



“Our school community is like a jigsaw puzzle. Each person is a piece and we need every one to be complete”.

School Council

Anti-Bullying Policy

Last Review: March 2023

Next Review: March 2024

Key Contact Personnel in School

Nominated Member of Leadership Staff Responsible for the policy:

Maddie Southern, Executive Headteacher

Designated Safeguarding Lead (s):

Maddie Southern (Portland Road)

Mandy Stewart (Portland Road)

Lorna Cummings (Holland Road)

Named Governor with lead responsibility:

Lisa Marshall (Co-Chair of Governors)

Louise Wilkinson (Co-Chair of Governors)

Date written: December 2020

Date agreed and ratified by Governing Body: March 2023

Date of next review: March 2024

This policy will be reviewed at least annually, and following any concerns and/or updates to national and local guidance or procedures

Hove Junior School Anti-Bullying Policy

Our school is one in which we want pupils to flourish both academically and socially. We aim to foster a healthy and safe community where individuals take responsibility for their own behaviour and show respect for others emphasising the importance of positive relationships amongst all members of the school community.

The Hove Junior School community recognises that bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying, our schools can help to create safe, disciplined environment, where pupils are able to learn and fulfil their potential.

This policy is based on DfE guidance [“Preventing and Tackling Bullying”](#) July 2017 and supporting documents. It also takes into account the DfE statutory guidance [“Keeping Children Safe in Education”](#) 2019.

The school has read Childnet’s [“Cyberbullying: Understand, Prevent and Respond: Guidance for Schools”](#).

1) Policy objectives

- This policy outlines and provides guidance on what Hove Junior School will do to prevent and tackle all forms of bullying.
- The policy has been adopted with the involvement of the whole school community.
- Hove Junior School is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.
- 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 well-being and achievement.
- This policy seeks to ensure all staff, parents, carers and pupils work together to ensure a safe learning environment for all and to safeguard pupils who experience bullying.

2) Links with other school policies and practices

- This policy links with a number of other school policies, practices and action plans including:
 - Positive Relationships policy
 - Complaints policy
 - Child protection policy
 - Whistleblowing policy
 - Online safety and Acceptable use policies (AUP)
 - Curriculum policies
 - BHCC Standards & Achievement Team – Developing an anti-bullying policy, September 2015
 - Developing an Attachment Aware Behaviour Regulating Policy – Guidance for Brighton and Hove Schools September 2018
 - DofE Preventing and Tackling bullying – Advice for headteachers, staff and governing bodies, July 2017
 - Community Safety in Schools Policy, January 2017
 - Keeping Children Safe in Education, September 2022

3) Links to legislation

- There are a number of pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):
 - The Education and Inspection Act 2006, 2011
 - The Equality Act 2010
 - The Children Act 2004
 - The Education (Independent School Standards) Regulations 2015
 - Protection from Harassment Act 1997
 - The Malicious Communications Act 2003
 - Public Order Act 1994

4) Responsibilities

- It is the responsibility of:
 - The headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
 - School Governors to take a lead role in monitoring and reviewing this policy.
 - All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
 - Parents/carers to support their children and work in partnership with the school.
 - Pupils to abide by the policy.

5) Definition of bullying

- Bullying is “behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, July 2017)
- A pupil friendly version of this definition is “bullying is a behaviour which happens several times on purpose and hurts others”.
- Bullying can include: name calling, taunting, mocking, making offensive comments; physical abuse; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. We define cyber bullying as *the use of information and communications technology (ICT), particularly mobile phones, the internet and social media to support deliberate, repeated and hostile behaviour by an individual or group that is intended to harm others*. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- We recognise cyberbullying as an extension of face-to-face bullying, with technology providing another bullying behaviour to harass their target. We recognise that cyberbullying can have a particularly negative impact because it can invade home and personal space.
- Bullying can be a form of peer on peer abuse and can be emotionally abusive; it can cause severe and adverse effects on children’s emotional development and well-being.
- It is important to consider both the intent and the impact of bullying behaviour.

Friendship issues, relational conflict and bullying behaviour

We acknowledge that friendship problems and bullying behaviour can be upsetting for both pupils and parents and carers, but it is 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 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 conflict or friendship problem, groups of pupils may disagree, be very upset and find it difficult to resolve the agreement without adult help. It is unlikely however, to be repeated behaviour and may even be accidental, but pupils will make an effort to resolve the problem and will want to resolve the problem.

However, we recognise that repeated friendship problems or relational conflict can sometimes lead to bullying behaviour particularly when there is an imbalance of power when a group acts against an individual for example.

Low-level disruption and the use of offensive language can in itself have a significant impact on it's target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating.

6) Forms of bullying covered by this policy

- Bullying can happen to anyone. This policy covers all types of bullying including:
 - Bullying related to race, religion, nationality or culture
 - Bullying related to SEND (Special Educational Needs or Disability)
 - Bullying related to appearance or physical/mental health conditions
 - Bullying related to sexual orientation (homophobic bullying)
 - Bullying of young carers, children in care or otherwise related to home circumstances
 - Sexist, sexual and transphobic bullying
 - Bullying via technology, known as online or cyberbullying (see section *Definition of Bullying* for a full definition)

7) Preventing bullying

Environment

- The whole school community will:
 - Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
 - Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
 - Openly discuss differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender, gender identity, sexuality or appearance related difference. Also children with different family situations, such as looked after children or those with caring responsibilities.
 - Challenge practice and language which does not uphold the values of tolerance, non-discrimination and respect towards others.

- Be encouraged to use technology, especially mobile phones and social media positively and responsibly and be aware of age appropriate age limits and guidance.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create “safe spaces” for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.
- Challenge and teach children about by-stander bullying.

Policy and Support

- The whole school community will:
 - Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns. This includes:
 - Speaking to class teacher/SLT/Learning Mentor/Any other staff
 - Speaking to parent/carer who will contact the school on their behalf
 - Speaking to their school council rep or a playground leader/buddy
 - Reporting via a worry box
 - Calling a confidential helpline such as Childline
 - Regularly update and evaluate our practice to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
 - Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools attention, which involves or effects pupils, even when they are not on school premises; for example, when using school transport or online, etc.
 - Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
 - Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

Education and Training

- The school community will:
 - Train all staff, including: teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school’s policy and procedures (including recording and reporting incidents).
 - All staff to use CPOMs.
 - Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/student council, etc.
 - Provide systematic opportunities to develop pupils’ social and emotional skills, including building their resilience and self-esteem.
 - PSHE and computing lessons will be used to develop understanding of safety and how to stay safe. E-Safety is taught across the curriculum and there are visual reminders around the school.

- PSHE lessons and assemblies are used to develop understanding of bullying, its impact and ways to respond to bullying situations. They are also used to develop understanding of similarity and differences and the unacceptability of all forms of prejudice and bullying.
- Circle Time in classes provides opportunities for dealing with issues that have arisen in the class and wider, and a time to reflect.
- Positive Play Leaders and Buddies are used to reduce potential conflict during break-time and lunch-time.
- We regularly survey pupils through The Safe and Well School Survey and termly *Positive Relationships* Pupil Voice and use the information derived to inform developments.
- The values of the school are upheld at all times. All staff monitor behaviour and intervene when it becomes necessary to address friendship problems and prevent bullying from happening. Staff on playground duty will inform relevant staff of any incidents.

8) Responding to bullying

Our commitment is that when a pupil or parent/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
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- The following steps may be taken when dealing with all incidents of bullying reported to the school:
 - If bullying is suspected or reported, the incident will be reported, and investigated and dealt with by an appropriate member of staff. The first responder will give immediate physical and emotional support and report the incident(s) to a member of SLT.
 - The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
 - The school will also work with and provide support as appropriate to the person who has carried out the bullying behaviour to ensure it does not happen again. Restorative Justice may be appropriate.
 - The headteacher/ designated safeguarding lead or another member of leadership staff will be informed and interview all parties involved.
 - The designated safeguarding lead will be informed of all bullying issues where there are safeguarding concerns.
 - The school will inform other staff members, and parents/ carers, where appropriate.
 - Sanctions (as identified within the school behaviour policy) and support for individuals will be implemented, in consultation with all parties concerned.
 - If necessary, other agencies may be consulted or involved, such as: the police (if a criminal offence has been committed), the Community Safety Team or other local services including early help or children's social care (if a child is felt to be at risk of significant harm).
 - Where the bullying takes place off school site or outside of normal school hours (including cyberbullying), the school will still investigate the concern and ensure that action is taken in accordance with the Positive Relationships policy and discipline policy where it feels appropriate.

- A clear and precise account of the incident will be recorded on CPOMs by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken. Records will be kept on student files. The situation will be monitored and reviewed to ensure it is not repeated.

On-line bullying

- When responding to online bullying concerns, the school will:
 - Act as soon as an incident has been reported or identified.
 - Provide appropriate support for the person who has been bullied online and work with the person who has carried out the bullying to ensure that it does not happen again. Restorative Justice may be appropriate.
 - Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
 - Take all available steps where possible to identify the person responsible. This may include:
 - looking at use of the school systems;
 - identifying and interviewing possible witnesses;
 - Contacting the service provider and the police, if necessary.
 - Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
 - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
 - Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and with agreement by the parent/carer.
 - Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
 - Ensure that sanctions are applied to the person responsible for the online bullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need (including being supported with Restorative Justice).
 - Inform the police if a criminal offence has been committed.
 - Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
 - advising those targeted not to retaliate or reply;
 - providing advice on blocking or removing people from contact lists;
 - helping those involved to think carefully about what private information they may have in the public domain.

Hate or Prejudice Based Incidents and Bullying

In Brighton and Hove, a victim focused, harm based approach to hate crime, hate incidents and anti-social behaviour was introduced by public and voluntary sector partners whereby the risk of harm to victims/targets is assessed based on three themes; frequency, vulnerability and impact. If the risk to a victim or target is high, a multi-agency response will be facilitated. We ask these four risk assessment screening questions:

- 1) Is the victim unsafe? (if they are consider immediate response)
- 2) Is the victim vulnerable or especially upset?
- 3) Has the victim experienced this prejudice based incident or prejudice based bullying before?
- 4) Has the reported incident(s) had an impact on the wellbeing of the victim? Or on a group of individuals such as a family?

If the victim or target answer yes to any of the four questions then we will offer the family the option of a referral to the police or the Community Safety Team who will then offer a full Hate and Anti Social Behaviour Risk Assessment and if necessary co-ordinate a multi-agency response taking into account the victims wishes.

Supporting pupils

- *Pupils who have been bullied will be supported by:*
 - Reassuring the pupil and providing continuous support.
 - Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
 - Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
 - We will inform/liaise with parents/carers of both the bullied and the person engaging in bullying behaviours, ensuring they are aware of the schools plans to deal with the situation.
 - Working towards restoring self-esteem and confidence.
 - Providing ongoing support; this may include: working and speaking with staff, and/or a member of the Inclusion Team e.g. Learning Mentor, engaging with parents and carers.
 - Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services, or support through Child and Adolescent Mental Health Services (CAMHS) or the Community Safety Team.
- *Pupils who have perpetrated the bullying will be helped by:*
 - Discussing what happened, establishing the concern and the need to change.
 - Informing parents/carers to help change the attitude and behaviour of the child.
 - Providing appropriate education and support regarding their behaviour or actions. This may include: working and speaking with staff, and/or a member of the Inclusion Team e.g. Learning Mentor, engaging with parents and carers.
 - If online, requesting that content be removed and reporting accounts/content to service provider.
 - Sanctioning, in line with school behaviour/discipline policy; this may include official warnings, removal of privileges (including online access when encountering online bullying concerns), and site exclusions, suspensions or permanent exclusions.
 - Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, Child and Adolescent Mental Health Services (CAMHS) or The Community Safety Team as appropriate.

Supporting adults

- Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of staff and parents, whether by pupils, parents or other staff members, is unacceptable.
- *Adults (staff and parents) who have been bullied or affected will be supported by:*
 - Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the Headteacher.
 - Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.

- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that action is taken in accordance with the Positive Relationships policy and discipline policy where it feels appropriate.
 - Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
 - Reassuring and offering appropriate support.
 - Working with the wider community and local/national organisations to provide further or specialist advice and guidance.
- *Adults (staff and parents) who have perpetrated the bullying will be helped by:*
 - Discussing what happened with a senior member of staff and/or the Headteacher to establish the concern.
 - Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
 - If online, requesting that content be removed.
 - Instigating disciplinary, civil or legal action as appropriate or required.

9) Monitoring and review: putting policy into practice

- The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.
- Any issues identified will be incorporated into the school's action planning.
- The Headteacher will be informed of bullying concerns, as appropriate.
- A member of the safeguarding team will report on a regular basis to the governing body on incidents of bullying, including outcomes.

Involvement of pupils

- *We will:*
 - Involve pupils in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they have to play to prevent bullying.
 - Regularly canvas children and young people's views on the extent and nature of bullying.
 - Ensure that all pupils know how to express worries and anxieties about bullying.
 - Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
 - Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
 - Publicise the details of internal support, as well as external helplines and websites.
 - Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

Involvement and liaison with parents and carers

- *We will:*
 - Take steps to involve parents and carers in develop policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying.
 - Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats.
 - Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.

- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

10) Useful links and supporting organisations

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practice-schools
- The Community Safety Team : www.safeinthecity.info

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: [www.cafamily.org.uk/media/750755/cyberbullying_and_send - module final.pdf](http://www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf)
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Online bullying

- 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
- The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis

Race, religion and nationality

- 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
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com/
- Show Racism the Red Card: www.srrc.org/educational

LGBT

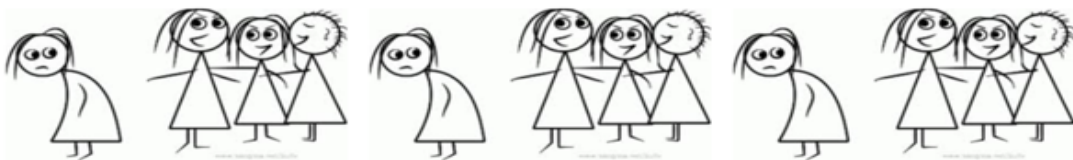
- Barnardos LGBT Hub: [www.barnardos.org.uk/what we do/our work/lgbtq.htm](http://www.barnardos.org.uk/what-we-do/our-work/lgbtq.htm)
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theprouddtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual Harrassment And Sexual Bullying

- Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk
 - A Guide for Schools: www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign-posters
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related

Our school community is like a jigsaw puzzle. Each person is a piece and we need every one to be complete.

Our School Council have come up with this clear poster to explain what bullying behaviour is like:



Bullying behaviour is:

- Saying or doing mean or hurtful things to another person or people
- Repeated
- On purpose
- Not having equal power



6 Blue's Find a Different Perspective

Stop fighting
And they won't
Hurt you back
They will love to
Start today
Let someone play
Do not say
Bullying is OK
Always remember
You're still friends
Don't tell me
Just because they play Minecraft
They are a bad friend
For their errors
You can forgive them
So do not tell me
Friendship doesn't matter
Do not forget
You are worthy
You are welcome here
Do not say
Your clothes are fake
You are cheap
Your skin colour is crazy

IS IT BULLYING?

When someone says or does something
unintentionally hurtful and they do it once, that's

RUDE

When someone says or does something
intentionally hurtful and they do it once, that's

MEAN

When someone says or does something
intentionally hurtful and they *keep doing* it - even
when you tell them to stop or show them that
you're upset, that's

BULLYING