



# Anti-bullying Policy

Hyrstmount Junior School

**Approved by:** Local Governing Board

**Ratified:** July 2025

**Last reviewed:** June 2025

**Next review due by:** July 2027

**Reviewed by:** Head Teacher



## **Anti-Bullying Policy (including online Bullying)**

At Hyrstmount Junior School we believe that a safe and happy learning environment is integral to achieving the wider objectives of school improvement:

- raising attainment
- improving school attendance
- promoting equality and diversity
- ensuring the well-being of all members of the school community.

We recognise the need to ensure that all children in our care do not become victims or bullies. In line with the Education Act 2002 it is the schools duty to “safeguard and promote welfare” of all pupils in our care. We endeavour to prevent all forms of bullying and to always deal with bullying if it occurs. (Education and Inspections Act 2006.) We accept our duty to protect pupils, parents and staff in accordance with the Equality Act 2010.

This policy should be read in conjunction with the schools Behaviour, Equalities and Child Protection and Safeguarding policies.

### **Aims**

- To ensure that incidents are dealt with promptly and effectively
- To be proactive in our teaching to inform pupils about bullying and what they should do if it happens to them
- To ensure our anti bullying procedures and strategies are followed consistently across school
- To ensure appropriate support for all parties involved in incidents of bullying

At Hyrstmount Junior School we are committed to providing a caring friendly and safe environment for all our pupils, so they can learn in a positive and secure atmosphere. Bullying of any kind is unacceptable in our school, whether it be staff, pupils or parents. At Hyrstmount Junior School, bullying behaviour is always unacceptable.

### **What is Bullying?**

The Government defines bullying as:

“Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally” (Safe To Learn” DCSF, 2007)  
The Anti Bullying Alliance definition states that bullying is:

“The repetitive intentional hurting of one person by another, where the relationship involves an imbalance of power” (Anti Bullying Alliance)



At Hyrstmount Junior School we believe that bullying is deliberately unkind behaviour, which intentionally hurts another individual or group either physically or emotionally. The key characteristics that turn unkind behaviour into bullying are:

- When it is repeated and goes on over time;
- When it is deliberate and not accidental;
- When it involves the person doing the bullying having some sort of power over the person experiencing the bullying (either because they are bigger, stronger, a group against an individual or have something the other person wants.)

### **Different forms of bullying and why bullying is carried out**

Bullying can take the form of:

- Physical – pushing, kicking, hitting, punching or any kind of violence
- Verbal - name calling, sarcasm, spreading rumours, excessive teasing
- Non-verbal- Being unfriendly, tormenting, gestures, social exclusion,
- Psychological (knowing what upsets someone)
- Sexual - unwanted physical contact or sexually abusive comments
- Online Bullying - The use of social networks, emails, mobile phones to harass, threaten, torment and spread rumours

Forms of bullying can be:

- Pupil on pupil
- Pupil on staff
- Staff/adult on pupil
- Adult on adult

### **Reasons why Bullying May Occur**

People can be bullied for many reasons, or no reasons. Bullying relates to “difference” - real or imagined.

It can be linked to:

- Appearance
- Health
- Family or Home circumstances e.g. looked after; young carers
- Social class
- Race, Religion, Culture
- Disability/SEN
- Homophobia/Sexual Orientation
- Gender – Sexism and Sexual



## **Intervention and Prevention**

At Hyrstmount Junior School we are totally committed to ensuring the safe- keeping and well-being of our children at all times, promoting an atmosphere of trust and positive relationships.

Throughout the school we:

- Promote a common understanding of what constitutes bullying and how to tackle it through assemblies, PSHE & Citizenship lessons.
- Involve groups of pupils in circle time where appropriate.
- Talk to pupils about issues of difference in lessons, dedicated projects or through assemblies (e.g. religion, disability, ethnicity, gender or sexuality)
- Teach children that any prejudice based language is unacceptable
- Raise the profile of anti-bullying by marking Anti-Bullying Week.
- Raise awareness of bullying through the curriculum and teach social skills in a conscious and systematic way.
- Ensure that all staff and volunteers (teaching, non-teaching, lunchtime supervisors, etc) are aware of our anti-bullying procedures.
- Provide effective staff training

All pupils are encouraged to talk to their class teacher or any other adult as soon as a problem occurs. Pupils are encouraged to talk to staff if someone has been unkind or hurt them in any way. Pupils are also encouraged to tell a friend who will tell a relevant adult.

## **Procedures**

Intervention with bullying at an early stage is vital. All reports of bullying will be addressed and the priority will be to support those being bullied and to stop the bullying. It is the schools responsibility to assess the seriousness of the bullying and to determine the appropriate action that should be taken. Questions linked to the key characteristics are used to determine whether a specific incident is judged to be bullying, simply a disagreement between otherwise friends, or a "one off" loss of temper or misunderstanding.

When parents and carers are concerned about an incident, they should speak to their child's class teacher in the first instance. They may also speak a member of the senior leadership team.

When parents, pupils or staff bring issues of bullying to a teachers or the head teachers attention:

- Immediate comfort is given (if appropriate) and assurance that something will be done.
- All incidents of bullying are recorded and kept on CPOMS. Recording will take the form of names (victim and bully), date, brief details of the incident, where the incident took place, who has reported it and what action has been taken
- Incidents are discussed with staff members who need to know, so that everyone who is in regular contact with the child can monitor what is happening.
- Further action will take the form of counselling sessions for both parties.
- The children will be encouraged to have empathy, to talk about how they are feeling, to listen to each other and to reach a way forward.



- A pupil demonstrating bullying behaviour may be asked to apologise when they understand how they have hurt the person being bullied.
- Consequences may be applied in line with our behaviour policy
- The teacher/deputy headteacher/headteacher will talk regularly to the pupils involved to check if any further problems have arisen. (within two weeks)
- Parents will be informed and may be asked to come into school to discuss the problem in line with our behaviour policy.
- Regular liaison with parents will be maintained to establish whether a child is continuing to experience harassment or bullying.
- In some cases the school nurse or outside agencies, including child protection will be consulted, as to possible strategies and family involvement.
- Racial incidents to be referred to the headteacher and reported
- Disciplinary measures will be applied fairly, consistently and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils
- In cases where a child has sustained serious injury or there has been criminal behaviour, exclusion will be considered by the Head Teacher. The police may be informed.
- The school will always respond to concerns and take appropriate action/s.

Parents have the right to make a formal complaint to the Chair of Governors if they feel that the outcome of any bullying incident has not been dealt with satisfactorily. (Please refer to the School's Concerns and Complaints Policy.)

**Please remember that the child or person perpetrating the actions is in as much need of appropriate help as the person who is the victim. Situations may need to be worked on over an extended period of time.**

### **Responsibilities**

#### **Governing Body**

The Governing Body is responsible for the Anti-Bullying Policy and for ensuring that it is regularly monitored and reviewed. The Governing Body will:

- Support the headteacher and staff in implementing this policy.
- Be fully informed on matters concerning anti-bullying.
- Appoint a governor to have specific responsibility for safeguarding.
- Monitor the effectiveness of this policy.

#### **Head Teacher**

The Head teacher is responsible for implementing the Anti-Bullying Policy. The Head teacher will:

- Liaise with staff where concerns are shared
- Meet with parents if appropriate
- Report concerns to the Chair of Governors where appropriate
- Involve external agencies where appropriate



## **Staff**

All members of staff have a responsibility to actively promote our anti-bullying policy and strategies. All members of the school community have a duty to discuss incidents of bullying, and share concerns they may have that someone is being bullied.

All members of staff must:

- Provide pupils with a good role model.
- Reiterate our Hyrstmount Heroic Values and class rules, in line with our Behaviour Policy.
- Promote and embed a positive, caring and respectful atmosphere enabling pupils to feel safe and secure.
- Always be aware and take action when there are concerns about bullying.
- Report and record all instances of inappropriate behaviour, following the school's procedures. Ensure pupils and parents/carers receive regular feedback on the action taken.

## **Parents and Carers**

It is important that parents and carers share any concerns immediately with members of school staff. We value the importance of feedback from parents and carers. We ask parents to work with us to ensure pupils behave appropriately so that all of our pupils feel safe at school. Parents are asked to support us in achieving our aims by:

- Keeping us informed about all aspects of their child's behaviour/wellbeing.
- Contacting the school if they have concerns about their child's wellbeing.
- Contacting the school if they have concerns about their own or another child's behaviour.

## **Pupils**

We want our pupils to feel safe and secure at school. We expect that pupils:

- Behave appropriately towards others and encourage others to do the same.
- Never support bullying behaviour towards others.
- Tell an adult if they have experienced or witnessed bullying behaviour.

Pupils are taught to recognise that being a "bystander" is not acceptable and that their silence supports bullying.

From time to time we may ask other outside agencies to become involved in a bullying incident.

## **Review**

The Head teacher and staff will review this policy on an annual basis. Liaison will be made between school and parents/carers groups and pupil groups (School Council).



## **Appendices**

### **Effects of Bullying**

- Bullying behaviour can have negative consequences for both the bully and the victim.
- Studies have shown that pupils identified as bullies were four times as likely as their peers to have more than one criminal conviction by age twenty-four
- Children who bully are more likely to engage in other criminal and anti-social behaviours, such as:
  - Fighting
  - Vandalism
  - Truancy
  - Dropping out of school
  - Stealing
  - Smoking
  - Alcohol/and or drug abuse
  - The stress from being bullied can create problems for children at school. Pupils may be fearful of attending school, catching the bus, using the toilets or being alone in the corridors.
  - This fear and anxiety can make it difficult for the child to focus and engage in the classroom, making learning that much more difficult.
  - Bullying can cause children to experience fear, depression, loneliness, anxiety, low self-esteem, physical illness, and in some cases, even suicidal thoughts.

### **Signs and Symptoms of Bullying**

There are a variety of signs to look for if you suspect that children are victims of bullying at school:

#### **Change in Behaviour:**

Changes in the behaviour and mood of school age children are often the most important indicators that a child is a victim of a school bully. Such changes can include decreased confidence, anxiety, unusual shyness, stammering and being extremely withdrawn around others. However, some victims of a bully become aggressive themselves, and often bully others, particularly younger children.

#### **Change in Usual Route to School:**

If a child expresses anxiety or fear about their usual route to school, then it may well be a warning sign of bullying. For example, a child may be scared to walk to and from school like they usually do. These are all potential signs of bullying in school, as the child associates school with feelings of dread.

#### **Decreased School Performance:**

Similarly, if a child is a victim of bullying at school, a negative change in their school performance is one of the signs of bullying. If, for instance, a child is strong at maths, but then begins to underperform, consider the possibility that the child is being bullied.



Decreased school performance is one of the effects of bullying because children who are bullied at school cultivate a fear and hatred of school, which affects their academic performance.

### **Possessions Go Missing or Are Damaged:**

If children are routinely losing their possessions or their possessions are regularly becoming damaged while at school, this could be a result of their being a victim of a school bully. For example, a child might constantly ask for lunch money. Or, they may come home with damage done to clothes or belongings; all are potential signs of bullying.

### **Decreased Appetite:**

A loss of appetite in children is one of the most common symptoms of bullying. If a child pushes their food around on their plate and shuns food that they previously enjoyed eating, this could be a potential sign that they are being bullied at school.

### **Having Nightmares:**

Often, victims of bullying may experience recurrent nightmares about their bullying experiences. School age victims might also redevelop fears they had associated with bedtime when they were younger, such as being scared of the dark. This is because children feel most vulnerable at night time, which reminds them of the helplessness they feel when they are being bullied at school.

### **Physical Signs:**

Warning signs of physical bullying include unexplained cuts, bruises and scars. If a child is constantly presenting such physical injuries, it is a possible indication that they are a victim of a school bully.

### **Suicide Threat or Suicide Attempt:**

The most serious of bullying warning signs is when a child threatens suicide or actually attempts to end their life. Such an action can be a result of extreme bullying at school, and is usually a result of both physical bullying and psychological bullying. If a child talks about death or ending their life, or appears depressed, speak to your health care provider or a child psychologist immediately.

### **Useful websites and resources**

- <http://www.mychildsafety.net>
- <http://www.stopbullyingnow.hrsa.gov>
- <http://www.kidscape.org.uk>
- <http://www.childline.org.uk>
- <http://www.familylives.org.uk/>
- <https://www.cybersmile.org/>
- <http://www.bullying.co.uk/>
- <http://www.childnet.com/>
- <https://www.thinkuknow.co.uk/>
- <http://www.stonewall.org.uk/>

