

Compassion – Courage – Hope – Integrity – Justice  
Respect – Responsibility - Wisdom



**Herne Bay Junior School**

# Anti-Bullying Policy

**Policy Agreed: January 2020**

**Review Date: January 2021**

## **HERNE BAY JUNIOR SCHOOL ANTI-BULLYING POLICY**

### **Definition of Bullying:**

- Bullying can be defined as *“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)
- Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; 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. 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.
- Bullying is recognised by the school as being a form of peer on peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children’s emotional development.

### **Forms and types of bullying covered by this policy:**

Bullying can happen to anyone. This policy covers all types and forms of bullying including:

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexual bullying
- Bullying via technology, known as online or cyberbullying (see e-safety policy)
- Prejudicial bullying (against people/pupils with protected characteristics)
- Bullying related to race, religion, faith and belief and for those without faith
- Bullying related to ethnicity, nationality or culture
- Bullying related to Special Educational Needs or Disability (SEND)
- Bullying related to sexual orientation (homophobic/biphobic bullying)
- Gender based bullying, including transphobic bullying

### **Early Signs of Distress:**

- Change in personality
- Withdrawn
- Deterioration of work
- Spurious illness
- Isolation
- Desire to remain with adults
- Avoid social media or going on their phone
- Erratic attendance
- General unhappiness/anxiety/fear
- Late

### **Our Approach to Addressing Bullying:**

Bullying, both verbal and physical, will not be tolerated in this school. Children are encouraged to report all incidents of bullying to an adult. It is everyone's responsibility to prevent it happening and this policy contains guidelines for all members of the school community.

Every child has the right to feel welcome, safe and happy and we will not tolerate any unkind actions or remarks even if these were not intended to hurt.

We recognise that prevention is better than cure so at Herne Bay Junior School we will:

- Deal with one off incidents as they occur to prevent them becoming a bullying issue
- Be vigilant for signs of bullying
- Always take reports of bullying seriously and investigate them thoroughly

### **Our School Environment:**

- Promotes a culture of mutual respect, consideration and care for others.
- Recognises that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Recognises the potential for children with SEN and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required. Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenges practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- Encourages technology, especially mobile phones and social media, to be used positively and responsibly.
- Works with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.

- Has “safe spaces” for vulnerable children and young people.
- Celebrates success and achievements to promote and build a positive school ethos.

**Each Class Teacher should:**

Use the curriculum to increase children's awareness of bullying and to help them to develop strategies to combat it. Use discussion and role-play to explore issues related to bullying and to give individual children confidence to deal with ‘bullying’.

If the incident is not too serious, a ‘problem solving’ approach may help. The adult tries to remain neutral and deliberately avoids direct, closed questions that might be perceived as accusatory or interrogational in style. He or she makes sure each pupil has an opportunity to talk and keeps the discussion focused on finding a solution and stopping the bullying from recurring. The teacher can aim to help the children find their own solution to the personal disagreement, and also discuss with them how their proposals will be put into action. A follow-up meeting with the children can find out whether their solution has been effective or not.

A record must be made of the incident (date, time, place, names of children involved and their accounts of what happened) on CPOMS.

Serious incidents must be reported to the Headteacher or a member of the Leadership Team.

**Duty Staff should:**

- Ensure children are supervised at playtimes and lunchtimes.
- Monitor secluded areas such as toilets, corridors and doorways.
- Observe children’s play patterns and relationships – note children who appear isolated or unhappy and inform the class teacher.

**Strategies for managing incidents of bullying**

**1. Records**

Children should report bullying to a member of staff, who must inform the class teacher involved. The class teacher should immediately inform the Positive Behaviour Mentor, and/or another appropriate member of staff, and record the incident on CPOMS.

A Designated Safeguarding Lead (DSL) will be informed of all bullying issues where there are safeguarding concerns.

Reports of sustained bullying will be logged by the Positive Behaviour Mentor on the **Bullying Incident Form**.

## 2. Action

- As soon as possible, anyone involved needs to be listened to and interviewed by the Positive Behaviour Mentor and/or another appropriate member of staff. Staff must reiterate the school rules stating that bullying will not be tolerated and remind children they are responsible for their own actions – they have choices.
- Parents of any pupils involved will be informed at an early stage.
- Appropriate sanctions will be agreed once the allegation has been fully investigated.
- If appropriate, a restorative justice conversation may take place between those involved, led by the Positive Behaviour Mentor and/or another appropriate member of staff.
- A copy of the Bullying Incident Form (See appendix 1) must then be sent to the Deputy Headteacher (Inclusion). If the allegation is substantiated, the Headteacher will be informed and, at minimum, meet with the perpetrator. If necessary, parents will be invited in to school to discuss the incident.
- All bullying incidents will be recorded on CPOMS by the staff members involved.
- Persistent bullies will have a fixed term exclusion imposed and, in very serious cases, will be permanently excluded.

### Supporting pupils:

#### **Pupils who have been bullied will be supported by:**

- Reassuring the pupil and providing continuous pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, a 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 to respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, 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 Children Social Work Service, or support through the Children and Young People's Mental Health Service (CYPMHS).

### **Pupils who have perpetrated 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.
- 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, detentions and fixed-term 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, Children Social Work Service, or the Children and Young People's Mental Health Service

### Related Policies

Behaviour and Discipline Policy  
Equal Information and Objectives Policy  
Safeguarding and Child Protection Policy  
Online Safety Policy

**Appendix 1  
HERNE BAY JUNIOR SCHOOL**

**BULLYING INCIDENT FORM**

**ALL INCIDENTS SHOULD BE REFERRED TO THE ASSISTANT HEADTEACHER**

<b>Incident Reported by</b>		<b>Position in school</b>	
<b>Incident Reported to</b>		<b>Position in school</b>	
<b>Date:</b>	<b>Date of Incident:</b>		<b>Term</b>

**SECTION 1 – DETAILS OF THOSE INVOLVED IN THE INCIDENT**

Record details of each perpetrator and victim (if more than one). Please attach an additional sheet if necessary.

<p><b>VICTIM</b></p> <p>Name _____</p> <p><input type="checkbox"/> Pupil in school? If yes, pupil number and key stage</p> <p><input type="checkbox"/> Member of staff or governor? If yes, please give status _____</p> <p><input type="checkbox"/> Pupil from another school?</p> <p><input type="checkbox"/> Other (specify, e.g. parent or visitor) _____</p> <p><input type="checkbox"/> Involved in previous incidents? If yes, how many and when? _____</p> <p><b>Year Group</b> _____</p> <p><b>Ethnicity (for pupils only, from pupil records)</b> _____</p> <p><b>Gender</b>      M <input type="checkbox"/>                      F <input type="checkbox"/></p>	<p><b>PERPETRATOR</b></p> <p>Name _____</p> <p><input type="checkbox"/> Pupil in school? If yes, pupil number and key stage _____</p> <p><input type="checkbox"/> Member of staff or governor? If yes, please give status _____</p> <p><input type="checkbox"/> Pupil from another school?</p> <p><input type="checkbox"/> Other (specify, e.g. parent or visitor) _____</p> <p><input type="checkbox"/> Involved in previous incidents? If yes, how many and when?</p> <p><b>Year Group</b> _____</p> <p><b>Ethnicity (for pupils only, from pupil records)</b> _____</p> <p><b>Gender</b>      M <input type="checkbox"/>                      F <input type="checkbox"/></p>
--	---



- Warning to the perpetrator
- Discussion with the victim's parent(s) / guardian / carer
- Discussion with the perpetrator
- Discussion with the perpetrator's parent(s) / guardian / carer
- Restorative Justice
- Mediation
- Mentoring
- Counselling
- Curriculum change or addition
- Exclusion
- Referral to Police
- Referral to another body
- Other sanction (please specify).....
- Other action (please specify).....
- No action

**If no action was taken, why was this (e.g. allegations were unsubstantiated)?**

---



---

Signed (incident investigator) \_\_\_\_\_

Signed (AHT) \_\_\_\_\_ Date \_\_\_\_\_

*The school should retain this form.*

*The LEA will regularly collect information about racial incidents.*

## Useful links and supporting organisations

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

### SEND

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://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](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

### Cyberbullying

- Childnet: [www.childnet.com](http://www.childnet.com)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- The UK Council for Child Internet Safety (UKCCIS)  
[www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis](http://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis)
- DfE 'Cyberbullying: advice for headteachers and school staff':  
[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)
- DfE 'Advice for parents and carers on cyberbullying':  
[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)

### **Race, religion and nationality**

- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)
- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- Tell Mama: [www.tellmamauk.org](http://www.tellmamauk.org)
- Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)
- Show Racism the Red Card: [www.srtrc.org/educational](http://www.srtrc.org/educational)

### **LGBT**

- Barnardo's 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](http://www.metrocentreonline.org)
- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Proud Trust: [www.theproudtrust.org](http://www.theproudtrust.org)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

### **Sexual harassment and sexual bullying**

- Ending Violence Against Women and Girls (EVAW)  
[www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk) o A Guide for Schools:  
[www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf](http://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](http://www.gov.uk/government/publications/disrespect-nobody-campaign-posters)
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: [www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related/preventing-and-responding-sexual](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related/preventing-and-responding-sexual)
- 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](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related)

**Note:** Additional links can be found in 'Preventing and Tackling Bullying' (July 2017)  
[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)