Anti-Bullying Policy

Date Reviewed:	March 2026
Next Review:	March 2028
Reviewing committee:	School
Reviewers:	Andy McLaren
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.

Equality Statement

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

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, bullying is behaviour that is:

- **typically repeated** (though we recognise that a single severe incident may also constitute bullying if it causes significant harm)
- **intended to hurt someone** either physically or emotionally
- **often involves an imbalance of power** between the victim and perpetrator

Bullying is usually directed at differences or perceived differences between children, such as appearance, race, gender, sexual orientation, disability, religion or belief.

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, sexual orientation, religion or belief, 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, including bullying related to protected characteristics under the Equality Act 2010:
    - Age
    - Disability
    - Gender reassignment
    - Marriage and civil partnership
    - Pregnancy and maternity
    - Race
    - Religion or belief
    - Sex
    - Sexual orientation
- **Prejudice-based bullying** – bullying an individual because of pre-conceived ideas about the individual in relation to protected characteristics (for example race, sexual orientation, religion or belief, disability, gender reassignment).
- **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.'
  Cyberbullying can take many forms including:
    - Harassment via social media platforms
    - Sending threatening or abusive messages via messaging apps
    - Sharing inappropriate, embarrassing or harmful images or videos
    - Bullying through online gaming platforms
    - Creating fake profiles to humiliate someone
    - Excluding someone from online groups or activities
- **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.

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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)
- Activities that all parties have consented to and enjoy

Bullying and Peer-on-Peer Abuse

We recognise that some bullying behaviours may constitute peer-on-peer abuse, including sexual harassment and sexual violence. Where bullying involves any of the following, it will be treated as a safeguarding concern and referred immediately to the Designated Safeguarding Lead (DSL):

- Sexual violence or sexual harassment
- Physical abuse that causes significant harm
- Serious psychological harm
- Any behaviour that may constitute a criminal offence

In such cases, the incident will be handled in accordance with our Safeguarding and Child Protection Policy as well as this Anti-Bullying Policy. For further information, please refer to our Safeguarding Policy.

Prevention of Bullying

Prevention is central to our approach to tackling bullying. We aim to create a culture where pupils feel safe, valued and able to report concerns without fear.

Our preventative strategies include:
Curriculum and PSHE:
- All year groups follow a planned PSHE curriculum through which issues associated with bullying are explored
- Age-appropriate lessons on respect, diversity, healthy relationships and online safety
- Regular discussions about different types of bullying and their impact
- Teaching pupils strategies to respond to bullying and support others

School Culture:
- Promoting positive relationships and mutual respect throughout the school
- Celebrating diversity and challenging prejudice
- Regular assemblies addressing bullying themes
- Annual participation in national Anti-Bullying Week
- Using the 'Trusted Five' approach to ensure pupils know who they can talk to

Environment and Supervision:
- Thorough supervision of all accessible areas during break-times and lunch-times
- Identifying and monitoring areas where bullying may be more likely to occur (e.g. toilets, playground, corridors)
- Creating safe spaces where pupils can go if they feel vulnerable
- Ensuring pupils know how to report concerns, including anonymous reporting options

Staff Awareness:
- Regular training for all staff on identifying and responding to bullying
- Vigilance for signs of bullying, including changes in behaviour or attendance
- Monitoring vulnerable times (e.g. lining up, changing for PE, break times and lunchtimes)
- Regular pupil conferencing to assess general trends for analysis and action planning

Role of Staff

All staff need to observe carefully for: -

• Children who bully either physically or verbally
• Victims
• Incidents related to protected characteristics (gender, disability, faith, race, sexual orientation, gender reassignment 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 or Sport Clubs, 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.

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.

Staff Training

All staff (including teaching staff, support staff, lunchtime supervisors, and supply staff) must receive regular training on this anti-bullying policy to ensure consistent application across the school.

Training will include:

- Induction training for all new staff on the anti-bullying policy
- Annual refresher training for all staff
- How to recognise different forms of bullying, including cyberbullying and discriminatory bullying
- How to respond appropriately to bullying incidents
- How to support victims and work with perpetrators
- Understanding the specific needs of pupils with SEND in relation to bullying
- The overlap between bullying and safeguarding concerns
- Recording and reporting procedures

Recognising Signs of Bullying

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 of 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, and the incident will be treated as a safeguarding concern.

Recognising the Impact of SEND on Behaviour

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 our 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.

Pupils with SEND may be particularly vulnerable to bullying. Staff will be especially vigilant in monitoring and supporting these pupils, and will work closely with parents and the SENCO to ensure appropriate support is in 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?

Pupils should know that:

- Bullying is never acceptable
- They will be taken seriously if they report bullying
- The school will take action to address bullying
- They will be supported if they are being bullied
- Reporting bullying is not 'telling tales' - it is helping to keep everyone safe

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(s), 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.

Communicating with Parents
This policy is available on our school website and is shared with parents via our newsletter at the start of each academic year.

When a bullying incident occurs:
- Parents of both the victim and the perpetrator will be informed within 24 hours of a confirmed incident
- Parents will be invited to meet with school staff to discuss the incident
- Parents will be kept updated on actions taken and outcomes
- Parents will be informed of support being provided to their child

What Parents Can Do
- Talk to your child about bullying and encourage them to speak out
- Look out for signs that your child may be being bullied or bullying others
- Contact school immediately if you have concerns
- Work with school to resolve issues
- Model respectful behaviour at home and in the community
- Monitor your child's online activity and discuss online safety
- Support any sanctions or interventions put in place by the school

Role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act, to implement the school's 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 Headteacher will report to the Governing Body at least annually on:

- The number and nature of bullying incidents
- Analysis of incidents by type and protected characteristics
- Actions taken in response to incidents
- The effectiveness of preventative strategies
- Any patterns or trends identified

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.

The Governing Body will:

- Receive at least termly reports on bullying incidents and trends
- Monitor the effectiveness of the anti-bullying policy
- Ensure the policy is reviewed annually
- Challenge the school on its approach to preventing and tackling bullying
- Ensure appropriate resources are allocated to anti-bullying work

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** and ensure they feel safe
- **Inform a senior member of staff** if the incidents are perceived as bullying, who will give advice and support
- **Consider whether the incident is also a safeguarding concern** and refer to the DSL if appropriate
- **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

- **Ensure a verbal or written apology** is offered to the victim where appropriate
- **Arrange follow-up support** for both victim and perpetrator (see Supporting Victims and Working with Perpetrators sections below)

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

- Whenever possible, the pupils will be reconciled using restorative approaches
- 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 CPOMs, reviewed by the Behavioural Leaders, so that patterns and trends can be identified

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

Use of Reasonable Force

In cases where bullying involves physical violence or poses an immediate risk of harm, staff have the legal power to use reasonable force to:

- Prevent pupils from hurting themselves or others
- Prevent damage to property
- Maintain good order and discipline

This may include physically separating pupils found fighting.

Any use of reasonable force will be:

- Proportionate to the circumstances
- Used only when necessary
- Recorded in detail on CPOMs
- Reported to parents the same day
- Reviewed by the Headteacher

For full details on the use of reasonable force, please refer to our Behaviour and Relationship Policy.

Supporting Victims

When a child has been bullied, we will provide ongoing support including:

- **Immediate safety measures** – ensuring the child feels safe and protected
- **Regular check-ins** with a trusted adult (class teacher, pastoral lead, or other designated staff member)
- **Access to pastoral support** if needed
- **Strategies to build resilience and confidence**, including:
    - Teaching assertiveness skills
    - Developing friendship skills
    - Building self-esteem
- **Involvement of parents/carers** in creating and reviewing a support plan
- **Monitoring** to ensure the bullying has stopped and the child is recovering
- **Referral to external agencies** if additional support is needed (e.g. educational psychologist, CAMHS)

The victim will be reassured that:

- The bullying is not their fault
- They did the right thing by reporting it
- They will be supported and protected
- The school takes bullying seriously

Working with Perpetrators

When a child has engaged in bullying behaviour, we will:

- **Investigate the reasons** behind the behaviour, including:
  - Whether there are underlying issues (e.g. problems at home, being bullied themselves)
  - Whether SEND may be a factor
  - Whether the child understands the impact of their actions

- **Use restorative approaches** to help pupils:
  - Understand the impact of their actions on others
  - Take responsibility for their behaviour
  - Make amends where appropriate
  - Develop empathy

- **Create behaviour support plans** where appropriate, including:
  - Clear expectations and targets
  - Strategies to manage behaviour
  - Regular review meetings
  - Involvement of parents/carers

- **Provide support** to address underlying issues, which may include:
  - Social skills development
  - Anger management strategies
  - Conflict resolution skills
  - Referral to external agencies if needed

- **Monitor behaviour** closely to ensure improvement and prevent reoccurrence
- **Involve parents/carers** in behaviour improvement strategies

We recognise that children who bully may themselves be vulnerable and in need of support. Our approach balances accountability with support to address the root causes of bullying behaviour.

Sanctions

Sanctions will be administered in accordance with the school's Behaviour and Relationship Policy and will be proportionate to the severity and frequency of the bullying.

Sanctions for bullying may include:

- **Restorative conversations** with the victim and/or mediation
- **Loss of privileges** (e.g. break time activities, school trips)
- **Internal exclusion** (working in isolation within school)
- **Fixed-term suspension** for serious or persistent bullying
- **Permanent exclusion** for the most serious cases or where other interventions have failed

When considering sanctions, the school will:

- Take into account the pupil's age and level of understanding
- Consider whether the pupil has SEND and make reasonable adjustments where necessary (see Adapting Sanctions for Pupils with SEND below)
- Consider the severity and frequency of the bullying
- Consider the impact on the victim
- Consider whether the behaviour may constitute a criminal offence and involve police where appropriate

- Ensure sanctions are applied consistently and fairly

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

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.

Recording, Monitoring and Reporting

Recording

All incidents of alleged bullying, whether founded or unfounded, will be recorded on CPOMs by the member of staff who dealt with the incident.

Records will include:

- Date, time and location of incident
- Names of those involved (victim, perpetrator, witnesses)
- Type of bullying (physical, verbal, cyber, discriminatory, etc.)
- Whether the incident relates to protected characteristics
- Details of what happened
- Actions taken
- Sanctions applied
- Support provided
- Parental involvement
- Follow-up actions and dates

Monitoring

The Behavioural Leaders will review CPOMs records at least monthly to identify patterns and trends, including:

- Frequency of incidents
- Types of bullying occurring
- Locations and times where bullying is most common
- Whether particular groups are disproportionately affected (analysis by protected characteristics)
- Whether particular pupils are repeatedly involved as victims or perpetrators
- Effectiveness of interventions

This analysis will inform:

- Targeted preventative strategies
- Staff training needs
- Adjustments to supervision arrangements
- Curriculum planning
- Resource allocation

Reporting to Governors

A summary report of bullying incidents (anonymised) will be provided to the Governing Body at least termly, including:

- Number and types of bullying incidents
- Analysis by protected characteristics
- Actions taken in response to incidents
- Support provided to victims and perpetrators
- Effectiveness of preventative strategies
- Any patterns or trends identified
- Recommendations for policy or practice changes

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

General Anti-Bullying Resources:

- DfE: "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies", July 2017: https://www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE: "Supporting children and young people who are bullied: advice for schools": https://www.gov.uk/government/publications/preventing-and-tackling-bullying
- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Kidscape: www.kidscape.org.uk
- The Diana Award: www.diana-award.org.uk
- Family Lives: www.familylives.org.uk
- Victim Support: www.victimsupport.org.uk

Mental Health and Wellbeing:

- DfE: "No health without mental health": https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy
- MindEd: www.minded.org.uk
- Young Minds: www.youngminds.org.uk
- NSPCC: www.nspcc.org.uk

Safeguarding:

- Keeping Children Safe in Education (KCSIE): https://www.gov.uk/government/publications/keeping-children-safe-in-education
- Support and advice linked with radicalisation: https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/dedicated-helplines/protecting-children-from-radicalisation/
- Prevent Strategy: www.gov.uk/government/publications/prevent-strategy-2011
- Educate Against Hate: www.educateagainstahate.com

Curriculum Support:

- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk

Young Carers:

- 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: www.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
- Show Racism the Red Card: www.srtrc.org/educational