



Anti-Bullying Policy

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Next Review:	March 2026
Reviewing committee:	School
Reviewers:	Jo Carne
Linked Policies:	Behaviour and Relationships Child Protection Policy Safeguarding Policy PSHE Policy Equality Policy Prevent Strategy Complaints Policy Curriculum policy

Introduction

At Hook Junior School, we are committed to providing a caring, friendly and safe environment for all our pupils so they can learn in a happy and secure atmosphere. The maintenance of good behaviour and discipline is the responsibility of all staff, who will support each other in encouraging positive behaviour in all pupils, not just those for whom they have specific class responsibility.

We expect everyone to listen and be polite to one another, to think of others and to respect one another and each other's property. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell an adult in school and know that incidents will be dealt with promptly and effectively. This means that **anyone** who knows that bullying is happening has a responsibility to inform the school.

This policy is part of the overall Behaviour and Relationship Policy of Hook Junior School and is governed by the philosophy and principles contained there. It is written to deal specifically with those aspects of behaviour that could be deemed as bullying.

Aims

All learners at Hook Junior School have the right to learn in a safe, secure and supported environment where they feel free from the fear of intimidation, harassment, victimisation or ridicule from other individuals or from groups of individuals. The principles of tolerance and understanding and respect for others are central to what we believe. As a result, we aim to:

- protect children and young people from harm
- ensure that they achieve their full potential in education
- provide a happy and stimulating childhood
- ensure that they grow up physically and mentally healthy
- enable children to feel good about themselves and respect others
- develop the essential personal and social skills to help them throughout life
- become active citizens and participate in society.

What is bullying?

There is no legal definition of bullying. However, it's usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- Bullying is usually directed at differences of perceived differences between children, such as appearance, race, gender, sexual orientation etc.

Bullying can be defined as a physical, psychological or verbal attack against an individual or group of individuals by a person or group of persons, causing physical or psychological harm 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. Any bullying, whether physical or non-physical, may result in lasting psychological damage to the individual.

Bullying generally falls into one or a combination of the following categories:

- **Physical** – regular unprovoked assaults on a person or a group, which can range from a “prod” to grievous bodily harm.
- **Psychological** - reduction of a person’s self-esteem or confidence through threatening behaviour, taunting or teasing about race, gender, disability, family circumstances, culture, sexuality including homophobic and transphobic, religion, appearance or any other features of a person’s life which can be used to wound them.
- **Social ostracism and rejection** by the peer group or other significant persons.
- **Verbal** - the deliberate use of derogatory or offensive language, e.g. swearing, racist or sexist abuse, sexual innuendo.
- **Indirect** - other forms of bullying can include interference with personal property, extortion, spreading rumours.
- **Discriminatory bullying** – deliberately focusing on an aspect of a person’s character or appearance and belittling this characteristic or feature, sexuality including homophobic and transphobic, religion, disability
- **Prejudiced based bullying** – bullying an individual because of pre-conceived ideas about the individual in relation to protected characteristics (for example race or sexuality including homophobic and transphobic, religion, disability)
- **Cyber bullying** - defined as ‘an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend himself/herself.’ The school recognises that it must take note of bullying perpetrated outside school which spills over into the school; therefore, once aware we will respond to any cyber-bullying we become aware of carried out by pupils when they are away from the site.

Behaviours that are **not deemed to be bullying** include:

- Teasing between friends without the intention to cause hurt.
- Falling out between friends after a quarrel or disagreement (though in some cases this may lead to bullying)
- It does not include activities that all parties have consented to and enjoy.

Role of Staff

All staff need to observe carefully for: -

- Children who bully either physically or verbally
- Victims
- Incidents of gender, disability, faith, race or homophobic bullying
- Places where bullying may occur e.g. toilets, playground, corridors
- Times when bullying may occur e.g. lining up, changing for PE, break times and lunchtimes

Staff will use a variety of methods for helping children to prevent and to cope with bullying. Issues will be addressed through assemblies, class discussions, role play, reading stories, writing stories or drawing pictures. As a school we annually participate in the national Anti-Bullying Week.

All year groups will follow a planned PSHE curriculum through which issues associated with bullying will be explored.

Staff must ensure that all accessible areas of the school are thoroughly supervised during break-times and lunch-times to ensure the health, safety and well-being of pupils.

Children will be conferenced in order to assess the general trends, in order for further analysis and action planning to take place.

Pupils

Pupils will be encouraged to:

- speak out about bullying and report incidents to any adults they trust;
- avoid putting themselves in vulnerable situations;
- to use strategies to deal with bullying;
- report to staff if they are aware that another child is being bullied;
- Use the 'trusted five' – who can you speak to?

All staff should watch for **signs of distress by pupils** and should investigate if a child:

- is frightened of walking to or from school
- is unwilling to attend school
- is frequently late for school or their parent has difficulty getting the child to school
- shows a noticeable decline in their attention, attendance or level or progress with all areas of learning
- becomes withdrawn
- begins to have books or clothes destroyed
- becomes distressed

- becomes disruptive or aggressive
- has possessions go missing
- is frightened to say what is wrong
- regularly reports feeling unwell during the school day (including break and lunchtimes)

In cases where children are: stealing, running away, not eating, self-harming, discussing or attempting suicide, advice will be sought from the Headteacher (or Deputy Headteacher in the HT absence) and/or external agencies.

Role of Parents

We ask parents to support this policy and co-operate with the school. Parents are expected to support any sanctions taken by the school as a result of misbehaviour. Parents who have concerns about sanctions should initially contact the class teacher. If the concern remains, they should then contact the Behaviour Lead, then the Deputy Head before ultimately contacting the Headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented, and the Governing Body may become involved, as detailed in the complaints policy.

We expect parents to inform us of any concerns they have of bullying at the time of the event, or as soon as possible thereafter.

Role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act to implement the schools' policy consistently throughout the school, and to report to Governors on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher (or Deputy Headteacher) has responsibility for giving fixed term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher (or Deputy Headteacher) may temporarily or permanently exclude a child in accordance with prevailing guidance from the DfE and LA. The Head teacher will report to the Governing Body on an annual basis.

Role of Governors

The Governing Body has the responsibility for ratifying and agreeing to support the general guidelines for this policy, and for reviewing its effectiveness. Incidents of bullying may be discussed with Governing Body or nominated/Chair of Governors if appropriate.

How Incidents of Bullying are dealt with

All staff are required to take seriously any complaint of bullying. They must listen to what the child has to say and always investigate the complaint. Staff will adopt a problem-solving approach, giving both parties opportunities to voice opinion and offering support.

All staff will:

- Respond promptly to any concerns
- Offer the victim immediate support:
- Inform a senior member of staff if the incidents are perceived as bullying, who will give advice and support
- Interview and listen to all those involved including bystanders/witnesses; hear how it is for everyone; listen impartially to all opinions:
- Prepare an agreed statement of events with the parties involved

- Make it clear which behaviours are unacceptable and which rights and responsibilities have not been met
- Resolve the conflict; the teacher helps both sides to decide on a fair agreement:
 - Each person says what they would need in order to reach an agreement.
- Record the incident on CPOMs and inform the SLT
- Speak with parents of the victim and perpetrator/s in all cases, and parents of witnesses if appropriate
- Administer sanctions in accordance with the school's Behaviour and Relationship Policy
- A verbal or written apology will be offered to the victim

Appropriate other consequences may take place dependent on the individual circumstances:

- Whenever possible, the pupils will be reconciled
- Parents will be informed and will be asked to come to a meeting to discuss the problem, initially with the Class teacher and/or Behavioural Leader.
- In more serious cases the Deputy Headteacher and/or Headteacher will be involved.
- In all cases of alleged bullying, founded or unfounded, the incidents will be recorded by staff on a central tracking document (CPOMs) reviewed frequently by the Behavioural Leader, so that patterns and trends can be identified.

Children will always be told to report back to a teacher if there are further problems.

Sanctions

Sanctions will be administered in accordance with the school's Behaviour and Relationship Policy.

At Hook Junior School, we follow the Hampshire County Council guidelines relating to exclusions.

Appendix 1

Trusted Five Adults

Who you can tell (using the five fingers of the hand):

- Someone at home
- Adult at school
- Another adult at school
- Friend
- Another person out of school

And also:

- -Pillow/pet/diary/safe place (palm of hand)
- -Childline: 08001111 (up sleeve)



Appendix 2

Further Support and Guidance

- Support and advice linked with radicalisation: https://www.nspcc.org.uk/fighting-for-childhood/news-opinion/why-doing-more-protect-children-radicalisation/?utm_source=PPC&utm_medium=&utm_campaign=112016+radicalisation&qclid=CNiM_t2nx9ECFUJmGwodFyoOfg&qclsrc=aw.ds
- Support relating to LGBT (Lesbian, Gay, Bisexual and Transgender) (refer to Equality policy): http://supportu.org.uk/about-us.php?qclid=CIWE-pqox9ECFdQ_GwodFyIHTA
- Prevent Strategy: www.gov.uk/government/publications/prevent-strategy-2011
- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- DfE: "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies", and "Supporting children and young people who are bullied: advice for schools" November 2014: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: "No health without mental health": <https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- Parentinfo: parentinfo.org

LGBT

- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Racism and Hate

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Educate against Hate: www.educateagainsthate.com/
- Show Racism the Red Card: www.srtrc.org/educational

Appendix 3

Recognising the impact of SEND on behaviour (statement from Behavioural Policy)

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will consider the specific circumstances and requirements of the pupil concerned.

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will contact the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan

