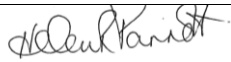




Anti-Bullying Policy

2025 - 2027

Chair of Governors signature	
Headteacher signature	
Policy type (statutory / non-statutory)	Statutory
Date	19 th November 2025
Next review date	November 2027





Droxford Junior School

Anti-bullying Policy

Introduction

Droxford Junior School is committed to providing a supportive, caring and safe environment in which all children are free from the fear of being bullied. As a school we take bullying and its impact seriously. Bullying of any form is not tolerated in our school, whether carried out by a child or an adult.

Staff, children and parents or carers will be made aware of the school's position on bullying. Bullying behaviour is unacceptable in any form. The school has high expectations of outstanding behaviour and we consistently challenge any behaviour that falls below this. Anyone who knows that bullying is happening is expected to tell a member of staff.

Any child who is a victim of bullying will be dealt with in a sympathetic manner. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff informed, and then discussed with the headteacher. A clear account of the incident will be recorded in the behaviour books. All staff will be informed so that close monitoring of the victim and bully can begin. Parents of both parties will be informed.

Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood. By effectively preventing and tackling bullying, schools can help to create safe, disciplined environments where pupils are able to learn and fulfil their potential.

*DfE Preventing and tackling bullying – Advice for Headteachers, staff and governing bodies July 2017
(latest version as of July 2020)*

Aims

- To provide a safe and secure environment where all can learn without fear of being bullied.
- To produce a consistent school response to any bullying incidents that may occur.
- To provide strategies for school staff and children to prevent bullying occurring in the first place.
- To ensure Droxford Junior School creates an ethos of good behaviour where children and adults treat one another in line with the School Values understanding this is the way to behave.
- To ensure this policy is implemented in line with the school's behaviour, exclusions and discipline policy.
- To ensure everyone is aware that bullying is unacceptable and will not be tolerated.
- To make clear each person's responsibilities with regard to the eradication of bullying in our school.

Definitions of Bullying

We recognise that many children and young people will experience conflict in their relationships with other children and young people and as a school we are committed to developing empathy and the skills to manage relationships in a peaceful way that does not harm others.

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

In Droxford Junior School, our definition of bullying is:

“The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online”



Why is it important to respond to bullying?

There is considerable evidence to show that bullying has both short term and longer term impact on pupils. Bullying impacts on pupils' wellbeing, can impact on attendance and become a significant barrier to learning. Bullying is associated with lower levels of school engagement and achievement both in primary and secondary schools and can lead to mental health concerns such as anxiety and depression.

Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Bullying is unacceptable. Our school will respond promptly and effectively to reported incidents of bullying.

In our school community:

- Everybody has the right to be treated with respect.
- Everybody has the right to feel happy and safe.
- No-one deserves to be a target of bullying.
- Pupils who bully need to learn different ways of behaving.

National research has shown that some groups of pupils are particularly vulnerable to bullying these include pupils with SEND, looked after children, pupils from minority ethnic groups or faiths, youngcarers, LGBT pupils and those perceived to be LGBT.

Types of bullying behaviour

Bullying can take many forms:

- Emotional - being unfriendly, excluding, tormenting, threatening behaviour
- Verbal - name calling, sarcasm, spreading rumours, teasing, use of derogatory language
- Physical - pushing, kicking, hitting, punching or any use of violence
- Extortion - demanding money/goods with threats
- Online – use of social media, messaging and calls. Misuse of associated technology e.g
- photos and videos.
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact, sexually abusive comments
- Homophobic or biphobic - bullying because of sexuality or perceived sexuality
- Transphobic – because of gender identity or perceived gender identity

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating.

*DfE Preventing and tackling bullying – Advice for Headteachers, staff and governing bodies July 2017
(latest version as of July 2020)*

Whilst we recognise and strive to deal with all 'bullying', often in school it is 'relational conflict'. This is defined as **'behaviour that's not repeated over time'**, and is often to do with a breakdown of friendships. However, this can, over a period time, develop into bullying.

Cyber-bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

*DfE Preventing and tackling bullying – Advice for Headteachers, staff and governing bodies July 2017
(latest version as of July 2020)*

If any issues to do with cyber bullying or harassment outside of school spill over into the classroom and begin to affect children's health and safety at school, we will inform parents and discuss ways to manage the situation.

See also: DJS - E- Safety, Social Networking and Acceptable Use of ICT Policy

Bullying which occurs outside school premises

School staff members have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school

premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed as well as an adult guardian.

While school staff members have the power to discipline pupils for bullying that occurs outside school, they can only impose the disciplinary sanction and implement that sanction on the school premises or when the pupil is under the lawful control of school staff, for instance on a school trip.

DfE Preventing and tackling bullying – Advice for Headteachers, staff and governing bodies July 2017 (latest version as of July 2020)

Preventing Bullying

We foster a clear understanding that bullying, in any form, is unacceptable. We believe that preventing bullying is the responsibility of our whole school community and when there are incidents of bullying we will work together to deal with the situation and to learn from what has happened.

In our school we do this by:

- Involving the school community in developing our policy including a child/ pupil friendly version of our policy.
- Using assemblies and circle time in class to ensure that pupils understand the differences between relational conflict and bullying.
- Building a positive ethos based on respecting and celebrating all types of difference in our school.
- Creating a safe and happy environment, with consequent positive relationships that have an impact on learning and achievement.
- Having a positive ethos that all pupils, staff and parents understand.
- Work in school which develops empathy, social skills and emotional understanding e.g. PSHE, Citizenship, social and emotional learning programmes, circle time, peer mediation and playground buddies.
- Secure the safety of the target of bullying Take actions to stop the bullying from happening again Whole school learning - reflection on what we have learnt
- Think about any safeguarding concern and report concerns to Designated Safeguarding Lead.
- Provide assurances to child that concerns have been listened to and action will be taken.
- Consider who else is involved and what roles they have taken.
- Send clear message that the bullying must stop.
- Work with both parties to find solutions. Identify the most effective way of preventing reoccurrence and any consequences.
- Reflect and learn from bullying episodes –consider what needs to happen next to prevent future bullying e.g. PSHE, training etc.
- Raising awareness of online bullying through regular e-safety lessons.

- Adopting a social model approach to bullying. Diversity is valued and everyone is included in our school.
- Focussed work with individuals and groups of pupils where required to support understanding and development of social skills e.g. social skills groups, ELSA (Emotional Literacy Support Assistant), Jigsaw4U worker and TaMHS worker.
- Ensuring playground and midday staff are trained and we have a range of activities at lunchtime to promote positive play.
- Offering training to all school staff around bullying, including specific guidance on those groups who are most likely to be bullied.

Reporting bullying

In our school pupils are encouraged to talk to staff when they are unhappy or have concerns. Pupils 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.

Pupils are encouraged to report bullying to:

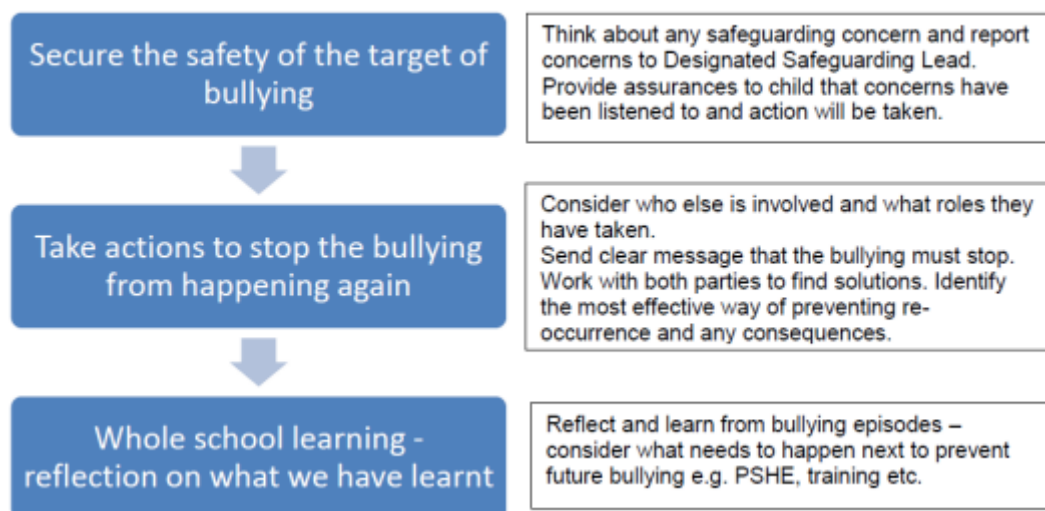
- A trusted adult
- Their class teacher/TA
- Peer mentors or buddies

Each class has a 'worry box' where children can report their concerns if they do not feel confident speaking to an adult. Children are taught that it is important to talk to a trusted adult if bullying is taking place outside of school.

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

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



We monitor and review all bullying incidents to determine any patterns or trends that may require further action.

On a regular basis we give pupils the opportunity to feedback on how safe and happy they feel at school, we do this through pupil questionnaires and School Council meetings.

All staff are required to complete a bullying and prejudice-based incident reporting and monitoring form when dealing with incidents of bullying. This should be completed as soon as possible and given to the Designated Safeguarding Lead.

The role of governors

The governing body supports the headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not tolerate bullying and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school's practice on a termly basis through reports from the headteacher. The governing body responds within ten days to any request from a parent to investigate incidents of bullying. However, parents are requested to inform the headteacher immediately of any incidents of alleged bullying. In all cases, the governing body notifies the headteacher and asks him to conduct an investigation into the case and to report back to a representative of the governing body.

The role of the Headteacher

It is the responsibility of the headteacher to implement the school anti-bullying strategy and to ensure that all staff are aware of the school policy and know how to deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy termly. Hampshire LA and Department for Education guidelines are followed in recording and reporting bullying and racist incidents: bullying incidents are reported to governors and racist incidents to governors and the LA. Unkind, relationship breakdown behaviours and any accusations and proven incidents of bullying are recorded using CPOMS.

The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. Assemblies, PDL and PSHE lessons are used to discuss bullying, rights and responsibilities. An anti-bullying charter is signed by representatives of the school community (HT, CoG and members of the School Council) annually. This is displayed in the school library (central thoroughfare and forms part of a display). Droxford Junior School is actively engaged in the Cyber-Ambassador scheme as well as other national campaigns.

The headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying. All serious allegations must be reported to the headteacher via CPOMS.

The headteacher sets the school climate of mutual support and praise for success, therefore, making bullying less likely. When children feel they are important and belong to a rights respecting school, bullying is far less likely to be part of their behaviour.

Training is provided through regular professional development at meetings and course; annual safeguarding training; engaging in national campaigns; Cyber Ambassadors initiative and Harrap IT training.

The role of the school community:

Alongside our expectations of good behaviour, which is modelled throughout the school, we ensure that our curriculum raises awareness of bullying and anti-bullying measures through (for instance) PDL sessions; anti-bullying week and other positive behaviour awareness events; sharing of information via our normal communication channels; IT safety awareness days and our Cyber Ambassadors. We also share computing and online safety awareness information sites with parents.

We also aim to...

- Develop a code of behaviour that sets out how everyone involved in our organisation is expected to behave, in face-to-face contact and online.
- Hold regular discussions with staff, volunteers, children, young people and families who use our organisation about bullying and how to prevent it. These discussions will focus on:
 - group members' responsibilities to look after one another and uphold the behaviour code
 - practising skills such as listening to each other
 - respecting the fact that we are all different
 - making sure that no one is without friends
 - dealing with problems in a positive way
 - checking that our anti-bullying measures are working well
- Provide support and training for all staff and volunteers on dealing with all forms of bullying, including racial, sexist, homophobic and sexual bullying
- Ensure clear and robust anti-bullying procedures in place
- Ensure sure our response to incidents of bullying takes into account:
 - the needs of the person being bullied
 - the needs of the person displaying bullying behaviour
 - needs of any bystanders
 - our organisation as a whole.
- Reviewing the plan developed to address any incidents of bullying at regular intervals, in order to ensure that the problem has been resolved in the long term.

We recognise that bullying is closely related to how we respect and recognise the value of diversity.

We will be proactive about:

- Seeking opportunities to learn about and celebrate difference
- Increasing diversity within our staff, volunteers, children and young people
- Welcoming new members to our organisation.

The role of the teachers and support staff

Teachers in our school take all forms of bullying seriously and intervene to prevent incidents from taking place. As previously stated, the aim of the school is to create an ethos of good behaviour where children treat one another and the school staff with respect because they know this is the right way to behave.

If a teacher witnesses an incident, they do all they can to support the child. Unkind, relationship breakdown behaviours and any accusations and proven incidents of bullying are recorded using CPOMS. This is shared with the headteacher, DSLs and other relevant staff members when appropriate.

Incidents are fully investigated and in serious cases parents are informed if parents are not aware already. Actions are agreed; this may involve emotional support for the victim of the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. The perpetrator will have the responsibility to ensure the victim is reassured and supported. Actions are reviewed and the wellbeing of the children involved is monitored.

Disciplinary steps are in line with our behaviour, exclusions and discipline policy – restorative conversations may also take place. These steps can include:

- Official warnings for the behaviour to cease
- Supervised detention during the day (as stated in Behaviour policy)
- Exclusion from certain aspects of school life
- Internal exclusion
- Fixed term exclusion
- Permanent exclusion

In extreme cases, for example where strategies have proven ineffective, the headteacher may contact external support agencies and the police can be contacted due to the nature of the incident.

Teachers will support all children and establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, in academic and behavioural terms, we aim to prevent incidents of negative behaviour and bullying.

Reporting procedures: CPOMS incidents

The date of the incident is automatically recorded on CPOMS but staff need to add when and where incident occurred – even if it was out of school. Nature of incident must be recorded within incident report, for instance: physical; verbal (ridicule, name-calling, taunting, mocking); spreading rumours; cyber (e-mail, internet - apps, text message); personal possessions / money taken / damaged; written; spreading rumours or other (please specify).

Please ensure children linked to the incident are included (using the linked student function) and state who was the victim, perpetrator, associate or bystander. The incident may have been motivated – for instance, by: appearance; disability / SEN; gender / sexism; religion; race / ethnic origin; sexual orientation or home circumstances (CLA for instance). Please state if you are aware of this.

Patterns of behaviour can be monitored and reoccurrences can be established using CPOMS.

The role of 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 the school 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.

Procedures for parents:

- If a parent has any concerns about their child they should speak to the class teacher immediately. If a parent thinks bullying is the issue, the matter will be referred to the headteacher. The headteacher is always informed of any bullying concerns at Droxford Junior School and monitors the situation carefully.
- If a parent feels unable to talk to the class teacher, they can make an appointment to speak directly with the Headteacher.
- The school will work with both the child and the parents to ensure that any bullying is stopped and that support is given where needed.
- Parents should not confront the bully or their parents. This can complicate the situation and distress the pupil.
- The school will deal directly with all children involved and their parents directly. Parents will be kept informed of any actions the school is taking.
- If parents feel that their concern has not been dealt with appropriately they should follow the schools complaints policy.
- All members of the school community, including pupils, staff, parents and governors, are expected to treat everyone with dignity respect at all times. This includes both face-to-face contact and online.

Monitoring and Evaluating

The school will monitor this policy every two years and assess its implementation and effectiveness. The policy is referred to when the headteacher reports to governors on a termly basis.

To be read in conjunction with the following policies...

Behaviour, Exclusions and Discipline Policy

Child Protection Policy

Code of Conduct

Single Equality Statement and Objectives

E- Safety, Social Networking and Acceptable Use of ICT Policy

Safeguarding Policy

Staff Handbook

Consultation

This policy was written with advice taken from the Department for Education (*DfE Preventing and tackling bullying – Advice for Headteachers, staff and governing bodies July 2017* (latest version as of July 2020), the Anti-bullying Alliance policy development and the NSPCC.

Further sources of information

DfE

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Specialist agencies

<http://www.anti-bullyingalliance.org.uk/>

Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

<https://diana-award.org.uk/>

Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.

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

Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

Cyber-bullying and online safety

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

Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifically includes new toolkit for schools.

<https://www.childnet.com/our-projects/cyberbullying-guidance-and-practical-toolkit>

<https://www.internetmatters.org/>

Provides help to keep children safe in the digital world.

<https://www.thinkuknow.co.uk/>

Resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

LGBTQ

<https://www.barnardos.org.uk/what-we-do/supporting-young-people/LGBTQ>

Through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying.

<https://each.education/>

(Educational Action Challenging Homophobia): provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia.

<https://www.theproudtrust.org/>

Helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training and events, campaigns, undertaking research and creating resources.

<https://www.stonewall.org.uk/>

An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

SEND

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

Provide online resources and training to schools on bullying because of physical difference.

https://contact.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf

Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

<https://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/groups-more-likely-experience-bullying/sen-disability>

Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.

<https://councilfordisabledchildren.org.uk/information-advice-and-support-services-network/about/what-do-ias-services-do>

Every Local area has an information, advice and support service, providing information, advice and support to disabled children and young people, and those with SEN, and their parents.

Mental health

<https://www.pshe-association.org.uk/> Advice with improving the teaching of mental health issues (see below)

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-teaching-about-mental-health-and?ResourceId=570&Keyword=&SubjectID=0&LevelID=0&ResourceTypeID=3&SuggestedUseID=0>

Race, religion and nationality

<https://annefrank.org.uk/education/schools-programme/>

Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.

<https://educateagainsthate.com/>

Provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.

<https://www.theredcard.org/educational>

Provides resources and workshops for schools to educate young people, often using the high profile of football, about racism.

<https://www.kickitout.org/>

Uses the appeal of football to educate young people about racism and provide education packs for schools.

<https://tellmamauk.org/>

Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies.

Sexual harassment and sexual bullying

<https://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related>

Advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying.

Accepted by the Governing Body on 19th November 2025

To be reviewed: November 2026