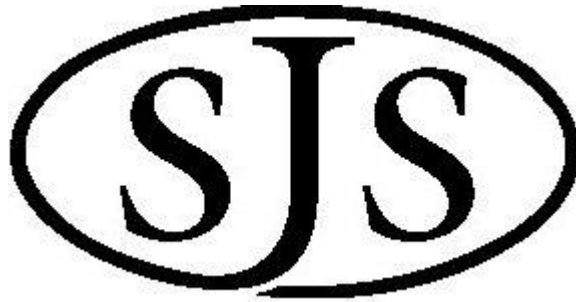


Shaftesbury Junior School

Anti-Bullying Policy



'We care, we share, for the future we prepare'

Approved by: Headteacher

Date: 9th December 2025

Last reviewed on: December 2025

Next review due by: December 2026

This policy reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

We support the 'City of Sanctuary' vision that the UK will be a welcoming place of safety for all and proud to offer sanctuary to people fleeing violence and persecution. We endorse the City of Sanctuary Charter, and agree to act in accordance with City of Sanctuary values and apply the network principles within our work.

We recognize the contribution of people seeking sanctuary. Sanctuary seekers are welcomed, included and supported within our context.

Statement of intent

Our vision at Shaftesbury Junior School is to have high standards of teaching and learning which challenge our pupils to achieve. Our anti-bullying policy supports this ideal by:

- Promoting respect and tolerance for each other and the school;
- Helping pupils towards an understanding of what is right and wrong;
- Supporting everyone in forming good relationships with adults and peers.

We believe in tackling incidents of bullying by engaging everyone's perception of bullying.

Aims & Objectives

The aim of our anti-bullying policy is to:

- Clarify for students and staff what bullying is and that it is always unacceptable. Explain to staff, students and school community why bullying and harassment occur and their impact on individuals and the school as a whole;
- Provide a secure, stimulating, positive and mutually respectful and inclusive environment for learning.

The school plans:

- To involve the School Council in any planning, discussion and dissemination of any work related to anti-bullying;
- To have in place an anti-bullying support system, that all staff and students understand and to apply the system consistently;
- To regularly monitor and review the policy with the full involvement of staff, student, parents/carers and the wider school community.

Definition of terms

Shaftesbury Junior School adopts the following definition of bullying:

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim. It is usually conscious and wilful and commonly consists of repeated acts of aggression and/or manipulation. It can take a number of forms – both physical and non-physical, either in combination or in isolation.

Bullying can be:

Physical – pushing, kicking, hitting, punching or any use of violence.

Verbal – name calling, sarcasm, spreading rumours, teasing.

Emotional – being unfriendly, excluding, and tormenting (e.g. hiding books, threatening gestures).

Indirect – executed by a third party.

Cyber – offensive email, text or phone calls.

Specific types of bullying include:

Racist – because of or associated with an individual's race, ethnicity or nationality such as racist taunts or gestures.

Sexist – unwanted physical contact or sexually abusive comments.

Homophobic – because of, or focused on the issue of sexuality, including LGBTQ (lesbian, gay, bisexual, transgender or queer) terminology.

SEN/ Disability – as a result of an individual's learning or physical condition.

Home Circumstances – bullying of young carers or looked after children.

Other concerns, that might not necessarily easily fit into these headings, will nevertheless be taken seriously e.g. being picked on, taking advantage of another person.

School is aware that it is a possibility that the bully may be an adult and will follow the local safeguarding procedures, where this is the case.

Practice and procedures

Everyone involved in the life of the school must take responsibility for promoting a common anti-bullying approach by being supportive of each other, providing positive role models and conveying a clear understanding that we disapprove of unacceptable behaviour (but not the pupil or student), and by being clear across the school that we follow school rules. All members of the school community are expected to report incidents of bullying.

Staff

Staff have a vital role to play as they are at the forefront of behaviour management and supporting children's sense of well-being in school. They have the closest knowledge of the children in their care and should build up a relationship involving mutual support, trust and respect.

We expect staff will:

- Provide children with a framework of behaviour including class rules which supports the whole school policy;
- Emphasise and behave in a respectful and caring manner to students and colleagues, to set a good tone and help create a positive atmosphere;
- Provide children with a good role model;
- Raise awareness of bullying through stories, role-play, discussion, SEAL, School Council, PSHE, RE;
- Through the headteacher, keep the governing body well informed regarding issues concerning behaviour management;
- Provide a key staff member who is responsible for the monitoring of the policy;
- Actively encourage the involvement of the students in developing, implementing and reviewing the policy.

Parents/Carers

We expect that parents/carers will support the school in ensuring that their child will be safe and enjoy their time at school. They will:

- Support us in helping us meet our aims;
- Feel confident that everything is being done to make sure their child is happy and safe at school;
- Be informed about and fully involved in any aspect of their child's behaviour;
- Be informed about who can be contacted if they have any concerns about bullying.

Governors

We expect that governors will:

- Support the headteacher and the staff in the implementation of this policy;
- Be fully informed on matters concerning anti-bullying;
- Regularly monitor incident reports and actions taken to be aware of the effectiveness of this policy.

Students

We expect that students will:

- Support the headteacher and staff in the development, implementation and review of the policy. This might involve contributing to agreed approaches designed to reduce bullying or better deal with incidents that arise (e.g. via School Council, circle time etc);
- Be involved in the monitoring and review of the policy;
- Feel confident that everything is being done to make school a safe and secure environment for them to achieve and learn;
- Feel supported in reporting incidents of bullying;

- Be reassured that action regarding bullying will take place.

Reacting to a specific incident

Recording

All incidents in or out-of-class will be recorded on file. Incidents of racial bullying are recorded in a manner that makes it possible to identify such incidents separately.

Incidents clearly identified as bullying must be reported to a senior member of staff (deputy headteacher/headteacher).

Parents (of both bully and person bullied) informed of what has happened, and how it has been dealt with, if appropriate.

Dealing with an incident

Whenever a bullying incident is discovered, school will go through a number of prearranged steps. The exact nature of each step will depend in part on the nature of the incident and those involved.

1. The school community need to be aware that when a bullying incident has come to the attention of adults in the school it has been taken seriously and action has resulted;
2. School expects to support all involved by: Talking through the incident with bully and person bullied; Helping the bully and victim to express their feelings; Talking about which rule(s) has/have been broken; Discussing strategies for making amends;
3. Sanctions may include: Time away from an activity within the classroom; Time out from the classroom; Missing break or another activity; Formal letter home from the headteacher expressing concerns, where the pattern of behaviour continues; Meeting with staff, parent and child; Pastoral Support Plan; Fixed-term exclusion;
4. Parents (of both bully and person bullied) are informed of what has happened. Failing face-to face discussion, parents/carers will be informed of any incidents by letter;
5. Safeguarding procedures should always be followed when concerns arise.