



Policy:	Anti-Bullying
Updated:	Autumn 2026
Reviewed:	Autumn 2028

Introduction & Therapeutic Ethos

Ferrars Junior School is committed to providing a caring, friendly, and safe environment for all our pupils so they can learn in a relaxed and secure environment. Bullying in any form is unacceptable at our school.

We are a **TELLING SCHOOL**. This means that anyone who knows or suspects bullying is happening is expected to tell school staff.

In alignment with our **Therapeutic Thinking framework**, we recognise that all behaviour is a form of communication driven by thoughts, feelings, and experiences. Bullying behaviour is categorized as dangerous and detrimental behaviour. Our approach prioritises creating helpful feelings, protecting emotional and physical wellbeing, and replacing detrimental behaviours with valued behaviours through both **protective consequences** (to mitigate harm and reduce risk) and **educational consequences** (to teach empathy, understanding, and long-term positive change).

Definition & Types of Bullying

In line with DfE guidance and our Therapeutic Thinking policy, bullying is defined as the **repetitive, intentional harming (physical, emotional, mental, reputational) of one person or group by another person or group, where the relationship involves an imbalance of power**.

Bullying can be direct (either physical or verbal) or indirect (e.g., being ignored or excluded). It includes:

- **Emotional:** Unfriendly behaviour, ignoring, excluding, isolating, making threats, or tormenting (e.g., theft, damage to property, threatening gestures).
- **Physical:** Pushing, kicking, hitting, punching, or any other use of violence.
- **Verbal:** Name-calling, sarcasm, spreading rumours, teasing, taunting, comments regarding SEND or mental health, homophobic or racial insults, and insulting remarks about religion, nationality, or culture.
- **Cyber:** Misuse of technology, text messages, social media, online gaming, or digital communication.
- **Prejudice-Based & Discriminatory:** Any bullying targeted at an individual or group based on protected characteristics under the Equality Act 2010 (age, disability, race, religion/belief, sex, sexual orientation, gender reassignment).

Aims and Objectives

Bullying is wrong and damages individual children. We aim to:

- Develop a school ethos in which bullying is regarded as completely unacceptable.
- Produce a safe, calm, and secure environment where all pupils can learn without anxiety.
- Provide a consistent, therapeutic school response to any bullying incidents that occur.
- Explicitly teach valued behaviours—**kindness, respect, aspiration, resilience, and cooperation**—so pupils develop positive social interactions and co-regulation.
- Make clear each person's responsibilities with regard to the eradication of bullying.



Roles and Responsibilities

a. The Role of Governors

- The governing body supports the Headteacher in all attempts to eliminate bullying from our school.
- Governors monitor incidents of bullying and review the effectiveness of this policy regularly.
- Accurate records of all bullying incidents must be kept on CPOMS and reported to governors on request.
- If a parent is dissatisfied with how a bullying incident was handled, they can ask the Chair of Governors to investigate. The governing body responds within ten days, asking the Headteacher to conduct an investigation and report back.

b. The Role of the Headteacher

- Implement the anti-bullying strategy and ensure all teaching and support staff understand procedures for identifying and dealing with incidents.
- Set a school climate of mutual support, emotional availability, and praise for valued behaviour.
- Ensure all children understand that bullying is wrong, using assemblies and circle time to reflect on why certain actions are detrimental and how feelings influence choice.
- Ensure all staff (including lunchtime staff) receive sufficient training to identify and address bullying.

c. The Role of Teachers and Support Staff

- Take all forms of bullying seriously, seek to prevent it, and model valued behaviour at all times.
- Establish and agree on class charters at the beginning of each academic year.
- Respond to detrimental behaviour with emotional availability, positive phrasing, disempowering negative actions, and therapeutic interventions.
- Support both the victim and the child displaying bullying behaviour, using educational consequences to reteach expectations.
- Record all bullying incidents and persistent low-level concerns on CPOMS.

d. The Role of Parents and Carers

- Contact the child's class teacher immediately if they suspect their child is being bullied or is displaying bullying behaviour.
- Support the school's Therapeutic Thinking Behaviour Policy and Anti-Bullying Policy, reinforcing valued behaviour at home.
- Collaborate in partnership with the school to secure positive outcomes for their child.

e. The Role of Pupils

- Follow the school values of kindness, respect, and cooperation.
- Tell a trusted adult (staff or family worker) immediately if they are being bullied or if they witness bullying happening.
- Share views on safety and behaviour in annual pupil questionnaires, PSHE sessions, and pupil leadership forums.

5. Prevention Strategies & Behaviour Curriculum

Teachers use a range of proactive methods to promote valued behaviour and eliminate bullying:



- **Behaviour Curriculum:** Explicitly teaching kindness, respect, and cooperation through structured sessions and daily routines.
- **Curriculum Integration:** Using drama, role-play, stories, and PSHE to help pupils understand others' feelings and build empathy.
- **Zones of Regulation & Check-ins:** Greeting pupils at classroom doors and encouraging them to identify feelings to provide co-regulation support.
- **Circle Time & Celebration:** Using positive recognition, verbal praise, and awards to create a sense of belonging and community.

6. Recording and Investigating Bullying Incidents

Once a bullying incident is reported, it must be logged on **CPOMS** ideally within **three working days** and updated as the investigation progresses.

CPOMS logs must explicitly detail:

1. The children, young people, and staff/adults involved.
2. Where and when the bullying took place.
3. The type of bullying experienced (e.g., verbal, physical, cyber, emotional).
4. Any underlying prejudice or protected characteristics involved.
5. The physical, emotional, and wellbeing impact on the pupil, including support needs.
6. Actions taken, including protective and educational consequences applied.

For pupils who repeatedly display detrimental or bullying behaviours, staff will use the **Early Prognosis Tool** to analyse patterns, identify unmet sensory or emotional needs, explore functions of behaviour, and plan targeted adaptations.

7. Therapeutic Outcomes and Consequences

In alignment with Therapeutic Thinking, consequences are logical, proportional, and divided into **protective** and **educational** measures.

a. Supporting the Victim

- Immediate emotional support, reassurance, and safety measures from class staff and Family Workers.
- Protective adaptations to seating, break times, or group setups to remove anxiety.
- Ongoing check-ins to monitor emotional wellbeing and rebuild confidence.

b. Protective Consequences (Mitigating Risk & Harm)

- Increased adult supervision and monitoring via Behaviour Reports.
- Loss or adjustment of unstructured times (e.g., missing break time or lunchtime).
- Limiting access to specific areas of the school or equipment.
- Contacting parents/carers and inviting them into school for formal discussion.
- In severe cases involving physical violence, severe psychological intimidation, or criminal actions, temporary suspension or permanent exclusion will be considered.

c. Educational Consequences (Teaching Behaviour Change)

- Guided reflection time with an adult to explore feelings, understand the impact on others, and recognize why the action was detrimental.
- Re-teaching valued behaviours through social stories, visual scaffolding, and co-reflection.
- Facilitated reconciliation and restorative conversations when both parties are ready.



- Referral to Family Workers or external agencies for targeted social-emotional support.

Monitoring and Review

- This policy is monitored daily by the Headteacher, who regularly reports to the Governing Body regarding its implementation and effectiveness.
- Behaviour and bullying data on CPOMS is analysed by senior leaders to ensure no pupil groups or protected characteristics are disadvantaged.
- This policy will be formally reviewed every two years or earlier if required.