



|  |  |
|--|--|
| Policy Name                                    | Anti-Bullying Policy   |
| Approved by                                    | FGB  |
| Date of Approval                               | 09.02.2026   |
| Date of Next Review                            | Spring 2027  |
| Review Cycle                                   | Annual   |
| Type of Policy                                 | Non Statutory  |
| Policy Owner                                   | Headteacher  |
| Policy Published on School Website             | Yes  |
| This Policy should be read in conjunction with | <ul style="list-style-type: none"><li>● Behaviour Policy</li><li>● Written Statement of Behaviour Principles</li><li>● Suspension and Exclusion Policy</li><li>● GFJS Behaviour Curriculum</li></ul> |

## Introduction- Aims and Intent

At Geoffrey Field Junior School, we recognize that preventing and responding to bullying is a priority to ensure the safety and well-being of our pupils. In line with KCSIE 2025, our school acknowledges that bullying is a form of child-on-child abuse and must be treated with the same urgency as any other safeguarding concern.

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.

We are committed to safeguarding and promoting the welfare of all 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, anyone should report their concerns to the school's safeguarding team before leaving the site that day.

We believe all children and young people have the right to go about their daily lives without the fear of being threatened, assaulted, harassed or victimised. No one should underestimate the impact that bullying can have on a person's life. It can cause high levels of distress, affecting young people's well-being, behaviour, academic and social development right through into adulthood.

**Bullying is unacceptable.**

**Our school will respond promptly and effectively to any and all reported incidents of bullying.**

At Geoffrey Field, we are committed to providing a caring, friendly and safe environment for all of the pupils so they can learn in a relaxed and secure atmosphere, free from oppression and abuse.

Bullying is an anti-social behaviour and affects everyone. All types of bullying are unacceptable at our school and will be tackled. When bullying behaviour is brought to our attention, prompt and effective action will be taken.

We are a **TELLING** school. This means that **anyone** who is aware of any type of bullying that is taking place is expected to tell a member of staff immediately. Pupils should always feel able to tell a member of staff when they feel they or anyone else are being bullied.

The school's approach to bullying follows the advice given in '[Preventing and Tackling Bullying](#)'

## What Is Bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying is not just a one-off argument. We use the word **S.T.O.P.** to remember what it is: **Several Times On Purpose**. It is when someone uses their power to hurt or upset someone else over and over again.

In Geoffrey Field 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”***

Bullying generally takes one of four forms:

|                        |  |
|------------------------|--|
| <b>Indirect</b>        | being unfriendly, spreading rumours, excluding, tormenting ( <i>e.g. hiding bags or books</i> )  |
| <b>Physical</b>        | pushing, kicking, hitting, punching, slapping or any form of violence  |
| <b>Verbal</b>          | name-calling, teasing, threats, sarcasm, including derogatory terms  |
| <b>Cyber</b>           | all areas of online misuse ( <i>text messages, social media or gaming, which can include the use of images and video, etc...</i> ) This includes the use of Generative AI to create "deepfake" images/videos or harmful content used to harass others. |
| <b>Prejudice-Based</b> | Bullying motivated by protected characteristics, including race, religion, sexual orientation (HBT bullying), or Autism and other SEND needs .   |

## Why is it Important to Respond to Bullying?

No one deserves to be bullied. Everybody has the right to be treated with respect. Pupils who are involved in confirmed cases of bullying need to learn different ways of behaving. As a school, we have a responsibility to respond **promptly** and **effectively** to issues of bullying.

## Objectives of this policy

- The school community; governors, staff, pupils and parents/carers need to share an understanding of what bullying is.
- Governors and staff need to know what the school policy is and follow it when bullying is reported.
- Pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school, we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.

## Implementation

### **School**

The school community can expect the following steps to be taken when dealing with incidents.

1. If bullying is suspected or reported, the incident will be dealt with initially and immediately by the member of staff who has been approached.
2. A clear and precise account of the incident will be recorded and given to the Senior Leadership Team.
3. SLT will talk to the pupils concerned and will record the incident on our online safeguarding system CPOMS in a factual manner only. Those involved will be reminded of their rights and responsibilities and then lead towards accepting responsibility for their actions. The consequences of these actions will then be discussed and applied in line with the school's Behaviour Management Policy.
4. Staff involved with these pupils will be kept informed so that any further incidents can be seen in context.
5. Parents will be kept informed
6. If necessary and appropriate, police or the local PCSOs will be consulted<sup>1</sup>.

**Equality Monitoring:** All incidents will be tagged by protected characteristics to allow the school to monitor if specific groups (e.g., race, disability) are being disproportionately targeted.

**Safeguarding Threshold:** If there is reasonable cause to suspect a child is suffering "significant harm," it will be addressed as a child protection concern and reported to the DSL immediately.

**Vulnerable Groups:** For children in kinship care or looked-after children (LAC), the school will consult the Virtual School Head to ensure support plans account for their specific needs.

### Listening to Children

It is important that children are and feel that they are listened to when discussing or disclosing any potential incidents of bullying.

We will-

- Listen to the child
- Take them seriously
- Show empathy
- Let the child know it's not their fault
- Avoid stereotypes
- Reassure them they were right to tell you
- Follow our procedures for reporting concerns

### **Pupils**

Pupils who are the victims of bullying:

1. Given the opportunity to talk to an adult immediately and on any subsequent occasions;

---

<sup>1</sup> Some forms of bullying are illegal and should be reported to the police. These include violence or assault, threats and hate crimes

2. Listened to and reassured with particular regard to restoring self-esteem and confidence;
3. Will be offered continued support and strategies to address any issues they may have- this may be in school support or we may seek external agency support such as MHST.
4. Inform parents that an incident of bullying has occurred and the measures put in place by the school to prevent any recurrence

Pupils who have perpetrated bullying:

1. Discuss what happened and how they became involved <sup>2</sup>
2. Support in taking responsibility for their actions and the need to change
3. Inform their parents/ carers that the child has been the perpetrator of bullying and what is being done to support their child in making a positive change- this may include a period of time away from class or school whilst a support plan is put in place
4. Be supported to make better choices in the future and agree to 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. Necessary action should be taken until the bullying has stopped.

### Prevention and PSHE curriculum

Prevention is driven by our core values: **Honesty, Respect, Responsibility, Resilience, and Kindness**. We have a clear, positive ethos that all pupils, staff and parents understand. This is expressed in school policies and practices as well as through our Behaviour curriculum (positive behaviour management, reflection time, assemblies, school values, school council, etc.).

Each year, as the children move through the school, they are encouraged to develop their understanding of relationships and emotions. Role play, film, story and discussion will be used to demonstrate situations and allow children to explore the relationships – how they are made; how they may break down and how they can be repaired.

Children will be given strategies to make, maintain and repair relationships. They will also be made aware of the power balance in relationships and the importance of telling trusted adults if they feel they have been treated unfairly. Pupils are explicitly taught about internet safety: the dangers and challenges they may face online and their responsibility to behave in an appropriate manner when interacting online.

The school encourages the pupils' voices. We ask children for feedback and listen to their ideas and concerns. Pupils are given opportunities to make choices (e.g. courses in our 'university afternoons' workshops in arts week; after school clubs; starting points in lessons

---

<sup>2</sup> All investigated incidents of bullying are recorded by the school so that the effectiveness of support given can be assessed.

and own work). These approaches empower pupils and support them with developing the skills to keep themselves safe and to speak out if they have been treated badly.

### **Monitoring, evaluation and review**

The school will review this policy regularly and assess its implementation and effectiveness through behaviour analysis and parent/pupil surveys.

Allegations of bullying, whether substantiated or not, are recorded in the same manner. This allows school leaders to spot trends and areas that require attention. Incidents of cases of bullying are reported to the Full Governing Board through the Head Teachers report.

This is a non-statutory policy that is reviewed annually by the FGB to ensure our work is in line with the current legal guidelines and behaviour policy.