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# SCHOOL/COMMITTEE POLICY

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## Anti-Bullying Policy

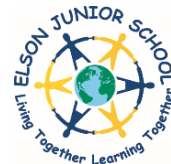


Policy Revision Date	12 <sup>th</sup> June 2025
Review Frequency	3-yearly
Role / Author	Head Teacher /P Shaw
Governing Body Committee/HT	FGB 23 <sup>rd</sup> June 2025
Date of GB Meeting/HT review for approval	FGB 23 <sup>rd</sup> June 2025
Due with Clerk to Governors (where applicable)	7 days prior to GB meeting
Governing Body/HT Approval Date	FGB 23 <sup>rd</sup> June 2025
Status (draft / approved)	Approved
Date Policy Due for review:	June 2028

Note:

*Please ensure tracked changes are used to highlight changes from the last approved version. The document status should be 'Draft'.*

*Once the changes have been approved by the Governing Body, the tracked changes can be accepted and the document status changed to 'Approved'.*



## Policy Review

The following list must be completed prior to submission to the relevant Governing Body meeting/HT for approval.

Links with other Policies	Safeguarding & Behaviour Policies and Equalities Statement Guidance to inform policy: <a href="#">Preventing bullying - GOV.UK</a> <a href="#">Keeping children safe in education 2024</a>
Model or Locally Produced	Locally Produced
Are changes to model policy or previous policy clearly identified (e.g. track changes)	Track Changes enabled
In the view of the HT is the policy related to High, Medium or Low Risk activity to the school	High
What are the likely consequences to school of non-compliance	Potential serious harm to pupils' wellbeing and safety
Are the governors/SLT accountabilities clearly identified	Yes
Are other accountabilities clearly identified	Yes
Are there any particular issues/risks associated with implementation/operation of policy	Risk of non-compliance if staff do not apply policy consistently. Once adopted this will be mitigated by issue through staff briefing process and followed up in team meetings.
How will policy effectiveness be evaluated	Through tracking of incidents logged on CPOMS and Parent/Pupil surveys
How will HT report to governors on effectiveness and when	Through HT report In line with Governor annual meeting planner.
When will the policy next be due for renewal (for statutory compliance)	Summer 2028
Does the policy impact on available resources	

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**Statement of Intent**

**Everyone at Elson Junior School has the right to feel welcome, safe and happy. This will mean that all members of our community are able to achieve to their maximum potential. We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. Bullying prevents If bullying does occur, the victims should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell some-one in line with our procedures.**

**Objectives of this Policy**

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

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This policy seeks to:

- Ensure the whole school community has a shared understanding of what bullying is and the detrimental impact it can have on wellbeing and achievement
- Ensure staff, parents, carers, and pupils work together to ensure a safe learning environment for all and to safeguard pupils who experience bullying
- Prevent, de-escalate and or stop any continuation of harmful behaviour
- Ensure all bullying behaviours and prejudiced based incidents are taken seriously, recorded and responded to in a proportionate and consistent way
- Encourage shared solutions so that those reporting bullying have an appropriate say in what happens next
- Ensure those using bullying behaviour are supported to change their behaviour
- Outline the consequences for those who show bullying behaviour
- Ensure everyone is mutually valued and respected and that in line with the Equality Act 2010 we aim to eliminate discrimination based on sex, gender identity, disability, ethnicity, sexual orientation, religion and belief
- Encourage pupils to adopt agreed standards of behaviour and values in order to develop a sense of right and wrong and the ability to take responsibility for their own actions

Our stated commitment is that when a pupil or parent or carer speaks out about

bullying:

- they will be listened to
- their concerns will be taken seriously
- the matters will be investigated
- together we will find a way to tackle it
- someone will be there to help and support them.

### What Is Bullying?

Bullying is behaviour by an individual or group, usually **repeated over time**, which **intentionally hurts** another individual or group either physically or emotionally. It can often involve the misuse of power by an individual or group towards one or more people. Bullying results in pain and distress to the victim. Cyber bullying is defined as *the use of information and communications technology (ICT), particularly mobile phone, the internet and social media to support deliberate, repeated and hostile behaviour by an individual or group that is intended to harm others*. Cyberbullying is an extension of face-to-face bullying. We recognise the additional negative impact of cyber bullying as it invades home and personal space. There are also challenges in controlling electronically circulated messages; the size of the audience; perceived anonymity and even the profile of the person doing the bullying and their target. Ongoing changes to technology mean the methods used to bully keep evolving.

### Friendship Issues, relational conflict and bullying behaviour

Friendship problems and bullying behaviour can be upsetting for pupils, parents and carers. It is however important to distinguish between the two as the responses to friendship problems will be different to the strategies used to address bullying behaviour.

Pupils will fall in and out of friends with each other, have arguments, stop talking to each other and have disagreements. This relational conflict can be a normal part of growing up. During a relational

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conflict or friendship problem groups of pupils may disagree, be upset and find it difficult to resolve the disagreement without adult help. It is unlikely however to be repeated behaviour, may even be accidental but pupils will make an effort to resolve the problem and will want to resolve the problem. We do recognise that repeated friendship problems or relational conflict can sometimes lead to bullying behaviour particularly when there is an imbalance of power e.g., when a group acts against an individual.

#### Types of Bullying

Bullying can be:

- Emotional - being unfriendly, excluding, tormenting (e.g., threatening gestures, 'looks' talking about someone to others), exclusion from a group, shunning, invading privacy, graffiti designed to embarrass
- Physical - pushing, finger jabbing, pinching, jostling, kicking, hitting, punching or any use of violence, hiding books, damaging or taking property
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact or sexually abusive comments
- Homophobic - because of, or focussing on the issue of sexuality
- Verbal - name-calling, sarcasm, spreading rumours, teasing, ridiculing, belittling, excessive criticism or sarcasm
- Cyber - Sending nasty phone calls, text messages across all areas of internet ,such as email & internet chat room misuse, mobile threats by text messaging & calls, misuse of associated technology , i.e. camera & video facilities

#### Why is it Important to Respond to Bullying?

Bullying takes place when there is an imbalance of power of one person or persons over another. This can relate to:

- The size of the individual
- The strength of the individual
- The number or group size involved
- Being from a majority rather than a minority group
- Anonymity – through the use of cyberbullying or using email, social media networking sites, texts etc.

Bullying can take place in the classroom, playground, toilets, on the journey to and from school, on residential trips, in cyberspace, in group activities and between families in the local community.

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

We have a responsibility to respond promptly and effectively to issues of bullying.

#### Prejudice-based bullying

Bullying is often motivated by prejudice against particular groups, on the grounds of ethnicity, religion and belief, sex, gender identity, sexual orientation or disability. It might be motivated by actual differences, perceived differences or as a result of association with someone else. We record these forms of prejudiced based bullying by their type and report on them to the local authority. This

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is in recognition that these groups are protected by the Equality Act 2010 because of the prejudice experienced by some groups in the wider society. We also recognise that there are others groups of children and young people who may be vulnerable to bullying including children in care, young carers or those with mental health issues. We recognise therefore that we sometimes have to look at develop specific work or practice to prevent bullying of groups of pupils.

#### **What is a prejudiced based / hate incident**

This is a one-off incident which is perceived by the victim or any other person, to be motivated by hostility, prejudice or ignorance, based on a person's perceived or actual ethnicity, gender, disability, religion, beliefs, sexual orientation or gender identity or their association with someone from one of these groups. These can also include indirect prejudice driven behaviour that is not targeted at one individual. The impact of this expression of prejudice against an equality group whether intentional or not can be damaging and must therefore be responded to as a prejudice based or hate incident.

One-off incidents are not bullying, however we separately record prejudiced based incidents identified using the above definition as we recognise the impact they can have and that they could be an indicator of bullying behaviour or contribute to an environment where bullying could happen.

#### **Bullying outside of school**

We understand that bullying behaviour can take place on the way to and from school or in the wider community and can have a significant impact on a pupils' wellbeing and their ability to learn. We recognise that cyberbullying in particular can mean that a child or young person can experience bullying behaviour throughout their day and including when they are at home. Therefore, we act to prevent and respond to

bullying behaviour outside of school as far as we are able to. We may seek support from the Police and other community teams to help us to do this effectively.

#### **Prevention**

The prevention of bullying and aggressive behaviour is an integral part of the ethos of the school.

- The school values (aspiration, compassion, integrity, adaptability, creativity) and rules (ready, respectful, safe) are promoted across the school day and the curriculum.
- At regular intervals children will be reminded of the issues surrounding bullying and the importance of letting adults know when bullying is happening. This will be done in assemblies, circle time and as part of the PSHE curriculum.
- The school commits to the Anti-Bullying Week in November each year.
- PSHE education and other curriculum subjects are used to promote social and emotional skills including those needed to work together, show empathy, build friendships, get support and help others
- Small group work interventions are used to support those who need extra help to develop their social and emotional aspects of learning
- PSHE education lessons are used to develop understanding of safety and how to stay safe
- E-safety is taught across the curriculum and through assemblies and visual reminders around the school community
- PSHE education lessons are used to develop understanding of bullying, its impact and ways to respond to bullying situations. PSHE education is also used to develop understanding of similarity and differences and the unacceptability of all forms of prejudice and bullying

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- Regular whole school assemblies are also used to develop understanding of bullying, its impact and encourage reporting
- The whole school participates in annual activities for anti-bullying week and a rolling programme of other events such as Black History Month, LGBT History Month, International Women's Day, Refugee Awareness Week, UK Disability History Month etc.
- Class assemblies/Circle Time provides opportunities for dealing with issues that have arisen in the class and wider and a time to reflect
- The School Council provides a forum for discussing any bullying issues and for the pupils to decide ways of preventing it and supporting those who are bullied.
- Staff / Mentors are used to enable pupils to resolve friendship problems and low level behaviour without adult intervention
- Break time supervision/games/sports coach is used to reduce potential conflict during break-time and lunchtime by providing a rich menu of play possibilities
- The values of the school and the class charters are upheld at all times. All staff monitor behaviour and intervene when it becomes necessary to address friendship problems and prevent bullying from developing. Staff on playground duty will inform class teachers of any incidents.

### Signs and Symptoms

Bullying can seriously damage a child's confidence, sense of self-worth and future mental health, and they will often feel that they are at fault in some way. Pupils may not realise they are being bullied because of their age or special educational need. A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber-message is received



These signs and symptoms may indicate other problems, but bullying is considered a possibility and will be investigated. Therefore, like other safeguarding issues, staff aim not to wait to be told of bullying behaviour to raise their concerns. We are also aware that some groups of pupils may find it harder to report bullying behaviour than others. For example, black and minority ethnic pupils might feel that reporting racism will put their friendship groups at risk. Wherever possible and appropriate, we will involve those who are experiencing bullying behaviour in finding the solutions.

### Procedures

Single instances of bullying or aggressive behaviour will be dealt with as stated in the schools' Behaviour Policy. Our school expectations and the consistent approach to behaviour (See Behaviour Policy), promote good behaviour choices and encourage children to have respect for each other and other people's property. Staff regularly discuss behaviour with children and reassure children that staff are serious about bullying.

Expectations of behaviour are reinforced by all staff both inside and outside the classroom and staff are vigilant at break and lunchtimes regarding the interactions and behaviours of individuals and groups of children.

The message is reinforced by staff that children do not have to be friends with everyone else but they must respect the feelings of other and everyone is expected to behave with compassion towards others in our community. Children are also supported in building positive peer relationships through class discussion, circle time and interventions led by our pastoral support team.

Early identification of bullying is the most effective way of minimising bullying behaviour and the effects on the person being bullied. We also acknowledge that the pupil doing the bullying behaviour needs to understand that their behaviour is unacceptable and will need support to change their behaviour and explore the underlying reasons for bullying. Pupils are encouraged to report any harmful or hurtful behaviour, even if they are not sure whether it is bullying. They are encouraged to report for themselves or for their friends. They can do this through:

- Speaking to their class teacher
- Speaking to another trusted adult in the school community
- Speaking to a parent/other adult who may then contact the school in any of the ways listed
- Speaking to a friend and asking the friend to help tell an adult
- Calling a confidential helpline such as ChildLine.

Incidents of bullying that have been reported to staff will be dealt with in the following way:

- The incident will be dealt with immediately by the staff member to whom it is reported.
- A clear account of the incident will be recorded, see Appendix 1, and given to a member of the Leadership Team
- Statements will be taken from all the children involved
- Parents will be kept informed
- Consequences will be in line with the Behaviour Policy and in consultation with the parties concerned.
- Actions to challenge, correct and teach will be identified

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- Class teachers will be kept informed and, if bullying persists, they will report it immediately to a member of the Leadership Team
- A period of monitoring will be established to ensure any bullying is effectively dealt with.
- Where appropriate risk assessments will be used to set out preventative measures.
- If necessary and appropriate, police will be consulted when bullying incidents involve a criminal offense or a civil breach of the law. For example, this could include: physical assault, cyber harassment and racist incidents

#### Outcomes

- The bully (bullies) may be asked to genuinely apologise. Other consequences may take place.
- If possible, the pupils will be reconciled
- After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
- In serious cases, fixed term or permanent exclusion will be considered.

#### Recording

- The incidents will be recorded by staff using the form in appendix 1.
- All racist incidents will be recorded on the Hampshire Bullying and Racist Incident Record Form

#### Disciplinary Steps and Consequences

Sanctions by themselves are unlikely to change bullying behaviour but we may need to make decisions to keep the target of bullying behaviour safe (eg preventing a child who has used bullying behaviour from playing outside) or to help the child who has shown bullying behaviour learn some skills. These will be case and child-specific:

- Parents and carers of those involved will be informed of actions taken
- Records will be kept on pupils' files

While at Elson Junior School we do not believe that children should be excluded from school and that school is the best place for children to learn positive behaviours and the consequences of negative behaviour. We do have legal powers to exclude children and while we don't intend to use these powers, it remains our right to do so. The school is able to administer in line with the behaviour policy:

- Official warnings to cease
- Detention
- Time working away from their class group (internal suspension)
- Exclusion from certain areas of the school or premises
- Parents/Carers to support their child in school
- Lunchtime detention
- Fixed-term suspension
- Permanent suspension



## Responding to bullying

All pupils have a role to play to intervene to support their peers (if it is safe to do so) and to report bullying:

- Alert an adult in school to any concerns
- Talk to your friends about the situation
- Above all always tell someone. Adults will usually need to intervene to stop bullying behaviour
- All of us have a responsibility to avoid encouraging or inciting bullying behaviour and to not stand by and let someone else be harmed.

## Pupils (if you have been bullied)

- If you feel able to and it is safe to do so, ask the child showing bullying behaviour to stop, ignore it, say no and walk away
- Try not show you are upset or angry, but remember this is not your fault
- Tell a friend what is happening and ask for their support
- Tell a trusted adult in or out of school (ask a friend to go with you if it helps)
- Do not delete evidence of online bullying as it can be used as evidence
- It is possible the situation will take time to resolve, but unless you tell someone, we cannot help you – and we can make sure you are safe

## Parents and carers

- Listen and talk to your child about the situation and discuss and agree next steps
- Contact a member of SLT if you are worried or concerned
- Monitor social networks/computer used
- Reinforce the value of good behaviour
- Support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school
- Discuss friendships and problems their child talks to them about
- Be aware of any early signs of distress
- Support their child and do not say "go and hit him/her back"
- Speak to their child's class teacher or any member of school staff about any concerns they have
- Support the school's consequences
- Feedback to the school following incidents where their child has bullied or been bullied.

## School Staff

- Take seriously any report of bullying behaviour
- Record it and report it to a member of SLT
- An appropriate member of staff will then investigate the bullying case and will:
  - Speak with the person targeted for bullying behaviour and involve them in what they would like to happen next
  - Speak to the pupil carrying out the bullying behaviour and find out their perspectives
  - Find witnesses to explain what they saw
  - Contact and involve the parents and carers of those targeted and the parents and carers of those doing the bullying behaviour
- We will (age appropriately) challenge the behaviour and ideas of the person doing the bullying and help them to understand that what they said or did was hurtful and not in line with the school's values, ethos or policies



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- We will consider the intentions of the perpetrator before helping him or her develop a repair plan
- We will let other pupils that have witnessed the incident know that the behaviour was unacceptable and that it is being dealt with
- We will keep the target of bullying behaviour and their parents and carers informed about progress and any actions taken and a review date
- We will record on CPOMS whether the incident has been resolved and whether the target and their parents or carers are satisfied with the outcome
- We will identify clear times to 'check in' with those involved (and including parents and carers) to ensure issues have been resolved.

Where bullying behaviour is denied and evidence is hard to find, those involved will be closely observed and monitored. Any pupils who feel they are being bullied will be checked in with regularly by a designated adult.

#### Head teacher and governors

- Reports of bullying and prejudiced based incidents will be made by the Head teacher / Senior Teacher to the governing body
- The Head teacher / Senior Teacher will also report on the Safe and Well School Survey
- The Head teacher and the governing body will monitor the effectiveness of this policy in discussion with the School Council and the staff in school and will be involved in any unresolved concerns raised by pupils or parents and carers about bullying in the school community.

#### Complaints

If a parent or carer thinks the school has not resolved a complaint effectively then they should follow the school's complaints policy. This can be found on the school website.

#### Monitoring and Evaluation

This document will be monitored and evaluated regularly and updated to take account of new Government and local guidance, and the views of the whole school community.

Appendix 1

**Bullying Incident Report**

Reported by:	Role:
Date(s) of incident(s):	
Time(s) of incident(s):	
Location of incident (s)	

Bullying incident related to: tick or highlight all that apply	
<ul style="list-style-type: none"> <li>• Gender</li> <li>• SEND</li> <li>• Race</li> <li>• Age</li> </ul>	<ul style="list-style-type: none"> <li>• Appearance</li> <li>• Health Condition</li> <li>• Sexual Orientation</li> <li>• Religion or culture (define)</li> </ul>

Form of bullying used: tick or highlight all that apply	
<ul style="list-style-type: none"> <li>• Physical aggression</li> <li>• Deliberately excluding</li> <li>• Name calling and teasing</li> <li>• Cyber bullying</li> <li>• Extortion</li> </ul>	<ul style="list-style-type: none"> <li>• Damaging or taking personal possessions</li> <li>• Spreading rumours</li> <li>• Verbal threats</li> <li>• Other (define)</li> </ul>

Frequency and duration of bullying behaviour:
<ul style="list-style-type: none"> <li>• Once or twice</li> <li>• Several times a week</li> <li>• Persisting over two months</li> <li>• Persisting for more than a year</li> </ul>

Details of people involved Role – ringleader, outsider, reinforce, assistant, defender, victim Level of involvement: 1=very involved 2=involved 3= slightly involved 4=only indirectly involved							
Child	Involvement	Role	Gender	Age	Ethnic Origin	SEND/LAC	



Other notes on incident: including relevant previous behaviour

Checklist: Tick as appropriate:	
Does incident involve same person? Yes/No	Has follow up date been set? Yes/No
Have parents/carers been notified? Yes/No	Has action been agreed with victim? Yes/No
Had individual discussions with all? Yes/No	Has action been agreed with perpetrator? Yes/No
Had group discussions with all? Yes/No	Are notes and comments attached? Yes/No

Other Actions

Other Actions	
Medical treatment required?	Police involvement?
Report to Governors?	Referral to other agencies? (Detail)
Specific report from staff attached?	Other?

Details of actions agreed with everyone involved – including parents and carers where appropriate:

Completed by:	Role:	Date:
Checked by:	Role:	Date:

Outcome of follow up and further actions taken:

Has the bullying stopped? Yes/No

Describe any other outcomes, who was involved and when they occurred:

Is any further action required?