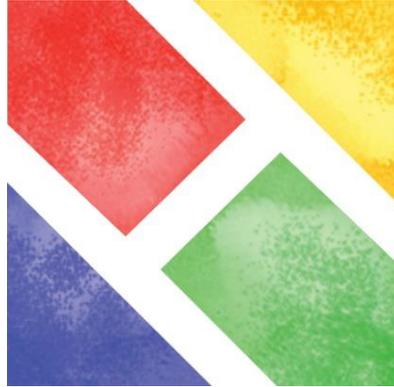


# Henleaze Junior School



## Anti-Bullying Policy

### Review

Review Cycle:	Last reviewed:	Next review:
Annual	Term 6, 2022	Term 6, 2023

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## Equalities Statement

We are committed to anti-discriminatory practice and recognise children and families' diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face. With regards to safeguarding, we will consider our duties under the Equalities Act 2010 in relation to making reasonable adjustments, non-discrimination and our Public Sector Equality Duty.

## Safeguarding statement

Henleaze Junior School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment, in accordance with the school's [Safeguarding Policy](#).

## Rationale

We are committed to providing a caring, supportive and safe environment for all members of our school community. Bullying in any form is not tolerated in our school. However, we recognise that bullying may take place and therefore this policy outlines our strategies for dealing with it, as well as preventative measures for establishing an anti-bullying culture. Anyone who knows or suspects that bullying is taking place is expected to tell a member of staff and we will respond to incidents effectively and in a way that supports all involved.

## Aims

1. To ensure that all people (children and adults) in the school community are able to co-exist in a safe environment, free from humiliation, harassment and abuse.
2. To clarify for all members of the school community what constitutes bullying and to establish that bullying is not to be tolerated at any level. It must be actively discouraged and everyone must act in a positive way to ensure bullying is challenged and reported.
3. To ensure that all members of the school community are aware of this policy and know that appropriate action will be taken to address any incidents of bullying.

## What is bullying?

We adhere to the [Anti-Bullying Alliance](#) definition of bullying as “the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.”

This is our child-friendly definition: bullying is unkind behaviour that occurs **Several Times On Purpose (STOP)**.

Bullying can take many forms, including:

- **Physical** e.g. hitting, kicking, taking belongings
- **Verbal** e.g. name-calling, teasing, insulting, discriminatory remarks, written messages
- **Emotional** e.g. spreading unkind stories, excluding from social groups, unkind looks
- **Extortion** e.g. demands for money, favours or belongings
- **‘Cyberbullying’** e.g. insulting remarks made using social media
- **Sexual** e.g. unwanted physical contact, sexually abusive comments

Not all aggression or discrimination is bullying: these may be ‘one off’ acts of unkindness. **It becomes bullying when all three elements of the definition come together: it is repeated, intended to be hurtful and there is an imbalance of power.**

An imbalance of power may include:

- The perpetrator is physically bigger or stronger than the victim.
- The victim is outnumbered by the perpetrators.
- The perpetrator is more popular than the victim.

Bullying may take the form of discrimination against particular groups. Under the Equalities Act 2010 it is against the law to discriminate against anyone because of the following ‘protected characteristics’: race, religion/beliefs, disability, sex, sexual orientation, gender reassignment, age, marriage/civil partnership, and pregnancy/maternity.

## Preventing bullying and establishing an anti-bullying culture

Our ethos of being “an inclusive school where everyone feels they belong” is fundamental to creating a caring and supportive culture for our school community. It begins with all children and adults understanding that treating each other with kindness and respect is of the utmost importance. This ethos underpins our pro-active approach to establishing an anti-bullying culture:

- Adults’ and children’s concerns are always listened to carefully and taken seriously.
- We have a clear behaviour policy which states the behaviour we promote and expect.
- Children are taught a range of ways to “speak out, stay safe”, including telling any staff member, using ‘bubble boxes’ in each classroom and via the Chat function in Teams.
- There is a child-friendly version of this policy which is displayed in every classroom.
- Adults are trained to be alert to possible signs of bullying, including changes in usual behaviour and deterioration in school work.
- We give children the opportunity on a regular basis to feedback on how safe and happy they feel via School Council meetings and pupil surveys.

Our curriculum offers frequent opportunities to explore the understanding of emotions and the development of relationship skills, as well as to promote mutual respect, tolerance and the celebration of diversity:

- Our PSHE programme teaches children conflict resolution skills and it has a specific focus on recognising and responding to bullying. One of the programme’s main aims is to create a community based on good relationships.
- We explore the wide range of relevant issues through circle times and assemblies, and we have an annual ‘Friendship Week’ which raises the profile of anti-bullying.
- Our approach to Social & Emotional Learning focuses on helping children to become aware of their feelings and to develop skills for managing emotions and expressing them appropriately. As these strategies for self-awareness and self-regulation are developed, they become life skills that help pupils build self-esteem and positive relationships.
- Our online safety curriculum addresses positive online relationships and has a specific focus on cyberbullying, and parents/carers and pupils sign an Acceptable Use agreement.

## Our approach to tackling bullying

When an incident of bullying is first reported, our main aims are to secure the safety of any victims, stop the bullying and restore relationships between those involved. This is in line with our behaviour policy which has a clear emphasis on building positive relationships.

A range of procedures may be used to resolve issues, depending on the circumstances. However, there is a general process which staff are trained to follow. The allegation will usually be investigated by the class teacher, who will alert a member of the Senior Leadership Team (SLT) so they are aware and can become involved as necessary.

1. Listen to the person reporting bullying. Reassure them that their concerns are taken seriously and that action will be taken. Make it clear that the first step is to listen to all involved and establish whether the behaviour constitutes bullying.
2. Interview all children involved separately, including those accused of bullying and any potential witnesses. Explain how the alleged victim is feeling and ask the other children for their ideas on how to improve the situation and support that person.
3. Record the investigation on our secure system (CPOMS) and report to the SLT so that a decision can be made as to whether the behaviour constitutes bullying. This decision will be recorded and communicated to parents/carers, and we will liaise with them on next steps in the process.
4. If bullying has taken place, ask the victim if they feel able to meet the perpetrator to resolve the situation. This is a chance to begin restoring the relationship.
5. Work with both parties (together or separately) to find solutions and identify the most effective ways of preventing re-occurrence. The perpetrator must take full responsibility for their actions and the impact of their behaviour on others.
6. Put in place consequences for the perpetrator in accordance with our behaviour policy. Depending on the circumstances, this may involve creating an individual behaviour plan.
7. Put in place support for the victim if required. A range of measures may be used, such as 'check-ins' with the class teacher, identification of an additional trusted adult, strategies to develop self-esteem and assertiveness.
8. Record agreed actions on CPOMS.
9. Monitor the situation and keep parents/carers informed. If further intervention is required, this will be done in accordance with our behaviour policy and may include wider measures such as the involvement of other agencies.

We recognise that perpetrators of bullying are also likely to be or have been victims of bullying themselves. We will always support both the victim and the perpetrator throughout the process when addressing any incidents of bullying.

## Pupils with SEND

We recognise that children with Special Educational Needs and Disabilities are more likely to be victims of bullying. In our school, we celebrate difference and diversity as part of promoting our ethos of inclusion and belonging. If a child with SEND is a victim or perpetrator of bullying, we will refer to their individual support plans to ensure that their needs are met.

## Bullying outside of school, including cyberbullying

We recognise that bullying can happen off-site and whilst we are not directly responsible for events that happen outside the school premises, there may be a connection with issues arising in school. We will endeavour to respond appropriately by working with parents/carers and any relevant external agencies.

Cyberbullying has similarities with traditional forms of bullying and much of the guidance and advice in relation to this applies. However, there are some significant differences which should be considered, including the following:

- Bullying can happen '24/7' making it more difficult to escape.
- The audience for bullying is potentially larger, increasing the impact.
- Incidents can quickly escalate making them more difficult to address.
- Unlike with traditional forms of bullying, evidence is often readily available. Staff, parents/carers and pupils should be advised to preserve it e.g. by using screenshots.

## Adult bullying

The school has a duty to ensure the welfare of all members of staff and to protect them from bullying. If a staff member feels that they are being bullied by a colleague or parent/carers, they should report their concerns to the Senior Leadership Team. In the event of an incident of bullying by a member of staff, we would take appropriate measures in accordance with our staff code of conduct and whistle blowing policy.

## Monitoring and Evaluation

We monitor and review all bullying incidents to determine any patterns or trends that may require action and we report to trustees on bullying. This policy and the accompanying procedures will be reviewed annually and their effectiveness evaluated with reference to relevant data, including numbers/type of bullying incidents and results of pupil surveys.

## Related policies

Behaviour Policy

Safeguarding & Child Protection Policy

E-safety Policy

SEND Policy

Staff Code of Conduct

Whistleblowing Policy

## Appendix 1: Bullying and the law

All school staff need to understand the law relating to bullying, know when it is a safeguarding issue and know how to escalate a concern. This is explained in the Anti-Bullying Alliance's [legal briefing](#).

## Appendix 2: Child-friendly anti-bullying policy

### WHAT IS BULLYING?

Bullying is unkind behaviour which happens  
**S**everal **T**imes **O**n **P**urpose.

“On purpose” means that the person behaving unkindly knows that what they are doing is hurting the other person.

Bullying can happen outside school and online. Wherever it happens, you should tell an adult.

**HJS is**  
an inclusive school where everyone feels they belong.

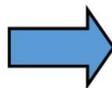
### What will happen next?

You will be listened to and taken seriously.

We will listen to everyone involved and work with everyone to stop the bullying.

We will help everyone repair their relationships.

We will keep everyone safe and keep checking that bullying is not happening again.



### What should I do if someone is bullying me?

Straightaway **T**ell **O**ther **P**eople.  
Remember: it's **NOT** your fault.

### What should I do if I think someone else is being bullied?

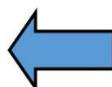
Straightaway **T**ell **O**ther **P**eople!

**BE AN UPSTANDER NOT A BYSTANDER!**  
*Stand up for the right behaviour* 😊



### Who can I tell and how do I tell?

Tell any adult in school – or tell an adult at home and ask them to tell the school.



You can talk to the adult 'face to face', use the 'Bubble box' in your classroom or Chat to your teacher on Teams.

***Don't be unkind back to the person who is bullying.***