

# Stonelow Junior School

## ANTI-BULLYING POLICY



Date	Review	Responsible	Named Governor
Feb 2017	2018	E Williamson	V Siddall
	Oct 2019	E Williamson	V Siddall
	Nov 2022	E Williamson	V Siddall
March 2025	March 2026	E Williamson	V Siddall

This policy is based on DfE guidance "[Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies](#)" and supporting documents "[Supporting children and young people who are bullied: advice for schools](#)", "[Cyberbullying: advice for headteachers and school staff](#)", "[Advice for parents and carers on cyberbullying](#)" November 2014 . It also takes into account "[Keeping Children Safe in Education](#)" 2016.

### 1) Objectives of this Policy

- This policy outlines what Stonelow Junior School will do to prevent and tackle bullying.
- All governors, teaching and support staff, pupils and parents should have an understanding of what bullying is.
- All governors and staff should know what the school policy is and follow it when bullying is reported.
- All pupils and parents should know what the school policy is, and what they should do if bullying arises.
- All pupils, parents and staff should be supported appropriately when bullying is reported.
- All within the school community understand that bullying will not be tolerated.

### 2) Development of this policy

This policy was formulated in consultation with the whole school community. We are committed to developing an anti-bullying culture whereby no bullying, including between adults or adults and children and young people will be tolerated.

Pupils were able to communicate their opinions through class discussions in PSHE lessons and whole school assemblies, and by talking to pupils on the School Council. Staff reviewed the proposed policy at staff meetings before it was presented to the Governors for further discussion and approval.

### 3) Our school community:

- Discusses, monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports all staff to promote positive relationships to prevent bullying.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- Reports back to parents/carers regarding concerns on bullying and deals promptly with complaints. Parents/ carers in turn work with the school to uphold the anti-bullying policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate.

#### **4) Definition of bullying**

Bullying is "Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual or group 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. It may also be sexual e.g. unwanted physical contact, sexual displays or gestures, sexual innuendo or images (including text/email).

This includes the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by phone, text, Instant Messenger, through websites and social media sites and apps, and sending offensive or degrading images by mobile phone or via the internet.

#### **5) 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 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 and biphobic bullying).
- Bullying of young carers, children in care or otherwise related to home circumstances.
- Sexist, sexual and transphobic bullying.
- Bullying via technology - "cyberbullying"

#### **6) Why it is important to respond to bullying**

Bullying hurts. No one deserves to be a target of bullying, everyone has the right to be treated with respect. Bullying can have an effect on the target long after it has stopped. Pupils who are bullying need to learn different ways of behaving, as the action demeans not only the bullied, but also the bully. We have a responsibility to respond promptly and effectively to acts of bullying.

#### **7) Signs and symptoms of bullying - what to look for**

- Is frightened of walking to or from school
- Is unwilling to go to school
- Becomes withdrawn, anxious, or lacking in confidence
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Begins to do poorly in their schoolwork
- Comes home from school with clothes damaged
- Has possessions "go missing"
- Has unexplained cuts or bruises
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or brothers and sisters
- Loss of appetite
- Is frightened to say what is wrong
- Gives improbable excuses for any of the above

## **8) Aims of the Policy**

- To minimise bullying
- To deal quickly and effectively with bullying that does occur

## **9) Preventing, identifying and responding to bullying**

The 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.
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, peer support and the school/student council.
- Regularly update and evaluate our approaches 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.
- Train all staff including teaching staff, support staff (including administration staff, lunchtime support staff and site support staff) and pastoral staff to identify all forms of bullying, follow the school policy and procedures (including recording and reporting incidents).
- Proactively gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring.
- Actively create "safe spaces" for vulnerable children and young people.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- Work with other agencies and the wider school community to prevent and tackle concerns.
- Celebrate success and achievements to promote and build a positive school ethos.
- Be encouraged to use social media positively and responsibly.

## **10) Involvement of pupils**

We will:

- 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 help lines and websites.

- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

## 11) Liaison with parents and carers

We will:

- Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers in a variety of formats.
- Ensure that all parents/carers know who to contact if they are worried about bullying.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively to raise concerns in an appropriate manner.
- Ensure all parents/carers know where to access independent advice about bullying.
- 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.

## 12) Procedures

What pupils should do:

- Try to keep calm and look as confident as you can.
- Be firm and clear and tell them to stop.
- Get away from the situation as quickly as possible.
- Tell someone: a friend, a teacher, a dinner lady, your mum and dad.
- Keep telling until something is done about it.

What pupils should do if they witness bullying -

- Tell someone: a friend, a teacher, a dinner lady, your mum and dad.
- If possible, help the victim get away from the bully.

**Everyone** has a responsibility to make sure that bullying does not happen in this school. If you see or hear of someone being bullied, you should tell someone about it, until something is done.

When you tell someone about bullying, make sure you tell the truth calmly and clearly. Never make things up or leave things out.

## Procedures For Parents

### In all incidents

Never ignore what is happening. Do not make premature assumptions. It is easy to focus too much on the punishment of others if your child is being bullied, or to become too defensive if your child is bullying. Usually targets of bullying **just want it to stop**. Therefore work with the school to adopt a problem solving approach which gets bullying to stop and proper relationships restored.

### If your child is being bullied

- If your child tells you they are being bullied, listen carefully to what they say.

- Make a note of what your child says, with as much detail as possible. (Tip: don't ask leading questions - your child might say what they think you want to hear.)
- Reassure your child that they were right to tell. Praise them for their bravery. Build their self-image as much as possible. Make sure they are not blaming themselves.
- Explain that any more incidents should be reported to their class teacher immediately.
- Make an appointment to see your child's teacher.
- Explain to the teacher the problems your child is experiencing.

#### When talking to the teacher:

- *Try to stay calm.* Your child's teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident.
- *Be as specific as possible* about what your child says has happened (dates, places and names).
- *Make a note* of what action the school intends to take.
- *Ask if there is anything you can do* to help your child or the school.
- *Stay in touch* - let the teacher know if things improve, stay the same or deteriorate.

#### If you think your concerns are not being addressed:

- Talk to the headteacher.
- If still not satisfied contact the chair of the governing body. (If you do not know who that is ask at the school office.)

#### If your child is bullying others:

- They may not realise what they are doing, or the effect it is having.
- They may be copying other people e.g. older brothers, sisters or friends.
- They may be having difficulties they find it hard to deal with.
- *Talk to your child; explain that bullying is unacceptable and makes others unhappy.*
- Make an appointment to discuss with your child's teacher what needs to be done to resolve the situation.
- Keep checking that the bullying is not recurring.
- Give your child plenty of encouragement when they are co-operative or kind to others.

### **Procedures For Teachers**

#### In all incidents:

Never ignore what is happening. Do not make premature assumptions.

#### When talking to children:

- Try to establish the facts as agreed by all.
- Let each child speak in turn without interruption from others.
- Remember that bullied children may be afraid to say too much.
- Record what has happened on MyConcern.
- *Make sure that the children know that you think bullying is completely unacceptable.*
- Work towards the restoration of proper relationships.
- Praise honesty and bravery.
- Inform the parents.

#### When talking to parents:

- If a parent comes to report bullying, listen carefully to what is being said and make notes of the main details.
- Remember that the parent may be under emotional strain.
- Speak calmly.
- Let parents know that you will investigate and will get back to them. (If possible set a date and time.)
- Let them know that you think bullying is completely unacceptable.
- Be supportive, but let the parents know that you have to investigate before knowing what action should be taken.

#### At the end of an investigation:

- Apply sanctions as appropriate.
- Inform parents of your actions.
- Try to reconcile the pupils concerned.
- Monitor the situation closely for some weeks to prevent re-occurrence, then at less frequent intervals.
- Inform the headteacher of what has taken place.

#### **Procedures For Teaching assistants and Lunch Time Supervisors**

##### In all incidents:

Never ignore what is happening. Do not make premature assumptions.

##### When talking to children:

- Listen carefully to what they say, try to establish the facts of what has happened.
- Relate any tales of bullying to the class teacher/s.
- Reassure the child that something will be done about it.
- Keep a close watch on the child until you can approach the teacher.

##### If you witness any bullying:

- Intervene to prevent any further bullying.
- Separate the children concerned.
- Give support as necessary.
- Refer the matter to the class teacher/s as soon as possible.
- Continue to monitor the situation over the following days.

#### **Procedures For Governors**

- The governing body will monitor incidents of bullying and review the effectiveness of the policy regularly. The governors require the headteacher to keep accurate records of all incidents of bullying and report to them any incidents of repeated bullying. The governors also require the headteacher to report to them on the effectiveness of this policy
- The governing body will respond within ten days to any request from a parent to investigate incidents of bullying. In all cases the governing body will notify the headteacher and ask him/her to conduct an investigation into the case and to report back to a representative of the governing body.

### **13) Outcomes**

- Those who have been bullying will be asked to genuinely apologise. This may be verbal or in the form of a letter or card.
- Other sanctions may be applied e.g. loss of playtime or particular facilities at playtime (e.g. football). The behaviour policy will be followed.
- Incidents will be dealt with initially by the member of staff on duty or the class teacher but, in more serious cases, those involved in the bullying may be referred to a member of the Senior Leadership Team.
- In very serious cases where the bullying persists, a fixed term or even permanent exclusion will be considered.
- If possible, the pupils will be reconciled.
- After the incident has been investigated and dealt with, the situation will be monitored to ensure repeated bullying does not take place.
- A record will have been made on MyConcern and read by SLT.

### **14) Links with other school policies and practices**

- Behaviour and discipline policy
- Complaints Policy
- Safeguarding and child protection policies
- Confidentiality Policy
- Online Safety and Acceptable Use Policies (AUPs)
- Curriculum Policies such as PSHE and citizenship and computing

## 15) 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 law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986
- The Computer Misuse Act 1990

## 16) Responsibilities

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy.
- Governors, the Headteacher, Senior Managers, Teaching and Non Teaching staff to be aware of this policy and implement it accordingly.
- The Headteacher to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably.
- Staff to support and uphold the policy
- Parents/carers to support their children and work in partnership with the school
- Pupils to abide by the policy.

The named Governor with lead responsibility for this policy is: **Vanessa Siddall**

The named member of staff with lead responsibility for this policy is: **Liz Williamson**

## 17) Monitoring & review, policy into practice

This policy was approved by the Governing Body on:

This policy will be monitored and reviewed on: **March 2026**

## Supporting Organisations and Guidance

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- DfE: “Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies”, and “Supporting children and young people who are bullied: advice for schools” October 2014: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: “No health without mental health”: <https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
- 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)
- 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)

## Cyberbullying

- Childnet International: [www.childnet.com](http://www.childnet.com)
- Digizen: [www.digizen.org](http://www.digizen.org)
- 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)

## LGBT

- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Pace: [www.pacehealth.org.uk](http://www.pacehealth.org.uk)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

## SEND

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://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](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)
- Show Racism the Red Card: [www.srrc.org/educational](http://www.srrc.org/educational)
- Educate against Hate: [www.educateagainsthate.com/](http://www.educateagainsthate.com/)



## **Additional Content**

### **Dealing with Bullying Incidents**

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 dealt with immediately by the member of staff who has been approached.
- A clear and precise account of the incident will be recorded and given to the head teacher and/or designated safeguarding lead.
- The head teacher/ designated safeguarding lead or nominated person will interview all parties involved and will record the incident in accordance with school procedures.
- Teachers/Form Tutors and other relevant members of staff will be kept informed as appropriate.
- When responding to cyberbullying concerns the school will take all available steps to identify the child using bullying behaviour, including looking at the school systems, identifying and interviewing possible witnesses, and contacting the service provider and the police, if necessary.
  - If content posted online is offensive or inappropriate, and the person or people responsible are known, then the school will ensure that they understand why the material is unacceptable or offensive and will request that they remove it.
  - If a criminal offence has been committed then the police may need to be involved to enable the service provider to look into the data of another user or to respond to credible threats of harm.
- Where the bullying takes place outside of the school site (including cyberbullying) then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the schools behaviour and discipline policy.
- Parents/carers of all children involved will be kept informed.
- Sanctions will be used as appropriate and in consultation with all parties concerned.
- If necessary and appropriate, the police (if a criminal offence has been committed) or other local services (including children's social care where a child is felt to be at risk of significant harm) will be consulted or involved.

### **Supporting Pupils**

Pupils who have been targets of bullying behaviour will be supported by:

- Offering an immediate opportunity to discuss the experience with their teacher 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.
- Reassuring the pupil and providing continuous support
- Restoring self-esteem and confidence
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance

Pupils who have used bullying behaviour will be helped by:

- Discussing what happened and 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
- If online, requesting content be removed and reporting account/content to service provider
- Sanctioning in line with school behaviour/discipline policy. This may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), fixed-term and/or permanent exclusions.

- Speaking with police or local services.

## **Supporting Adults**

Adults (staff and parents) who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designed lead and/or a senior member of staff/headteacher
- Being advised 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 outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the schools behaviour and discipline policy
- If the bullying takes place online, supported those affected by reporting content and/or accounts to the service provider as appropriate.
- 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 bullied will be helped by:

- Discussing what happened with a senior member of staff and establishing the concern
- Clarifying the schools official procedures for complaints or concerns
- If online, requesting content be removed
- Instigating disciplinary, civil or legal action

**Signs and Symptoms** A child may indicate by signs or behaviour that s/he is being bullied. Adults should be aware of these possible signs and they should investigate if a child:

- Is frightened of walking to or from school
- Changes their usual routine
- Is unwilling to go to school
- Becomes withdrawn, anxious, or lacking in confidence
- Starts stammering
- Attempts suicide or threatens to run away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Begins to do poorly in their schoolwork
- Comes home from school with clothes or books damaged
- Has possessions “go missing”
- Asks for money or starts stealing
- Has dinner money or other money continually “lost”
- Has unexplained cuts or bruises
- Comes home hungry (money/lunch been stolen)
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or brothers and sisters
- Stops eating
- Is frightened to say what is wrong
- Gives improbable excuses for any of the above