



# Anti-Bullying Policy

<b>Name of Headteacher:</b>	<b>Tom Johnston</b>
<b>Date Policy approved and adopted:</b>	<b>Sept 2025</b>
<b>Date Due for review:</b>	<b>Sept 2026</b>

## **Equality at Merdon Junior School**

*Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.*

*This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school. (See Initial Equality Impact Assessment)*

## **Anti-Bullying Policy**

This Anti-Bullying Policy including measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying. The school has a **Personal, Social, Health & Emotional** curriculum that continues to change and evolve as the needs of our children change.

At Merdon Junior School we believe that all children have the right to be free from racism, homophobia, prejudice, sexism, physical aggression, verbal abuse, cyberbullying and other bullying behaviours. The PSHE curriculum and Self Esteem groups aid children in developing confidence and coping strategies for when they may experience unwanted behaviour in their life. There is also a strong focus on our school values of being:

### **Aspirational, Connected, Thoughtful**

#### **Definition of Bullying:**

All partners in Hampshire agree with the government definition of bullying which is: "Behaviour by an individual or group, usually repeated over time that intentionally hurts another individual or group either physically or emotionally. There is a power imbalance that makes it hard for the victim to defend themselves."

#### **Principles of the Anti-Bullying Policy**

- Prevention is more effective than responding to problems
- Behaviour patterns are learned responses which can be changed
- Positive approaches are more effective than those which focus solely on sanctions
- A consistent approach is essential in order that children should feel secure
- All members of the school community need to be familiar with policies and procedures
- Bullying is less likely to occur when pupils have high self-esteem and can empathise with each other
- All children will have equal opportunities to experience freedom from bullying, regardless of gender, race, religion, sexual identity, age, ability or belief

#### **The main types of bullying are:**

- Physical (hitting, kicking, theft).
- Direct verbal (name calling, teasing, taunting).
- Relational (caused by damaging someone's relationships or social status).
- Indirect (spreading rumours, excluding someone from social groups).
- Cyber (the use of information technology to repeatedly harm or harass other people in a deliberate manner)

#### **The main forms of bullying or harassment are:**

- Homophobic
- Racial
- Gender
- Special educational needs/disabilities

- Faith/belief
- Looked after children
- Young carers and their families
- Appearance
- Difference

Bullying can be:

- emotional (e.g. being unfriendly, excluding, tormenting)
- physical (e.g. hitting, kicking, pushing, taking another's belongings, any use of violence)
- prejudice-based and discriminatory (including racial, faith-based, gendered, homophobic/biphobic, transphobic)

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils must be encouraged to report bullying.

All staff must be alert to the signs of bullying and act promptly and firmly against it.

**Bullying can be:**

- Pupil – pupil bullying
- Staff – pupil bullying
- Staff – staff bullying
- Pupil – staff bullying

With this in mind, it is expected that all staff, governors and parents/carers in the school model positive behaviour towards each other at all times.

**Bullying Incidents (procedures)**

The following steps will be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- A clear account of the incident will be recorded on CPOMS
- The Headteacher or a member of the Senior Leadership Team will interview all concerned and will record the incident. A witness will be present during the discussion if necessary
- If bullying has occurred, the individual/group will be asked to suggest ways of helping the victim feel happier and what action to take. Consequences will be used as appropriate and in consultation with all parties concerned.
- Parents/carers and members of staff will be informed
- Monitoring the situation and appropriate follow up action(s) taken as needed.

**Pupils who have been bullied will be supported by:**

- Offering an immediate opportunity in a secure environment to discuss the experience with a teacher or member of staff of their choice

- Reassuring the pupil
- Offering continuous support
- Engaging the support of parents/carers
- Restoring self-esteem and confidence

**Pupils who have bullied will be helped by:**

- Discussing what happened
- Discovering why the pupil became involved
- Establishing the wrong doing and need to change
- Sharing the responsibility to improve the situation
- Supporting the child to help prevent further incidents, e.g. modelling appropriate ways of interacting with others
- Informing parents/carers to help improve the situation
- Working in partnership with an identified adult to support the child and setting achievable targets which are regularly reviewed

**Preventing Bullying**

At Merdon Junior School we strive to prevent bullying from happening in the first place by providing a safe environment where the children feel that their concerns and worries will be listened to. For this reason the following has been put in place to raise the profile of the anti-bullying message in the school.

**PSHE Curriculum**

A range of work is planned for and delivered by staff in every year group, appropriate to the age of the children through the PSHE curriculum. This can also be linked to the school values and to specific events such as Anti-Bullying Week.

**Assemblies**

Both whole school and class assemblies regularly reinforce the school behaviour policy through the use of key themes and the school values.

**Fundamental British Values**

The Fundamental British Values will be promoted throughout the curriculum as a way of giving children the understanding and confidence to debate topical/controversial issues.

**Recording incidents which if developed, could become bullying**

All reported or observed incidents must be recorded in sufficient depth and accuracy. Any meetings with the Headteacher in which parents raise a concern about bullying will be written up on a Parental Concern Form and uploaded onto CPOMs. Incidents may also be recorded using:

- Non-accidental injury (child protection)
- Violent incident record reported to Hampshire County Council
- Complaint policy
- Staff safe records and Low Level Concern forms

An annual audit of the number of bullying, cyberbullying, racially and prejudice-based and discriminatory incidents will take place. This will be reported to the Governing Body,

via the Headteacher's Report, 3 times a year. It will outline the total number of incidents of bullying, the type of bullying taking place and compare this data to that in previous terms and years.

It may also outline any new initiatives that have been adopted as part of the Anti-Bullying Policy. The Headteacher will be responsible for monitoring incidences of bullying and identify any patterns of behaviour that may arise

### **Evaluation and Review**

<b>Date of Ratification</b>	September 2025
<b>Date for Next Review</b>	September 2026
<b>Comments:</b>  Policy has now become a standalone policy – used to sit within the Behaviour Policy. Some minor content changes.	