



**CHURCHER'S
COLLEGE**

ANTI-BULLYING POLICY

JUNIOR SCHOOL AND NURSERY (INCLUDING EYFS)

September 2025

ANTI-BULLYING POLICY

Contents	Page
1. Introduction	3
2. Definitions of bullying	3
3. Summary of our approach	4
4. Responsibilities	4
5. Actions to tackle bullying	4
6. Ongoing support	5
7. Counselling and ELSA Support	6
8. Parental involvement	6
9. Avoidance of bullying	6
10. Policy on cyberbullying	6
11. Monitoring and evaluation	10
12. Further sources of information	10
Appendix 1 Churcher's College Junior School Anti-bullying policy (Children's Version)	11
Appendix 2 Churcher's College Junior School Anti-bullying booklet	12

Authorised by	Head of the Junior School
----------------------	---------------------------

Date	September 2025
-------------	----------------

Revised: December 2025

Date of next review	September 2026 or earlier as required
----------------------------	---------------------------------------

Circulation	Published on the School's website and available from the Junior School Office on request
--------------------	--

Status	Complies with the <i>Education (Independent School Standards) Regulations 2014 (SI 2014/3283)</i>
---------------	---

1 Introduction

- 1.1 This policy relates to all children at Churcher's College Junior School and Nursery, including the Early Years Foundation Stage (EYFS). Throughout this document, the term "the School" refers to Churcher's College Junior School and Nursery.
- 1.2 Everyone at Churcher's College Junior School has the right to feel secure and be happy. All children have a right to be nurtured and taught to hold a high regard for others and themselves. Only if this is the case will all members of the school community be able to achieve to their maximum potential. Bullying of any sort prevents this being able to happen and prevents equality of opportunity. It is a shared responsibility to prevent this happening and this policy contains guidelines to support this ethos.
- 1.3 Throughout our programme of PSHE, regular assemblies, form times and the 'Keep on Track' motto, we endeavour to be proactive in developing a culture of kindness within the School.
- There is a focus on:
- a) Being polite; always helping anyone in need.
 - b) Never hurting anyone else, either with words or with blows.
 - c) Always think before you act. If you want a general rule to guide you, try this:- "Think of others and always act in a way which maintains your own standards and those of the school."
 - d) Respect of individuals and their property.
- 1.4 Where bullying exists the victims must feel confident to activate the anti-bullying systems within the School to end the bullying. It is our aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in the School. At Churcher's College Junior School we understand how bullying can have serious consequences both physically and emotionally and how it may cause psychological damage. The School also recognises the potential for children with SEND or certain medical conditions to be disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- 1.5 This document outlines how we make this possible at Churcher's College Junior School and should be read in conjunction with our Culture and Ethos Policy.

2 Definitions of Bullying

- 2.1 Bullying is deliberately hurtful behaviour that may be a single incident or repeated over a period of time, which may make it difficult for the person concerned to defend himself or herself. This can take the form of name-calling, violence, threatened violence, isolation, ridicule or indirect action such as spreading unpleasant stories about someone. It also includes cyber-bullying: intimidation or ridicule via text, e-mail, internet, camera phones and other new technologies. It also includes discriminatory bullying and prejudice-based bullying because of a protected characteristic (as defined in the Equality Act 2010) such as age, disability, gender reassignment, race, religion or belief, sex or sexual orientation. Bullying can also be as a result of children's special educational needs and disabilities or home circumstances e.g. adoption and children in care.

- 2.2 Bullying on the basis of protected characteristics is taken particularly seriously.
- 2.3 The school works hard to ensure that all pupils know the difference between bullying and simply "falling out".

3 **Summary of Our Approach**

Our school follows the principles set out in the DFES "Don't Suffer in Silence" guidelines. <http://webarchive.nationalarchives.gov.uk/20060213205517/dfes.gov.uk/bullying/>

These are:

- Never ignore suspected bullying;
- Don't make premature assumptions;
- Listen carefully to all accounts;
- Adopt a problem-solving approach;
- Follow-up repeatedly, checking bullying has not resumed.

Children will be reminded regularly that they must tell someone should they ever be bullied. Keeping information from the School, or from parents, will never help a problem to be solved, and will prolong the period a victim has to suffer.

4 **Responsibilities**

- 4.1 Preventing and tackling bullying is a whole-school responsibility. All adults in the school community need to be aware of the signs that bullying may be taking place. Pupils who are being bullied may show changes in behaviour, such as becoming shy or withdrawn, feigning illness, taking unusual absences or clinging to adults. Their work may suffer.
- 4.2 The Class Teacher, in the first instance is responsible for responding to alleged bullying incidents. They will work with the pupils to solve the situation, inform parents and determine positive strategies to solve the situation. A 'no blame' approach will be used. If necessary, the Senior Teacher responsible will become involved and will interview all involved and liaise closely with class teachers and parents to draw up and implement a programme of action.

5 **Actions to Tackle Bullying**

- 5.1 Prevention is better than cure so we will be vigilant for signs of bullying and always take reports of incidents seriously. We will use the curriculum whenever possible to reinforce the ethos of the School and help pupils to develop strategies to combat bullying-type behaviour.
- 5.2 Pupils are told that they must report any incidence of bullying to an adult within School, and that when another pupil tells them that they are being bullied or if they see bullying taking place it is their responsibility to report their knowledge to a member of staff.
- 5.3 All reported incidents of bullying, both in and outside the School will be investigated and taken seriously by staff members. A record will be kept of incidents. The Head of the Junior School maintains an electronic bullying log which records incidents of bullying. The Class Teacher will

also report to the staff any problems in Staff meetings under pupil information. If a bullying incident is based on a protected characteristic, this will be made clear in the School's records.

- 5.4 Upon discovery of an incident of bullying, we will discuss with the children the issues appropriate to the incident and to their age and level of understanding. If the incident is not too serious, a problem-solving approach may help. The adult will try to remain neutral and deliberately avoid direct, closed questioning which may be interpreted as accusatory or interrogational in style. Each pupil must be given an opportunity to talk and the discussion should remain focused on finding a solution to the problem and stopping the bullying recurring. There are various strategies that can be applied if more than one pupil is involved in bullying another.
- 5.5 Role-play and other drama techniques can be used as well as RE and PSHE lessons and Class council meetings. If held regularly, this can be an effective way of sharing information and provide a forum for discussing important issues such as equal rights, relationships, justice and acceptable behaviour. It can also be used just within the affected group to confront bullying that already exists. Teachers can use educational elements such as assemblies, projects, drama, stories, literature, with discussion of differences between people and the importance of avoiding prejudice-based language.
- 5.6 Victims who are worried about openly discussing an incident when the aggressors are present (e.g. taunting during a lesson) can be encouraged to go to the teacher with a piece of work, using this as a reason to speak to the teacher. Victims need to feel secure in the knowledge that assertive behaviour, and even walking away, is an effective way of dealing with bullying.
- 5.7 Where appropriate we employ peer support mechanisms, where children support each other or older children befriend younger ones. This can be via Class monitors, play leaders taught in RE or the vertical House families.
- 5.8 The children have discussed the Child friendly version of this policy in the School Council and this has been shared with all pupils. A copy is attached to this policy at Appendix 1. Children are also aware of the bullying@churcherscollege.com address they can email with any concerns.
- 5.9 Parents of children in Years 3-6 are provided with an anti-bullying booklet, when they join the School, which they are encouraged to read with their child and then sign to confirm that they have done so. A copy is attached to this policy at Appendix 2.

6 Ongoing support

As ongoing support:

- we will set up meetings between the victim and a trusted member of staff, initially daily then with decreasing frequency as the problem is resolved;
- we will arrange for the Class Teacher to brief all relevant colleagues, including support and lunchtime staff, and to monitor closely the atmosphere amongst the children;
- an appointed teacher will take responsibility for the ongoing support for the victim, and will arrange discreet ways for the victim to report concerns;

- the Head of the Junior School will monitor the application of the policy and take action as appropriate;
- Where necessary we will call on outside resources.

7 **Counselling and ELSA Support**

CCJS have ELSA Support and also there is a School counsellor and Play Intervention Therapist available to see pupils – see CCJS Counselling, ELSA and Play Intervention Therapy policy.

- Referrals may be made by the parents or by staff. School staff or parents wishing to consider a referral must in the first instance discuss this with the Deputy Head or Head of the Junior School.
- Once the referral has been made, subject to parental permission (where applicable), an appointment will be made for the Counsellor or Play Intervention Therapist to meet and assess the student.

8 **Parental Involvement**

The parents of bullies and their victims will be kept informed and be asked to agree upon and support strategies proposed to tackle the problem. The bully will also be reminded of the possible consequences of bullying and the sanctions for repeated incidents will be clearly explained to him/her.

9 **Avoidance of Bullying**

The School actively seeks to promote cooperative and supportive behaviour and attitudes. We promote respect and support of others through assemblies, RE lessons and general interactions with children. Older children help younger children in classrooms and in playgrounds. New children are teamed up with a more experienced child to help them to integrate into the School. An ICT code of conduct is circulated to all parents. Use of the School network is regulated. The School council is involved in explaining this policy to pupils.

10 **Policy on Cyberbullying**

10.1 It is necessary for Y3 -6 pupils to read, understand and acknowledge the Acceptable Use Policy for Pupils and this is covered in computing lessons with the children.

10.2 **Definition:** Cyberbullying is the use of Information and Communications Technology (ICT), particularly mobile devices or social networking sites on the Internet, deliberately to upset someone else. Examples of such behaviour include:

- (a) Setting up website pages and inviting others to post derogatory comments about a pupil;
- (b) Filming incidents and circulating the film clips via mobile phones or on line;
- (c) Sending insulting or vicious messages by text, messaging apps such as Snapchat and WhatsApp or e-mail, including the spreading of malicious rumours about another pupil(s); exclusion from school group chats;

- (d) Posting fake and obscene photographs of another pupil on social networking sites;
- (e) Hacking into social networking sites and removing and circulating material which may be embarrassing or personal;
- (f) Fraping: hijacking and changing the details on someone's Facebook page (or other social media site), when they leave it open and vulnerable, or setting up fake profile sites to impersonate and insult someone via social media sites such as Twitter or Facebook;
- (g) Griefing: the wilful destruction of online gaming creation and/or ganging up on one player to inhibit progress.

10.3 **The Impact of Cyberbullying:** Cyberbullying is a particularly destructive aspect of bullying and is recognised as posing significant risk to the welfare of children. Current research into the extent of Cyberbullying indicates that it is a feature of many young people's lives. Cyberbullying can have a seriously detrimental impact on a victim for a number of reasons:

- (a) The sense of invasion of an individual's home and personal space.
- (b) The anonymity, at least initially, of the bully.
- (c) The ability to broadcast upsetting messages and/or images rapidly to a potentially huge audience, and to continue to do so repeatedly over a long period of time.
- (d) The inclusion of other pupils in the network of circulation who might not normally participate in bullying activity. This can happen, for example, when a recipient of a phone message passes it on to others.

10.4 As with other forms of bullying, some Cyberbullying is clearly deliberate and aggressive. However, it is important to recognise that other incidents can be 'unintentional' and the result of a lack of thought and poor judgment by a pupil regarding the consequences of their actions. What may be sent as a joke may not be received as one, and indeed the distance that technology allows in communication means the sender may not see the impact of the message on the receiver. There is also less opportunity for either party to resolve any misunderstanding directly or to feel empathy.

10.5 At Churcher's College we are committed to raising the awareness of all members of the School community, including the parental body, to the dangers associated with Cyberbullying. Pupils, for example through the PSHE programme of study and computing curriculum, are regularly reminded of the fact that such activity can have severe and distressing consequences and that any form of participation will not be tolerated.

10.6 The School has a duty to safeguard the welfare of the young people entrusted to its care (see Child Protection and Safeguarding Policy and Procedures). A key part of the School's ethos states that we encourage our pupils 'to respect one another and to be helpful and tolerant in their approach'. Cyberbullying plainly runs counter to this and all pupils should be aware that:

- In line with the Education Act 2011, the School reserves the right to monitor their use of the Internet and to examine mobile devices where there is reason to suspect abuse.

- Pupils will be held responsible for all material that they place on a website and for material that is placed on a website of which they are the account holder.
- Whilst we would expect parents to play the main role in dealing with any out of School incidents, misconduct of this type outside the School remains subject to School discipline if the welfare of other pupils or the culture and reputation of the School are placed at risk.
- Sanctions may include, for example removal of a child's access to devices in school and restrictions on the use of the Internet.

10.7 Pupils can keep safe online and help to prevent cyberbullying by:

- 10.7.1 Using the Internet and other aspects of ICT in responsible ways and for educational purposes (see Acceptable Use Policy for Pupils).
- 10.7.2 Keeping their log-in details and passwords confidential and regularly changing their password. Always choose hard to guess passwords with symbols or numbers, which makes it harder for others to hack into their account.
- 10.7.3 Not hacking into, or attempting to hack into, other pupils' sites or areas of the web that are normally closed to them.
- 10.7.4 Remembering that anything they place on technology can be made public within seconds. They have very little control over this. Nothing is guaranteed to stay private. Whatever they send to others can travel worldwide and could stay online forever. University admissions officers and future employers may be able to view messages, films and photos posted years before.
- 10.7.5 Being careful what they say online or in text messages. It is easy to upset someone by not reading carefully what you have written before pressing the SEND key. Being careful what images they send.
- 10.7.6 If a pupil receives a nasty or rude message about someone, or a photo of them, they should not forward it to anyone. Doing this means they will be taking part in the bullying and could even be breaking the law.
- 10.7.7 Choosing the highest security settings on internet sites; not relying on default settings.
- 10.7.8 Using websites and services that allow users to block someone who is behaving badly or bullying, and using the blocking facility. Using websites and services that allow users to report someone who is bullying.
- 10.7.9 If a pupil sees Cyberbullying taking place they should support the victim and report the bully. Bullies get away with bad behaviour if no one tells.
- 10.7.10 In year 5 and 6 specific e-safety lessons are given to create agreed guidelines for out of school messaging.

10.8 If a pupil is the victim of Cyberbullying, he or she should:

10.8.1 Inform their Class Teacher about this as soon as possible

10.8.2 Preserve evidence, e.g. texts, messages, e-mails or images, rather than delete them. Evidence will be needed by School, internet service providers and mobile phone companies. If the Cyberbullying breaks the law, the evidence may be needed by the police for an investigation.

10.8.3 Not reply to bullying messages or retaliate by sending unpleasant messages back.

10.8.4 Use the blocking and reporting facilities of the website.

10.8.5 If necessary, change their contact details such as their instant messaging identity or mobile number.

10.8.6 Note that internet service providers will remove text or photos only if they break the law or the company's own terms and conditions.

10.8.7 Where Cyberbullying is reported to a member of staff, the teacher should follow the procedure for dealing with bullying incidents as set out at paragraph 5 of this policy.

10.9 The invasiveness of Cyberbullying and the size of the audience can be important factors when considering the School's response to such activity. The very nature of cyberbullying can also yield a clear trail of evidence that other forms of bullying do not. In addition to text messages or e-mails that may be retained by the victim, mobile phone companies, internet service providers and social network sites can also provide supporting material and evidence.

10.10 **Sanctions:** The School regards incidents of Cyberbullying as it does bullying in any other form and this policy will be applied in the same way. The full range of sanctions that are available to the school may be used in dealing with pupils who have been involved in Cyberbullying.

10.11 In conjunction with disciplinary sanctions, there are a range of other strategies that can be used to combat Cyberbullying. These include:

- Engaging with parents promptly when issues of Cyberbullying come to light;
- School Counsellor; and
- Restorative justice approaches which hold pupils to account for their behaviour and engage with them to agree actions to be taken to repair the harm caused.

10.12 Further guidance and resources

10.12.1 The DfE has published the advice note '*Advice for Parents and Carers on Cyberbullying*' (November 2014). This can be found at:

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

10.12.2 The following organisations also provide information and advice on cyberbullying:

Childnet International – <https://www.childnet.com/>

CEOP Education - <https://www.ceopeducation.co.uk/>

11 Monitoring and Evaluation

11.1 This policy will be reviewed annually (or earlier as required). The extent of bullying will be monitored through collation of records and by surveying children's opinion, through class surveys and through the School Council. We will raise staff awareness of issues through weekly staff briefings - "pupil information" and provide support and training as required to ensure staff feel confident in the delivery of the principles of this policy. Staff awareness can also be raised through training and through investing in specialist skills as required to understand the varying needs of our pupils.

11.2 The Head of the Junior School maintains an electronic bullying log which records incidents of bullying.

12 Further Sources of information

In writing this policy we have been guided by national best practice. This is available from:

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

Information pertaining to this policy is available in our 'Information to Parents' booklets.

Churcher's College Junior School and Nursery
Anti Bullying Policy (Children's version)

At CCJS we want a caring, friendly and safe place for all of our pupils. Bullying of any kind is unacceptable at our school. If you are feeling upset or worried about anything, please tell an adult. You will be listened to and we will help you.



What is Bullying?

Children will tease, fall in and out with each other, have arguments, stop talking to each other and agree and disagree about what's cool and what's not. Don't worry, this is a normal part of growing up and is not bullying.

Bullying behaviour usually is:

- deliberate – hurting someone on purpose – it is not accidentally hurting them
- unfair – the intended target is hurt and doesn't deserve this
- repeated – it can go on and on and can happen again and again

Bullying behaviours can include:

- Being hit, kicked, tripped, poked, kicked
- Having belongings stolen or damaged
- Being ignored, left out, people talking about you
- Receiving nasty text messages or emails

Many children and young people experience bullying because they are “different” or because they are thought to be “different”. At CCJS we encourage everyone to respect others and celebrate similarities and differences in all people.

Those involved in bullying behaviours may take on one of the following roles:

- Leader – leading the bullying activity
- Assistant – helping the leader
- Reinforcer – watching, perhaps laughing
- Target – the target of the bullying behaviour
- Defender – tries to stop the bullying
- Outsider – walks away without getting help

It is important that we all learn to make positive choices and are there to support each other.

What to Do if You Are Worried about Bullying Behaviour

- Tell someone – it could be a friend, someone in your family or an adult in the school. We need to know what is happening so we can help you.
- The incident will be investigated and we will talk to everybody involved.
- We may do some work with a group or a class to encourage children to make better choices and to think of others' feelings.

Where else to get help: Childline - 0800 1111 or email bullying@churcherscollege.com

(Ratified by the School Council Sept 2025)

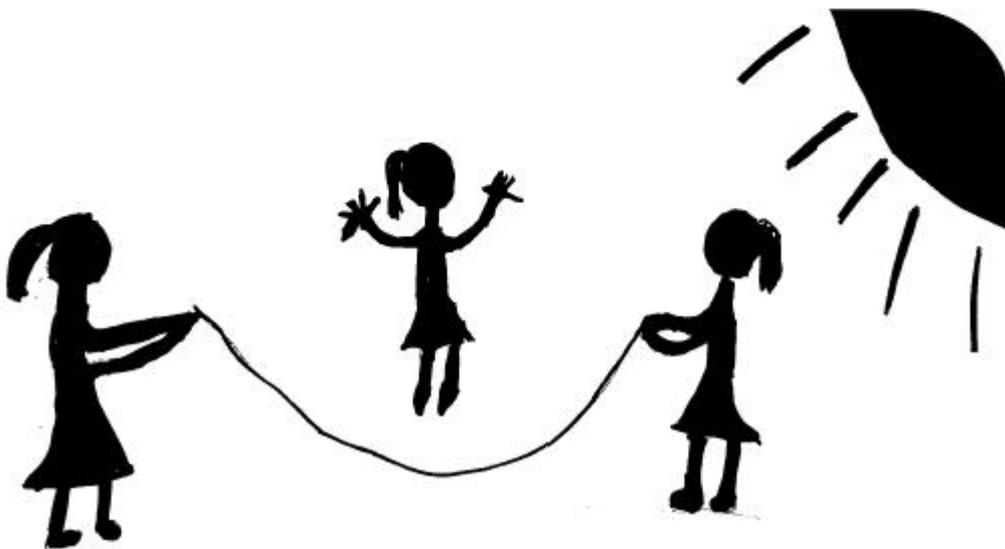
APPENDIX 2

Churher's College Junior School

Anti Bullying Booklet



CHURCHER'S COLLEGE
JUNIOR SCHOOL & NURSERY



HANDBOOK

ANTI-BULLYING POLICY

At CCJS we want a caring, friendly and safe place for all of our pupils. We expect everyone in the school community – pupils, staff and parents – to show **RESPECT**, **COURTESY**, **KINDNESS** and **CONSIDERATION** to others at all times.

Bullying of any kind is unacceptable at our school. If you are feeling upset or worried about anything, please tell an adult. You will be listened to and we will help you.

How you behave is your choice and your responsibility. Everyone has the right not to be bullied. Bullying, either by what you say or what you do, can cause a great deal of unhappiness to others.



WHAT IS BULLYING?

Children will tease, fall in and out with each other, have arguments, stop talking to each other and agree and disagree about what's cool and what's not. Don't worry, this is a normal part of growing up and is not bullying.



Bullying behaviour usually is:

DELIBERATE – hurting someone on purpose – it is not accidentally hurting them

UNFAIR – the intended target is hurt and doesn't deserve this

REPEATED – it can go on and on and can happen again and again

BULLYING BEHAVIOURS CAN INCLUDE:

Calling someone names or insulting them



Threatening or intimidating someone



Writing notes or letters to mock, frighten or upset someone

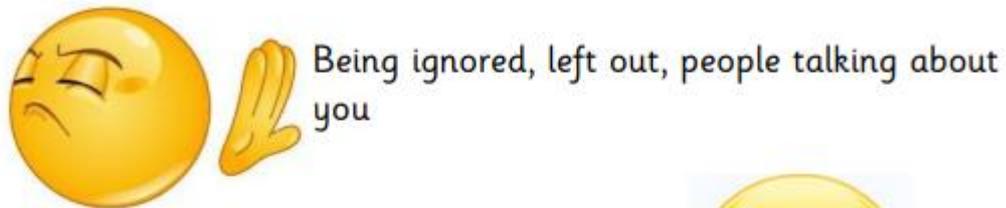
Tormenting or provoking someone



Poking, pinching, pushing, biting, being hit, kicked, tripped

Interfering with or hiding someone's belongings





Being ignored, left out, people talking about you

Using bad language towards someone else



Cyber-bullying: Phoning, texting or emailing threats or abuse to someone

Misusing technology; for example, camera and video apps



This behaviour is not acceptable, either inside or outside school.

SANCTIONS

If you are behaving in an unkind way, your **Class Teacher** will deal with it to begin with and set targets for improvement. Remember, it is your decision how you behave – do not let others lead or encourage you into unkind or rough behaviour.

If you persist in poor behaviour, you will be sent to the **Head of Pre-Prep or the Head of Prep** and an appropriate punishment will be given. This could involve reporting to staff several times a day; missing break time or other activities; making amends to the person you have bullied, etc.

If you still choose to behave poorly, your **parents** will be contacted and the **Head of the Junior School** will be informed.

Many children and young people experience bullying because they are “different” or because they are thought to be “different”. At CCJS we encourage everyone to respect others and celebrate similarities and differences in all people.



Those involved in bullying behaviours may take on one of the following roles:

Leader – leading the bullying activity

Assistant – helping the leader

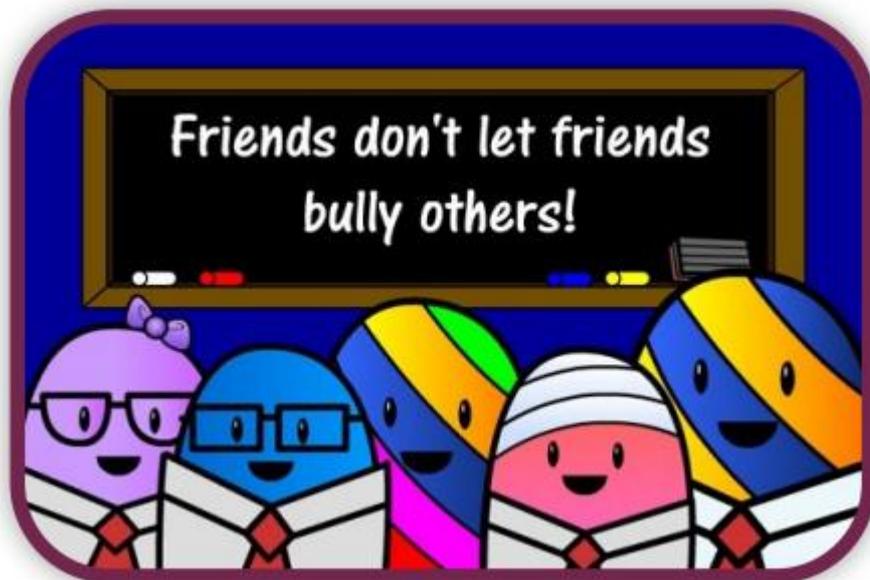
Reinforcer – watching, perhaps laughing

Target – the target of the bullying behaviour

Defender – tries to stop the bullying

Outsider – walks away without getting help

It is important that we all learn to make positive choices and are there to support each other.



What to do if you are worried about bullying behaviour

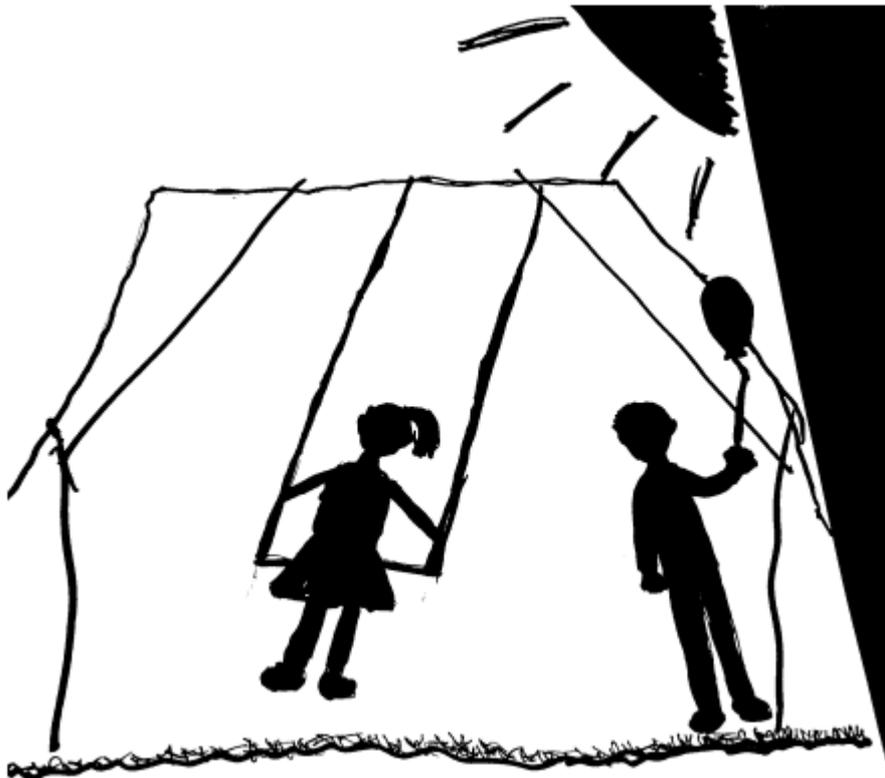
Do not join in or tolerate a bully as a friend

Speak out – silence indicates agreement with the bully.

Tell someone – it could be a friend, someone in your family or an adult in the school. We need to know what is happening so we can help you.

The incident will be investigated and we will talk to everybody involved. We will listen to all sides of the event, including witnesses.

We may do some work with a group or a class to encourage children to make better choices and to think of others' feelings.



Top Tips if someone is unkind, rude or rough towards you

Tell them you don't like it and ask them not to – sometimes people think they are just teasing or playing, and they may not realise how upset you are.

1. If they continue, try to stick up for yourself and tell them firmly to stop. However upset you feel, try to disguise it if you can. Being calm and firm puts you in the right. Don't be tempted to behave as badly as the other person. Try being assertive. Shout 'NO' loudly. Practise in front of a mirror.
2. If possible, walk away. Even better, find someone else to talk to/play with. If not, play with a ball or rope, or join in a big playground game.
3. If someone will not let you join in a game, don't follow them or keep asking. It will make them even less likely to want you another time! Remember, some games only need a certain number of people. Find something else to do and try to enjoy it.
4. Remember, everyone has bad days and good days. Most days have some of both – try to remember the good things and it will be easier to deal with the bad things.
5. If you are different in some way, be proud of it! It is good to be an individual.
6. Remember, a Peer Mentor (Year 6 child) can help solve small friendship problems but if someone is continually making you unhappy in any way, and you need help to deal with it, tell a teacher. It can be any teacher, and you do not have to speak in front of everyone else. Ask the teacher if you can speak to them quietly – he or she will arrange a time to see you as soon as possible. If you have a friend who is bullied but is afraid to tell anyone, you should tell a teacher. Your name will not be mentioned if you do not want it to be.

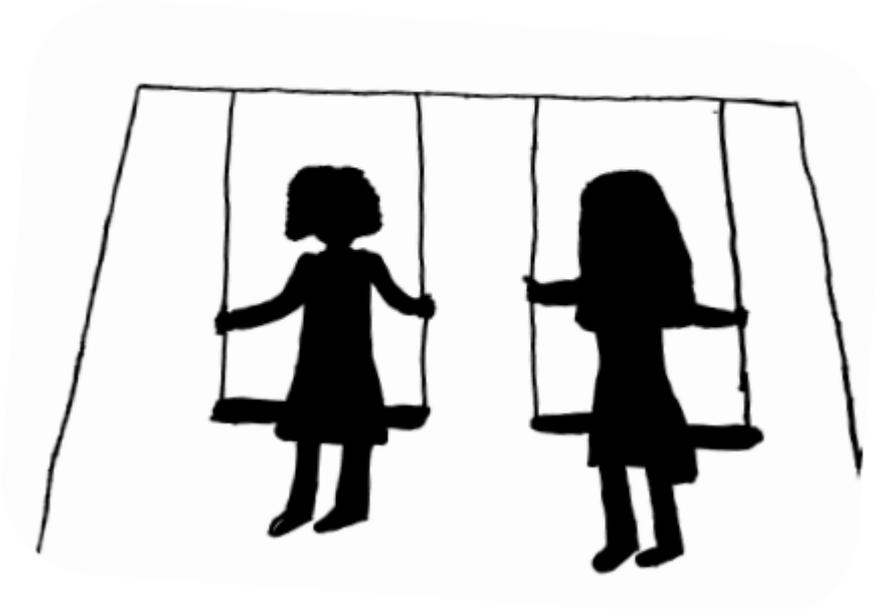
What teachers will do to help you

The teachers promise to listen to your worries, to take them seriously and to do what we can to help. We can't work miracles but we will do our best to improve things for you.

- * If someone accuses you of being rough or unkind, we promise to listen to your side of the story in private and to be as fair as we can. We know there are always two sides to a quarrel!
- * We cannot force people to be friends, but we can – and do – insist that people are kind, polite and gentle to everyone in school.

Remember:

If you want a friend, be a friend. A smile and a friendly attitude are the most important things. Find someone else who is on their own, from whatever year group, and ask them to play with you.



Where else to get help:

Bullying Online - [Childline link](#)

Childline - 0800 1111

or email bullying@churcherscollege.com



Statement

I have read and understood this policy.

I promise I will not bully anyone or ignore other people's bullying.

My Name _____

My Signature _____

Parent's Signature _____

Date _____

