



Anti-Bullying Policy

EASTERN GREEN JUNIOR SCHOOL

September 2025

Academic Year 2025-26

Head Teacher/Principal: Sara Brown

Designated Safeguarding Lead: Sara Brown (Headteacher)

Deputy Designated Safeguarding Lead: Naomi Albans (Assistant Headteacher) Becky Colbourne (Assistant Headteacher) George Higginson (Pastoral Lead) Michelle Pritchard (HLTA)

Named Governor for Safeguarding: Cara Hooper

Chair of Governors: Cara Hooper

Vice Chair of Governors: Mark Spafford

Designated Lead for Looked After and Previously Looked-After Children: Sara Brown (Headteacher)

Early Help Assessment Co-ordinator: Fiona Smith

Local Authority designated officer: Kirsty Whiltshire Lado@coventry.gov.uk

Safeguarding in Education Adviser: Charlotte Hegarty charlotte.hegaty@coventry.gov.uk

MASH: MASH@coventry.gov.uk or 024-76788555

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Anti – Bullying Policy

Created: September 2023

Review: September 2026

At Eastern Green Junior School, we are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils.

In line with the Equality Act 2010, it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

At, Eastern Green Junior School we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment.

Under the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm'.

Where this is the case, the school staff should report their concerns to their Local Authority's safeguarding team. This policy is closely linked with our Positive Behaviour Policy, our Safeguarding and Child Protection Policy, our School Code of Conduct and the School's Vision and Values.

Bullying can be:

- Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), ridicule, humiliation
- Verbal- name calling, sarcasm, spreading rumours, threats, teasing, making rude remarks, making fun of someone
- Physical- pushing, kicking, hitting, pinching, throwing stones, biting, spitting, punching or any other forms of violence, taking or hiding someone's things
- Racist- racial taunts, graffiti, gestures, making fun of culture and religion
- Sexual – unwanted physical contact or sexually abusive or sexist comments
- Homophobic – because of/ or focussing on the issue of sexuality
- Online/ cyber – setting up 'hate websites', sending offensive text messages, emails and abusing the victims via their mobile phones
- Any unfavourable or negative comments, gestures or actions made to someone relating to their disability or special educational needs.

Bullying is not:

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. It is bullying if it is done several times on purpose (STOP).

Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise, it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

Bullying Definition

At Eastern Green Junior School, we discuss what bullying is, as well as incidents we would not describe as bullying, with all pupils through assemblies and PSHE lessons. We agree that:

- Bullying is usually physical hurting, name calling, giving unkind looks or leaving people out of activities/games;
- Bullying usually happens when the relationship is imbalanced;
- Bullying is usually on-going.

In order for us to understand what bullying is we use the definition of being rude, mean and bullying to help us.

is it BULLYING?

When someone says or does something
unintentionally hurtful
and they do it once, that's
RUDE.

When someone says or does something
intentionally hurtful
and they do it once, that's
MEAN.

When someone says or does something
intentionally hurtful and they *keep doing it*-
even when you tell them to stop or show
them that you're upset—that's
BULLYING.

Types of Bullying

Cyber-Bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual bullying', which can occur in and outside school. Cyber-bullying is a different form of bullying which can happen beyond the school day into and private space, with a potentially bigger audience, and more accessories as people forward on content.

Racist Bullying

This refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome marginalised and excluded, powerless or worthless because of their colour, ethnicity culture, faith community, national origin or national status.

Homophobic Bullying

This occurs when bullying is motivated by a prejudice against lesbian, gay, bisexual or transsexual people.

Vulnerable Groups

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After Children.
- Gypsy, Roma and Traveller children.
- Children with Special Educational Needs or Disabilities (SEND).
- Children from ethnic minorities.

- Children entitled to Free School Meals.
- Children for whom English is an Additional Language.
- Children who are perceived to be gay, lesbian, bisexual or transsexual.

Procedures for reporting and responding to bullying incidents.

The following is a list of actions available to staff depending on the perceived seriousness of the situation. The emphasis is always on a caring, listening approach as bullies are often victims too – that is why they bully.

- All reported instances of bullying are referred to a member of the leadership team and are recorded on CPOMS.
- Discussions at length with the victim. This will require patience and understanding. Remember – listen, believe, act.
- Discussions with the bully. Share the details and ask them to tell the truth about the situation/ incident. Make it clear that bullying is not acceptable at Eastern Green Junior School.
- Sanctions will be in line with the Behaviour Policy and parents will be informed of issues and consequences.
- If they do not acknowledge, investigate further. If they are not telling the truth, continue with the procedure. Children usually own up if presented with all the facts.
- Separate discussions with the parents of the bully and victim.
- Continue monitoring the situation by observing at playtimes/ lunchtimes and having discussions with the victim to ensure that there is no repetition.

Prevention and Intervention

In order to minimise incidents of bullying, at Eastern Green Junior School we work hard to ensure that children are clearly aware of our expectations regarding their behaviour and the way in which they interact with each other. Children are encouraged to be tolerant and respectful of differences and know what it means to be a good friend. We operate an anti-bullying ethos and have agreed the following strategies to support this:

Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. Through assemblies, as well as PSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. On-line safety workshops are held to raise parents' awareness of cyber-bullying. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

- All staff will watch for early signs of distress in pupils
- All staff will listen, believe and act- allegations are thoroughly investigated
- A highly skilled Pastoral Lead works alongside the Senior Leadership team to tackle friendship and/or behaviour issues with individual and groups of children
- A concerns and ideas box is provided on our Anti Bullying display in school where children can confidentially post written notes if they feel they cannot speak about their problem
- Peer support is available during the school day- an effective team of Anti Bullying Ambassadors are in place
- Posters will be displayed in school dissuading children from bullying
- The ChildLine telephone number will be displayed clearly in school
- Children will regularly be taught how to recognise and respond if they are being bullied or if they witness bullying- national events such as Anti Bullying Week are supported. Anti Bullying Ambassadors play an active part in spreading the anti-bullying message and run activities with all classes and in assemblies.
- Undertake regular questionnaires and surveys to monitor the extent of bullying in school and the effectiveness of this policy
- Leaflets and letters to be sent home to develop families understanding of what bullying is and is not
- Raise awareness of bullying by regularly supporting national anti-bullying events and initiatives.

Positive Behaviour Policy

Our Positive Behaviour Policy includes rewards and consequences which are used consistently, alongside positive relationships, to prevent inappropriate behaviour, and promote positive behaviour.

Responding to Bullying

All cases of alleged bullying should be reported to the Headteacher/Assistant Headteacher/Designated Safeguarding Lead or senior member of staff.

In any case of alleged bullying, the member of staff should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate.

If the allegation of bullying is upheld, the Headteacher (or senior leader) should seek to use a restorative approach with the perpetrator(s) and victim(s) together. The perpetrator(s) should fully understand the consequences of their actions on the victim(s), and apologise without reservation. Both parties should be clear that a repeat of these behaviours will not be acceptable.

All bullying incidents and incident of potential bullying must be recorded on CPOMs so that patterns of behaviour can be assessed. Parents of both parties should be informed. If the situation does not improve, the Headteacher (or senior leader) should meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the pupils involved. Any further incidents should lead to intervention (e.g. through outside agencies), further monitoring, support and punitive sanctions as deemed necessary. Any necessary action should be taken until the bullying has stopped.

Signs of Bullying

Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

1. Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.
2. Emotional: losing interest in school, being withdrawn or secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.
3. Behavioural: asking to be taken to school, coming home for lunch, taking longer to get home, asking for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

This policy will be reviewed every two years.