Scholes (Holmfirth) Junior and Infant School

Anti-Bullying Policy

Approved by:	Date Approved:	Due for review no later than:
Headteacher/SLT	October 2026	October 2027

Rationale

At Scholes Junior and Infant School, we recognise that bullying can occur and that both pupils and staff may be bullied. When it does, it can be harmful both physically and emotionally for the victim. It can also be a sign that the child carrying out the bullying has underlying issues or unmet needs that need to be addressed. The purpose of this policy is to enable all members of our school community to recognise bullying when it takes place and to deal with it effectively. The aims and rights of our school make clear that bullying is unacceptable.

We aim to provide a safe and happy environment where both personal and emotional development, as well as physical and intellectual development are promoted and supported. Having both discipline and good learning behaviours are key to achievement and ensuring all pupils can reach their full potential.

The Education Act 2002 charges schools with the responsibility to "safeguard and promote the welfare" of children. The Education and Inspections Act 2006 also gives school the responsibility to "prevent all forms of bullying." At Scholes Junior and Infant School, we are committed to:

• Developing happy, confident children who care for each other and are aware of the effect of their behaviour on others.

• Producing a safe and secure environment where all can learn without anxiety, and where children can feel confident that they will be listened to and treated fairly.

• Listening to both victims and accused.

• Establishing strategies with victims and perpetrators of bullying to help them overcome difficulties (See appendix 2)

• Establishing a consistent approach to instances of bullying

• Ensuring each member of our school is aware of their responsibilities in maintain a zero tolerance approach towards bullying in our school.

This policy has been written with reference to key legislation and guidance:

Education Act 2002

Education and Safer Recruitment 2007

Every Child Matters: A Change for Children (2004)

Educations and Inspections Act 2006

DCFS 'Bullying – A Charter for Action'

Safe To Learn: Embedding anti-bullying work in schools (2007)

Definition of Bullying

It is important that everyone in our school community understands what we define as bullying, as so this can be dealt with appropriately. Bullying takes many forms, but generally involves actions taken with the deliberate intention of hurting someone physically or emotionally and carried out systematically over a period of time.

Bullying can be:

Emotional	*being unfriendly, excluding, tormenting, talking about someone constantly to others (e.g. hiding books, threatening gestures)*
Physical	*pushing, kicking, hitting, punching or any use of violence*
Racist	*racial taunts, graffiti, gestures*
Sexual	*unwanted physical contact or sexually abusive comments*
Homophobic	*because of, or focussing on the issue of sexuality*
Verbal	*name-calling, sarcasm, spreading rumours, teasing*
Cyber	*All areas of internet ,such as email & internet chat room misuse* *Mobile threats by text messaging & calls* *Misuse of associated technology, i.e. camera & video facilities*

Bullying can be a covert activity, unseen by adults. Victims and witnesses can be reluctant to come forward.

Bullying can be linked to self-esteem. Those who bully often have underlying issues that make them behave in this way: they need our support to change their behaviour. Those who are bullied are always negatively affected, and it makes them unhappy: their learning suffers and they are often unable to do the things they enjoy. They need our support to overcome these effects.

There are different bullying relationships: Pupil on pupil, pupil on staff, staff/adult on pupil

The school uses a range of opportunities eg PSHE lessons and activities, circle time and assemblies to promote a common understanding of what constitutes bullying and wh*at does not.*

School recognises that there are different types of bullying (see appendix 1)

Bullying can be carried out directly: physically, verbally and non-verbally but also indirectly: cyber-bullying.

People are bullied for many reasons or no reasons. Bullying can relate to ‘difference’ – both real or imagined:

a) Appearance

b) Actions/Responses

c) Health

d) Family or social circumstances eg looked after: young carers

e) Social class

f) Race, religion or culture

g) Disability/ SN h) Homophobia/Sexual orientation

i) Gender-sexism and sexual

Overall Aim

We recognise the need to ensure that all children in our care do not become victims or bullies. We endeavour to prevent and to always deal with bullying if it occurs. We aim to ensure all children feel safe in school and first and foremost aim to proactively manage behaviour to reduce the risk or chances of bullying occurring.

We do this through developing within each child, a personal code of behaviour where consideration for others, sensitivity, truthfulness and integrity, are firmly valued, whatever the ability, sex, race or religion.

We:

- Actively promote Fundamental British Values throughout school.
- Promote positive behaviour management with systems of rewards, celebrations and sanctions that support children to think and improve their behaviour, linked to our school values: respect, resilience and responsibility.
- Praise and support each other to develop self-esteem and recognise good behaviours for learning.
- Deal quickly and effectively, positively, sensitively and discreetly with any behaviour issues - keeping in mind the dignity and welfare of all concerned.
- Eradicate and deal quickly and effectively with bullying type behaviours before they escalate
- Encourage and help the children to take responsibility for their own behaviour and actions through developing a positive growth mindset.
- Whole school weekly PSHE Assemblies are used to promote tolerance, respect, and good behaviour and to address specific issues as they arise.

Children learn best and enjoy higher self-esteem when the curriculum is relevant, interesting, well-structured and organised.

We encourage children to think creatively and critically, to solve problems and to respond positively to risk and change.

We work hard to develop a school ethos where children are valued and listened to, where they value and care for others, where they feel safe and where their rights and responsibilities are clear.

When children display inappropriate behaviour, we use restorative practices to enable children to develop empathy and begin to understand the impact of their actions on others and to accept responsibility.

All classes have clear rules which the children agree to and are expected to keep.

Staff have a consistent approach when dealing with children and incidents.

The Head Teacher/Governors ensures that an audit of current practices takes place regularly and that necessary changes to policy/strategies are implemented. Surveys/discussions/observations also inform the outcomes. This ensures we

1. Raise awareness of bullying (through the curriculum) and teach social skills in a conscious and systematic way.

2. Raise awareness by addressing bullying through assemblies.

3. Raise awareness by PSHE & Citizenship being part of every child's entitlement and being woven into the basic curriculum.

4. Ensure that all staff (teaching, non-teaching, lunchtime supervisors, etc) are aware of our anti-bullying procedures.

5. Ensure all pupils to know and be able to name a member of staff that they feel they could talk to if they had worries or concerns around bullying: all staff have had appropriate training to be able to support our children effectively.

6. Ensure staff are made aware of the school's whistle-blowing policy should problems arise.

What strategies do we have for listening to our children?

- Play leaders to support children at break time.
- Use of circle time and emotional literacy lessons as part of the PSHE curriculum but on an ad hoc basis when additionally needed
- School council meetings and school leaders
- Ethos that ensures availability of all staff to listen
- Reminders around school about speaking out and who can help
- Assemblies and feedback
- Work around the Zones of Regulation
- Regular nurture and outdoors learning work which can provide additional opportunities for children to speak out
- Regular work with the NSPCC

Responsibilities

Bullying behaviour should never be ignored and it is the responsibility of all members of the school community to report incidents of bullying, and concerns they may have that someone is being bullied.

a) Governors

The school Local Governing Committee 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 the staff in the implementation of this policy.
- Be fully informed on matters concerning anti-bullying.
- Regularly monitor incident reports and actions taken to be aware of the effectiveness of this policy

b). Headteacher

The Headteacher is responsible for implementing the Anti-Bullying Policy and under the Education and Inspections Act 2006 for "--- encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils"

The Headteacher will ensure that:

- bullying behaviour is addressed in the whole school behaviour policy
- bullying is addressed as an issue in the curriculum
- the governing body is regularly provided with information regarding issues concerning behaviour management including bullying
- a senior staff member is appointed to be responsible for the monitoring of the policy and anti-bullying strategies. At Scholes Junior and Infant School, this is the Headteacher.
- Support for parents is given should bullying occur outside school and in some circumstances, where the behaviour is affecting a child in school, an intervention plan may be the result. In serious circumstances the Headteacher reserves the right to seek advice regarding incidents of bullying from other agencies including the police.

c). Staff

Staff have a vital role to play as they are at the forefront of behaviour management and supporting children's sense of personal safety and well-being in school. They have the closest knowledge of the children in their care and should build up a relationship involving mutual support, trust and respect.

All members of staff will:

- Provide children with a good role model
- Provide children with a framework of behaviour including class rules which supports the whole school policy.
- Emphasise and behave in a respectful and caring manner to children and colleagues, to set a good tone and help
- create a positive atmosphere.

- Always be aware and take action when there are concerns about bullying
- Inform parents and the Headteacher of any concerns regarding bullying
- Report and record all allegations of bullying following the school's procedures
- Ensure children, and where appropriate parents / carers, are given regular feedback on the action been taken

d). Parents/Carers

We expect that parents/carers will understand and be engaged in everything that is being done to make sure their child enjoys and is safe at school and that they will support us in helping us meet our aims. We want them to feel confident that everything is being done to make sure their child is happy and safe at school.

We expect parents / carers to:

- Be fully involved in any aspect of their child's behaviour.
- Contact the school immediately if they know or suspect that their child is being bullied, even if their child has asked for "secrecy", and work in partnership with the school to bring an end to the bullying
- Contact the school if they know or suspect that their child is bullying another pupil
- Share with the school any suspicions they have that bullying is taking place even when it does not directly involve their child. When a parent /carer has concerns relating to bullying they should report them in the first instance to the class teacher.

e). Pupils

We want our children to feel safe and confident that everything is being done to make school a safe and secure environment for them to achieve and learn. We want our children to feel that they are supported in reporting incidents of bullying and reassured that action regarding bullying will take place.

We want our children to know what to do if they are being bullied or are worried that someone else is being bullied.

We expect that children:

- will support the Headteacher and staff in the implementation of the policy
- will not bully anyone else, or encourage and support bullying by others
- will tell an adult if they are being bullied, usually either a member of staff or parent
- will act to prevent and stop bullying, usually this is through telling an adult if they know or suspect that someone else is being bullied. Children must recognise that being a "bystander" is not acceptable, and understand how their silence supports bullying and makes them in part responsible for what happens to the victim of bullying.

Signs and Symptoms

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

- is frightened of walking to or from school
- wants to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- has possessions which are damaged or "go missing"
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber message is received
- lack of eye contact
- becoming short tempered
- change in attitude to people at home.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Dealing with bullying

All known/reported incidences of bullying will be investigated by the class teacher or by the Headteacher. Parents of the victim may also be questioned about the incident or about their general concerns. The alleged perpetrator and the victim will be talked to separately initially to establish the

facts. Once these have been established a meeting may be set up between the 2 parties with the alleged perpetrator being asked to genuinely apologise and where possible the children will be reconciled.

Other consequences may take place for example parents being informed about their child's behaviour, loss of privilege eg playtimes and lunchtime. At the meeting between the victim and the perpetrator restorative practice strategies will be used. The aim being for the perpetrator to recognise the impact his/her behaviour is having on the victim and to understand the need for the behaviour to change. In some cases, outside agencies may be requested to support the school or family in dealing with bullying eg police, counsellor etc. A behaviour plan may be introduced which outlines expected behaviours and outcomes. In serious cases, fixed term or even permanent exclusion will be considered.

After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place. 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 responsibility of staff 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 bullying and to change their behaviour. The first concern is the well-being of the victim. Interventions may be necessary, but the ultimate aim is to stop the bullying. Those who bully also require support and we therefore avoid damaging labels of 'bullied' and 'bully' which can lead to lowered esteem and self-fulfilling predictions regarding future behaviour; preventing their understanding of the impact of their actions and hindering the development of more appropriate social skills that will modify their behaviour. A support assistant may be allocated to work with the perpetrator supporting them as they reflect on their behaviour, its impact and how they can change their behaviour for the benefit of themselves and others.

Incidents of inappropriate behaviour are recorded on cpoms which is shared with the Headteacher. The Lunchtime supervisor (LTS) will inform either the Class Teacher or the Headteacher of incidents of unacceptable behaviour and bullying at lunch times and the class teacher will record this on cpoms. All LTSs will be informed of children whose behaviour is causing concern so as they can be monitored more closely.

Intervention is concerned with the actions the school takes after a bullying issue has been uncovered. This should involve:

- acknowledging the distress of bullied children and reassuring them that they are not to blame

- providing time for the victim to talk with an adult and to develop strategies (if required) for developing secure positive relationships with peers.

- confronting the bullying behaviour clearly, but going beyond mere application of sanctions; punishment alone can reinforce the idea that power is what matters and can also lead to an escalation and resentment building up; this in itself can lead to children becoming less willing to report bullying. Time may be set aside with a learning mentor/behaviour support worker or other adult for the perpetrator to talk about his/her actions, the impact they have had and future behaviour.

- closely monitoring the relationship between the victim and the perpetrator.

Monitoring and Review

The Anti Bullying Policy will be reviewed annually. Parent's and pupil's views on the effectiveness of the policy and practice may be canvassed through the parent and pupil questionnaire.

Related Policies which should be considered alongside this policy:

- Teaching and Learning
- Curriculum
- Behaviour
- Safeguarding/Child protection
- SEND Policy
- PSHE and RSE Policy

Appendix 1-Forms of bullying

Threats of or actual violence (verbal and non-verbal)

Ignoring/shunning

Teasing

Name calling

Interfering with other's property

Racially offensive remarks/behaviour

Incitement to commit an act of bullying

Graffiti designed to intimidate/ embarrass

Ridiculing/mimicking/sarcasm

Demanding money or favours through intimidation

Damaging possessions/effects belonging to others

Inappropriate body language, gestures, tone of voice. Falling out or having an argument with friends is not bullying.

Bullying is sustained and deliberate actions which happen over a period of time, rather than 'one off' events.

Appendix 2- Some Strategies for Staff when Dealing with Bullying

Reassure the victim that you can help them and that they have done the right thing by telling

Establish events with the victim, any witnesses and the perpetrator (together or separately, as appropriate)

Encourage expression of feelings and reasoning. Ensure that perpetrators know what they have done was inappropriate, and how it has affected the victim. Ensure that the victim knows that they are taken seriously, and that their complaint will be acted upon.

Offer opportunities for victim and perpetrator to come together with support so that each sees the result of adult intervention and of their own actions.

Monitor children openly or covertly, recording observations as relevant.

Encourage perpetrators to think about consequences of actions, and offer them alternatives and choices.

Criticise the behaviour and not the child. For every criticism, try to offer a positive comment. Use phrases like “You need to…” “I am glad you are…” “Thank you for…”

Reinforce appropriate behaviour, drawing on other children as role models.

Teach anger management strategies if appropriate, (Make use of the book Starving the Anger Gremlin or The Chimp Paradox for ideas)

Involve parents of both parties (victim and perpetrator) and/or other staff, to support appropriate behaviour and build self esteem, as well as to agree appropriate sanctions. Seek specialist support or advice as necessary. Provide parents with advice if requested as appropriate.

Involve other children as special friends, supporting both parties at playtime or other trigger points during the school day. These children could award stickers, treasure etc for good behaviour or increased confidence. Also consider circle of friends strategy.

Discourage troublesome groups/pairs by guiding them away from each other and towards more helpful friends.

Offer victim or perpetrator a responsibility for something, as appropriate, to redirect behaviour or avoid trigger points.

Agree targets, rewards and sanctions with perpetrator, and give regular feedback on their progress, both to themselves and to parents.

Timeout.

Use circle time to discuss issues.

In extreme cases, the Headteacher may consider exclusion or the initiation of child protection procedures.

Appendix 3- Parental Guidance

If you feel your child has been bullied:

- calmly talk with your child about his/her experience
- make a note of what your child says, particularly who was said to be involved; how often the bullying has occurred; where it happened and what has happened
- reassure your child that he/she has done he right thing to tell you about the bullying
- explain to your child that should any further incidents occur he/she should report them to a teacher immediately
- make an appointment to see your child's class teacher
- explain to the teacher the problems your child is experiencing
- When talking with teachers about bullying:
- try to stay calm
- be as specific as possible about what your child says has happened, give dates, places and names of other children involved
- 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 with the school; let them know if things improve as well as if problems continue. If you are not satisfied.

Families who feel that their concerns are not being addressed appropriately by the school might like to consider the following steps:

- check with the school anti-bullying policy to see if agreed procedures are being followed
- make an appointment to discuss the matter with the Headteacher.

If this does not help, write to the Chair of Governors explaining your concerns and what you would like to see happening

All situations are dealt with sensitively however outcomes and sanctions remain confidential to the perpetrator and their parents/carers.

If your child is bullying other children:

Many children may be involved in bullying other pupils at some time or other. Often parents are not aware that their child is involved in bullying.

Children sometimes bully others because

- they don't know it's wrong
- they are copying older brothers or sisters or other people in the family whom they admire
- they haven't learnt other, better ways of mixing with their school friends
- their friends encourage them to bully
- they are going through a difficult time and are acting out aggressive feelings

To stop your child from bullying others:

- talk with your child; explain that what he or she is doing is unacceptable and makes other children unhappy
- discourage other members of your family from bullying behaviour or from using aggression or force to get what they want
- show your child how he/she can join in with other children without bullying
- make an appointment to see your child's class teacher or form tutor; explain to the teacher the problems your child is experiencing; discuss with the teacher how you and the school can stop him or her bullying others
- regularly check with your child how things are going at school
- give your child lots of praise and encouragement when he or she is co-operative or kind to other people

Bullying by mobile phone text messages, social media or e mail:

If your child experiences these kinds of bullying, a parent can:

- Inform their child's class teacher
- ensure the child is careful about who they give their mobile phone number or e mail address to
- check exactly when a threatening message was sent and when necessary, report incidents to the police
- monitor and educate your child about online safety and online safe usage/respectful behaviour

Appendix 4- Cyber Bullying

Cyberbullying can include:

- sending threatening or abusive text messages
- creating and sharing embarrassing images or videos
- trolling – the sending of menacing or upsetting messages on social networks, chat rooms or online games
- excluding children from online games, activities or friendship groups
- shaming someone online
- setting up hate sites or groups about a particular child
- encouraging young people to self-harm
- voting for or against someone in an abusive poll
- creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name
- sending explicit messages, also known as sexting
- pressuring children into sending sexual images or engaging in sexual conversations.

At Scholes Junior and Infant School, we take this bullying as seriously as all other types of bullying and, therefore, will deal with each situation individually. An episode may result in a simple verbal warning. It might result in a parental discussion. Clearly, more serious cases will result in further sanctions in line with the school's anti-bullying policy.

Technology allows the user to bully anonymously or from an unknown location, 24 hours a day, 7 days a week. Cyber-bullying leaves no physical scars so it is, perhaps, less evident to a parent or teacher, but it is highly intrusive and the hurt it causes can be very severe. Young people are particularly adept at adapting to new technology, an area that can seem a closed world to adults. For example, the numerous acronyms used by young people can make it difficult for adults to recognise potential threats.

Pupils are taught how to:

- Understand how to use these technologies safely and know about the risks and consequences of misusing them.
- know what to do if they or someone they know are being cyber-bullied.
- report any problems with cyber-bullying. If they do have a problem, they can talk to the school, parents, the police or another adult they trust.