



Yeadon Junior School

Anti Bullying Policy

'Learning Working and Achieving Together'

Policy created:	April 2024
Policy reviewed and updated:	March 2026
Date of next review:	March 2027
This policy will be subject to ongoing review and may be amended prior to the scheduled date of the next review in order to reflect changes in legislation where appropriate.	

This policy is based on DfE guidance “Preventing and Tackling Bullying” July 2017 and supporting documents. It also takes into account the DfE statutory guidance “Keeping Children safe in Education” 2025. The school uses guidance and staff are trained using materials from the Anti-Bullying Alliance <https://anti-bullyingalliance.org.uk/>.

Together we will create a caring culture and stop bullying

At Yeading Junior all staff, children and the Governing Body are committed to promoting empathy and a caring culture to stop bullying.

Our Mission

- Keep everyone safe
- Create a culture and curriculum where we aim for excellence and learning thrives through nurture, encouragement and support
- Inspire and empower every individual to achieve their potential
- Ensure the children and their families know that we care
- Promote mental and physical health
- Provide opportunities that drive development

Our Rules

Be Ready
Be Respectful
Be Kind

Our Values

At Yeading Junior School, Character Education is at the heart of learning as well as the school culture and is a part of everyday school life.

At Yeading Junior School all staff members and children are Changemakers. All of us are true representatives of the five Character Virtues which are embedded in the life of our school. These Virtues are:

Resilience Integrity Teamwork Curiosity Reflection

Our Character Virtues enable children to develop as strong young citizens and future leaders who make a real difference to themselves, their community and beyond. They become reflective and curious learners who will continue to thrive in their next stage of education and future lives.

Policy Rationale

At Yeading Junior School it is our primary aim that every member of our school community feels respected and appreciated, and that there is equality and fair treatment for all. We are a caring and nurturing school whose values are built on mutual trust and respect. Our School's Behaviour and antibullying policies are therefore designed to outline the way in which all members of our school can live and work together in a supportive way.

School Ethos

At Yeading Junior School we place a significant emphasis on mutual respect and kindness. This applies for the whole school community and adults have a major role to play in positive role modelling in their interactions with one another and the children alike. It is essential that staff are consistent when enforcing the school rules with high expectations and will challenge unacceptable behaviour with a solution focussed response: one that seeks to move forward, not simply apportion blame. On occasions where negative behaviour may have been displayed, we have a supportive staff team who are able to support children in resolving conflict with one another. The team focuses on giving the children reflection time and together the incident would be worked through to come to a conclusion of lessons learnt, understanding where it could have been prevented or dealt with differently to promote a positive outcome.

As adults we work to:

- create a positive environment with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and mutual understanding of the needs of others;
- show appreciation of the efforts and contribution of all

Our definition of bullying

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.

Understanding bullying behaviour

There are three types of bullying behaviour: verbal, indirect and physical.

Verbal: The repeated negative use of speech, sign language or verbal gestures to intentionally hurt others. Examples: swearing, discriminatory Language, offensive Language (concerning personal choices), hurtful comments.

Indirect: the repeated negative use of actions, which are neither physical nor verbal to intentionally hurt others. Examples: cyber bullying, rumours, isolating someone, damaging/taking property, secret sharing, physical intimidation

Physical: The repeated use of body contact to intentionally hurt others. Example: pinching, kicking, punching, slapping, and tripping.

Cyberbullying/online bullying

In the modern world verbal and indirect bullying can happen using online platforms and technologies (cyberbullying). This means it can happen at any time. This form of bullying might include; excluding a child from online games, activities or friendship groups; sending threatening, upsetting or abusive messages; creating and sharing embarrassing or malicious images or videos; 'trolling' - sending menacing or upsetting messages on social networks, chat rooms or online games; voting for or against someone in an abusive poll; setting up hate sites or groups about a particular child; creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name. In cases of cyber bullying we will follow our anti-bullying processes and procedures, but will also follow up with parents and children on staying safe online, reviewing learning within our PSHE and computing curriculum as well as co-curricular learning.

Bullying and keeping children safe

Bullying can be a form of child on child abuse and can be emotionally abusive; it can cause severe and adverse effects on children's emotional development.

Bullying and discrimination

Discrimination - Discrimination means treating you unfairly because of who you are. The Equality Act 2010 protects us all from discrimination. There are nine protected characteristics in the Equality Act. Discrimination which happens because of one or more of these characteristics is unlawful under the Act.

- Age
- gender reassignment
- being married or in a civil partnership
- being pregnant or on maternity leave
- disability
- race including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation
- Prejudice based incident - Any incident which is perceived by the victim or any other person to be prejudiced towards an individual due to one or more of their protected characteristics

The actions towards resolution for prejudice based negative behaviour and discrimination will be determined after discussion with all parties involved. These incidents must be recorded on our electronic recording system due to their seriousness and the need to monitor and review (even if for example the child does not understand the language they have used). The perpetrator and victim will spend time reflecting with staff. Any prejudice or

discrimination will be challenged by staff, but this will only be treated as bullying if it also meets the definition for bullying.

Identifying bullying

In order to ensure bullying is identified and effective measures put in place to stop it, staff and children learn about the difference between relational conflict and bullying. We use tools such as Appendix A, our definition and the ABA diagram below to support children and parents to understand the difference. 'The **repetitive, intentional** hurting of one person or group by another person or group, where the relationship involves an **imbalance of power**. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.

Relational conflict and bullying



Let's explore the differences between relational conflict and bullying. Select the green buttons to find out more.



Stopping bullying wherever it takes place.

Bullying can have a long lasting impact on a young person's mental health for those who are getting bullied, witnessing bullying and doing the bullying. That is why our first step is about securing and ensuring the safety and wellbeing of those involved. Below are some questions that should be asked at this stage. It is important to have a record of these considerations. In most bullying situations we do not need to use outside agencies such as social workers or police however this should always be considered. Young people often tell us that at this stage they aren't asked what they would like to happen. So it's important to involve them along the way.

Questions we reflect upon are:

- Are all pupils involved safe?

- Is anyone's physical health or wellbeing at risk?
- Have you needed to use the child protection policy?
- Did you access any outside support? E.g. NHS, police.
- Have you recorded the incidents themselves (see Appendix A)?
- Did you tell the pupil/s being bullied that you are taking it seriously, it's not their fault and they don't have to put up with bullying?
- Have you asked the pupil/s being bullied how they're feeling and how they think it can be resolved?
- Have you informed the pupil/s being bullied what you will do next?

Preventing bullying

Our PSHE curriculum has specific lessons on how to respond to difficult situations. Children are explicitly taught the language of emotion so that they can articulate their feelings through PSHE and Self-Regulation learning.

Anti Bullying week and odd socks day are used as a tool to educate children on bullying but we do not limit awareness raising to this one week of the year and ensure this is ongoing and permeates areas of collective worship, character education, class and whole school assemblies and the curriculum beyond PSHE.

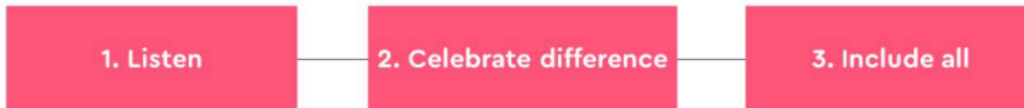
Staff have completed training on recognising, preventing and responding to bullying and regularly discuss and update this knowledge and skill.

Staff and our policy follow the 10 key principles from the Anti-bullying Alliance for preventing bullying. All staff are trained on this.

Our policy, procedure and training all follow

ABA 10 Key Principles

When tackling bullying we must ...



When bullying does happen we ...



Reporting bullying

All incidents of negative behaviour are reported on CPOMS. All staff look for patterns of repeated intentional negative behaviour in the behaviour records and will follow up with further investigation if a pattern occurs. Any allegation of bullying will be recorded on the victim's CPOMS and an investigation report completed.

Incidents of bullying behaviour will be recorded on the perpetrators CPOMS.

Responding to bullying

Practice and procedure from the Behaviour policy will be applied. There may be consequences, which will depend on the seriousness of the incidents. Any response will be a solution focussed response: one that seeks to move forward, not simply apportion blame. The actions and next steps taken will involve discussion and planning with teachers and support staff SLT alongside SLT and Parents. The parents of all children involved will be contacted. It may be that the victim as well as the perpetrator are referred for emotional support, depending on the case. Staff are trained on the Anti-Bullying Alliance response to bullying incidents advice and this policy follows those guidelines

https://anti-bullyingalliance.org.uk/sites/default/files/uploads/attachments/ABA_Responding_To_Bullying_Incidents_School_Tool.pdf

Measuring progress

The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied. Any issues identified will be incorporated into the school's action planning. The headteacher will be informed of bullying concerns, as appropriate. The named Governor for Safeguarding will report on a regular basis to the governing body on incidents of bullying, including outcomes.

Links to legislation

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997

Supporting adults

Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of staff and parents, whether by pupils, parents or other staff members, is unacceptable.

Adults (staff and parents) who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the headteacher.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools behaviour and discipline policy.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults (staff and parents) who have perpetrated the bullying will be helped by:

- Discussing what happened with a senior member of staff and/or the headteacher to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
- If online, requesting that content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required.

Note: Specific guidance is available for school leaders regarding dealing with complaints made on social networking sites by parents/carers:

www.kelsi.org.uk/child-protection-and-safeguarding/e-safety

Education and Training

The school community will:

- Train all staff, including: teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures (including recording and reporting incidents).
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/student council, etc.
- Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.

Involvement of pupils

We will:

- Involve pupils in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they have to play to prevent bullying.
- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

Involvement and liaison with parents and carers

We will:

- Take steps to involve parents and carers in developing policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying.
- Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats.
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

Useful links and supporting organisations

Anti-Bullying Alliance:

www.antibullyingalliance.org.uk

Childline: www.childline.org.uk

Family Lives: www.familylives.org.uk

Kidscape: www.kidscape.org.uk

MindEd: www.minded.org.uk

NSPCC: www.nspcc.org.uk

PSHE Association: www.psheassociation.org.uk

The Diana Award: www.dianaaward.org.uk

Victim Support: www.victimsupport.org.uk

Young Minds: www.youngminds.org.uk

Young Carers: www.youngcarers.net

The Restorative Justice Council:

www.restorativejustice.org.uk/restorative-practice-schools

Therapeutic thinking: <https://therapeuticthinking.co.uk/>

Appendix A - Identifying bullying and relational conflict diagram

