

# Anti-Bullying Policy



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**Inclusions Committee**

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## Statement of Intent

The Governing Body of Ringwood Junior School is committed to equality for everyone across all aspects of school life. We aim to ensure that equality is incorporated into existing and future policies to eliminate unlawful discrimination, harassment and victimisation and to advance equality of opportunity between different groups with

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particular emphasis towards the “protected characteristics” now enshrined in the Equality Act 2010.

Where specific duties come into force under the Equality Act 2010, these will be incorporated into the individual policies by the Governing Body’s sub-committees to ensure a cohesive framework for the benefit of our school, its staff and visitors to the school. Where appropriate, the committees will have responsibility for publishing equality information and objectives.

This policy is aligned to the Keeping Children Safe in Education 2022 Guidance - this is statutory guidance from the Department for Education issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014, the Non-Maintained Special Schools (England) Regulations 2015 and the Apprenticeships, Skills, Children and Learning Act 2009 (as amended). Schools and colleges in England must have regard to it when carrying out their duties to safeguard and promote the welfare of children.

## **Introduction**

Ringwood Junior School recognises that there is a need to safeguard the welfare of all those within the school community and to encourage co-operation, tolerance and harmony.

Ringwood Junior School is committed to providing a caring, friendly and safe environment for all pupils and staff so that they can learn and work in a secure and relaxed atmosphere. We have high expectations of all pupils and strive to create a climate in which all can fulfil their potential.

Bullying of any kind is unacceptable at Ringwood Junior School. If bullying does occur, all pupils should know that incidents will be dealt with promptly and effectively. We regard bullying as a serious matter and always take firm action against it.

- Children know they have the right not to be bullied.
- Children know that they can confide in a teacher or any member of staff should they feel threatened in any way. (See also Confidentiality Policy).
- Parents and carers should inform us immediately of any problems that arise at home as a result of bullying.

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## Aims and Objectives

The aim of this policy is to prevent and deal with any behaviour deemed as bullying. To do this we will:-

- Develop a shared understanding of what is and is not bullying and its consequences.
- Raise awareness of what bullying is and is not and why some children bully.
- Take positive action to prevent bullying within citizenship, PHSE (Personal, health and social education), and exploit opportunities in other curriculum areas, assemblies and through extended activities outside the school day.
- Have a consistent response to any bullying incident through clear procedures and systems for reporting and recording bullying, which are understood by all staff and governors.
- Ensure pupils and staff learn to keep themselves and others safe.
- Help pupils to develop self-confidence, self-esteem and to fulfil their potential within school.
- Support and re-educate those pupils who are both the victims and perpetrators of bullying, providing them with strategies they can use if they are at risk of bullying others or are being bullied.
- Create a school to which all members of the community can come without fear of violence, aggression, harassment, discrimination or intimidation of any kind.

Pupils are taught that any kind of aggressive behaviour, either verbal or physical is unacceptable. Incidents of bullying are always treated seriously in line with Ringwood Junior School Behaviour Policy. All staff are vigilant within the school environment to identify actual or potential cases of bullying. Victims are asked not to retaliate, but to inform a member of staff immediately.

## Definition

All partners in Hampshire agree with the government definition of bullying as:

“Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.”

A bully is a person who induces fear by **persistently** demonstrating physical and verbal intimidation to other individuals/groups. (RJS)

The Anti-Bullying Alliance definition of bullying is:

‘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’.

Bullying can be physical, verbal or emotional by a single person or a gang.

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## **Forms of Bullying Can Include**

### **Physical:-**

- *Violence and assault*
- *Pinching/Kicking*
- *Jostling*

### **Verbal:-**

- *Name calling*
- *Malicious gossip*
- *Teasing*
- *Taunting*

### **Silent:-**

- *Isolation*
- *Ostracising -exclusion from group activities*
- *Rude gestures*
- *Racial Harassment (see separate policy)*

### **Relational Incidents:-**

- *Damaging or stealing property*
- *Coercion into acts they do not wish to do*
- *Intimidation*
- *Extortion*
- *Damaging school work and equipment deliberately*

### **Cyber:-**

- *Via online social media*
- *Via messenger services – texts, emails*
- *Text messages*
- *Voice mail*

Bullying is distinct from conflict which is part of everyday life.

It is **not**:-

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- *A one off fight or argument*
  - *A friend sometimes being nasty*
  - *An argument with a friend*
  - *Falling out with friends on an occasional basis..*

## **Early Warning Signs of Distress**

If the child indicates any of these signs, it could indicate that they are being bullied. It is usually a combination of these, rather than any one individual sign:-

- Fear of walking to/from school
- Not wanting to come to school which may result in lateness or erratic attendance records
- Deterioration of work
- Loss or damage to personal property and clothing
- Change of personality - quiet, withdrawn, tearful, unhappy, become bad tempered or aggressive
- Not sleeping well, nightmares or problems sleeping, maybe bed wetting
- Stop eating
- Unexplained bruises, scratches
- Obvious distress but not able to talk about it
- Isolated - loss of friends
- Depression, poor self esteem
- Desire to remain with adults

## **How We Try to Combat Bullying**

Ringwood Junior School is aware that bullying must be tackled on two levels, by:

- a) Focusing on preventative work,
- b) Responding appropriately when incidents do occur.

We work hard to improve behaviour and encourage children to positively manage their own behaviour. (see our Behaviour Policy). We teach children that as well as having rights, the choices they make will also bring responsibilities. There are embedded within the school's TERRIFIC values

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**Strategies for a) above include:-**

- Encouraging the caring and nurturing side of children
- Working for a caring co-operative ethos, promoting tolerance and respect for difference and diversity
- Discussing friendship
- Ensuring adequate supervision of the school site, especially the playgrounds, toilets and lunch queues.
- Positively encouraging caring and discouraging bullying
- Designated member of staff to oversee inclusion of bullying as an aspect of the curriculum within PHSE and other curriculum areas.
- Using assemblies and lessons to focus on such issues.
- Supporting the national Anti-Bullying Week every November.
- Promoting school routines which encourage positive behaviour (see Behaviour Policy)
- The use of individual plans for those experiencing interpersonal and peer relationship difficulties.
- Close monitoring of those pupils with Special Educational Needs.

**Strategies for b) above Include:-**

- Positive leadership from senior staff and governors on tackling bullying.
- A designated member of staff, from the Senior Leadership Team who is responsible for co-ordinating anti-bullying issues.
- Regular training (and induction for new staff) to maintain awareness and alert to indicators which may suggest bullying and to equip them with ways of responding to it.
- Recording all incidents, including the facts, action taken and any follow up measures. These would be reported on CPOMs and on the Allegation of Bullying form (see appendix).
- Interviewing both the victim and the bully separately to establish the facts without apportioning blame
- Informing the parents of all parties
- Agreement on sanctions and support
- Follow up discussions to take place within 2-4 weeks and maintain monitoring of the situation.
- Provision of the opportunity after the incident for both the victim and bully together to discuss their difficulties with a responsible and confident adult.
- Reporting to the Inclusions Committee

When dealing with allegations of bullying, teachers need to be:-

<b>Available</b>	Make it known you are ready to listen. Provide immediate support.
<b>Listen to the child</b>	Ask the bullied child who was involved, what happened and how she/he is feeling.

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<b>Record</b>	Ensure the incident is recorded and that reports are collated.
<b>Respond</b>	Ensure that your response is non-aggressive and provides models of positive behaviour. Identify pupils with long term needs requiring a development programme.
<b>Follow-up</b>	Review progress and evaluate intervention and policy.

## **Dealing with Allegations**

### ***Pupil Allegation or Staff Witnessing Bullying***

Where a pupil reports/alleges a bullying incident to an adult, or an adult witnesses an incident:-

- The allegation of bullying form is completed and advice sought from the Deputy Headteacher / Headteacher.
- CPOMS
- The allegation of bullying form together with any other notes related to the allegation should also be passed to the Deputy Headteacher to be placed in the Serious incident file.
- It may be in exceptional circumstances there is a risk of an injury to others or Restrictive Physical intervention is required. In which case the staff member would follow the school's policy on Restrictive Physical Intervention.

### ***Parental Allegation of Bullying***

Parents contacting school about possible bullying incident should be directed to the class teacher in the first instance. The Deputy Headteacher / Assistant Headteacher will be available to support and advise.

**All** reported or observed bullying must be recorded in sufficient depth and accuracy so to effectively monitor the bullying policy.

Incidents and discussions with all children involved should be recorded.

### ***Work with Children After Reported Bullying***

Teachers should take particular care that in following up a complaint of bullying they do not expose the bullied child to the risk of even more bullying.

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All reasonable measures should be taken to ensure that the bullied child is supported and protected. The child's class teacher would be aware and would closely monitor as well as 'checking in' regularly with the child.

Where a bullied child is suffering prolonged or intense anxiety or distress, referral to outside agencies should be considered.

## **Interviewing the Victim**

The pupil will be informed that notes will be taken of the conversation and both will agree at the end that what has been written is a true record. Staff will be aware at all times of possible Child Protection issues (see Child Protection policy).

Confidentiality cannot be promised:-

- Staff will listen objectively to what is being said. The pupil will be encouraged to share what he/she is feeling
- Staff will ascertain who has been involved, including bystanders
- Staff will discuss with the victim what he/she would like to see happen and arrangements for the future
- Staff may offer coping/prevention strategies if appropriate
- Discussions around reparation/compensation if property has been damaged.
- A realistic timescale will be set for investigating and then reporting back to the victim.

Teachers can:-

- Provide an opportunity for discussions with the child who has been bullied
- Avoid embarrassing and shaming the bullied child by focusing on a particular incident when the child is present
- Use 'supportive' children to ensure that the bullied child is befriended and protected, e.g. in going to and from school
- Consider the appropriateness of referring the bullied child for specialist help. This should be channelled through the SENCO and should include agreement of the parents.

## ***What about the Child Who Bullies?***

Bullies are themselves frequently bullied and may need help to see that bullying is not acceptable behaviour. Punitive measures do not prevent further bullying.

Research suggests that by telling the bully how the victim is feeling awareness is raised of the pain they are causing and can effect a positive change in behaviour.

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The pupil will be informed that notes will be taken of the conversation and both will agree at the end that what has been written is a true record.

Staff will be aware at all times of possible Child Protection issues.

Confidentiality cannot be promised:-

- Staff interviewing the bullies/bystanders will not apportion blame. But rather approach the pupils in a non-confrontational manner with the emphasis on problem solving.
- Staff will explain that they would like to talk to the pupil as they are aware that he/she has been unkind/causing problems for (name of victim). They will ask if the pupil knows how the victim is feeling at that moment.
- Staff will explain that the bully/bystander is responsible for those feelings and that this is not acceptable.
- The staff member will ask for suggestions to help the victim feel better and to help solve the problem.
- An agreement will be reached to meet the pupils again to see how the situation has improved.
- The nominated staff member (Deputy Headteacher) will be given a record of the interviews for the Serious Incident File.
- Appropriate contact will be made with parents/carers of all pupils concerned until the situation is resolved.

Any sanctions invoked following the incident will be in line with the school's Behaviour Policy.

If bullying persists, the a member of SLT will ask the parents to come in to discuss the situation with them; this may ultimately result in either an external exclusion from the school for a fixed period or permanent exclusion from the school.

## **SEND**

A minority of children do find it difficult to relate to other children. Children with such difficulties will require additional and more intensive help. Children who have learning, sensory or physical difficulties appear to be particularly vulnerable to bullying.

Children experiencing interpersonal and relationship difficulties should have a plan for supporting behaviour drawn up for them. Pupils with Special Educational Needs should be monitored closely.

## **Recording and Monitoring**

Cases of bullying will be recorded and reported to the Headteacher and the Inclusions Committee. The appropriate forms will be placed in the Serious Incident file. The incident should be recorded on the child's file and reported to the parents/carers.

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The Headteacher will report annually to the Governing Body on actions to reduce bullying as well as the number of incidents during the given year. Incidents are reported to the local authority on an annual basis.

## **Working with Parents**

Parents should be encouraged to work with the school against bullying. We will give parents every opportunity to discuss their concerns as soon as practicable. Information about bullying will be circulated to parents following any communication with children (for example, during anti-bullying week) so that parents fully understand what bullying is (and what it is not). If there is an allegation of bullying made, then the school will involve both sets of parents. We appreciate there may be occasions when parents and carers of one or both sets of pupils involved will feel that the school has not sanctioned appropriately. Parents and carers will be given opportunity to share their concerns at a meeting where the decisions taken to impose a particular sanction will be explained.

If a parent is still dissatisfied with the measures taken by the school, the Headteacher will seek to resolve the situation informally. In the event of a formal complaint then the agreed complaints procedure for the school will be invoked.

## **Advice for Parents**

If your child is being bullied:-

- *Encourage your child to talk about it, but be patient as he/she may be distressed.*
- *Stay calm and listen to the details.*
- *Show that you are supportive and sympathetic and will do something about it.*
- *Try to help him or her to see the difficulty as a problem that can be solved.*
- *Ask your child if they can see ways of changing things.*
- *Talk to the staff at your child's school about bullying and work with them to improve the situation.*
- *Help your child to develop coping strategies.*
- *Help everyone to keep a sense of proportion in the situation.*

## **Recording Forms**

A variety of proformas exist including:-

- *internal report on Allegations of Bullying (see appendix)*
- *racial incident form*
- *restrictive physical intervention form*
- *complaint form (by child or parent to/against County Council employees)*

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***Allegation of Bullying Report***

Name of Child making the Allegation: \_\_\_\_\_

Names(s) of Pupil(s) accused of Bullying: \_\_\_\_\_

Date Reported: \_\_\_\_\_

Date of Incident: \_\_\_\_\_

Outline of Incident:

Signed:

Teacher/LSA

Action to be taken:

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## ***Bullying Log – Follow Up***

Victim – follow up between 2-4 weeks from original incident.

Have there been any further issues linked to this reported incident?  
(If yes, then complete new bullying form).

Have there been any further issues for this victim, not linked to the reported incident?  
(If yes, then complete relevant paperwork).

Perpetrator(s) – follow up between 2-4 weeks from original incident.

Have there been any further issues linked to this reported incident?  
(If yes, then complete new bullying form).

Have there been any further issues for this victim, not linked to the reported incident?  
(If yes, then complete relevant paperwork).

Any other relevant information: