

Thames View Junior School

Mr James Smith – Executive Headteacher
Mrs Sandy Sanghera – Head of School
Miss Chloe Woodington – Deputy Headteacher
Mr James Hall – AHT & Inclusion Lead



Anti-Bullying Policy

September 2026

Updated by J. Hall / J. Wellwood



Office@Thamesviewjunior.com

02045119240

www.ThamesViewJunior.com

Contents

Main Policy Sections

1. Introduction

2. Policy Statement

3. Aims and Objectives

4. Legal Framework and Statutory Guidance

5. What is Bullying?

- Definition of Bullying
- Types of Bullying:
 - Physical Bullying
 - Verbal Bullying
 - Emotional and Social Bullying
 - Cyberbullying
 - Sexual Bullying
 - Prejudice-Based and Discriminatory Bullying

6. Roles and Responsibilities

- Governing Body
- Headteacher
- Designated Safeguarding Lead (DSL)
- All Staff
- Pupils
- Parents and Carers

7. Prevention and Promoting Positive Relationships

- Curriculum and Education
- Developing a Respectful School Culture
- Pupil Voice
- Supporting Vulnerable Pupils
- Staff Awareness and Supervision
- Online Safety and Cyberbullying Prevention

8. Reporting and Responding to Bullying Concerns

- Reporting Concerns
- Parent and Carer Reporting
- Staff Response
- Investigating Concerns
- Responding to Confirmed Bullying
- Bullying Outside School

9. Recording, Monitoring and Reviewing Bullying Incidents

- Recording Bullying Concerns
- Recording Prejudice-Based Incidents
- Monitoring Patterns and Trends
- Supporting Pupils Following Incidents
- Confidentiality and Information Sharing

10. Strategies and Responses for Managing Bullying Incidents

- Initial Response
- Investigation Process
- Supporting Pupils Experiencing Bullying
- Supporting Pupils Displaying Bullying Behaviour
- Restorative Approaches
- Consequences and Behaviour Responses
- Working with Parents and Carers
- External Agency Support
- Monitoring Following an Incident

11. Advice and Guidance for Parents and Carers

- If You Think Your Child May Be Experiencing Bullying
- What Parents and Carers Should Avoid
- If Your Child Has Displayed Bullying Behaviour
- Supporting Friendships and Online Safety

12. Bullying Involving Adults

- Examples of Adult Bullying
- Expectations for Adults
- Concerns About Staff
- Concerns Involving Parents, Carers or Visitors
- Recording and Responding

13. Monitoring, Evaluation and Review of the Policy

- Monitoring the Effectiveness of the Policy
- Reporting to Governors
- Policy Review
- Policy Approval

Appendices

Appendix 1: Pupil Anti-Bullying Charter

Appendix 2: Staff Response Flowchart

Appendix 3: Bullying Incident Recording Guidance and Template

Appendix 4: Parent and Carer Information Summary

Appendix 5: Guidance for Staff - Understanding Bullying, Unkind Behaviour and Friendship Conflict

Thames View Junior School

Anti-Bullying Policy

Promoting Respect, Kindness and Inclusion

1. Introduction

At Thames View Junior School, we are committed to ensuring that every child and adult within our school community has the right to learn, work and thrive in an environment that is safe, inclusive, respectful and free from bullying, harassment and discrimination.

Bullying of any kind is unacceptable and will not be tolerated. It can have a significant and lasting impact on a child's emotional wellbeing, mental health, self-esteem, sense of belonging and ability to access education. Every pupil has the right to feel safe, valued and respected, and every member of the school community has a responsibility to contribute towards maintaining a positive and supportive environment.

This policy outlines the school's approach to preventing, identifying, reporting, recording and responding to bullying behaviour. It provides a clear framework for pupils, staff, parents/carers and governors to understand their roles and responsibilities in creating a culture where kindness, respect, inclusion and equality are actively promoted.

At Thames View Junior School, we recognise that bullying can take many forms and may be related to a range of factors, including (but not limited to) race, religion or belief, culture, disability, special educational needs, appearance, health conditions, family circumstances, sex, gender, sexual orientation or any other characteristic protected under the Equality Act 2010.

We understand that bullying can occur both within and beyond the school site, including online environments. The school therefore takes a broad approach to addressing bullying, recognising that incidents occurring outside of school may still have a significant impact on pupils' safety, wellbeing and education.

Through effective teaching, positive relationships, strong safeguarding practice and a whole-school approach, we aim to develop pupils who demonstrate empathy, respect and responsibility towards others. We are committed to ensuring that all pupils understand the importance of treating others with dignity and kindness, and that they feel confident to report concerns knowing they will be listened to, supported and taken seriously.

The school works in partnership with pupils, parents/carers, staff, governors and external agencies where appropriate to prevent bullying and to ensure that any concerns are addressed promptly, fairly and effectively.

2. Policy Statement

At Thames View Junior School, we believe that every child and adult within our school community has the right to feel safe, respected, valued and included. We are committed to providing a learning environment where all pupils can achieve their full potential without fear of intimidation, harassment, discrimination or bullying.

Bullying is contrary to the values and ethos of our school and will not be accepted or excused. All reported or suspected incidents of bullying will be taken seriously, investigated thoroughly and responded to appropriately. The school will ensure that pupils experiencing bullying receive appropriate support, while pupils displaying bullying behaviours are helped to understand the impact of their actions and supported to develop more positive behaviours and relationships.

Our approach is based on prevention, early identification, effective intervention and ongoing support. We recognise that bullying is often complex and can take different forms, including physical, verbal, emotional, social, sexual, discriminatory and online behaviours. The school is committed to addressing all forms of bullying, including those linked to protected characteristics under the Equality Act 2010.

Thames View Junior School operates a zero-tolerance approach to bullying, while recognising that each situation requires careful consideration of the individual circumstances. Responses will be proportionate, consistent and focused on safeguarding pupils, repairing harm and preventing future incidents.

All members of the school community share responsibility for preventing and challenging bullying. Staff are expected to remain vigilant, model respectful behaviour and act promptly when concerns are raised or identified. Pupils are encouraged to speak out if they experience or witness bullying and are reassured that they will be listened to and supported. Parents and carers are encouraged to work in partnership with the school by sharing concerns at the earliest opportunity.

The school will promote a culture where differences are respected and celebrated, ensuring that diversity is recognised as a strength within our community. Through our curriculum, pastoral support, safeguarding procedures and behaviour expectations, we aim to develop pupils who demonstrate empathy, resilience, tolerance and respect for others.

This policy should be read alongside the school's related policies and procedures, including:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Equality Information and Objectives
- Special Educational Needs and Disabilities (SEND) Policy
- Online Safety Policy
- Complaints Policy

Through this whole-school commitment, Thames View Junior School aims to ensure that every pupil can learn and grow in an environment where they feel safe, accepted and supported.

3. Aims and Objectives

The aim of this policy is to ensure that Thames View Junior School provides a safe, inclusive and respectful environment where bullying is prevented wherever possible and where any incidents are responded to quickly, effectively and appropriately.

The school is committed to working collaboratively with pupils, parents/carers, staff, governors and external agencies to promote positive relationships, celebrate diversity and ensure that all pupils understand their role in preventing bullying.

The objectives of this policy are to:

- Ensure that all members of the school community understand what bullying is, how it can affect individuals and the impact it can have on learning, wellbeing and relationships.
- Ensure that all staff, governors, pupils and parents/carers understand the school's approach to preventing and responding to bullying.
- Create a culture where pupils feel safe and confident to report concerns.
- Reduce and, wherever possible, eradicate all forms of bullying.
- Prevent bullying related to protected characteristics under the Equality Act 2010.
- Promote equality, inclusion and respect.
- Provide appropriate support for pupils affected by bullying and pupils displaying bullying behaviours.
- Ensure all bullying incidents are recorded, monitored and reviewed.
- Promote an ethos based on kindness, respect, responsibility, empathy and acceptance.
- Develop pupils' understanding of their rights and responsibilities.
- Provide opportunities through the curriculum to develop resilience, emotional literacy and respectful communication.
- Work in partnership with families and external agencies where appropriate.

The school aims to achieve this through:

- High-quality PSHE and Relationships Education.
- Assemblies and whole-school activities.
- Positive behaviour recognition.
- Pupil voice opportunities.
- Staff training and awareness.
- Strong safeguarding procedures.
- Consistent expectations for behaviour.

Ultimately, our aim is to ensure that every child at Thames View Junior School feels valued, protected and able to achieve their full potential within a caring and supportive community.

4. Legal Framework and Statutory Guidance

This policy has been developed with regard to relevant legislation, statutory guidance and best practice guidance relating to bullying, safeguarding, equality and pupil wellbeing.

Thames View Junior School recognises its legal responsibility to safeguard pupils, promote their welfare and provide a safe and supportive learning environment.

This policy has regard to:

Education Act 2002 - Schools have a duty to safeguard and promote the welfare of children and ensure that pupils can learn within a safe environment.

Education and Inspections Act 2006 - Schools have a duty to promote good behaviour and prevent all forms of bullying among pupils.

Equality Act 2010 - The school has a duty to prevent discrimination, harassment and victimisation and to promote equality of opportunity.

Bullying linked to protected characteristics, including:

- Race
- Religion or belief
- Disability
- Sex
- Sexual orientation
- Gender reassignment

will be treated seriously and addressed appropriately.

Children Act 1989 and Children Act 2004 - Bullying concerns will be considered within the wider safeguarding framework where they impact upon a child's welfare or safety.

Keeping Children Safe in Education (KCSIE) - The school follows statutory safeguarding guidance and recognises that bullying, including online and discriminatory bullying, may constitute a safeguarding concern.

Working Together to Safeguard Children - The school works collaboratively with families and external agencies where necessary to safeguard children and promote their welfare.

SEND Code of Practice: 0 to 25 Years - The school recognises that pupils with SEND may be more vulnerable to bullying and ensures that appropriate support and reasonable adjustments are considered.

Online Safety Guidance - The school educates pupils about safe and respectful online behaviour and responds to cyberbullying concerns where they affect pupil wellbeing or education.

5. What is Bullying?

At Thames View Junior School, we recognise that bullying is behaviour that can have a significant and lasting impact on a child's wellbeing, confidence, relationships and ability to engage fully in school life.

Bullying is defined by the Department for Education as:

"The repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power."

In simple terms, bullying is often described as:

"Several times, on purpose."

However, the school recognises that every situation must be considered carefully. While bullying is usually characterised by repeated behaviour and an imbalance of power, a single serious incident may also require a bullying response, particularly where the behaviour is targeted, threatening, discriminatory, abusive or causes significant harm.

Bullying is different from the usual disagreements, misunderstandings or friendship difficulties that can occur between children. These situations will be addressed through the school's behaviour and pastoral systems; however, they do not automatically constitute bullying.

Bullying may involve:

- Intentional behaviour designed to cause harm, distress or upset.
- Repeated behaviour that forms part of an ongoing pattern.
- An imbalance of power, which may include differences in age, strength, confidence, social status, numbers or access to information.

Bullying can take place:

- In school.
- During the journey to and from school.
- During educational visits, residential trips or extracurricular activities.
- Online or through digital communication.
- Outside of school where it affects a pupil's safety, wellbeing or education.

Types of Bullying

Physical Bullying

Physical actions intended to hurt, intimidate or threaten another person, including:

- Hitting, kicking, pushing or punching.
- Deliberately causing someone to fall.
- Taking, hiding, damaging or destroying belongings.
- Physical intimidation or threatening gestures.

Verbal Bullying

The use of words to harm, upset, embarrass or intimidate another person, including:

- Name-calling.
- Insults.
- Threats.
- Hurtful teasing.
- Mocking or humiliating comments.

Emotional and Social Bullying

Behaviour intended to damage confidence, friendships or a person's sense of belonging, including:

- Deliberate exclusion.
- Spreading rumours.
- Encouraging others not to include someone.
- Manipulating friendships.
- Public embarrassment or humiliation.

Cyberbullying

Bullying that occurs through technology or online communication, including:

- Threatening or abusive messages.
- Sharing images or information without consent.
- Harmful comments online.
- Creating inappropriate group chats.
- Impersonation.
- Excluding others online.

The school recognises that online bullying can be particularly harmful because it can occur at any time and reach a wide audience.

Sexual Bullying

Behaviour of a sexual nature that causes harm, discomfort or distress, including:

- Sexual comments or jokes.
- Unwanted physical contact.

- Sexualised language.
- Sharing sexual content or images.
- Online sexual harassment.

Any sexual behaviour concern will be managed in accordance with safeguarding procedures.

Prejudice-Based and Discriminatory Bullying

Bullying may be directed towards someone because of their identity, characteristics or perceived differences.

This includes:

Racist Bullying

Behaviour targeting someone because of race, ethnicity, nationality or cultural background.

Examples include:

- Racist comments or insults.
- Racial slurs.
- Racist jokes.
- Graffiti or symbols.
- Exclusion because of culture or ethnicity.

Disability and SEND-Related Bullying

Behaviour targeting someone because of disability, special educational needs or differences.

Examples include:

- Mocking a disability.
- Using disability-related insults.
- Excluding someone because of their needs.
- Preventing participation.

Homophobic, Biphobic and Transphobic Bullying

Behaviour targeting someone because of actual or perceived sexual orientation or gender identity.

Examples include:

- Use of discriminatory language.
- Derogatory jokes.
- Exclusion or intimidation.

Bullying Related to Religion or Belief

Behaviour targeting someone because of their religion, beliefs or lack of belief.

Examples include:

- Insults.
- Mocking religious practices.
- Intolerance or exclusion.

Sexist and Gender-Based Bullying

Behaviour targeting someone because of their sex or gender.

Examples include:

- Sexist comments.
- Gender stereotyping.
- Harassment.
- Unfair treatment.

6. Roles and Responsibilities

Preventing and responding to bullying is the responsibility of the whole school community.

6.1 Governing Body

The Governing Body will:

- Ensure the school has an effective Anti-Bullying Policy.
- Monitor the effectiveness of procedures.
- Ensure compliance with statutory duties.
- Support the Headteacher and senior leaders.
- Receive appropriate information regarding bullying trends.

6.2 Headteacher

The Headteacher will:

- Ensure this policy is implemented effectively.
- Ensure staff understand their responsibilities.
- Ensure incidents are investigated and recorded.
- Ensure pupils receive appropriate support.
- Report relevant information to governors.
- Work with external agencies where required.

6.3 Designated Safeguarding Lead (DSL)

The DSL will:

- Assess whether bullying concerns constitute safeguarding concerns.
- Ensure safeguarding procedures are followed.
- Support staff with complex incidents.
- Liaise with external agencies where appropriate.

6.4 All Staff

All staff will:

- Promote kindness, respect and inclusion.
- Model positive behaviour.
- Challenge inappropriate language or behaviour.
- Remain vigilant.
- Listen to pupils' concerns.
- Record and report incidents appropriately.
- Support pupils involved.

Staff must never dismiss concerns as “banter”, “just a joke” or “part of growing up”.

6.5 Pupils

Pupils are expected to:

- Treat others with kindness and respect.
- Follow school expectations.
- Report bullying concerns.
- Support others.
- Avoid joining in with bullying behaviour.

Pupils are reminded that reporting bullying is not “telling tales”; it is helping to keep people safe.

6.6 Parents and Carers

Parents/carers should:

- Encourage children to report concerns.
- Contact the school promptly.
- Work collaboratively with staff.
- Support positive behaviour expectations.

Parents/carers should not approach another child or family directly regarding suspected bullying.

7. Prevention and Promoting Positive Relationships

At Thames View Junior School, we believe that the most effective way to address bullying is through prevention. We are committed to creating a culture where kindness, respect, inclusion and positive relationships are embedded throughout school life.

Preventing bullying requires a whole-school approach involving pupils, staff, parents/carers and governors. Through education, clear expectations and strong relationships, we aim to ensure that all pupils understand the impact of their actions and develop the skills needed to build healthy and respectful relationships.

The school promotes an environment where:

- Every pupil feels valued, respected and included.
- Differences are recognised and celebrated.
- Pupils are encouraged to demonstrate empathy and understanding.

- Positive behaviour is recognised and rewarded.
- Pupils feel confident to share worries and concerns.
- Bullying, discrimination and harassment are challenged consistently.

7.1 Curriculum and Education

The prevention of bullying is supported through the wider curriculum and pupils' personal development.

Opportunities are provided through:

- Personal, Social, Health and Economic Education (PSHE).
- Relationships Education.
- Assemblies and whole-school activities.
- Class discussions and circle time.
- Reading materials exploring empathy, diversity and fairness.
- Anti-Bullying Week activities.
- Online safety education.
- Opportunities to discuss emotions, friendships and conflict resolution.

Through these opportunities, pupils learn:

- What bullying is and why it is harmful.
- The difference between conflict, unkind behaviour and bullying.
- How their actions affect others.
- How to challenge inappropriate behaviour safely.
- How to seek support when needed.

7.2 Developing a Respectful School Culture

Staff actively promote positive relationships by:

- Modelling respectful communication.
- Reinforcing school values consistently.
- Celebrating kindness and inclusion.
- Encouraging pupils to take responsibility.
- Supporting pupils to resolve disagreements appropriately.
- Promoting acceptance of individual differences.

Pupils are not expected to be friends with everyone; however, all pupils are expected to treat others with dignity and respect.

7.3 Pupil Voice

Pupils are encouraged to contribute to improving the school environment through:

- School Council.
- Pupil surveys.
- Class discussions.
- Worry boxes.
- Feedback opportunities.

Pupil voice helps the school identify concerns and improve preventative strategies.

7.4 Supporting Vulnerable Pupils

The school recognises that some pupils may be more vulnerable to bullying, including pupils who:

- Have special educational needs and/or disabilities.
- Experience communication or social difficulties.
- Find friendships challenging.
- Experience difficulties outside of school.
- Are targeted because of differences or perceived differences.

Support may include:

- Pastoral support.
- Emotional literacy work.
- Friendship interventions.
- Social skills support.
- Additional adult check-ins.
- Support from external professionals.

7.5 Staff Awareness and Supervision

Staff will:

- Supervise areas where bullying may be more likely.
- Monitor pupil relationships and interactions.
- Challenge inappropriate language immediately.
- Report concerns promptly.
- Recognise that bullying may be subtle or hidden.

7.6 Online Safety and Cyberbullying Prevention

The school recognises that technology can create additional opportunities for bullying.

Pupils are taught to:

- Communicate respectfully online.
- Keep personal information safe.

- Report inappropriate behaviour.
- Block harmful content.
- Seek help from trusted adults.

The school will respond to online bullying concerns where they affect pupils' wellbeing, safety or education.

8. Reporting and Responding to Bullying Concerns

At Thames View Junior School, all concerns relating to bullying are taken seriously.

Every pupil has the right to be listened to, supported and protected from behaviour that causes harm, distress or fear.

8.1 Reporting Concerns

Pupils can report bullying by:

- Speaking to their class teacher.
- Speaking to any trusted adult.
- Telling a parent/carer.
- Using agreed reporting systems.
- Speaking to the pastoral or safeguarding team.

Pupils are reminded:

Reporting bullying is not “telling tales”; it is helping to keep people safe.

8.2 Parent and Carer Reporting

Parents/carers should contact the school if they believe:

- Their child is experiencing bullying.
- Their child is displaying bullying behaviour.
- Their child is affected by online bullying.
- Another pupil's behaviour is causing concern.

Parents/carers should provide:

- Details of what happened.
- When and where it occurred.
- Who was involved.
- How frequently it has occurred.
- The impact on their child.

The school asks parents/carers not to approach another child or family directly.

8.3 Staff Response

When a concern is raised, staff will:

1. Listen carefully.
2. Reassure the pupil.
3. Ensure immediate safety.
4. Gather information.
5. Record the concern.
6. Assess whether safeguarding procedures are required.
7. Take appropriate action.

8.4 Investigating Concerns

Investigations will be:

- Fair.
- Sensitive.
- Timely.
- Thorough.

Staff may:

- Speak with pupils involved.
- Speak with witnesses.
- Review evidence.

- Consider previous incidents.
- Assess impact.

8.5 Responding to Confirmed Bullying

Responses may include:

- Restorative conversations.
- Pastoral support.
- Behaviour consequences.
- Parent meetings.
- Individual support plans.
- External agency involvement where appropriate.

The school will consider:

- The seriousness of the incident.
- The impact on those involved.
- The age and needs of pupils.
- Whether discrimination is involved.
- Whether safeguarding concerns exist.

8.6 Bullying Outside School

The school will respond to bullying outside of school where it affects:

- A pupil's safety.
- Emotional wellbeing.
- Relationships.
- Ability to learn.

This includes online behaviour.

9. Recording, Monitoring and Reviewing Bullying Incidents

Accurate recording allows the school to identify patterns, monitor interventions and ensure pupils receive appropriate support.

All bullying concerns will be recorded using the school's agreed systems.

Records will include:

- Date and location.

- Pupils involved.
- Description of behaviour.
- Type of bullying.
- Actions taken.
- Support provided.
- Parent communication.
- Follow-up actions.

9.1 Monitoring Trends

The school will monitor:

- Frequency of incidents.
- Locations where incidents occur.
- Patterns involving individuals or groups.
- Effectiveness of interventions.

Information will be shared appropriately with governors while maintaining confidentiality.

9.2 Supporting Pupils After Incidents

Following bullying incidents, pupils may receive:

- Regular check-ins.
- Pastoral support.
- Emotional wellbeing support.
- Friendship support.
- Additional supervision.

The school recognises that the effects of bullying may continue after the behaviour stops.

10. Strategies and Responses for Managing Bullying Incidents

At Thames View Junior School, our approach to managing bullying focuses on ensuring the safety and wellbeing of all pupils, addressing harmful behaviour, repairing relationships where appropriate and preventing further incidents.

Every bullying concern will be considered individually. Responses will be proportionate, fair and appropriate to the circumstances, taking into account the age, developmental needs and individual characteristics of all pupils involved.

The school recognises that pupils who display bullying behaviour may also require support to understand the impact of their actions and develop more positive ways of managing relationships.

10.1 Initial Response

When a bullying concern is raised, staff will:

- Listen carefully and sensitively.
- Reassure pupils that they have done the right thing by speaking out.
- Ensure immediate safety.
- Gather information from those involved.
- Record concerns appropriately.
- Inform relevant staff members where necessary.
- Consider whether safeguarding procedures need to be followed.

Staff will avoid assumptions and ensure that all pupils involved have an opportunity to share their perspective.

10.2 Investigation Process

Bullying concerns will be investigated by the class teacher, pastoral team or member of the Senior Leadership Team, depending on the seriousness and complexity of the concern.

Investigations may include:

- Speaking privately with pupils involved.
- Speaking with witnesses.
- Reviewing relevant evidence.
- Considering previous concerns or patterns.
- Assessing the impact on those affected.

Staff will consider:

- Whether behaviour was intentional.
- Whether there is a repeated pattern.
- Whether there is an imbalance of power.
- Whether the behaviour relates to a protected characteristic.
- Whether safeguarding concerns are present.

10.3 Supporting Pupils Experiencing Bullying

The wellbeing and safety of pupils experiencing bullying is a priority.

Support may include:

- Regular check-ins with a trusted adult.
- Pastoral support.
- Emotional wellbeing support.
- Friendship interventions.
- Support to rebuild confidence and self-esteem.
- Adjustments to routines or supervision where appropriate.

Pupils will be supported to feel safe, valued and listened to throughout the process.

10.4 Supporting Pupils Displaying Bullying Behaviour

The school believes that pupils displaying bullying behaviour must be held accountable while also being supported to change their behaviour.

Support may include:

- Helping pupils understand the impact of their actions.

- Developing empathy and understanding.
- Identifying triggers or difficulties.
- Teaching alternative ways to manage conflict.
- Providing pastoral support.
- Working with families.

Bullying behaviour will always be addressed; however, the school will consider whether there are underlying factors contributing to the behaviour.

10.5 Restorative Approaches

Where appropriate and safe, restorative approaches may be used.

These may include:

- Supported conversations.
- Understanding the impact of actions.
- Taking responsibility.
- Agreeing positive ways forward.

Restorative work will not replace appropriate consequences or safeguarding action.

10.6 Consequences and Behaviour Responses

Where bullying is confirmed, responses will be applied in line with the school's Behaviour Policy.

Possible actions include:

- Formal discussions.
- Behaviour monitoring.
- Restorative work.
- Parent/carer meetings.
- Pastoral interventions.
- Individual behaviour plans.
- Further sanctions where necessary.

In serious or persistent cases, suspension or permanent exclusion may be considered in accordance with statutory guidance.

10.7 Working with Parents and Carers

Where bullying is confirmed:

- Parents/carers of the pupil experiencing bullying will be contacted to discuss support.
- Parents/carers of pupils displaying bullying behaviour will be contacted to discuss concerns and next steps.
- Meetings may be arranged where appropriate.

The school will maintain confidentiality and will not share information about other pupils.

10.8 External Agency Support

The school may seek support from external agencies where appropriate, including:

- Local Authority services.
- Educational psychology.
- Early Help services.
- Mental health and wellbeing services.
- Police, where appropriate.

10.9 Monitoring Following an Incident

Following a bullying incident, the school will monitor the situation to ensure:

- The behaviour has stopped.
- Pupils feel safe.
- Relationships improve where appropriate.
- Further concerns are identified early.

11. Advice and Guidance for Parents and Carers

Parents and carers are essential partners in supporting children's emotional wellbeing, friendships and relationships.

If your child reports bullying or you notice changes in their behaviour, please contact the school so we can work together.

11.1 If You Think Your Child May Be Experiencing Bullying

Parents/carers should:

- Listen carefully.
- Reassure their child.
- Encourage them to speak to a trusted adult.
- Contact the school promptly.
- Share relevant information.
- Work collaboratively with staff.

The school understands that concerns about bullying can be upsetting and will ensure concerns are investigated sensitively and fairly.

11.2 What Parents and Carers Should Avoid

Parents/carers should avoid:

- Approaching another child involved.
- Contacting another family directly.
- Encouraging retaliation.
- Discussing incidents publicly on social media.

These actions may increase conflict and make resolution more difficult.

11.3 If Your Child Has Displayed Bullying Behaviour

Parents/carers should:

- Listen to the concerns raised by school.
- Discuss the impact of behaviour with their child.
- Encourage reflection and responsibility.
- Support agreed interventions.

The aim is to help children understand their actions and develop positive behaviours.

11.4 Supporting Friendships and Online Safety

Parents/carers can help by:

- Talking regularly about friendships.
- Encouraging kindness and respect.
- Discussing online behaviour.

- Supporting children to report concerns.

Children should understand that they should:

- Not share harmful content.
- Report inappropriate behaviour.
- Seek adult support when worried.

12. Bullying Involving Adults

At Thames View Junior School, all adults have the right to be treated with dignity and respect.

Bullying, harassment, intimidation or threatening behaviour towards adults will not be tolerated.

This may involve:

- Staff.
- Parents/carers.
- Visitors.
- Volunteers.
- Governors.
- Other members of the school community.

12.1 Examples of Adult Bullying

Bullying between adults may include:

- Repeated aggressive communication.
- Threats or intimidation.
- Personal attacks.
- Malicious rumours.
- Online harassment.
- Discriminatory comments.

Disagreements or appropriate complaints are not considered bullying but must always be handled respectfully.

12.2 Expectations for Adults

All adults should:

- Communicate respectfully.
- Model positive behaviour.

- Follow appropriate communication channels.
- Avoid threatening or abusive behaviour.
- Respect professional boundaries.

12.3 Concerns About Staff

Concerns should be raised with:

- A line manager.
- Senior Leadership Team.
- Headteacher, where appropriate.

Concerns involving the Headteacher should be raised with the Chair of Governors.

12.4 Concerns Involving Parents, Carers or Visitors

Where unacceptable behaviour occurs, the school may:

- Meet with the individual.
- Set expectations for communication.
- Restrict communication methods.
- Limit access to the school site.
- Take further action under school procedures.

12.5 Recording and Responding

Incidents involving adults will be:

- Recorded appropriately.
- Investigated fairly.
- Managed through relevant procedures.

Where behaviour involves threats, harassment or discrimination, external advice may be sought.

13. Monitoring, Evaluation and Review of the Policy

At Thames View Junior School, this Anti-Bullying Policy is reviewed regularly to ensure that it remains effective, reflects current legislation and statutory guidance, and continues to support the safety, wellbeing and inclusion of all members of the school community.

The school recognises that preventing and responding to bullying requires ongoing evaluation, reflection and improvement. Monitoring information enables the school to identify patterns, address emerging concerns and strengthen preventative strategies.

13.1 Monitoring the Effectiveness of the Policy

The Headteacher and Senior Leadership Team will monitor the implementation and effectiveness of this policy through:

- Review of recorded bullying incidents.
- Analysis of behaviour and safeguarding information.
- Monitoring of patterns and trends.
- Feedback from pupils.
- Feedback from parents/carers.
- Feedback from staff.
- Review of the impact of interventions and support provided.

This monitoring will help the school to identify:

- Areas where bullying may be occurring more frequently.
- Groups of pupils who may require additional support.
- Whether preventative strategies are effective.
- Whether further action or changes to practice are required.

13.2 Reporting to Governors

The Governing Body has responsibility for ensuring that the school fulfils its statutory duties regarding safeguarding, equality, behaviour and pupil wellbeing.

Governors will receive appropriate information regarding:

- Bullying trends and patterns.
- The effectiveness of school procedures.
- Actions taken to improve practice.
- Any areas requiring further development.

Information shared with governors will maintain confidentiality and protect the privacy of individual pupils and families.

13.3 Policy Review

This policy will be reviewed every two years, or earlier where required.

An earlier review may take place where:

- Legislation or statutory guidance changes.
- National guidance relating to bullying or safeguarding is updated.
- Local safeguarding arrangements change.
- Monitoring identifies areas requiring improvement.
- Significant incidents highlight a need for procedural review.

The review process will consider feedback from:

- Pupils.
- Parents/carers.
- Staff.
- Governors.
- Relevant external professionals.

Conclusion

At Thames View Junior School, we are committed to ensuring that every pupil and adult is treated with respect, dignity and kindness.

Bullying has no place within our school community. Through strong relationships, effective teaching, clear expectations, inclusive practice and a consistent response to concerns, we aim to create an environment where every child feels safe, valued and able to achieve their full potential.

All members of our school community have a responsibility to challenge bullying, promote respect and contribute to a culture where everyone belongs.

Together, we will continue to develop a school where:

- Differences are celebrated.
- Everyone is treated fairly.

- Concerns are listened to.
- Pupils feel safe and supported.
- Kindness and respect guide our actions.

Thames View Junior School - Anti-Bullying Charter

Our Promise to Each Other

At Thames View Junior School, everyone has the right to feel safe, respected and valued. We believe that our school should be a place where everyone can learn, make friends and be themselves without fear of being hurt or treated unfairly.

We Promise To:

Be Kind

We will use kind words and actions and think about how our behaviour makes others feel.

Show Respect

We will respect other people's feelings, opinions, cultures, beliefs, abilities and differences.

Include Others

We will make sure people feel welcome and included.

Speak Up

We will tell a trusted adult if we see or experience bullying.

Be Responsible Online

We will use technology safely and respectfully and never use it to hurt others.

Stand Together

We will not join in with bullying, laugh at unkind behaviour or encourage others to hurt someone.

Remember:

Bullying is:

Repeated behaviour that hurts someone, happens on purpose and involves an imbalance of power.
Bullying is not acceptable at Thames View Junior School.

If something is worrying you:

- Tell your teacher.

- Speak to an adult you trust.
- Use the school worry box.
- Tell someone at home.

Speaking out helps to keep everyone safe.

Signed:

Pupil: _____

Date: _____

Class: _____

Appendix 2: Staff Response Flowchart

A Pupil Reports Bullying or a Concern is Identified

1. Listen and Reassure

- Take the concern seriously.
- Listen calmly.
- Thank the pupil for speaking out.
- Reassure them that action will be taken.

2. Ensure Immediate Safety

- Check whether anyone is at immediate risk.
- Put temporary support measures in place if required.

3. Gather Information

- Speak separately with pupils involved.
- Speak with witnesses where appropriate.
- Avoid assumptions.
- Establish facts.

4. Record the Concern

Record on the school system, including:

- Date/time.
- Pupils involved.
- Nature of concern.
- Actions taken.
- Staff involved.
- Parent communication.

5. Assess the Concern

Consider:

- Does this meet the definition of bullying?
- Is there a safeguarding concern?

- Is discrimination or a protected characteristic involved?
- Does additional support need to be provided?

6. Take Appropriate Action

Possible actions:

- Restorative work.
- Pastoral support.
- Behaviour consequences.
- Parent/carer meetings.
- External agency involvement.

7. Monitor and Review

Check:

- Has the behaviour stopped?
- Does the pupil feel safe?
- Are further actions required?

Appendix 3: Bullying Incident Recording Template – All incidents to be logged on CPOMs (this template can be utilised to assist in writing)

Incident Details

Date of incident:

Time:

Location:

Reported by:

Staff member recording:

Pupils Involved

Pupil experiencing bullying:

Pupil(s) displaying bullying behaviour:

Witnesses:

Nature of Concern

Type of bullying:

☐ Physical

☐ Verbal

☐ Emotional/Social

- ☐ Cyber
- ☐ Sexual
- ☐ Racist
- ☐ Disability/SEND related
- ☐ Religion/Belief related
- ☐ Homophobic/Biphobic/Transphobic
- ☐ Sexist/Gender related
- ☐ Other

Description of Incident

(Include factual information)

Actions Taken

- ☐ Discussion with pupils
- ☐ Restorative conversation
- ☐ Behaviour consequence
- ☐ Pastoral support
- ☐ Parent/carers contacted
- ☐ Safeguarding referral
- ☐ External agency involvement
- ☐ Monitoring plan implemented

Details:

Follow-Up Review

Date reviewed:

Has the behaviour stopped?

☐ Yes

☐ No

Further action required:

Staff member completing review:

Appendix 4: Parent and Carer Information Summary

Thames View Junior School

Anti-Bullying Information for Parents and Carers

Working Together to Keep Children Safe

At Thames View Junior School, we are committed to ensuring that every child feels safe, valued, respected and included.

Bullying of any kind is unacceptable and does not have a place within our school community. We believe that children learn best when they feel secure, supported and confident.

We work closely with pupils, parents/carers, staff and governors to prevent bullying, respond effectively to concerns and ensure that every child receives the support they need.

What is Bullying?

Bullying is:

“Repeated behaviour that intentionally hurts another person, where there is an imbalance of power.”

At Thames View Junior School, we often describe bullying as:

“Several times, on purpose.”

Bullying is different from friendship disagreements, misunderstandings or occasional unkind behaviour. However, all concerns about behaviour and relationships are taken seriously and will be addressed.

Types of Bullying

Bullying can happen in different ways, including:

Physical Bullying

- Hitting, kicking or pushing.
- Hurting someone deliberately.
- Damaging or taking belongings.

Verbal Bullying

- Name-calling.
- Insults.
- Threats.
- Hurtful comments.

Emotional or Social Bullying

- Leaving someone out deliberately.
- Spreading rumours.
- Trying to damage friendships.
- Embarrassing or humiliating others.

Cyberbullying

- Hurtful messages.
- Online threats.
- Sharing information or images without permission.
- Excluding others online.

Discriminatory Bullying

Bullying linked to:

- Race or ethnicity.
- Religion or belief.
- Disability or SEND.
- Sex or gender.
- Sexual orientation.
- Appearance or personal circumstances.

All forms of discrimination are taken seriously.

Signs Your Child May Be Experiencing Bullying

Every child responds differently, but possible signs may include:

- Becoming withdrawn or anxious.
- Reluctance to attend school.
- Changes in friendship groups.
- Becoming upset after using technology.
- Loss of confidence.
- Changes in sleep or eating habits.

- Damaged or missing belongings.
- Unexplained injuries.
- Increased anger or emotional responses.

These signs may have other explanations, but it is important to talk to your child and seek support if you are concerned.

What Should I Do If My Child Tells Me They Are Being Bullied?

Please:

Listen

Allow your child to explain what has happened.

Reassure

Tell them they have done the right thing by speaking to you.

Record information

Make a note of:

- What happened.
- When it happened.
- Where it happened.
- Who was involved.
- How often it has happened.

Contact the school

Speak to your child's class teacher or contact the school so we can investigate and support your child.

What Will School Do?

When concerns are raised, we will:

- Listen carefully.
- Take concerns seriously.
- Investigate fairly.
- Speak with pupils involved.
- Record concerns appropriately.
- Put support in place.
- Take action to prevent further incidents.
- Keep parents/carers informed where appropriate.

We will always respect confidentiality and cannot share information about other children.

What Should Parents and Carers Avoid?

We ask parents/carers not to:

- Approach another child involved.
- Contact another family directly.
- Encourage children to retaliate.
- Discuss individual children or incidents on social media.

Although understandable, these actions can increase conflict and make situations more difficult to resolve.

If Your Child Has Been Involved in Bullying Behaviour

If school contacts you because your child has displayed behaviour that may have hurt another pupil, we ask that you work with us.

Together, we can help your child:

- Understand the impact of their actions.
- Develop empathy.
- Take responsibility.
- Build positive relationships.
- Learn alternative ways to manage disagreements.

Our aim is always to help children learn and improve.

Helping Prevent Bullying at Home

Parents/carers can support children by:

- Talking regularly about friendships.
- Encouraging kindness and respect.
- Discussing emotions and problem-solving.
- Teaching children how to manage disagreements.
- Talking about safe and respectful online behaviour.
- Encouraging children to seek adult support when worried.

Online Safety Advice

Please encourage your child to:

- Think before posting or sending messages.
- Be respectful online.
- Tell an adult if something worries them.
- Block or report harmful content.
- Never share hurtful messages or images.

Parents/carers may wish to regularly check online activity and discuss appropriate use of devices.

Appendix 5: Guidance for Staff

Understanding Bullying, Unkind Behaviour and Friendship Conflict

Thames View Junior School

Purpose of this Guidance

At Thames View Junior School, we recognise that children are developing socially, emotionally and behaviourally. As part of this development, pupils may experience disagreements, friendship difficulties and moments where their behaviour towards others is inappropriate or unkind.

However, it is important that all staff have a shared understanding of the difference between:

- **Bullying**
- **Unkind behaviour**
- **Friendship conflict or disagreement**

This ensures that concerns are responded to consistently, recorded accurately and that pupils receive the appropriate support.

All incidents that cause concern should be taken seriously. While not every incident will meet the definition of bullying, all behaviour that causes harm, distress or upset should be addressed.

1. Bullying

Definition

Bullying is:

Repeated, intentional behaviour that causes harm, distress or fear to another person, where there is an imbalance of power.

At Thames View Junior School, we describe bullying as:

“Several times, on purpose.”

However, staff should use professional judgement. A single incident may be treated as bullying where the behaviour is particularly serious, targeted, discriminatory, threatening or has a significant impact on the child involved.

Common Features of Bullying

Bullying usually involves one or more of the following:

Intent

The behaviour is deliberate and intended to hurt, upset or intimidate.

Repetition

The behaviour happens repeatedly over time.

Power Imbalance

The child displaying the behaviour has some form of advantage, such as:

- Physical strength.
- Age or maturity.
- Social status.
- Group support.
- Knowledge or information.
- Online anonymity.

Examples of Bullying

Examples may include:

Physical:

- Repeated hitting, pushing or intimidation.
- Deliberately damaging belongings.
- Targeted physical aggression.

Verbal:

- Repeated name-calling.
- Threats.
- Targeted insults.

Social/Emotional:

- Deliberately excluding a pupil over time.
- Encouraging others not to play with someone.
- Spreading rumours to harm someone's reputation.

Online:

- Repeated harmful messages.
- Creating online groups to exclude or target someone.
- Sharing humiliating content.

Discriminatory:

- Racist comments.
- Homophobic, biphobic or transphobic language.
- Disability-related insults.
- Religious discrimination.
- Sexist comments.

2. Unkind Behaviour

Definition

Unkind behaviour is behaviour that causes upset or distress but does not usually involve the repeated pattern, intention or power imbalance associated with bullying.

It is still unacceptable and must be addressed.

Examples of Unkind Behaviour

Examples may include:

- Saying something hurtful in the moment.
- Making an inappropriate joke.
- Being rude or disrespectful.
- Excluding someone during a disagreement.
- A one-off argument.
- An impulsive reaction.

Staff Response

Staff should:

- Address the behaviour immediately.
- Help pupils understand the impact of their actions.
- Encourage an apology where appropriate.
- Teach better choices.
- Record behaviour in line with school procedures.

The focus should be on learning, repairing relationships and preventing repetition.

3. Friendship Conflict and Disagreements

Definition

Friendship conflict is a normal part of children developing relationships and learning social skills.

These situations may involve:

- Arguments.
- Different opinions.
- Changing friendships.
- Misunderstandings.
- Occasional disagreements.

Examples

- Two pupils argue during a game.
- Friends disagree and choose not to play together for a short period.
- A pupil feels upset because a friend has chosen another activity.

Staff Response

Staff should:

- Listen to both sides.
- Support pupils to resolve conflict.
- Teach communication and problem-solving skills.
- Encourage compromise.
- Monitor if concerns continue.

4. Staff Decision-Making Guide

When considering whether behaviour may be bullying, ask:

Was it intentional?

Was the behaviour intended to hurt, upset or intimidate?

☐ Yes

☐ No

Has it happened before?

Is there a repeated pattern?

☐ Yes

☐ No

Is there an imbalance of power?

Does one pupil have an advantage over another?

☐ Yes

☐ No

Is the behaviour linked to a protected characteristic?

For example:

- Race.
- Disability.
- Religion.
- Sex.

- Sexual orientation.
- Gender identity.

☐ Yes

☐ No

What is the impact on the child?

Consider:

- Emotional wellbeing.
- Confidence.
- Attendance.
- Learning.
- Relationships.

5. Recording Guidance

All concerns should be recorded appropriately.

Staff should avoid:

✗ “Children fell out.”

✗ “Just banter.”

✗ “They are friends, so it cannot be bullying.”

Instead record:

✓ What happened.

✓ Who was involved.

✓ What was said or done.

✓ The impact on the child.

✓ Actions taken.

6. Important Reminders for Staff

At Thames View Junior School:

- All concerns are important.

- Pupils should always feel listened to.
- Staff should never dismiss concerns without investigation.
- “Banter” is not an excuse for harmful behaviour.
- Children may not always recognise that they are being bullied.
- Some pupils may struggle to report bullying due to age, SEND or communication needs.
- Early intervention prevents concerns escalating.

Our Aim

Our aim is not only to stop bullying but to develop children who understand:

- How their behaviour affects others.
- The importance of empathy.
- The value of kindness and respect.
- How to build positive relationships.

Together, we can ensure Thames View Junior School remains a safe, inclusive and respectful environment for all.

Remember

At Thames View Junior School:

Everyone Matters. Everyone Belongs. Everyone Has the Right to Feel Safe.

If you have concerns about bullying, please speak to a member of staff.

Working together, we can ensure that our school remains a kind, respectful and welcoming place for every child.

