mobility, speech, or any other challenges related to their disability.
- **Bullying Based on Appearance or Body Image:** Bullying based on how someone looks, their body size, or physical features is never acceptable. This can include making fun of someone's height, weight, clothing, or other physical characteristics. We promote positive body image and respect for all students, understanding that everyone is different and unique in their own way.

We are proud of our multi-cultural, diverse community at Jeavons Wood. We celebrate different religions, cultures, backgrounds and belief systems in our school and encourage all students to learn about and respect others' lifestyles and beliefs. It is important that we support each other and value everyone's unique abilities, both in and outside of the classroom. Our school is committed to ensuring that all students are treated with dignity and respect, showing pride in who they are and their differences.

At Jeavons Wood, we take all incidences of bullying, including that related to prejudice, very seriously. We promote a culture where diversity is celebrated, and everyone feels accepted for who they are. We encourage all students to speak up if they experience or witness prejudice-related bullying, and we will take appropriate action to ensure that any incidents are dealt with swiftly and fairly. This includes

communicating with the parents of both the perpetrator(s) and victim(s), social stories with the students involved, and whole class or school lessons. We educate all students about the importance of kindness, empathy, and inclusion to create a safe environment for all. Every student has the right to feel safe, respected, and supported, regardless of their race, religion, gender, sexual orientation, disability, or appearance.

Bullying related to sex, gender identity and sexual identity

We acknowledge that children may experience bullying as a result of sexist or misogynistic attitudes or gender stereotyping. Children may become targets of bullying if they do not conform to gender stereotypes, if they do not identify within a binary concept of gender, if they identify as transgender, if they are experiencing gender dysphoria or are gender questioning. Additionally, children can also be targeted as a result of their perceived or actual sexual orientation.

At Jeavons Wood, we take all incidents of sexist, misogynistic, homophobic, biphobic and transphobic bullying and prejudice seriously. Bullying based on sex, gender identity or sexual identity be recorded as a prejudiced-related incident, and where required logged with the Department for Education. We support children in acknowledging and understanding other viewpoints/opinions and that views and attitudes will vary, but prejudice and intolerance are never appropriate, acceptable, or warranted.

Through our curriculum, resources, extra-curricular activities, school values, assemblies, modelled behaviour and communication and staff training in challenging sexist/misogynistic/homophobic/biphobic/transphobic or otherwise prejudicial language, we celebrate diversity, and nurture an inclusive environment focused respect for all children, families and identities

Supporting a child who has been bullied

It is important that pupils at the school recognise inappropriate behaviour from others and know what to do if they feel anxious or bullied. It is essential that:

- The victims of bullying are never made to feel inadequate or foolish;
- Where the self-esteem of a victim is fragile, measures are put into place to help them develop confidence and self-respect. In some circumstances, outside agencies may be approached to offer expert advice or counselling;
- Victims of bullying are not 'over' protected and are taught how to deal with potentially bullying behaviour.
- Specific actions for protection are shared with parents and throughout the school.
- A safe place is created for worried/concerned children.
- All staff are fully informed and undertake a protective role for the victims.

Consequences and support for a child who is bullying

Consequences for bullying behaviour must be clear, fair and be seen to happen. These consequences will vary depending on the severity of the bullying incident but may range from losing freedoms to receiving a temporary internal or external exclusion.

We understand that children who bully others may have underlying problems that need to be addressed. Time will be spent with these children to try to establish what has led to their behaviour and there will be support to help them

avoid repeating the behaviour. In some circumstances, outside agencies may be approached to offer expert advice or counselling.

Working with parents

We believe that communication and co-operation with parents is paramount in dealing effectively with bullying incidents. Unless there is a valid reason for not informing parents of such an incident, they will be involved from the moment it has been reached Stage 2. A copy of the full Anti-Bullying Policy will be put on the school's website. We also aim:

- to encourage parents to contact the school if they are aware of, or suspect bullying;
- to advise and encourage parents to respond to bullying incidents calmly, in a non-aggressive manner;
- to ask parents to support the school in carrying out sanctions and if further action needs to take place;
- to provide information on where parents might receive outside help from support agencies.

Whole school strategies for the prevention of bullying

The Rights of Pupils

The rights of pupils are shared and understood and children are given regular opportunities to explore their right to be safe and happy in the school environment. Class rules are established at the beginning of every year as are playground rules and expectations.

Support for the Emotional Wellbeing of Pupils

The Emotional Wellbeing of all is a key priority for all and is a foundation for our positive school ethos. Clear support channels must open to all pupils and they must know how to access these.

The Curriculum and Assemblies

The curriculum offers an ideal vehicle for conveying to pupils the school's attitude to bullying. Our PSHE programme overtly tackles the issue of bullying and a range of activities help to give children the confidence to "speak out" against bullying. Drama and role play are a very powerful ways of exploring the issues while themes for assemblies serve to reinforce the message.

The School Environment

Positive behaviour messages regarding the right of all to kindness and respect should be evident throughout the school. All staff are aware of the 'hidden' areas in and outside of the school where bullying might take place.