



Joseph Hood Primary School

Anti-Bullying Policy

2025-27

Be Ready 

Be Respectful 

Be Safe 

Introduction

At Joseph Hood Primary School, we know that bullying can take place in any school or setting. We recognise that preventing, raising awareness and consistently responding to any cases of bullying is a priority for the safety and well-being of our children.

In line with the Equality Act 2010 it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advances equality of opportunity between people who share a protected characteristic and people who do not share it;
- Fosters good relations between people who share a protected characteristic and people who do not share it.

This policy links with several school policies, practices and action plans including:

- Behaviour and Relationships Policy
- Child on Child Abuse Policy
- Complaints policy
- Safeguarding Policy
- Online safety and Acceptable Use Policies (AUP)
- Curriculum policies, such as: RHSE, citizenship and computing
- Mobile phone and social media policies

Aims / Safeguarding Commitment

Joseph Hood Primary School is committed to safeguarding and promoting the welfare of children, in line with Keeping Children Safe in Education 2025, and expects all staff

and volunteers to share this commitment. We work closely with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

Under the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is *'reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm'*.

We are dedicated to providing a safe, caring and friendly environment for all our children and adults so they can learn, play and communicate in a secure and positive atmosphere, which enables all children to achieve and realise their full potential.

The aim of this policy is to prevent and deal with any behaviour deemed as bullying through promoting the school values of respect and inclusion and ensure that diversity and difference is celebrated. Implementing this policy will create an ethos where everyone can express themselves, free of fear of being bullied.

All members of the school community (governors, staff, pupils and parents/carers) have a responsibility to recognise bullying when it occurs and to take appropriate action swiftly. This will require open communication by all. We are committed to improving our school's approach to tackling bullying and regularly monitor, review and assess the impact of our preventative measures.

Values

Bullying of any kind is unacceptable at Joseph Hood Primary School. Our school culture of high expectations, collective responsibility, and a commitment to ensuring children and staff are at the heart of every decision we make. Our ethos is the belief that every child can thrive here.

The whole school community follows our three school rules;

Be Ready  **Be Respectful**  **Be Safe** 

Through these rules, we aspire to be a school where bullying has no place; children feel ready and able to learn together because they are happy and thriving, all staff and pupils have a deep respect for one another's uniqueness, individualism, beliefs and values and truly care about one another and the whole school community feels safe and content. They feel able to take risks in order to grow together.

If bullying behaviour does occur, all children and adults should be able to report it without fear and have the confidence that all incidents will be recognised and dealt

with promptly and effectively. We believe that ignoring any form of bullying is wrong. All reports of bullying must be acted upon immediately by all members of our school community. Our school will seek ways to counter the effects of bullying that may occur within school or the local community, and will provide activities within our RSE and PSHE curriculum to minimise the likelihood of bullying taking place.

At Joseph Hood, we believe that anyone who witnesses or knows about a bullying incident has a duty and responsibility to intervene, to get help and report it. All of the adults and children at Joseph Hood firmly believe that when faced with incidents of bullying we should *'Be part of the solution, not the problem'*.

What is Bullying?

It is important that the whole school community agrees what comprises bullying; physically and emotionally. Children's perception of bullying varies from child to child, depending on their level of experiences in the school community.

Bullying can be defined as

'behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally'

DfE 'Preventing and Tackling Bullying'

Recognising Bullying

Staff should be vigilant in looking out for signs of bullying and child protection and are trained in how to respond appropriately and professionally.

We recognise that when bullying takes place some or all of the following features may be present:

- It is constant, frequent or repetitive.
- It is deliberate.
- It is often accompanied by a threat not to tell.
- It is not always obvious who the bully (perpetrator) is or might be.
- It is often focused on individual differences (race, body size, academic / other ability, home circumstances).
- It can be emotional or psychological (for example whispering about someone, excluding them from a group, staring and laughing...)
- It is often subtle and not easily detected by adults who could respond.
- The bully is usually seen to be more powerful or empowered than the receiver (victim) (either by being stronger, bigger, older, and cleverer or by belonging to a majority group).

We use guidance and resources from the 'Anti-Bullying Alliance' to support our work in school and to help us plan our annual Anti-Bullying Week.

ROLES INVOLVED IN BULLYING

ANTI-BULLYING ALLIANCE



What Kind of Behaviour is Not Bullying?

Often incidents happen between children, which cannot be deemed as bullying, although the children involved may have a different perception of the situation/event.

Such incidents will be addressed using the restorative approach, where children are encouraged to settle misunderstandings or disagreements through discussion, leading to a mutual and peaceful agreement.

We have a shared understanding of what bullying means. This is vital. We and address this in assemblies, PHSE / RSE, School Change Maker Meetings and the consistent demonstration of our core values throughout every aspect of school life by all members of our school community.

Types of Bullying Covered in This Policy

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

- Bullying related to physical appearance.
- Bullying of young carers, children in care or otherwise related to home circumstances.
- Bullying related to physical/mental health conditions.
- Physical bullying.
- Emotional bullying.
- Extortion - demanding money/goods with threats.
- Sexual bullying.
- Verbal - name calling, sarcasm, spreading rumours, teasing, etc.
- Bullying via technology, known as online or cyberbullying.
- Prejudicial bullying (against people/pupils with protected characteristics):
 - Bullying related to race, religion, faith and belief and for those without faith
 - Bullying related to ethnicity, nationality or culture
 - Bullying related to Special Educational Needs or Disability (SEND)
 - Bullying related to sexual orientation (homophobic / biphobic)
 - Gender-based bullying; including transphobic bullying

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After Children
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Disadvantaged pupils
- Children for whom English is an Additional Language
- Children who are perceived to be gay, lesbian or bisexual

Signs of Bullying

A child may indicate, by different signs or behaviours, that he or she is being bullied.

Adults should be aware of these possible signs and investigate further if a child:

- Is frightened of walking to or from school
- Doesn't want to come into the school
- Becomes withdrawn, anxious or lacking in confidence (where this is not normally the case)
- Becomes volatile, impulsive or overactive (where this is not normally the case)
- Starts stuttering
- Attempts or threatens suicide or runs away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Begins to underperform in school work
- Comes home with clothes torn or books damaged
- Has unexplained cuts or bruises
- Comes home extremely hungry (snack/sandwiches have been stolen)
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating and is frightened to say what's wrong

It is important to remember that these signs and behaviours could indicate other problems, but bullying should be considered a possibility and investigated as soon as possible. These are only guidelines as children can display signs of needing help in many different forms.

Reporting Bullying

At Joseph Hood Primary School, all pupils are encouraged to talk to staff when they are unhappy or have concerns. Children in our school understand that they have a right to feel and be safe and a responsibility to support others to feel and be safe.

Children can report bullying in a number of ways. These include:

- Trusted adult - children nominate these once a term.
- Named adult for our more vulnerable pupils

- ELSA trained staff member
- SEMH consultant
- Worry box

Parents are also encouraged to report concerns and bullying to named individuals. This is normally the class teacher.

When pupils report their concerns our staff are trained to LISTEN and to BELIEVE. We involve children as far as possible in finding solutions.

Responding to Bullying

The following steps may be taken when dealing with all incidents of bullying reported to the school:

1. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern. This should be reported to the Executive Headteacher/Head of School or senior member of staff.
2. School will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision making, as appropriate.
3. In any case of alleged bullying, either the Executive Headteacher/Head of School/DSL, or a senior member of staff should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate.
4. The DSL will be informed of all bullying issues where there are safeguarding concerns.
5. The school will speak with and inform other staff members, where appropriate.
6. The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with safeguarding and confidentiality policies.
7. Consequences, as identified within the school behaviour and relationships policy, and support will be implemented in consultation with all parties concerned.
8. If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children's social care, if a child is felt to be at risk of significant harm.
9. Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the DSL will collaborate with other schools. Appropriate action will be taken, including providing support and

implementing consequences in school in accordance with this policy and the school's behaviour and relationships policy.

10. A clear and precise account of bullying incidents will be recorded by the school on MyConcern; in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

Cyberbullying / Online bullying

When responding to cyber / online bullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps, where possible, to identify the person responsible. This may include:
 - looking at use of the school systems;
 - identifying and interviewing possible witnesses;
 - Contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
 - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
 - Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and the school's searching pupils guidance as set out in the Behaviour and Relationships Policy. (We will access the DfE 'Searching, screening and confiscation at school' and Childnet cyberbullying guidance to ensure that the schools powers are used proportionately and lawfully)
 - Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
 - advising those targeted not to retaliate or reply;
 - providing advice on blocking or removing people from contact lists;

- helping those involved to think carefully about what private information they may have in the public domain.

Supporting Pupils

Pupils / victims who have been bullied will be supported by:

- Reassuring the victim and providing continuous pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff, offering more formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services, or support through CAMHS (Child and Adolescent Mental Health Services).

Pupils who have perpetrated bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Applying consequences, in line with school policy; this may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusions.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or CAMHS

Prevention

Preventing and raising awareness of bullying is essential to keeping incidents in our school to a minimum. Through assemblies as well as RSE / PSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

Behaviour

Our school behaviour expectations are regularly promoted in assemblies and displayed throughout the school. Through pupils following these rules, and staff reinforcing them, bullying should be significantly reduced.

Our three school rules are:



Monitoring and Evaluating the Policy

To ensure this policy is effective, it will be regularly reviewed and evaluated. Designated Safeguarding Leads (DSLs) monitor behaviour incidents weekly and they are evaluated with senior leaders in order to review and assess the impact of preventative measures, identify patterns and take action to address any concerns.

Training

At Joseph Hood we will ensure that all school staff, both teaching and non-teaching (including midday supervisors, site managers, and admin team) receive updates and training (where appropriate) on all aspects of the anti-bullying policy.

Prevent Duty

We take seriously our duty of care to our pupils and staff, which includes safeguarding them from the risk of being drawn into terrorism - this includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Radicalisation is recognised as a specific safeguarding issue and is addressed in line with the Government Prevent Strategy and The Counter-Terrorism and Security Act 2015.

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