Horsell C of E Junior School

At Horsell C of E Junior School we believe we are all 'made in the image of God'. Through a commitment to Christian values and high academic aspirations, we strive to provide a rich and inclusive education for every member of our school family.

Anti-Bullying Policy	
Date adopted:	**March 2023**
Author/ Owner:	**Victoria Brinicombe**
Approved by:	**Governing Body**
Date approved:	**September 2026**
Due for review:	**September 2027**

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Anti Bullying Policy

'Anyone who claims to be in the light but hates a brother or sister is still in the darkness.'
1 John 2:19

This policy is to be operated in conjunction with the Safeguarding and Child Protection Policy, PSHE Policy and Positive Behaviour Policy

Our vision statement:

At Horsell C of E Junior School we believe that we are all **'made in the image of God'.** Through a commitment to **Christian values and high academic aspirations,** we strive to provide a **rich and inclusive education** for every member of our school **family.**

Bullying in any form is always unacceptable.

What is Bullying?

We at Horsell C of E Junior School accept the definition:

"Bullying is persistent behaviour by an individual or group which knowingly, deliberately and systematically causes/seeks to cause, or encourages others to cause, pain, distress, anxiety or fear to another individual or group whether physically, verbally or emotionally."

Bullying is defined as:

"Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally".
(DfE "Preventing and Tackling Bullying" 2014)
Or
The Anti-Bullying Alliance defines bullying as *"the repetitive, intentional hurting of one person by another where the relationship involves an imbalance of power".*

There are different ways in which bullying takes place. The bullying in school is usually done directly to the victim.

All bullying is 'emotional' and plays on weakness: the imbalance of power.

Bullying can be **REPEATED** deliberate acts done to cause distress. Bullying behaviour is carried out to give a feeling of power, status or other gratification to the bully / bullies. Bullying can occur through several types of anti-social behaviour. It can be:

- **Emotional**: being unfriendly, excluding, tormenting.
- **Physical**: pushing, kicking, hitting, or any use of violence.

- **Racist**: racial name calling, graffiti, unacceptable gestures.
- **Verbal**: name calling, spreading rumours, teasing.
- **Sexual**: unwanted sexual contact, sexually abusive or comments.
- **Cyber/Online**: threats by text message, email misuse or through social media. Cyberbullying is bullying that takes place over digital devices like mobile phones, computers and tablets. Cyberbullying can occur through SMS, Text, and apps, or online in social media forums. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else, causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behavior**.**

  Examples of cyberbullying or online bullying includes*:*

  a) text messages or emails that are derogatory and / or abusive;
  b) rumours sent by email or posts on social media sites, such as chatrooms, Facebook, Twitter or Snap Chat;
  c) publication of embarrassing pictures or video clips on social media; publication of fake profiles on social media sites such as Facebook, Twitter, Instagram or Snapchat.

- **Damage to property or theft**: children may have their property damaged, taken off them or stolen.
- **Homophobic/Transphobic** – behaving or speaking in a way that may makes someone feel hurt, angry or upset because of their actual or perceived sexuality. Targeted because of their appearance, behaviour or physical traits or because they have friends or family who are lesbian, gay, bisexual or transgender.
- **Child-on-child:** This occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age.

Bullying is not:

It is important to understand that bullying is not the *odd occasion* of falling out with friends, name-calling, arguments, rough play, or when the occasional trick or joke is played on someone.

At Horsell C of E Junior School, we understand that some pupils can be particularly vulnerable to bullying because of "differences", real or perceived, which can make them vulnerable. Children affected by this are monitored and supported by our Safeguarding Team as well as through other interventions happening within school. Real or perceived differences can relate to:

- Appearance
- Ability
- Health
- Family or home circumstances, e.g. looked after children, kinship care or young carers
- Social class

- Race, religion or culture
- Disability / Special Educational Needs
- Sexual Orientation of either the pupil or members of their family
- Gender

Effects of Bullying

Bullying can affect pupils in a number of different ways. When pupils are bullied, their lives are made miserable; they may suffer injury or feel unhappy about coming to school. Over time, they may lose self-confidence and self-esteem, often blaming themselves for inviting bullying behaviour.

Signs and Symptoms

There may be signs or behaviour that a child is being bullied. These may be evident at home or at school or in both locations. Any adult who notices such signs or symptoms should investigate further and take action if necessary. They may include:

. unwillingness to go to school/asking to move school or class;
· feigned illness or an increase in complaints about feeling unwell;
· crying at bedtime or disturbed sleep (including nightmares);
· arriving home with damaged clothes or property (e.g. torn books);
· asking for or stealing money;
· reluctance to use the internet or mobile phone;
· being nervous or secretive when a text or e-mail is received;
becoming withdrawn, anxious or lacking in confidence;
· becoming aggressive, disruptive or unreasonable;
· unexplained cuts or bruises.

Anti-bullying as part of the PSHE curriculum

Ensuring that any forms of bullying are dealt with quickly and effectively and that children are educated through our PSHE curriculum is part of our wider safeguarding duty. This is the duty of all adults within school. Our PSHE policy and curriculum, together with our behaviour policy, outline how we approach the education of pupils in terms of bullying.
Our school values are intrinsic in all areas of school life, ensuring that all members of the school family have a set of clear, inclusive values that are understood and used throughout our whole school community. The values are a consistent contribution to developing a culture of mutual respect where all unacceptable behaviours, including bullying and prejudice-based discrimination, are minimised.

At Horsell C of E Junior School, careful consideration is given to preventing bullying and helping pupils to interact positively.

What do we do as a school to prevent bullying?

We want all our pupils to understand the nature of bullying and the effect it has. We want children to know that bullying in any form is not acceptable, and that they must report it immediately if they or anyone else is being bullied. We want them to know that it is not acceptable for anyone to encourage bullying by others and not acceptable to do nothing if they know it is taking place. In school we work hard to prevent bullying taking place. Some of the ways we do this are:

- Using Collective Worship to talk about bullying and give out key messages.
- Taking part in Anti-Bullying Week.
- Use of the class and whole school 'what I want an adult to know box' where children have the chance to communicate how they feel.
- Regularly reviewing all behaviour incidents, including bullying-type behaviours: these are analysed by weekly CPOMS reports, termly behaviour and safeguarding reports, and the head teacher's report which is shared with the governing body.
- Ensuring that there are clear links between PSHE, Citizenship, RE and other curriculum areas.
- School, classroom and playground rules make clear the behaviour we expect, and outline our use of rewards and sanctions.
- Assemblies on play (including pupil voice on play).
- Recognising the importance of the physical organisation of our school and the organisation of breaktimes and lunchtimes. This includes quiet areas, SLT support and the use of the nurture room.
- Providing staff with anti-bullying training, with regular updates for all staff.
- Holding weekly safeguarding team meetings, analysing and cross-referencing behaviour concerns/ staff concerns and parent concerns.
- SEN based interventions to support children who are disproportionally likely to be impacted by behaviours such as bullying, without outwardly showing any signs.
- The school's DSL safeguarding team receive training to ensure they can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online.
- If a child attends an alternative provision for some/all of their school day, Horsell Junior School remains responsible for their safeguarding. Where bullying incidents in these settings are identified, the school would act in accordance with this policy, and ensure that allegations are addressed. The school would work closely with the child, their parents/carers and the alternative provider to ensure an open and thorough investigation, with clear and fair outcomes.
- Where school premises are used by external groups (linked to the school day, attended by Horsell Junior School pupils), allegations will be dealt with in the same manner as if they took place during the school day. Where circumstances such as these take place, the school will work closely with the pupil/s involved, their parents/carers, and the external provider to ensure an open and thorough investigation, with clear and fair outcomes.
- Awareness of local Early Help referral processes, so that where there are bullying concerns, these can be escalated if appropriate.

What do we do as a school when bullying takes place?

Parents can be assured that the school takes all reports of bullying very seriously. Our priority will be to support those being bullied and to stop the bullying. It is the school's responsibility to assess the seriousness of the bullying and to determine the appropriate action that should be taken.

We will work to help and support those responsible for the bullying to understand the impact of their bullying and to change their behaviour. We have to assess the seriousness by asking key questions such as:

- Was the act done on purpose knowing it would hurt?
- What was the actual hurt suffered?
- How many times has the bullying taken place?
- How long has the bullying been going on?
- Have those involved also bullied other pupils?
- Was there any provocation?

Our initial action is to establish if the concern is bullying by:

- Listening to the adults /child's concerns.
- Speaking with other adults and children.
- Ensuring all children's /adults' feelings are validated and respected.

Step 1: Concern about bullying behaviour witnessed or reported to member of staff: initial assessment made on severity of the behaviour – low, medium or high level.

Then the following procedures are followed:

Level of severity Examples	Strategies/ Actions in response	Strategies for assessing effectiveness
Low level- **Several instances of…** ● Teasing; name-calling of low-level names. ● Slight push or shove. ● Refusing to work with or moving seats from targeted pupil.	1. Member of staff talks to those involved – logged on CPOMs. 2. School's policy on bullying reinforced. 3. Pupil who has been targeted to report any further unpleasant behaviour immediately to member of staff and parent/ carer. 4. Member of staff alerts other members of staff to keep 'eyes' and 'ears' open.	1. Staff to have informal check-ins with the pupil to ensure they feel happy in school. 2. Pupils feel they can report any feeling of unpleasantness to an adult. 3. Staff notice that pupil has been happy and settled in school with no incidents. 4. Pupil is back to their 'normal self'.
Medium level ● As above. ● Increasing even after step one has been followed. ● Targeted because of a certain part of their personality.	1. Staff member decides that behaviour needs further investigation. 2. Behaviour investigated to assess nature and severity of the behaviour of all those involved including bystanders. 3. Behaviour incidents on CPOMS checked and parents informed. Whole class/ year group focus on anti- bullying. 4. Assessment completed and recorded on CPOMS . 5. Victim, bully and bystanders supported. Shared in briefing for all staff to keep 'eyes' and 'ears' on identified pupils. 6. Review effectiveness of actions taken within appropriate timescale.	1. Pupil understands and feels comfortable that the incident is being investigated through formal check-ins with all concerned. 2. Parents are engaging with school and sharing their thoughts. 3. Strategies that have been put in place to support the pupil are followed through and recorded. 4.The bullying stops and the pupil is aware of strategies to cope with incidents. 4. Pupil is back to their 'normal self'.
High level ● Physical, pre- meditated, assault. ● Pupil's emotional wellbeing is affecting their day-to-day life.	1. Member of staff decides the behaviour is potentially so serious that it has been referred to the Headteacher or member of SLT and, if appropriate, a DSL. 2. Senior member of staff informs parents immediately and meetings arranged as soon as possible. 3. Senior member of staff investigates and decides whether case needs to be referred to external agencies. 4. Risk assessment completed with details recorded and appropriate action implemented. 5. Review of effectiveness of action taken within appropriate timescale.	1. Pupil understands and feels comfortable that the incident is being investigated through formal check-ins with all concerned. 2.Through regular meetings with senior staff investigating, the pupil will willingly engage and talk about how they feel. 3.Parents are engaging with school and sharing their thoughts. 4.The bullying stops and the pupil is aware of strategies to cope with incidents. 5.Pupil is back to their 'normal self'.

Step Two: Full investigation to take place, to establish if bullying is founded.

Staff member to liaise with pupil's parents/carers/class teacher/Phase Leader throughout the investigation.

Founded Bullying	Unfounded Bullying
• Recorded on CPOMS as a bullying incident – to include a factual summary of the incident including dates and times. • Record made of supportive actions for all involved. • Parental involvement. • Record of review and follow-up work.	• Recorded on CPOMS as unfounded bullying. • Supportive actions and regular check - ins with pupils. • Feedback to parents with strategies to support pupil if needed. • A clear understanding between all involved as to why this was unfounded bullying, ensuring that child's feelings are not dismissed.

All children's well-being to be at the forefront of any investigation. They will be treated with dignity, following confidentiality protocols to ensure that each child's wellbeing is maintained. After an incident has occurred:

- Parents will be kept informed by regularly meetings or phone calls by the Headteacher or SLT member.
- Preventive work will be carried out within the class setting.
- Restorative conferences will be held within school with the key individual or groups of children

Possible actions school may take depending on seriousness of the bullying.

We expect that low-level bullying will be dealt with quickly and sensitively by the member of staff immediately involved. The member of staff will talk with all involved to understand what has happened and then with those responsible for the bullying to give the 'evidence' of distress/ hurt and to reinforce the view that bullying behaviour is unacceptable. Those responsible will be expected to make a response to the victim in form of an apology and in seeking to improve the relationship. Those being bullied will be told to talk with their parents/ carers/member of staff and to report immediately if anything happens again.

For more serious bullying, there will be a further investigation by the class teacher or a senior member of staff. All those involved, including the bystanders, will be spoken to and their behaviour records checked. Parents will be informed, involved as appropriate and provided with regular feedback. A formal record of the incident will be made. The school will determine

the appropriate action to be taken.

Where the bullying is judged to be a high level of severity, it will be immediately reported to the Headteacher or a senior member of staff.

Consideration will be made as to any additional support needed to prevent further bullying, including support to develop protective skills for those bullied and help to change the behaviour of those bullying. A decision will be made about referral to, and involvement of, specialist external support services. It is important that the school ensures both the victim and perpetrator(s) remain protected, especially from any bullying or harassment (including online).

Horsell C of E Junior School encourages children to speak out to adults regarding bullying as even just being a bystander can affect how people feel and could carry consequences.

Our school policy is to provide the pupils involved with support in order to enable the pupils to discuss with one another strategies for resolving the problem and avoiding conflict.

The school uses the following sanctions for bullying incidents depending on the level of incident once a clear and fair investigation has taken place:

- Loss of privileges within school.
- Expectations that require children to treat others with respect and care.
- Revised or withdrawal from playtimes/lunchtimes and support by key staff members.
- Exclusion from after-school clubs/representing the school over a given time-frame.
- Internal exclusion within school but away from personal class.
- Formal exclusion from school.
- Involvement from outside agencies, for example 'Behaviour Support' from Surrey specialist teachers, or an Early Help referral.

All sanctions will be clearly defined and shared with staff, pupils and parents involved in the incident. Actions will be followed through and then recorded and monitored via CPOMs. The school will, at all times, be guided by its values of love, forgiveness and justice.

Monitoring and Evaluation of this Policy

All aspects of behaviour are documented and reviewed daily by the Deputy Headteacher. Every week, there is a comprehensive analysis of trends in behaviour, including any reported founded incidents of bullying as part of the school's regular safeguarding meetings.

Key outcomes of behaviour, including bullying, are shared in the termly Headteacher's Report to Governors.

This policy and our practice are reviewed following any critical incident, as required. This policy is also reviewed annually and shared with parents.

The Governing Body will monitor this policy's effectiveness through the Headteacher's Report. They will take into account comments from parents and their own perceptions when visiting school.

What you can do if you feel you are being bullied?

Pupils:

- Tell any member of staff or ask your parents, carers or friends to tell for you.
- Contact the National Bullying Helpline – 0845 225 5787 or visit https://www.nationalbullyinghelpline.co.uk/
- Contact Childline – 0800 1111 or visit https://www.childline.org.uk/

Parents and carers:

- Speak to or email your child's class teacher/Head of Year.
- Arrange an appointment with the above staff member via our school office: telephone number 01483 761531
- Family Lives on 0808 800 2222 or https://www.familylives.org.uk/
- National Bullying Helpline on 0845 225 5787 or www.nationalbullyinghelpine.co.uk .