Locks Heath Junior School
Safeguarding Policies
3.5 Anti-Bullying Policy

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Signed on Behalf of Locks Heath Junior School	Name	Date

Revision status

Rev	Issue	Reason for Issue	Prepared	Approved
1	Feb 19	New policy	LT	NJF
2	July 22	Revision	LT	NJF
3	July 23	Major Updates	NJF	FGB

Table of Changes

Page	Section	Changes
2	Aims	Reference to mental health and well-being
4	Action to prevent further bullying and to protect and empower children who have been bullied	Reference to mental health and well-being
4	Investigating, recording and reporting a bullying incident	Reference to recording incidents on CPOMS

Locks Heath Junior School Anti- Bullying Policy

Introduction

Locks Heath Junior School believes that all pupils and staff are entitled to learn or work in a safe and supportive environment; this means being free from all forms of bullying behaviour. Bullying is an anti-social behaviour and can affect anyone. It can have a detrimental affect on mental health and wellbeing and is therefore unacceptable a safeguarding concern and will not be tolerated. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying. These strategies, such as learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant and supportive ethos at the school. The Education and Inspections Act 2006 outlines several legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of the school's Behaviour Policy, which is communicated to all pupils, school staff and parents. All staff, parents and pupils work together to prevent and reduce any instances of bullying at the school. There is a zero-tolerance policy for bullying at the school. We recognise that it is everyone's responsibility to prevent bullying from occurring. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell a member of staff.

When young people feel safe to talk about bullying they are more likely to report incidents to staff expecting some helpful intervention. This means that where a school is successful in developing an open and caring ethos there may be an increase in incidents to which staff are asked to respond – even though there is less bullying actually happening.

Aims & Objectives

Under the aims of this policy we have high expectations to prevent or eradicate any form of bullying from our community thereby:

- Providing a safe, secure and inclusive learning environment for all with a strong sense of community and good standards of behaviour;
- Ensuring a friendly, supportive atmosphere in which all learners can develop their full potential;
- Fostering the positive values, attitudes and skills that learners need to be confident, healthy, well-adjusted and responsible community members.

This policy is intended to:

- Raise the awareness of the school community about the school's stance towards bullying behaviour;

- Provide strategies for preventing, de-escalating or stopping any continuation of harmful behaviour promptly and consistently ;
- Increase awareness and encourage children to seek adult involvement in the knowledge that they will be taken seriously;
- Give children strategies to deal with bullying, including being sufficiently assertive to object to unacceptable behaviour;
- Provide protection, support and reassurance for targets of bullying;
- Help build an anti-bullying ethos in the school

Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011

This policy has been written in accordance with guidance, including, but not limited to:

- DfE (2017) 'Preventing and tackling bullying'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and wellbeing provision in schools'

This policy should be read in conjunction with:

- Safeguarding Policy*
- Child Protection Policy*
- Behaviour and Attitude Policy
- PHSCE inc Drugs Policy
- Staff Code of Conduct*
- Health and Safety Policy*
- School Risk assessments
- First Aid Policy
- Supporting Children with Medical Conditions*
- Procedures for Protected Disclosures (
- Use of Physical Intervention

- Keeping Children Safe in Education (DFE 2023)

(*indicates a Statutory Policy for the Governing Body)

Definition - What Is Bullying?

DFE guidance defines bullying as actions that are meant to be hurtful and which happen on a regular basis. Bullying can be direct such as physical bullying (hitting, damage to belongings etc.), direct verbal (threats, insults, nasty teasing) indirect (cyber bullying, rumours, social exclusion, being ignored and not spoken to).

Bullying is generally characterised by two or three of the following:

- Repetition: Incidents are not one-offs; they are frequent and happen over a period of time.
- Intent: The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.
- Targeting: Bullying is generally targeted at a specific individual or group.
- Power imbalance: Whether real or perceived, bullying is generally based on unequal power relations.

Our school's definition of bullying

Locks Heath Junior School adopts the definition used by The Anti-Bullying Alliance which defines bullying as: 'The repetitive, intentional hurting of one person by another, where the relationship involves an imbalance of power. Bullying can be carried out verbally, physically, emotionally or through cyberspace.'

Children often engage in 'banter'. However, what might be described as 'banter' by one person could be viewed as 'bullying' by another. At Locks Heath Junior School we believe that if 'banter' is perceived as hurtful and it is repeated, it is bullying and will be treated as such.

Vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves. Vulnerable pupils may include, but are not limited to:

- Pupils with SEND.
- Pupils who are adopted.
- Pupils suffering from a health problem.
- Pupils with caring responsibilities.

Scope

Employed staff powers to discipline pupils in relation to out of school incidents Teachers, and all paid employees, have the statutory authority to discipline pupils whose behaviour is unacceptable; who break school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspection Act 2006).

The school is proactive in respect of bullying or unacceptable conduct which occurs outside the school premises, and reserves the right to discipline pupils based on poor behaviour witnessed by a member of staff or reported to the school by another person. This could include misbehaviour when:

- Taking part in school organised activities, e.g. offsite visits, residential visits, when representing the school at a sporting event
- Travelling to and from school
- Any misbehaviour at any time that could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public, could adversely affect the reputation of the school and includes misbehaviour online.

Reported incidents are dealt with seriously and in the same way as incidents that happen in school hours where pupils are involved. Parents will be requested to escort their children to and from school under close supervision or in the case of a residential to collect their child.

Types of Bullying

We recognise that there are four main types of bullying: physical, verbal, emotional and cyber.

- Physical - pushing, kicking, hitting, punching or any use of violence or threatening behaviour
- Verbal - name-calling, sarcasm, spreading rumours, persistent teasing, making offensive remarks
- Emotional or relational - being unfriendly, threatening, tormenting (e.g. hiding books, threatening gestures), ridicule, humiliation, exclusion from groups or activities, isolating and ostracising someone, 'gaslighting'
- Cyber - all areas of internet and wireless technology, such as email and internet chat room misuse, mobile threats by text messaging and calls, misuse of associated technology i.e. camera and video facilities

The reasons for these types of bullying may be related to the following:

- Racist - racial taunts, graffiti, gestures related to race, religion or culture;
- Homophobic or Biphobic - offensive remarks or behaviour because of, or focussing on the issue of sexual orientation;

- Sexual- unwanted physical contact or sexually abusive comments;
- Sexist - sexist remarks, offensive stereotyping or belittling of a person's sex;
- Transphobic - making someone unhappy based on their gender 'variance' or because they may not be perceived as conforming to typical gender norms/dominant gender roles;
- Prejudicial - physical, verbal or emotional abuse of a person based on prejudices directed towards specific characteristics e.g. SEND or mental health issues – this can take the form of 'baiting' (see below);
- Religious - offensive remarks made about an individual's faith or religion;
- Bullying related to appearance or health conditions;
  - Bullying behaviour related to home circumstances;
  - Any other perceived difference.

What is 'baiting'?

Baiting is where a child or group of children deliberately provoke a child with SEND or a mental health issue (diagnosed or undiagnosed) because the perpetrators recognise the child will not be able to control their reaction. The perpetrators will often provoke in a very subtle way so as not to draw attention to themselves. The child with SEND or a mental health issue can react in an explosive or aggressive way. School staff need to be vigilant in their monitoring and unpicking of situations to ensure any consequences given reflect the bigger picture and so that action can be taken to prevent further occurrences.

Bullying is not …

It is important to understand that bullying is not the odd occasion of 'falling out'. Children are naturally sociable; it is vital for them to select and build friendships. The making and breakdowns of friendships are an important part of growing up. When children 'fall out' they can say and do things because they are upset. It is essential to teach children the skills to repair relationships and enable them to utilise these. If as adults we intervene too readily to help rebuild our children's friendships on their behalf, our children may not develop the necessary social skills. Occasionally situations go beyond broken friendships or minor differences and on these occasions adult intervention may be necessary. It may not be bullying when people of roughly the same strength (including social strength) have a disagreement or physical altercation. It is not bullying when a member of staff corrects a child in line with school policies, vision aims and values.

Adults and children can sometimes misuse the term 'bullying' to describe a single incident of hurt or where there is no imbalance of power. It is necessary for both children and adults to understand the distinctions between isolated unkind behaviour and bullying in order for us to be able to deal with each incident in the most appropriate way. Furthermore often children can engage in unkind behaviour as part of friendship disputes. This behaviour is difficult to unpick as it is sometimes on going and repeated (similar to bullying) but unkindness happens on both sides (and there

is no imbalance of power) which fuels the dispute. Whist all unkind or hurtful behaviour is unacceptable, not all unkind behaviour will be defined as bullying and therefore may be dealt with according to the school's Behaviour policy and not according to this policy.

Bullying Prevention

Locks Heath Junior School fosters an ethos of mutual respect and care for others, within which we hope to minimise the occurrence of bullying behaviour. Some of the ways in which we seek to help children develop appropriate values, attitudes and skills are as follows:

- We train staff in recognising bullying and in developing confidence in prevention and response.
- We follow the Jigsaw programme of PHSE, which explicitly teaches the children about Bullying and delivers implicit messages about respect, tolerance and kindness.
- The whole school adopts the Jigsaw 'Solve it' Technique to resolve disputes.
- We are a 'Telling School'. Children are made aware of this message through assemblies, posters and conversations with staff. Children are expected to 'Tell' if they suspect bullying is taking place. Ensuring children have access to staff to enable this to happen.
- Every Autumn Term, we take part in Anti – Bullying initiatives such as ODD SOCKS day, Anti-bullying week and Acts of Kindness Advent.
- We produce a home learning pack, which we send home in the Autumn Half-term to encourage families to discuss approaches to anti-bullying.
- We reinforcing school rules which demonstrate caring behaviour at the beginning of each term.
- We implement a consistent behaviour policy which is understood by all and places emphasis on rewarding positive behaviour
- We give children opportunities to discuss sensitive issues through regular Philosophy sessions (P4C)
- We encouraging children to be responsible for themselves and others by giving them roles and responsibilities through, for example: the School Council, School Ambassadors and Year 6 Civic Award.
- Self-esteem raising culture – attitudes and behaviours rewarded routinely. Vulnerable children receive support through ELSA.
- Ensuring the school environment is safe (for example: ratios, visibility) and
- Encouraging positive recreational activity (for example: lunchtime activities, clubs.
- Maintaining awareness of children's feelings and perceptions through regular child conferencing and pupil attitude surveys.
- Maintaining awareness of parental perception through Parent Questionnaire. Parents have access to staff emails as a direct point of contact to report any potential issues.

Signs and Symptoms (Child)

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and make a record on CPOMS if any of the following are noted or reported by parents:

- is frightened of walking to or from school
- doesn't want to go on the school and begs 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
- says they feel ill in the morning
- decreased involvement in school work
- returns home with torn clothes or damaged possessions
- missing possessions
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- gives improbable excuses for any of the above
- is bullying other children or siblings
- lack of appetite • is frightened to say what's wrong
- is afraid or unwilling to use the internet or mobile devices
- is nervous and jumpy when a cyber-message is received
- lack of eye contact
- becomes aggressive, disruptive or unreasonable – change of behaviour and attitude at home or school
- becomes short tempered

Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional, mental health issues, or may be related to another safeguarding concern. CPOM records are reviewed daily by DDSLs and regularly by the Inclusion team who look for trends and patterns before deciding on a course of action. This is likely to involve a trusted adult talking to the child and either the class teacher, year leader or Child and Family support worker talking to parents to build a picture and gain clarity.

Signs and Symptoms (Staff)

The person may have a sudden change of behaviour. They may be absent from work more frequently. Their work may suffer; they may seem withdrawn and unhappy. These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be explored by the staff members line manager or Headteacher.

How can we recognise bullying behaviour?

A person showing bullying behaviour is likely to have power over others. They may be over-confident, loud and assertive but may also be quiet and manipulative. Sometimes they work alone and sometimes in groups. They may try to scare /intimidate people whether they are children or adults. Often they have a deep sense of insecurity and may therefore try to persuade others to join in with them. They often spread upsetting rumours about people.

What to do if you are a victim of bullying (Child)

- Tell a member of staff – your class teacher, LSA, a keyworker or any other member of staff.
- Tell someone you can trust at home – Parent, grandparent, older brother or sister
- Try not to show the bully you are upset.
- Be assertive without being aggressive. Tell the person to STOP using a firm but neutral tone. It may help to practice this with a friend or in the mirror until you are confident.
- Stay in a group and avoid areas where bullying can take place.

What to do if you are the victim of bullying (adult)

- Be assertive without being aggressive and avoid appearing upset.
- Speak to Natasha Farrell (Headteacher), Debbie Clarke (Deputy Head Teacher) or Luke Elsworthy (Mental Health Lead).
- Follow the agreed staff protocol and procedures in the Staff Code of Conduct Policy. See terms and conditions of employment.
- Seek union advice.
- Until the situation has been resolved, avoid situations where the bullying can take place; always take a witness.

What to do if you suspect a child or adult of being a victim of bullying
(Applies to Any member of the school community)

Silence is the bully's greatest protection. We therefore advise you to:
- Be an ally. Show the child or adult that they have your support. Show your disapproval to the bully.*
- If a child has reported to an adult that they know or suspect bullying is taking place, the adult should praise the child for 'Telling' to re-enforce this message.
- Take responsibility and speak out. Report your concerns on CPOMS (child) to Natasha Farrell (Headteacher), Debbie Clarke (Deputy Headteacher) or Luke Elsworthy (Mental Health Lead)
- If a person has been hurt physically, First Aid** must be administered and recorded according to the First Aid Policy.

- If a person has been hurt emotionally, they should be listened to empathetically in a place they feel safe with a member of staff they feel safe with (Emotional First Aid**)

(*Don't be a bystander. Bystanders will be interpreted as indirect support for the bully)
*(** First Aid and Emotional First Aid should be recorded as an action taken on CPOMS for any po.*

Procedure to be followed when bullying or suspected bullying of a child is reported. (Applies to Year Leaders or SLT in their absence)

- Read CPOMS record and seek clarification from the staff member who made the record and the child victim if required. (As part of regular behaviour review patterns may emerge on Arbor, whereby the Year Leader begins to suspect bullying in which case follow these procedures.)
- Decide if any immediate action needs to be taken to keep the child safe (from physical or mental harm) whilst a more detailed investigation takes place. Not pre-empting the outcome of the investigation, it may be appropriate to remove the perpetrator to a different class, space within the school or it may be more appropriate for the victim to have access to a safe space for example during recreation time this has the added benefit of allowing time for further emotional first aid support to be undertaken through a circle of friends, self-esteem activities, calming activities or ELSA time etc…
- Open the investigation, where possible by speaking to all those involved and recording on CPOMS an action taken. Note: the alleged victim, bully and witnesses should be interviewed separately at this stage. Decide if after initial investigations (usually concluded within 2 school days of the report) the incident is a falling out amongst friends, a one-off mean behaviour or a pattern of bullying Sometimes a period of observation or monitoring is required, where the initial investigation is inconclusive (this might inevitably delay the closing of the investigation).
- Discuss appropriate actions with a member of SLT and set a review date. Discussions should be around 3 priorities:
  - i.   Managing the situation so that it is safe;
  - ii. Support for the victim
  - iii. A package of consequence and support for the perpetrator.
- Contact the parent of the victim (if this has not already happened) to explain what has happened and the resulting actions.
- Contact the parent of the perpetrator to explain what has happened and the resulting actions.
- Arrange for the planned actions to take place, make referrals (or arrange for the appropriate staff member to make the referral. Communicate with relevant staff so that vigilance can be maintained.
- Check in regularly and informally with the victim for the first fortnight following the report.

- Email or Phone the parent of the victim 2 weeks after the initial report to provide an update of actions and to seek their perspective.
- Email or Phone the parent of the perpetrator 2 weeks after the initial report to provide an update of actions and to seek their perspective.
- Ahead of the next Inclusion meeting, meet more formally with the victim and perpetrator to assess how effectives the steps taken have been.
- Discuss updates at the following Inclusion meeting.
- If at the Inclusion meeting, it is deemed that the problem persists a Senior Leader will become the Lead Professional from thereon in.

Actions to Protect and Empower Children who have been Bullied.

Children who experience bullying should be offered continuous support in restoring their self-esteem, confidence, mental health and wellbeing, beyond the emotional first aid they received at the time of the incident. The ultimate aim of support should be to empower the child and not to make them become over reliant on adult intervention.

A discussion with the child's class teacher, a member of the leadership team, the child themselves and their parent will determine the exact combination of strategies.

These might include:
- Changes to working groups within the classroom;
- Being allocated a role or responsibility to rebuild self-esteem;
- A restorative conversation with the perpetrator and a 'circle of friends';
- A circle of friends intervention, usually run by an LSA;
- Being allocated a Friendship buddy from within the same cohort or an older year group;
- Work on resilience and assertiveness in class or with an LSA;
- Being allocated a 'go to adult' at lunchtime;
- Additional subtle supervision and monitoring;
- A timetable of Lunchtime activities;
- ELSA support
- Nurture
- Roots and Shoots

(This is not an exhaustive list and often the support may be quite bespoke)

Procedure for Supporting the Perpetrator recognise the consequences of their actions and to support them in modifying their behaviour.

The alleged bully should be spoken to and the reasons for the behaviour identified. Staff should listen to the child and support them to find other solutions to the problem behand the behaviour. Staff should validate the feelings but not the behaviour. They should make it very clear that the bully's behaviour is unacceptable and they should be told firmly to stop.

In some cases, a bully may consider their actions are justified because of an actual or perceived harm that has happened to them. Staff should take time to 'unpick this' once the child is calm, helping the child determine what is a proportionate response. If the child is still not accepting that their actions are disproportionate, then they should be referred for further support from the ELSA or SENDco as is appropriate.

Wherever it is possible to do so without compromising the safety and well-being of victims, a child who has bullied will be given the opportunity to modify their future behaviour. A restorative conversation with their victim and a 'circle of friends' can be a very powerful tool to achieving this, but this should not be an automatic response. In some cases, it might be appropriate for the perpetrator to write a letter of apology or to discuss ways to make amends.

In almost all cases the perpetrator will have already received a consequence in line with the school's behaviour policy. Consequences will be applied fairly, proportionately, consistently, and reasonably, taking account of any special educational needs (SEN) or disabilities that pupils may have and taking into consideration the needs of vulnerable children.

Parents or Guardians are critical to the success in helping the perpetrator to change their attitudes and behaviour. Year leaders (and where necessary Senior Leaders) will have candid conversations with parents and guardians to ensure they are fully aware of the extent of the perpetrators behaviour and seek agreement for a planned way forward.

If leaders deem it necessary, in order to avoid a repetition of bullying type behaviours, some additional behaviour management strategies may be necessary for a determined period of time. These should not be viewed as punitive as a consequence will have already been served but a way of ensuring that potential victims remain safe and to support the perpetrator in co-regulating their behaviour until behaviour modification interventions have had time to work.
Additional Behaviour Management Strategies include:

- Lunchtime adult buddy
- Agreed Lunchtime activities
- Additional supervision particularly with transitions
- Toilet escort
- Timetable variation
- Changes to working groups or in some case class.
- Part-time timetable (in serious cases could be discussed with parents)

Behaviour Modification Interventions include:

- Bespoke education
- Zones of Regulation Intervention
- Chimp Paradox Intervention
- ELSA support
- Roots and Shoots
- Nurture
- Self -esteem building Intervention
- Referral for external support

Cyberbullying

Cyberbullying Cyber-bullying takes place online, such as through social networking sites, messaging apps or gaming sites. Like other forms of bullying, it is the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Children are only permitted to bring phones into school if they have signed they and their parents have signed the mobile phone consent form. Pupil's phones must be switched off on entering the school grounds and not switched back on until the pupil leaves the school grounds at the end of the day. Phones must be handed into the child's class teacher at the start of the school day and they are kept in a locked box. These measures are in part to safeguard against cyber-bullying on the school site. However, the school recognises that cyber-bullying that takes place off site, can be incredibly harmful to children's mental health and can further impact on their relationships with their peers. Therefore, the school takes seriously its' responsibility to try to prevent cyber-bullying from taking place. The school will liaise with parents

and other agencies, if appropriate, to investigate any claims of cyber bullying and will take all reasonable action to prevent a recurrence.

Preventing cyber-bullying

E-safety practice is advocated at all times in school. At Locks Heath Junior School the following will take place:

- The school has a comprehensive e-safety curriculum that is followed in Years 3 – 6.
- By following this curriculum we aim to ensure that pupils understand what cyber-bullying is and what to do if they become aware of it happening to them or others.
- We aim to ensure that pupils know how they can report any incidents and are encouraged to do so, including where they are a witness rather than the victim.
- The school will actively and explicitly discuss cyber-bullying with pupils, explaining the reasons why it occurs, the forms it may take and what the consequences can be.
- Cyber-bullying will be addressed at least termly through assemblies. It will be revisited informally through the year.
- All staff, governors and volunteers (where appropriate) receive training on cyber-bullying, its impact and ways to support pupils, as part of safeguarding training.
- Information for parents will be put on newsletters and published in the school's website; a meeting for parents to discuss internet safety will be offered annually.
- The school also sends information/leaflets on cyber-bullying to parents so that they are aware of the signs, how to report it and how they can support children who may be affected.
- All children, parents and staff sign an Acceptable Use Agreement
- Parents are strongly urged to ensure that children only have access to Apps according to their age criteria, that filters are applied to all devises accessible to their children and that they routinely monitor usage.

Addressing Cyber-bullying

- All incidents of cyberbullying must be reported to the Year Leader who will make a record on CPOMs. The year leader can view social media conversations provided by a parent or pupil to help identify which pupils might be involved and the nature and extent of the bullying. However, if illegal images have been shared between children, for legal reasons and to protect children, parents or children should not attempt to share these with school staff or anyone other than the police. Parents or children, however, should make school staff aware that images have been shared. The school will take all reasonable steps, working with the police and other agencies to make sure the incident is contained.
- In relation to a specific incident of cyber-bullying, the school will follow the processes set out in the school behaviour policy. Where illegal, inappropriate

or harmful material has been spread among pupils, the school will use all reasonable endeavours to ensure the incident is contained.

- From thereon in the procedures for dealing with perpetrators and victims described within this policy will be followed or adapted to meet the needs of a cyber-bullying issue.

Peer on Peer Abuse

This school recognises that children sometimes display harmful behaviour themselves and that such incidents or allegations must be referred on for appropriate support and intervention. Such abuse is unacceptable and will not be tolerated. This abuse could for example include:

- sexual violence and sexual harassment
- 'upskirting'
- initiation/hazing type violence
- all forms of bullying
- aggravated sexting
- physical violence (e.g. hitting, kicking, shaking, biting, hair pulling, etc)

To prevent peer-on-peer abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons. The school will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, RSE and group sessions. Such content will be age and stage of development specific, and tackle issues such as the following:

• Healthy relationships
 • Respectful behaviour
 • Gender roles, stereotyping and equality
 • Body confidence and self-esteem
 • Prejudiced behaviour
 • That sexual violence and sexual harassment is always wrong
• Addressing cultures of sexual harassment

All staff will be aware that pupils of any age and sex are capable of abusing their peers and will never tolerate abuse as "banter" or "part of growing up". Refer to Locks Heath Junior School Safeguarding Policy and KCSiE.

Sources of further information support and help

There is a vast amount of information and guidance available about bullying that can provide a wide range of support and help. The following list is just a small selection of the support available that teachers, parents and children have found useful.

Name of Organisation	Telephone Number	Website
Act Against Bullying	0845 230 2560	www.actagainstbullying.com
Anti-Bully	not available	www.antibully.org.uk
Anti-Bullying Alliance (ABA)	0207 843 1901	www.anti-bullyingalliance.org.uk
Anti-bullying Network	0131 651 6103	www.antibullying.net
Beatbullying	0845 338 5060	www.beatbullying.org.uk
Bully Free Zone	01204 454 958	www.bullyfreezone.co.uk
Bullying Online	020 7378 1446	www.bullying.co.uk
Childline	0800 1111	www.childline.org.uk
Kidscape	020 7730 3300	
	08451 205204	www.kidscape.org.uk
NSPCC	0207 825 2500	www.nspcc.org.uk
Parentline Plus	0808 800 2222	www.parentlineplus.org.uk

Relationships and respect with parents and the wider community

Locks Heath Junior School will not accept any person in connection with our organisation, feeling intimidated by any other person or indeed using intimidating behaviour towards others (this includes potential cyber-bullying and inappropriate use for example of social media sites that may be used as a platform to attack individuals on a personal level or indeed the school). The school will investigate any reports it receives of this nature and challenge such behaviours. The school will, if needed, request any such comments are removed whilst advising individuals to use the complaints procedure.

Anyone entering our property is expected to abide by the culture and ethos of our school community and speak and behave respectfully towards others. In all matters, we expect relevant parties to share views in a calm and respectful way using the complaints procedure if needed (see complaints policy). Staff are advised to follow our lone-working policy in anticipating potential volatile issues that may arise. The Headteacher is at liberty to exclude any person from the school premises as a result of intimidating or abusive behaviour, particularly if that behaviour is in the presence of children.

Review and Monitoring

This policy will be monitored by Senior Leaders and the Safeguarding Governor as part of the annual Safeguarding Audit process. The policy will be reviewed every three years by Governors, Staff and members of the School Council.

In incidents which involve other individuals, other head teachers may be contacted or the police if deemed necessary. Issues involving texting, emailing and social networking sites are also dealt with in the same way. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

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Adults and children can sometimes misuse the term 'bullying' to describe a single incident of hurt or where there is no imbalance of power. It is necessary for both children and adults to understand the distinctions between isolated unkind behaviour and bullying in order for us to be able to deal with each incident in the most appropriate way. Furthermore often children can engage in unkind behaviour as part of friendship disputes. This behaviour is difficult to unpick as it is sometimes on going and repeated (similar to bullying) but unkindness happens on both sides (and there is no imbalance of power) which fuels the dispute. Whist all unkind or hurtful behaviour would be seen as unacceptable and will be dealt with by the school, not all unkind behaviour will be defined as bullying and therefore may be dealt with according to the school's Behaviour policy and not according to this policy.

Anti-Bullying Alliance – www.anti-bullyingalliance.org.uk
Kidscape – www.kidscape.org.uk
Childline – 080001111
Bullying Online – www.bullying.co.uk
Parentline plus – www.parentlineplus.org.uk
Cyberbullying.org – www.cyberbullying.org.uk

Confidentiality

All members of staff should be aware of the school's confidentiality policy.

Dissemination of the policy:

This policy is disseminated to parents through the school's website. This policy is disseminated to staff annually and to new staff as part of their induction. It is the responsibility of all staff to implement this policy.

This policy is disseminated to children through;
• Assemblies
• Staff Meetings
• School Website

- Key national events such as Safer Internet Day / Anti-Bullying Week
- Parent Forum

Monitoring, evaluation and reviewing:

This policy is reviewed on an annual basis by the SMSC Team, Leadership Team and School Council.

The monitoring of the effectiveness of the policy will be undertaken in a variety of ways including:
- Annual review of CPOM recorded bullying incidents,
- School Council Review
- Annual child conferencing with Governors