



## **Anti-Bullying Policy**

January 2025

Review by January 2026

## INTENT

At Thomas Johnson Lower School, we aim to create and sustain a happy, secure, and caring environment where children, parents, staff, and governors work in partnership. Our curriculum respect, equality, and diversity. Bullying of any kind is unacceptable and will not be tolerated.

Our aims are to:

- Ensure a secure and happy environment free from threat, harassment, discrimination, or bullying.
- Create a culture of dignity and respect where bullying is understood to be unacceptable.
- Ensure consistent prevention, challenge, and response to bullying incidents.
- Inform pupils and parents of expectations and foster partnerships to maintain a bullying-free environment.
- Continuously improve our anti-bullying approach through regular monitoring and review.

*This policy should be read alongside the Behaviour Policy, Child-on-Child Abuse Policy, and Equality and Diversity Policy.*

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## DEFINITION OF BULLYING

Bullying is defined as:

- **DfE (2017):** Behaviour by an individual or group, usually repeated over time, that intentionally hurts another physically or emotionally.
- **Anti-Bullying Association (ABA):** Repetitive, intentional hurting involving an imbalance of power.
- **ABA (Primary children's version):** Hurting someone on purpose more than once, possibly involving ganging up, face-to-face or online.

**Types of bullying include:**

- Physical (hitting, kicking, unwanted contact)
- Verbal (name-calling, ridicule)
- Cyber (messaging, social media)
- Emotional (exclusion, spreading rumours)
- Sexual (remarks, gestures, unwanted attention)
- Visual/written (graffiti, racist insignia)
- Damage to property, threats, theft, extortion

**Bullying may be based on:**

- Race, sexual orientation, SEND, culture, gender identity, gender, appearance, religion, personal circumstances, or vulnerability.

**Cyberbullying** is monitored and addressed under school procedures.

**Bullying is not:**

- Normal friendship conflicts, one-off incidents, or rude/mean behaviour without repetition or intent.
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## **REPORTING BULLYING**

- Pupils encouraged to report bullying to any staff or parents.
  - Pupils can speak to staff anytime; parents can arrange meetings with teachers or the Headteacher.
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## **RESPONSIBILITIES**

### **Staff will:**

- Challenge all bullying behaviours, including homophobic, biphobic, and transphobic language.
- Report bullying to the Headteacher.
- Be vigilant for signs of distress.
- Promote respect, self-esteem, and social behaviour.
- Listen to bullied children seriously and act to protect them.
- Follow up complaints promptly and report outcomes.
- Address bullying promptly using Behaviour Policy.

**Anti-bullying Lead:** Mr Bolger

**Safeguarding Governor:** Dr Tawell

### **Parents will:**

- Watch for signs of distress or unusual behaviour.
- Support children in reporting bullying and explain its implications.
- Arrange meetings with school if bullying occurs.
- Advise children not to retaliate.
- Support their children emotionally and keep records of incidents.
- Inform the school of suspected bullying.
- Cooperate with the school if their child is accused of bullying.
- Avoid direct confrontation with other children or parents.

### **Pupils will:**

- Avoid involvement in bullying.
- Watch for bullying signs among peers.
- Encourage peers to report bullying.
- Report observed or suspected bullying.
- Have courage to report personal experiences of bullying.

### **Everyone should:**

- Work together to combat and eradicate bullying.

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## **RESPONDING TO BULLYING**

1. Take all reports seriously and investigate thoroughly.
  2. Document incidents in detail.
  3. Inform parents of both bully and victim about investigations.
  4. Hold restorative meetings with both parties.
  5. Offer support to victims whether bullying is proven or not.
  6. Support bullies to change behaviour and apply appropriate consequences.
  7. Senior leaders follow up to ensure bullying has stopped through ongoing communication.
  8. Log all bullying incidents.
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## **SCHOOL STRATEGIES TO PREVENT AND TACKLE BULLYING**

- School vision and values underpin respect and community.
  - Regular teaching and reinforcement of values, including monthly themes in assemblies and lessons.
  - Anti-bullying assemblies and PSHE lessons covering bullying types and prevention.
  - Challenging stereotypes actively.
  - Circle time for discussion and targeted interventions.
  - Activities to build confidence and self-expression.
  - Targeted social skills programmes.
  - Positive behaviour reinforcement (praise, awards).
  - Sanctions for unacceptable behaviour (amber and purple card system).
  - Personalised behaviour support plans involving SENCo, parents, and Headteacher.
  - Partnership working with parents and community organisations.
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## **TRAINING**

The Headteacher ensures all staff, including teaching assistants and midday supervisors, receive regular training on anti-bullying.

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## **MONITORING AND REVIEW**

1. The Anti-bullying Lead monitors the policy daily and analyses bullying data for trends.
2. The Headteacher reports termly to the Governing Body on policy enforcement and effectiveness.
3. Policies and strategies are reviewed annually or as needed.
4. The policy is publicised annually and available on the school website.