

Ben Jonson Primary School



Anti-Bullying Policy

Date reviewed: December 2025

Date due for review: December 2027

Our Vision

Ben Jonson Primary School is a welcoming, caring, stimulating, happy and inclusive school which nurtures and inspires. Ben Jonson Primary School's core purpose is to ensure all children, groups and individuals, make good progress. In particular, our aim is to ensure that those we deem disadvantaged are able to make progress alongside their peers and any gap in attainment is diminished. All individuals have the right to feel safe, the right to learn and the right to respect and fair treatment. In this way we hope that children become **brave**, **kind** and **curious**.

Our vision and values support Articles 2, 12, 15, 19, 24, 27, 28, 29, 31 of the UN Convention on the Rights of a Child.

Our Rights

- ★ Article 19: We have the right to be safe.
- ★ Article 28: We have the right to quality education.
- ★ Article 12: We have the right to give our opinion and listen to others.
- ★ Article 15/31: We have the right to join in and be part of a team.
- ★ Article 29: We have the right to develop our personalities, talents and abilities.

We are:

- **Brave** – we proudly celebrate pro-social behaviour and consistently challenge unexpected behaviour
- **Kind** – we look after each other, physically, socially and emotionally and treat each other with respect
- **Curious** – we are interested in our learning and help others to learn at all times

These qualities strongly support learning in all its forms. These have been developed with staff and children so that each quality and its impact on learning is well understood.

A **restorative culture** is based on the following principles:

Relationships matter	Difference is an asset	Be more curious than judgemental
Be more collaborative than competitive	Be both supportive and challenging	Be responsible for what's yours and enable and allow others to be responsible for what's theirs
Listen to understand	Ask more than tell; if anything isn't clear, ask.	Be kind

Purpose of a relational approach

- Develop high quality, nurturing relationships that support learning
- Recognise pro-social behaviour and reinforce through praise
- Promote independence and self-regulation through an understanding of **zones of regulation**
- Teach expected behaviour through positive interventions e.g. **emotional coaching**

We will be successful when we:

- Create problem solvers
- Encourage professional judgement
- Make praise easy
- Make emotional acceleration difficult
- Enshrine consistency
- Support adult behaviour directly through training

The impact of bullying

We believe that bullying represents a serious barrier to children participation in the life of the school and society in general. Bullying causes harm to a child's view of themselves and this can in turn impact on them in a wide range of ways, including a negative effect on a child's mental health. Consequently, it needs to be tackled swiftly in order to minimise any harm caused and allow for a full restorative process involving the perpetrator of the bullying to take full responsibility for his/ her/ their actions. It is often the case that children who engage in bullying behaviour have some element of trauma or adverse childhood experiences in their own life. Tackling bullying in a restorative way can have very positive effects for both the victim of bullying and for those who choose to bully.

This document has been written with reference to the equal opportunities policy and forms an integral part of the school Behaviour policy.

Principles

Ben Jonson Primary School believes that:

- bullying is defined as the systematic and premeditated actions of an individual or a group against another individual or group. Bullying can take place between child to child, adult to child, child to adult, parent to child, child to parent, adult to parent, parent to adult and parent to parent. All incidences of bullying identified will be dealt with according to procedures outlined in this policy. In short it is **ongoing, deliberate and involves an imbalance of power**.
- bullying includes: verbal abuse, physical abuse, deliberate social exclusion of individuals or groups. Bullying will often be racist, homophobic or gender-based and can be carried out face to face or electronically by mobile phone or via the internet.
- working in Tower Hamlets with its rich ethnic and cultural diversity means that challenging bullying supports and strengthens our school and local community.
- all children, parents and staff have an entitlement to the conditions that promote learning and the right to feel safe.
- when bullying goes unchallenged, children, parents and staff are unable to participate in learning.
- our school community should tackle bullying in any form robustly and swiftly.
- tackling bullying provides learning opportunities for both the victim and the perpetrator(s) to positively confront issues for the benefit of all.
- tackling bullying is the responsibility of all at Ben Jonson including staff, parents, and children. This policy and practice identified will be monitored and evaluated by the governing body.

Related Policies

- Behaviour for learning Policy
- Child Protection Policy
- PHSE Policy
- Equality Policy

Named person with responsibility for anti-bullying policy and practice at Ben Jonson Primary School

Norma Marshall (Headteacher)

Aims and Objectives

Tackling bullying at Ben Jonson Primary School involves more than dealing reactively to issues as they arrive. The implementation of the policy involves focused teaching, supporting children to reflect on their actions through a restorative justice model, and providing support to victims and challenge to perpetrator(s) to take responsibility for their actions. As a consequence, we seek to teach children:

- Through units in the PSHCE curriculum (JIGSAW) to focus on the factors that lead to children being bullied
- The ways in which children can seek support from within the school community and in the wider community
- Through planned teaching, during anti-bullying week and at other relevant points in the year, children have the opportunity to develop reflective skills and strategies for expressing their concerns or fears in a secure setting
- Zones of Regulation, an approach to helping children understand how their emotions work and how best to manage these emotions when they find they are not in the best place to learn, be kind, brave or curious
- How positive relationships with other children lead to positive outcomes
- How bullying will be dealt with at the school
- What the children's responsibility is in supporting each other to deal with bullying
- The vocabulary they can use in describing positive relationships and challenging bullying where they experience it
- To have confidence that bullying can be tackled and that this can be used as a positive force for developing more positive relationships

In addition, we ensure that all staff have the appropriate knowledge, skills and understanding to deal with bullying.

Outline Teaching Program

These topics do not represent the entire PSHCE curriculum but represent where the scheme of work makes reference to issues of self esteem, friends, difference and dealing with difference, bullying and related safety issues

Year 1

Celebrating difference – What is bullying? What can I do to help someone who is being bullied?

Year 2

Celebrating difference – Why does bullying happen? How can I stand up for myself?

Year 3

Celebrating difference – Witnessing bullying – How does it make me feel? How can I help someone who is being bullied?

Year 4

Celebrating difference – Understanding bullying and why it may be hard to spot? Why do witnesses not always tell when someone is being bullied?

Year 5

Celebrating difference – Rumours and name-calling – bullying behaviours. What are the different types of bullying?

Year 6

Celebrating difference – Relationships and power struggles? Why do some children bully?

All these units sit within the wider PSHE materials (JIGSAW) and provide a clear framework for teaching within statutory Relationships Education across the school. It also supports children to identify when they recognise that behaviours may become a cause for concern and move into the safeguarding arena. The ability to recognise certain actions as abusive helps children seek the support they may need to get to escape from abusive relationships that may be causing them harm.

Training provision

All staff are inducted into the behaviour guidelines in the school (see appendix 1: Behaviour for learning policy). Bullying is contained within these guidelines. This training is overseen by a senior member of staff (Headteacher). Staff also have access to a full scheme of work for PSHE and Zones of Regulation to support their teaching of strategies.

Behaviour Guidelines

These guidelines guide staff on how to tackle bullying in the first instance and who can support them. At Ben Jonson we aim to deal with all bullying concerns in a sensitive and effective manner. We always make clear our deep concern of the impact of bullying but recognise the needs of both the victim and the perpetrator(s) that are signalled through bullying.

- For the victim, feelings of low self-esteem, panic attacks, depression, sleeplessness, and other psychological and physical symptoms all lead to the effective exclusion from school life and from learning. As a first step we aim to teach all children to be assertive and recognise that positive assertiveness is the best defence against being bullied. Where children are being bullied we aim to teach them how to respond to stop the bullying occurring.
- For the perpetrator, feelings of low self-esteem that may stem from concerns about academic progress, body image, family situation including physical abuse and other, possible bullying in a different context all signal an unhappy child who needs support to deal with these issues.

To this end we seek to support both sets of children to recognise the feelings involved in bullying and the consequences of bullying for both. This may involve restorative conversations for each child or group of children, possible learning mentor support, Behaviour plan (for the perpetrator which would by necessity address the issues that led to the need to bully), Inclusion plan written by the learning mentor (for victim) or working with parents to address the issue. This in turn may lead us to adapt our teaching programmes in PHCE and Zones work in the light of what we learn from incidents of bullying. In this way incidents can lead to positive outcomes for both sets of children and the school in general.

Incidents of bullying are always dealt with by a senior member of staff as soon as the bullying is reported or discovered. (Year group leaders in the first instance; escalation of bullying is dealt with by the deputy headteacher; persistent bullying by an individual or group may lead to temporary or permanent exclusion by the headteacher).

Where bullying is identified the consequences are clear. Bullying is a 'RED CARD' incident and as such is treated very seriously.

There are 5 key elements to dealing with bullying

1. Reflection by both victim(s) and perpetrator(s). This establishes what has happened
2. Restorative conferences so that harm can be acknowledged, responsibility for harm accepted and apologies made
3. Parental involvement to make sure that all parents are clear about what has happened and the consequences of the bullying
4. Agreeing appropriate consequences including levels of exclusion
5. Learning lessons for the future that can be applied to the whole class to support children to help each other

In terms of the consequences themselves, once the bullying has been established and dealt with by including those involved, the school has a number of options:

- For first instances of bullying, parents are informed and there is exclusion from the classroom or playground (depending on where the incident took place) for a short period of time (i.e. 1 session from class or 1 day from the playground).
- Where bullying has been happening for a considerable amount of time but has only recently been discovered or where a child has been involved in continued instances of bullying the sanctions involve longer internal exclusions of three to five days. Where bullying continues after this the school has the option to exclude children for a fixed term or in extreme case, permanently.

Incidents of bullying are logged and reported in a number of ways. Incidents and actions are evaluated by the Headteacher, Head of Inclusion, SEN coordinator, and Inclusion Team. The school also logs racist and discriminatory incidents which are also be recorded as incidents of bullying.

The school seeks to reduce bullying figures but recognises that non-reporting of bullying does not mean there are no bullying issues to address

Parental Involvement

Parents should be aware of our behaviour for learning policy (see appendix 1) which lays out simply the school's expectations of behaviour, how the school recognises positive behaviour and how the school uses clear consequences to maintain positive behaviour where necessary.

Parents are made aware of any bullying at the earliest possible opportunity. Parents have regular access to staff in order to discuss any concerns they have about their children on an ongoing basis. Parents should be aware that they may also talk to members of the Leadership Team if they feel the issue is a serious one.

If a bullying incident occurs the parents of both the victim and the perpetrator(s) are informed and the action the school has taken is explained, including consequences applied and teaching that will go on with the perpetrators and victim and, if deemed appropriate, the whole class.

This policy was circulated to parents in the Autumn 2022 as part of Anti-Bullying Week 2022. It will be circulated annually as part of Anti-bullying week with a meeting arranged to invite parents/ carers comments in anti-bullying week.

Resources

The school currently uses a scheme of work for PSHE (JIGSAW) and has a full set of resources to support teaching in this area. The school has a PSHE coordinator and a named leadership team member responsible for Behaviour Management in the school (Norma Marshall). The school also has an Inclusion team who are responsible for developing policy and practice in relation to behaviour in the school.

Monitoring

The Behaviour for Learning Policy includes provision to support teachers and staff to record incidents of behaviour that are significant. These incidents are recorded on the school information system (SIMS) where teachers record any incidents that they deem of concern. All red card incidents are recorded on this system. Teachers and senior staff are then in a position to check if any patterns of behaviour are forming that may indicate bullying.

These incidents are monitored regularly by the Inclusion team (termly) who are also in a position to decide on any follow up action. Where a child's behaviour is of concern the Inclusion Team also intervene through inclusion review meetings or through establishing an individual behaviour plan.

Reports are given to the governing body regarding behaviour and racist/ discriminatory incidents on a yearly basis.

Timing

This policy will be kept under review and adapted as necessary. The review happens as part of Anti-bullying week annually.