



ALMOND HILL JUNIOR SCHOOL
GOVERNING BODY

ANTI BULLYING POLICY

FULL GOVERNING BODY	September 2025
DATE FOR REVIEW	September 2026

ALMOND HILL ANTI BULLYING POLICY

A definition of bullying:

Bullying; the expression of an **unbalanced power relationship** where there is the use of **aggression** over a period of time, with the **intention** of **repeatedly hurting** another person. Bullying results in **pain (physical or emotional) and distress to the victim**.

Bullying can be but not limited to:

Emotional: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)

Physical: pushing, kicking, hitting, punching, taking belongings or any use of violence

Verbal: name-calling, sarcasm, spreading rumours, teasing, talking or peer isolation

Cyber: all areas of internet, such as email and internet chat room misuse, mobile threats by messaging and calls, misuse of associated technology, i.e. camera & video facilities (please see online safety policy for more details)

Poverty discrimination

Prejudiced-based and discriminatory bullying (against people/pupils with protected characteristics) which may include:

- Bullying related to race, religion, faith and belief and for those without faith
- Bullying related to ethnicity, nationality or culture
- Bullying related to Special Educational Needs or Disability (SEND)
- Bullying related to sexual orientation (homophobic/biphobic bullying)
- Gender based bullying, including transphobic bullying
- Bullying against teenage parents (pregnancy and maternity under the Equality Act).

Child on child abuse

Bullying is recognised at Almond Hill as being a form of child on child abuse. 'Children can abuse other children. This is generally referred to as child on child abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.'

The school will never tolerate/dismiss comments as 'banter' or 'part of growing up'.

However, we also recognise that incidents may occur between pupils, which may not be deemed as 'bullying' but still require support or intervention from trusted adults. These incidents may be referred to as 'relational conflicts' or falling out. Relational conflict differs to bullying in the fact that it is usually between individuals or groups who are relatively similar in power and status (a power balance), and the behaviours or incidents occur occasionally (not repetitive) or occur by accident (not intentional). Usually, following a relational conflict incident, pupils show remorse and there is a general willingness to make things right or to resolve the conflict.

Not all relational conflict or falling out leads to bullying, but our school is aware occasionally some can, and we are mindful that unresolved bad feelings or relationship problems left unaddressed can be the start of a pattern of behaviour in which the intention becomes to cause harm or distress.

These types of conflicts may be addressed by trained Peer Mediators (Year 5 pupils) in the first instance or through restorative conversations by any trained member of education staff. By teaching positive conflict management strategies, children are set up with lifelong skills. This can also be supported via reactive 'Girls on Board' sessions.

We try not to use the word 'bullying' and promote children/parents to do the same until it is 'evidenced' using follow up interview, monitoring and use of the bullying appendix etc. This to ensure that there is a clear understanding of the differences between 'bullying' and 'relational conflicts' and that investigated, and 'proven' bullying is therefore taken seriously and not watered down.

Rationale for this policy:

At Almond Hill Junior School, we believe in addressing bullying because:

- bullying makes pupils unhappy;
- bullying makes pupils feel unsafe
- bullying affects, the learning of the victim;
- bullying can lead to school absence;
- if unchecked, it can affect the standards of social behaviour in the whole school community;
- can affect mental health in the long term;
- taking action against bullying demonstrates that we care.

Aims and Objectives

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

This policy aims to produce a consistent school response to any bullying incidents that may occur.

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

This policy should be read along with the school Behaviour Policy. Anti-bullying is explicitly 'taught' as part of the behaviour curriculum.

Signs of Bullying

Staff are trained to be vigilant in looking out for signs of bullying or other child protection issues including:

- Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting, excessive rough play.
- Emotional: losing interest in school, being withdrawn or secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness or no reason, lack of confidence, headaches and stomach aches, signs of depression.
- Behavioural: asking to be taken to school, coming home for lunch, taking longer to get home, asking for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.
- Lack of attendance

Preventing Bullying and Encouraging Friendship

In all lessons children use 'learning partners' to support their learning. These change regularly providing children to learn alongside different children and recognise and respect their views.

Additional activities are available for children during the lunchtime break, supervised by the support staff and led by a sports coach and play leaders which is a role undertaken by children in the year group. These activities are designed to promote a healthy lifestyle, encouraging teamwork and participation, skills that discourage the concept of bullying.

The school Pastoral Teaching Assistants host a daily Friendship Room. Any child can access this room if they have a worry or concern they want to talk about with an adult.

Every teacher has a 'I want my teacher to know' box in their class where children can post any concern. These are checked regularly by class teachers so any issues identified can be addressed.

The PSHE curriculum incorporates themes of bullying and anti-social behaviour, providing a problem-solving approach and exploring how bullying can be prevented and combated. Key themes are also discussed in assemblies.

The school supports promotions such as national 'Anti Bullying Week'.

Some of the strategies we use include at Almond Hill are listed below:

- Active school council with representatives from each year groups
- Peer Mentors – peer-mentoring scheme
- Taking part in Safer Internet Day annually
- Specific curriculum inputs for online safety and cyberbullying
- Themed days to promote equality and tackle prejudice
- Weekly celebration events
- Opportunities for pupils to share their voice and opinions – through surveys etc.
- Inclusive displays throughout the school with a diverse range of work, photographs etc.
- Inclusive books throughout the school raising awareness of and celebrating differences.

Special Educational Needs or Disabilities

Some pupils with special educational needs or disabilities might not be able to articulate experiences as fluently as others. Staff are particularly aware of these pupils and where appropriate a named adult or buddy is appointed to monitor play times or classroom activities.

Dealing with Bullying

Procedures for responding to alleged/witnessed bullying incident in school.

Where children, parents or members of staff believe that bullying occurs, this will be investigated subject to referral to the Bullying checklist (Appendix 1). It is essential that anyone making an allegation of bullying be clear on the definition of bullying and have evidence to support this.

All complaints or observed incidents of behaviour that fall within the definition of bullying in paragraph 1 will be recorded on the school CPOMs system and will then be investigated, findings and follow up will be recorded on CPOMs too.

Where bullying behaviour is established and agreed by the Headteacher:

The Head Teacher will analyse the number of type of any bullying incidents and feedback to the Governing Body the number of incidents termly.

Appropriate consequences will be applied consistent with the school Behaviour Policy and measures put in place to prevent re-occurrence of the bullying behaviour.

Parents of children involved in the incident may be informed of the incident and the outcome.

Where school staff are unable to resolve the incident to the satisfaction of the parents the matter will be referred to the Chair of Governors for review and adjudication.

Pupils who have been bullied

Pupils who have been bullied may be supported by:

- offering an immediate opportunity to discuss the experience with their class teacher or member of staff of their choice

- reassuring the pupil
- offering continuous support
- pastoral support

Pupils who have bullied

Pupils who have bullied will be helped by:

- discussing what happened
- discovering why the pupil became involved
- establishing the wrong doing, accountability and need to change
- informing parents /carers and working with them to help change the attitude of the pupil
- applying the school behaviour policy.

Roles and responsibilities

Teacher's Role

Teachers at Almond Hill Junior School take all forms of bullying seriously and intervene to prevent incidents from taking place. If adults witness or become aware of bullying, a clear account of the first identified incident will be recorded on CPOMs and shared with senior staff who will investigate. Work is undertaken across year groups for children to establish their networks of support and how to speak out if they feel they are being bullied.

Headteacher's responsibility

It is the responsibility of the Head Teacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying.

The Head Teacher will keep a record of all reported bullying incidents.

The Head Teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. It is not the 'Almond Hill' way.

The Head Teacher draws the attention of children to this fact at suitable moments. For example, a focused assembly during anti-bullying week or if an incident occurs.

The Head Teacher ensures that all staff receive training as appropriate, to be equipped to deal with all incidents of bullying.

The Head teacher promotes the school ethos of mutual respect and promotes a school environment where children feel they are important and belong to a friendly and welcoming school.

Lunchtime and playtime supervision

If an incident of inappropriate behaviour occurs at lunchtime, then the member of staff will refer this to the relevant class teacher. This will be followed up and recorded on the school CPOMs system by the class teacher or support staff in agreement with each other.

If any lunchtime staff witness a pattern of what they believe to be bullying, then they will refer this to the class teacher who will investigate in the first instance and record on CPOMS.

Parents

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

Governing Body

The Governing Body has overall responsibility for ensuring that effective measures are in place for dealing with and eliminating bullying behaviour. The Governing Body will review and adjudicate upon complaints of bullying unresolved to the satisfaction of parents.

Disciplinary Steps. This policy links with the school Behaviour Policy.

Monitoring

- Any incidents of bullying are recorded and reported to the Governing Body in the Head's Report to governors each term.
- All incidents of bullying are recorded on the school's CPOMs system.
- The Governing Body will review the school's policy on an annual basis and assist the school in communicating the policy to all interested parties
- This policy should be read in conjunction with the Online Safety Including Remote Learning, Mobile Phone use and Social Media and Behaviour policies.

Appendix 1

Making a judgement of bullying incident -was bullying (highlight in yellow which of the below are confirmed)

- Hurt has been deliberately/knowingly caused (physically or emotionally)
- It is a repeated incident or experience e.g. multiple incidents, cyberbullying or the involvement of a group
- Involves an imbalance of power: target feels s/he cannot defend her/himself, or 2 perpetrator/s exploiting their power (size, age, popularity, coolness, abusive language, labelling/name calling etc.)

Incident was not bullying on this occasion because it was

- The first hurtful incident between these children
- Falling out between friends after a quarrel, disagreement or misunderstanding, conflict that got out of hand (should not happen again)
- The child has been not been hurt
- Activities that all parties have consented to and enjoyed (check for subtle coercion) got out of hand
- Parental concern
- Other

There is currently insufficient evidence to confirm bullying but there is enough evidence of inappropriate conduct on the part of aggressor to warrant monitoring because:

It was difficult to determine the number hurtful incidents between these children

Reciprocal game between friends with little clarity as to the initial perpetrator

Repeated falling out between friends after a quarrel, disagreement or misunderstanding

Conflict that got out of hand (should not happen again)

Other

Resolution process agreed:

Support and/or sanction for those causing hurt or offence

Name..... Role..... Date.....

Appendix 2

When confirmation of bullying- Focus of Bullying/Hurtful Behaviour Please highlight all elements which apply in your understanding of the incident(s) and record specific language:

Definitely applies **Possibly applies**

Age/ Maturity Appearance Size/weight Class/Socio-economic Family circumstance (e.g. caring role)
Ethnicity/Race Religion/Belief Gender Transphobia/Gender identity Homophobia/sexuality Sexualised SEN
and Disability Ability/application

Perception of individual:

feelings of being bullied/harassed Isolation/ignoring , Teasing,, General expressions of prejudice/stereotype Racist literature, graffiti or insignia, Verbal abuse or name calling (specify below) , Targeted graffiti or hurtful note writing , Threats including threatened physical assault, Mobile phone/text message bullying/harassment, Internet related bullying/harassment, Camera phone bullying/harassment , Actual physical assault

Other details logged here:

2. Those involved – please also highlight where appropriate:

Adults as targets or perpetrators

Perpetrators from outside the school community

Children/young people who are Children Looked After (CLA) or who have Learning Difficulties or Disabilities (LDD)

Targeted/wronged/distressed person/s (including ethnicity and other relevant diversity issues)

Person/s giving offence (including ethnicity)

Consequences and resolution process agreed:

Support/sanction for those causing hurt or offence:

Appendix 3

Supporting Organisations and Guidance

Anti-Bullying Alliance: <https://anti-bullyingalliance.org.uk/>

Childline: <https://www.childline.org.uk/>

DfE: “Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies”, and
“Supporting children and young people who are bullied: advice for schools” March 2014:

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

DfE: “No health without mental health”: <https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>

Family Lives: <https://www.familylives.org.uk/>

Kidscape: <https://www.kidscape.org.uk/>

MindEd: <https://www.minded.org.uk/>

NSPCC; <https://www.nspcc.org.uk/>

PSHE Association: <https://pshe-association.org.uk/>

Restorative Justice Council: <https://restorativejustice.org.uk/>

The Diana Award: <https://diana-award.org.uk/>

Victim Support: <https://www.victimsupport.org.uk/>

Young Minds: <https://www.youngminds.org.uk/>

Young Carers: <https://carers.org/getting-support-if-you-are-a-young-carer-or-young-adult-carer/getting-support-if-you-are-a-young-carer-or-young-adult-carer>

Cyberbullying

Childnet International: <https://www.childnet.com/>

Internet Watch Foundation: <https://www.iwf.org.uk/>

Think U Know: <https://www.ceopeducation.co.uk/>

UK Safer Internet Centre: <https://saferinternet.org.uk/>

LGBT

EACH: <https://each.education/>

Schools Out: <https://lgbtplushistorymonth.co.uk/>

SEND

Changing Faces: <https://www.changingfaces.org.uk/>

Mencap: <https://www.mencap.org.uk/>

DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Racism and Hate

Anne Frank Trust: <https://www.annefrank.org.uk/>

Kick it Out: <https://www.kickitout.org/>

Report it: <https://www.report-it.org.uk/>

Stop Hate: <https://www.stophateuk.org/>

Show Racism the Red Card: <https://www.srtrc.org/newsandevents/>