



Paulton Junior School Antibullying Policy

Version: 1.1

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Next Review: September 2027

This policy has been developed and with reference to the Equality Act 2010.

Paulton Junior School promotes values which reject bullying behaviour and promote co-operative behaviour. This policy is an extension of our Behaviour Policy.

This should be read alongside our policies on Equality and Diversity, Teaching and Learning, Online Safety, Special Educational Needs and Safeguarding Policies.

1. Statement of Intent

Paulton Junior School is committed to providing a supportive, caring and safe environment in which all children are free from the fear of being bullied. As a school we take bullying and its impact seriously. Bullying of any form is not tolerated in our school, whether carried out by a child or an adult. Staff, children and parents or carers will be made aware of the school's position on bullying. Bullying behaviour is unacceptable in any form. The school has high expectations of outstanding behaviour and we consistently challenge any behaviour that falls below this. Anyone who knows that bullying is happening is expected to tell a member of staff. Any child who is a victim of bullying will be dealt with in a sympathetic manner. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff informed, and then discussed with the deputy headteacher. A clear account of the incident will be recorded and uploaded to CPOMS. All staff will be informed so that close monitoring of the victim and bully can begin. Parents of both parties will be informed.

2. Paulton Junior School Definition of Bullying

We recognise that many children and young people will experience conflict in their relationships with other children and young people and as a school we are committed to developing empathy and the skills to manage relationships in a peaceful way that does not harm others.

In Paulton Junior School, our definition of bullying is:

“The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online”



3. Types of bullying behaviour

Bullying can take many forms:

- Emotional - being unfriendly, excluding, tormenting, threatening behaviour
- Verbal - name calling, sarcasm, spreading rumours, teasing, use of derogatory language
- Physical - pushing, kicking, hitting, punching or any use of violence
- Extortion - demanding money/goods with threats
- Online – use of social media, messaging and calls. Misuse of associated technology e.g photos and videos.
- Racist - racial taunts, graffiti, gestures (Protected characteristic)
- Sexual - unwanted physical contact, sexually abusive comments
- Homophobic or biphobia - bullying because of sexuality or perceived sexuality (Protected characteristic)
- Transphobic – because of gender identity or perceived gender identity (Protected characteristic)

3.1 Protected Characteristics

Within our school we discuss and refer to the protected characteristics. Our setting understands we have a role to play in educating young people in knowing it is unacceptable and against the law to discriminate against a protected characteristic.

As per <https://www.gov.uk/discrimination-your-rights> the protected characteristics are as follows:

- age
- gender reassignment
- being married or in a civil partnership
- [being pregnant](#) or on maternity leave
- [disability](#)
- race including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation

Through education, awareness and work with outside agencies we aim equip children (and staff) with the knowledge that everyone is different, everyone is unique and that is something to be celebrated.

3.2 Online Bullying

Through acceptable use policy, online safety policy and our monitoring and filtering systems we aim to limit the risk of online bullying within the school setting. However, through PSHE, Computing, Circle Time and assemblies we can educate children on how to respond if online bullying takes place in or out of school. If this occurs, we encourage parents to refer to our online policy and seek advice from school leaders to support as appropriate.

4.0 Why is it important to respond to bullying?

There is considerable evidence to show that bullying has both short-term and longer-term impact on pupils. Bullying impacts on pupils' wellbeing, can impact on attendance and become a significant barrier to learning. Bullying is associated with lower levels of school engagement and achievement both in primary and secondary schools and can lead to mental health concerns such as anxiety and depression.

Bullying is unacceptable. Our school will respond promptly and effectively to reported incidents of bullying.

In our school community:

- Everybody has the right to be treated with respect.
- Everybody has the right to feel happy and safe.
- No-one deserves to be a target of bullying.
- Pupils who bully need to learn different ways of behaving.

National research has shown that some groups of pupils are particularly vulnerable to bullying these include pupils with SEND, looked after children, pupils from minority ethnic groups or faiths, young carers, LGBT pupils and those perceived to be LGBT.

4.1 Preventing bullying

We foster a clear understanding that bullying, in any form, is unacceptable. We believe that preventing bullying is the responsibility of our whole school community and when there are

incidents of bullying, we will work together to deal with the situation and to learn from what has happened.

In our school we do this by:

- Involving the school community in developing our policy including a child/ pupil friendly version of our policy.
- Using assemblies and circle time in class to ensure that pupils understand the differences between relational conflict and bullying.
- Building a positive ethos based on respecting and celebrating all types of difference in our school.
- Creating a safe and happy environment, with consequent positive relationships that have an impact on learning and achievement.
- Having a positive ethos that all pupils, staff and parents understand.
- Work in school which develops empathy, social skills and emotional understanding e.g. PSHE, Citizenship, social and emotional learning programmes, circle time, mediation and playground leaders and buddies.
- Secure the safety of the target of bullying take actions to stop the bullying from happening again.
- Whole school learning - reflection on what we have learnt
- Think about any safeguarding concern and report concerns to Designated Safeguarding Lead.
- Provide assurances to child that concerns have been listened to and action will be taken.
- Consider who else is involved and what roles they have taken.
- Send clear message that the bullying must stop.
- Work with both parties to find solutions. Identify the most effective way of preventing reoccurrence and any consequences.
- Reflect and learn from bullying episodes –consider what needs to happen next to prevent future bullying e.g. PSHE, training etc.
- Raising awareness of online bullying through regular e-safety lessons.
- Adopting a social model approach to bullying. Diversity is valued and everyone is included in our school.
- Focused work with individuals and groups of pupils where required to support understanding and development of social skills e.g. social skills groups, ELSA (Emotional Literacy Support Assistant).
- Ensuring playground and midday staff are trained and we have a range of activities at lunchtime to promote positive play.
- Offering training to all school staff around bullying, including specific guidance on those groups who are most likely to be bullied.

5.0 Reporting bullying

In our school pupils are encouraged to talk to staff when they are unhappy or have concerns. Pupils in our school understand that they have a right to feel and be safe and a responsibility to support others to feel and be safe.

Pupils are encouraged to report bullying to:

- A trusted adult
- Their class teacher/TA
- Peer Buddies (Year 6 & 3)

Each class has a 'Connection Box' where children can report their concerns if they do not feel confident speaking to an adult.

Children are taught that it is important to talk to a trusted adult if bullying is taking place outside of school.

Parents are also encouraged to report concerns and bullying to the class teacher of their child. If they have concerns of bullying outside of school. If bullying takes place off the school site, the school may still take action if the behaviour affects students' safety, wellbeing, or learning.

Staff will usually investigate the incident, speak with the students involved, and contact parents or carers. Depending on the severity, the school may apply sanctions in line with its behaviour policy and offer support to anyone affected. Schools also work with families and, if necessary, outside agencies to help prevent the bullying from continuing. The school may also signpost parents to outside agencies for further support inclusive of CEOPS.

When pupils report their concerns, our staff are trained to LISTEN and to BELIEVE. We involve children as far as possible in finding solutions.

Secure the safety of the target of bullying.

Consider and think about safeguarding concerns and report concerns to the Designated Safeguarding Lead. Provide assurances to the child that their concerns have been listened to and action will be taken.

Take action to stop the bullying from happening again.

Consider who else is involved and what role they have taken. Send a clear message that bullying must stop. Work with both (or all) parties to find a solution. Identify the most effective way of preventing reoccurrence and any consequences.

Whole school learning – reflection on what we have learnt.

Reflect and learn from the bullying episodes – consider what needs to happen next to prevent future bullying. e.g. PHSE, circle times, outside visitors or training.

6.0 Monitoring Incidents of bullying

Any incident of bullying once fully investigated will be monitored on CPOMS. This will enable senior leaders to track and spot any patterns that may be occurring in our school community so targeted intervention can be put in place as a whole school or to a specific year group or class. Monitoring will take place termly.