



Telford Junior School

Anti-Bullying Policy

November 2025

Approval and Review

This policy is reviewed in discussion with staff and governors.

Effective from: November 2025

Approved by: TJS Governing Body

Review Date: November 2026

Review Leader: Head Teacher

Rationale

“Bullying behaviours can have a negative and harmful impact on the lives and well-being of children and young people. It not only affects those being bullied, but also those who bully and those who stand by without intervening or seeking help. It can lead to feelings of self-doubt, lack of confidence, low self-esteem, depression and sometimes even suicide. It can also affect the ability of a child or young person to enjoy, achieve and to be healthy, both physically and emotionally.

It is important for schools to recognise that bullying exists and to work to reduce the frequency, severity and likelihood of bullying behaviours and incidents.”

“Anti-Bullying Guidance for Schools”, Department for Education.

OUR AIMS

- **To prevent bullying behaviours at Telford Junior School, through the school community working in co-operation towards building and maintaining an anti-bullying ethos in the school.**
- **For everyone – children, staff, parents, carers and governors – to be aware of the potential for bullying behaviours and to contribute to a reduction in its frequency.**

What do we mean by bullying?

Bullying is a subjective experience and can take many forms. The Anti-Bullying Alliance defines bullying as:

“The intentional hurting of one person by another, where the relationship involves an imbalance of power. It is usually repetitive or persistent, although some one-off attacks can have a continuing effect on the victim.”

Bullying behaviour can be physical, verbal or emotional, by a single child or by a group of children. Bullying behaviour can occur both in school and outside of school.

We also must be mindful that the words and actions of adults and other family members can contribute to or exacerbate bullying behaviours.

Incidents of bullying behaviour can include:

- Name calling
- Taunting
- Mocking
- Teasing
- Threatening
- Making offensive comments
- Intimidating
- Hitting
- Kicking
- Pushing
- Taking and damaging belongings
- Gossiping
- Ostracising
- Spreading hurtful and untruthful rumours
- Coercing others into acts they do not wish to do
- Cyber bullying.

Children, young people and adults can display bullying behaviours, be the victim of bullying behaviours, or switch roles. They may also be bystanders to bullying behaviours.

Staff displaying bullying behaviours, should continue to be dealt with through the school's disciplinary and grievance procedures.

Why do some children bully others?

Children who display bullying behaviours come from all backgrounds, cultures, races and from all age groups.

Reasons for displaying these behaviours can include:

- Low self-esteem
- Attention seeking
- Enjoyment of creating fear
- Copying behaviour seen on television, video or computer game
- Copying behaviour at home
- Depression
- Being a victim of violence
- Peer group pressure

Why do some children become victims?

Victims are likely to be children who are perceived to be timid, less confident, have few friends or those outside of a 'group'.

Reasons for being a victim can include:

- Race
- Gender
- Class
- Faith
- Sexuality
- New child in class/school
- Child with a family crisis
- Disability
- Body image/size
- Difference of any kind.

Victims of bullying behaviour can also display bullying behaviour themselves.

What are the early signs of distress?

Children can become distressed because of events at home, or at school.

Early signs of distress include:

- Withdrawn behaviour

- Deterioration of work
- Pretend illness
- Desire to remain with adults
- Erratic attendance
- General unhappiness
- Bed wetting or other symptoms
- Aggression
- Disruptive behaviour
- Attention seeking behaviour

How do we know if bullying is going on at school?

- We ensure there is adequate supervision at all times.
- We observe and listen, especially at play times.
- We discuss issues in classrooms as part of our PSHE Curriculum.
- We encourage victims, or witnesses to report bullying behaviours.
- We encourage parents/carers to share any concerns.
- We share anti-bullying messages in assemblies and encourage vigilance.
- Staff will look to determine accurately the nature of those concerns, gain an agreement as to the nature of the unsafe behaviour and how we aim to address it together.

How do we know if bullying is going on outside of school?

- We listen carefully to information brought in by pupils and parents/carers.
- We take this information seriously and investigate sensitively any suggestions that a pupil is being bullied outside of school.
- We work with the parents/carers of the children involved, to resolve the situation and to monitor that there is no reoccurrence.
- We involve other professionals if it is considered appropriate; if the situation is sufficiently serious, on-going, or complex.
- We log behaviours using CPOMS to ensure a full picture of events

How do we recognise the difference between bullying and boisterousness?

- Bullying behaviour spoils other children's activities by showing hostility and intimidating behaviour.
- Boisterousness is often uncontrolled behaviour, but it is not unfriendly.

How do we recognise the difference between bullying and bossiness?

- Bullying is deliberate and is intended to hurt, threaten, or frighten.
- Bossiness is directed to anyone around at the time.

How do we stop and discourage bullying behaviours?

- We make it clear to all children which behaviours we encourage and which behaviours are unacceptable and unsafe.
- We praise and celebrate kindness and helpfulness, supported by our Behaviour Policy and the PSHE Curriculum we deliver (including our Protective Behaviours programme).
- We discuss expectations of behaviour and safe and unsafe choices both within the classroom and in assemblies.
- We teach children strategies to deal with bullying behaviour either towards themselves or their friends and classmates.
- We ensure that staff members are trained in effective behaviour management strategies.
- We teach all children to be respectful of staff and recognise that adults can also be subjected to bullying behaviour from pupils.
- We teach children that we all have the right to feel safe and it is our responsibility to demonstrate safe choices
- We are aware of the potential for cyber-bullying, and our Online Safety Policy outlines measures for discouraging the misuse of mobile phones, social networking sites, etc.
- We aim to educate children and parents/carers about the potential for the misuse of such technologies (assemblies, parent/carer workshops).
- We take advice and guidance from LA specialists in the field of Online Safety; this would be the case in the event of an occurrence of cyber bullying.

How do we deal with bullying behaviour?

➤ Record

- We listen and offer support to the child experiencing bullying behaviours.
- We are clear with the pupil about the possible need to share information with others (parents/carers, outside agencies if relevant) in order to help improve the situation.
- We record details of the incident(s) involved on CPOMS and this is shared with Designated Safeguarding Leads (DSLs)

➤ Respond

- We investigate the reported incident(s), adding any additional information to initial recording of the incident(s).
- We talk separately in the first instance to the child experiencing bullying behaviours and those displaying the bullying behaviours.
- We seek the involvement of outside support agencies if necessary.
- We always involve parents/carers if cyber-bullying is brought to our attention.
- We could move to fixed term or permanent exclusion in line with our Behaviour Policy in extreme cases. This would be done in consultation with the Governing Body and the Local Authority.

➤ Resolve

- We reassure the child experiencing bullying behaviours that s/he has done the right thing by reporting the situation. (Victims of bullying often feel powerless and vulnerable. They may end up

believing they deserve to be bullied. Everything should be done to re-establish their self-esteem and self-confidence.)

- We seek to identify the reasons why a child is using bullying behaviours and help them to recognise his/her unsafe behaviour and be given support to address and change their behaviour.
- We help all the children involved to discuss their feelings and help to resolve the conflict and move on positively.
- In all serious instances, we contact the parents/carers of both parties, informing them of the situation and the action taken. If appropriate, they are invited into the school to discuss the matter. For lower-level incidents, class teachers will take responsibility for these conversations. In more serious cases, the head teacher or deputy head teacher are involved. This is certainly the case if the bullying behaviour is perceived to be on-going or unresolved.
- We seek the involvement of outside agencies if necessary.
- We continue to monitor the situation.
- Serious or prolonged bullying behaviour could result in one or more of the following sanctions:
 - Writing an explanation or apology for the incident.
 - Withdrawal of break or lunch time privileges.
 - Behaviour chart.
 - Withholding participation in school trips or sports events that are not an essential part of the curriculum.
 - Temporary managed move from the class (educated in another classroom).
 - Interview with the head teacher or deputy head teacher.
 - Fixed term exclusion.
 - Permanent exclusion.

➤ **Report**

- Lower-level incidents will be addressed by the class teacher initially, through a Reflection Time and restorative conversation. Depending on the seriousness of the incident, the class teacher may involve a member of the leadership team. The reflection sheet completed during that time serves as a record of the incident and should be recorded on CPOMS. A more serious incident or a series of incidents are referred to the deputy head teacher or head teacher. Parents/carers are involved at this stage, if they have not already been contacted about the concern.
- A record of more serious incidents is kept on the child's personal file.
- Local Authority reporting arrangements are also be followed, e.g. in the case of reporting a prejudicial incident.
- The head teacher reports annually to the Governing Body on bullying incidents, including motivational factors such as prejudice. This information helps inform any statistical reports requested by the Local Authority. The Governing Body is able to use the information collated to monitor and evaluate the effectiveness of the school's policy and practices.

Support and Guidance

- The Protective Behaviours Curriculum teaches children about safe and unsafe choices and to recognise early warning signs. All children complete a network hand of trusted adults to ask for help, inside and outside of school. This is reviewed regularly.
- Parents/carers may also seek advice about behaviour management.

Lunchtime Behaviour

- The lunchtime supervision team share the same expectations for behaviour as class teachers. They are aware of the school's Relationships (Behaviour) Policy and work in accordance with it.
- The lunchtime supervision team liaises with class teachers at the end of lunchtimes, if there are issues to report/discuss.
- If a child's behaviour is causing repeated concern, then the class teacher will contact the parent/carer. If the situation does not improve a member of the leadership team will meet with the child's parent/carer. The parent/carer may be required to take the child home at lunchtimes, in line with the school's Relationships (Behaviour) Policy. This would be categorised as a half-day suspension.

This policy is to be reviewed annually as part of the review of safeguarding policies and guidance.