



Freeman's Endowed Church of England Junior
Academy

Anti-Bullying Policy

Committee Person(s) Responsible: Senior
Leadership Team

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Intent Anti-Bullying Policy - Our Vision

At Freeman's Endowed CE Junior Academy, we believe all children should have a safe and happy place to learn. To do this, we aim for all children to demonstrate impeccable behaviour at all times, both in and out of the classroom.

'Growing in grace and knowledge with God's Love.' 2 Peter 3:18

Our aim is for children to manage their own behaviour and to be responsible for their own actions. Our school is committed to creating a caring, secure and stimulating environment in which individuals feel respected, included and valued. We believe this gives individuals the opportunity to reach their full potential emotionally, socially and academically. Because we promote a climate of kindness and want the best for each and every child, we expect everyone in school to act as role models promoting our core values:

- Kindness - Joshua 2:12 - *'Show kindness to my family because I have shown kindness to you.'*
- Love - Mark 12:31 - *'You shall love your neighbour as you love yourself.'*
- Forgiveness - Ephesians 4:32 - *'Be kind to one another, tender-hearted, forgiving one another, as God in Christ forgave you.'*
- Truthfulness - Psalm 15:2 - *'Walk with integrity, be righteousness, speak with truth.'*
- Perseverance - Philipians 4:13 - *'I can do all things through him who strengthens me.'*
- Acceptance - Romans 15:7 - *'Accept one another, just as Christ has accepted you.'*

At Freeman's Endowed CE Junior Academy, we strive for children to demonstrate impeccable behaviour as well as encouraging a high standard of attitudes to learning. These attributes are essential skills that contribute to success in school and later on in adult life. Our values guide us through daily life at Freeman's; we strive for all members of the school community to display these values at all times.

We strive to create a culture and environment which inspires each individual within our school community to be the very best that they can be. Bullying of any sort can prevent children from reaching their full potential. It is everyone's responsibility to prevent this happening and this policy contains guidelines to support this ethos. Where bullying exists, the victims must feel confident to activate the anti-bullying systems within the school to end the bullying. It is our aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in the school.

This document outlines how we make this possible at Freeman's Endowed CE Junior Academy.

Definitions of Bullying

"Bullying behaviour abuses an imbalance of power to repeatedly and intentionally cause emotional or physical harm to another person or group of people. Isolated instances of hurtful behaviour, teasing or arguments between individuals would not be seen as bullying." (Torfaen definition 2008) Bullying is:

- Deliberately hurtful or threatening behaviour.
- It is premeditated and usually forms a pattern of behaviour rather than an isolated incident.
- It involves dominance of one pupil by another, or group of others.

Bullying can be:

- Emotional: when a person is deliberately or excludes another person by being overtly nasty or unkind. An example of emotional bullying is encouraging people not to play with somebody or making fun of somebody.

- Other examples are tormenting (e.g. hiding books, threatening gestures) and ridicule.
- Physical: a deliberate physical act which results in injury or hurt feelings. Examples include punching, slapping or kicking or any use of violence or threatened violence.
- Psychological: This is a very complex form of bullying which involves deliberate acts which cause fear or anxiety in another person.

Bullying can also be:

- Racist: racial taunts, graffiti, gestures
- Sexual: unwanted physical contact or sexually abusive comments
- Homophobic: because of, or focussing on, the issue of sexuality
- Verbal: name-calling, sarcasm, spreading rumours, teasing
- Religious: related to religious beliefs and practices
- Cultural: related to cultural beliefs and practices
- Cyber: all areas of internet, such as email & internet chat room misuse; mobile threats by text messaging & calls; misuse of associated technology, i.e. camera & video facilities.

The school works hard to ensure that all pupils and parents know the difference between bullying and simply “falling out”.

Cyberbullying

Cyber bullying includes sending or posting harmful or upsetting text, images or other messages, using the internet, mobile phones or other communication technology. It can take many forms, but can go even further than face to face bullying by invading home and personal space and can target one or more people. It can take place across age groups and target pupils, staff and others. It can include threats and intimidation, harassment, defamation, exclusion or peer rejection, impersonation and unauthorised publication of private information or images. It can include messages intended as jokes, but which have a harmful or upsetting effect.

Cyberbullying may be carried out in many ways, including:

- Threatening, intimidating or upsetting text messages;
- Threatening or embarrassing pictures and video clips via mobile phone cameras;
- Silent or abusive phone calls or using the victim's phone to harass others, to make them think the victim is responsible;
- Threatening or bullying emails, possibly sent using a pseudonym or someone else's name; ☐ Menacing or upsetting responses to someone in a chat-room; Unpleasant messages sent during instant messaging;
- Unpleasant or defamatory information posted to blogs, personal websites and social networking sites (e.g. Facebook)

At Freeman's, cyberbullying is considered as serious as any other form of bullying. Cyberbullying issues are dealt with in an appropriate manner dependent on the severity and frequency of the issue. Cyberbullying will generally be dealt with through the school's Anti-Bullying and Behaviour Policies.

Actions to Tackle Bullying

Freeman's Endowed CE Junior Academy is a 'telling' school. Pupils are told that they must report any incidence of bullying to an adult within school when another pupil tells them that they are being bullied or if they see bullying taking place. It is their responsibility to report their knowledge to a member of staff.

Playground Pals Programme

Playground Pals are an important part of school life. Children volunteer to be a Playground Pal and make the commitment to help encourage happy and sociable play-times. They will be a point of contact for children during breaks and can help encourage friendship and games, make sure no-one feels alone and are able to sort out any minor concerns.

Playground Pals are friendly and approachable and of course, do not replace the role of the teacher in sorting out problems, but are a support to the children and staff on duty.

Benefits of a Playground Pals Programme

- Creates a positive ethos through the whole school community
- Promotes and encourages friendships
- Increased confidence and self-esteem
- The Playground Pals gain a sense of accomplishment

A member of the wellbeing team is also the designated mentor for the Playground Pals and will be responsible for ensuring that the Pals are fully trained and confident in supporting their peers in the playground.

Responding to concerns of bullying

When dealing with suspected incidents of bullying, staff will be guided by the following principles:

1. Never ignore suspected bullying.
2. Do not make premature assumptions. Listen to both sides of the story.
3. Listen carefully to all people– more than one child with the same version does not mean they are telling the truth.
4. Use a logical approach that moves pupils forward and focuses on making things right.
5. Follow up the issue to check bullying has not reoccurred.
6. Record information in detail outlining any incidents and conversations

Upon discovery of an incident of bullying, staff will discuss with the children the issues appropriate to the incident and to their age and level of understanding. If the incident is not too serious, a problem-solving approach may help. The adult will try to remain neutral and deliberately avoid direct, closed questioning which may be interpreted as accusatory or interrogational in style. Each pupil must be given an opportunity to talk and the discussion should remain focused on finding a solution to the problem and stopping the bullying recurring. Victims who are worried about openly discussing an incident when the aggressors are present (eg taunting during a lesson) can be encouraged to go to the teacher with a piece of work, using this as a reason to speak to the teacher or other adult member of staff.

Victims need to feel secure in the knowledge that assertive behaviour, and even walking away can be effective ways of dealing with bullying. Peer mentoring, possibly with pupils who already hold a position of responsibility, such as School Council members, can also be beneficial.

All reported incidents of bullying will be investigated and taken seriously by staff members. In order to ensure effective monitoring of such occurrences, and to facilitate co-ordinated action, all proven incidences of bullying should be reported to the Headteacher or Deputy Headteacher. These will be recorded on MyConcern. Three or more incidents of child-on-child abuse will be deemed bullying behaviour.

If bullying includes racist or homophobic abuse, it should be reported to the Headteacher and recorded on MyConcern (under the appropriate category) and also added to the appropriate incident log. Incidents will be reported to the governors at the next AGC meeting. In the majority of cases bullying behaviour will be dealt with according to the strategies set out in the Behaviour Policy. This will involve working and talking with the perpetrator to help them understand which rights have been denied and the impact of their behaviour, and to help them to make correct choices to prevent any occurrence of the behaviours causing concern.

Sanctions for perpetrating bullying behaviour may include:

1. Verbal reprimand by the Headteacher.
2. Discussions with parents/carers where appropriate.
3. Withdrawal of children from activities
4. Loss or reduced break times for a period.
5. Fixed period of exclusion (suspension) from school
6. Permanent exclusion from the school may be used depending on the severity of the incident.

The parents of perpetrators and their victims will be informed of an incident, where appropriate, and the action that has taken place and asked to support strategies proposed to tackle the problem. The effect of such strategies will be monitored. The perpetrator will also be reminded of the possible consequences of bullying and the sanctions for Freeman's Endowed CE Junior Academy repeated incidents will be clearly explained to him/her.

Whilst there is little history of bullying at Freeman's Endowed CE Junior Academy, we believe that one case is one case too many and we believe it is essential to constantly review this policy to ensure that we are able to continually strengthen our approach to this issue.

Prevention is better than cure and so at Freeman's Endowed CE Junior Academy we will be vigilant for signs of bullying and always take reports of incidents seriously. We will use the curriculum whenever possible to reinforce the ethos of the school and help pupils to develop strategies to combat bullying-type behaviour.

Safeguarding Children

Freeman's Endowed CE Junior Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.

Enhanced DBS clearance is essential for all posts at our school. All safeguarding procedures and information can be found in our Safeguarding Policy.