



Iver Heath Junior School

Anti-Bullying Policy

**Approved by:
Governing Body**

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Anti-Bullying Policy and Procedural Guidance

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1. Objectives of this Policy

This policy outlines what Iver Heath Junior School will do to prevent and tackle bullying. The policy has been drawn up through the involvement of the whole school community and we are committed to developing an anti-bullying culture whereby no bullying, including between adults or adults and children and young people will be tolerated. We understand that it is important to tackle bullying because it hurts.

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at Iver Heath Junior School. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly, severely and effectively. This means that anyone who knows that bullying is happening is expected to inform members of staff.

This policy has been written using the government document keeping Children safe in Education 2023.

At Iver Heath Junior School we have the following policies in place that should be read in conjunction with this policy:

Child-on-Child Abuse Policy

Safeguarding and Child Protection Policy

2. Our school community:

- Discusses, monitors and reviews our anti-bullying policy on a regular basis.
- Supports all staff to promote positive relationships and identify and tackle all forms of bullying appropriately.
- Involves all key stakeholders in the content of this policy and gives a special ear to the voice of the children at our school.
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- Ensures that all children know how to report any concerns or anxieties about or any incidents of bullying.
- Reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/ carers in turn work with the school to uphold the anti-bullying policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate.
- Ensure 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.
- Publicise the details of help-lines and websites.
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

3. Definition

At Iver Heath Junior School, we follow the guidance from the Anti-Bullying Alliance and have taken their definition of bullying.

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.

In order to be considered bullying, the behaviour must include:

- An Imbalance of Power: Young people who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: Bullying behaviours happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason e.g. size, hair colour, gender, sexual orientation, and excluding someone from a group on purpose.

Bullying can be, but not limited to:

- Emotional: Derogatory name calling of an insulting and/or personal nature. Demanding money, material goods or favours by means of threat or force.
- Physical: Pushing, kicking, hitting, punching or any use of violence because of some perceived physical, economic, sexual, intellectual, cultural or racial difference.
- Verbal: name-calling, sarcasm, spreading rumours, teasing, abuse and threats. Ridiculing an individual.
- Identity-Based Bullying including because of:
 - Race: Racial taunts, graffiti, gestures
 - Gender: Because of, or focusing on the issue of sexuality and sexual identity
 - SEND (Special Educational Needs and Disabilities)
 - Appearance or health conditions
 - Home life / conditions
- Sexual: Unwanted physical contact or sexually abusive comments
- Cyber: All areas of internet, such as email & internet chat room misuse. Mobile threats by text messaging & calls. Misuse of associated technology, i.e. camera & video facilities

3.1. Identity-Based/Prejudiced Related Bullying

The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society.

This can include but is not limited to:

- disabilities and special educational needs
- ethnic

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- cultural and religious backgrounds
- gender
- sexual identity
- home life, (for example in relation to issues of care, parental occupation, poverty and social class)

3.2. Online Bullying / Cyber bullying

Online Bullying / Cyberbullying is the use of technology (social networking, messaging, text messages, email, chat rooms etc.) to harass threaten or intimidate someone for the same reasons as stated above.

Online bullying can take many forms, including but not limited to:

- Abusive or threatening texts, emails or messages
- Posting abusive comments on social media sites
- Sharing humiliating videos or photos of someone else
- Stealing someone's online identity
- Spreading rumours online
- Trolling – sending menacing or upsetting messages through social networks, chatrooms or games
- Developing hate sites about another person
- Prank calls or messages
- Group bullying or exclusion online
- Anonymous messaging
- Being abusive, either individually or as a group, during on-line gaming platforms
- Encouraging a young person to self-harm
- Pressuring children to send sexual messages or engaging in sexual conversations

3.3. Sexual Bullying, sexual violence and sexual harassment

This must always be referred immediately to the Designated Safeguarding Lead. The DSL will follow the DfE Guidance: Sexual violence and sexual harassment between children in schools and colleges 2021

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101422/4/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as to the young person it is intended towards.

Sexually harmful behaviour may include:

- inappropriate sexual language
- upskirting
- inappropriate role play
- sexual touching
- sexual assault/abuse.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

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3.4. Sexting

The term 'sexting' relates to the sending of indecent images, videos and/or written messages with sexually explicit content; these are created and sent electronically. They are often 'shared' via social networking sites and instant messaging services. This must always be referred immediately to the Designated Safeguarding Lead

DSL will follow the UKCCIS: Sexting in schools and colleges 2016 guidance.

[Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people)

3.5. Initiation/Hazing

Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a private school, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies. The ceremony welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.

4. Responsibility

Keeping Children Safe in Education (KCSIE), 2023 states that

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. (page 6)

All staff should understand that even if there are no reports in their school, it does not mean that it (child-on-child abuse) is not happening, it may be the case that it is just not being reported. As such it is important that if staff have any concerns regarding child on child abuse they should speak to their designated safeguarding lead (or deputy). (page 12)

Anti-Bullying is referenced in the Safeguarding and Child Protection Policy. The sensitive nature and specific issues involved with bullying necessitate separate policy guidance.

At Iver Heath Junior School we continue to ensure that any form of bullying is dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to the impact on that individual child's emotional and mental health and well-being.

At Iver Heath Junior School it is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy.
- Governors, the Headteacher, Senior Managers, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly.
- The Headteacher to communicate the policy to the school community.
- Pupils to abide by the policy.

4.1 Responsibility of staff

All staff should recognise that all children and adults are capable of bullying.

All staff should be aware that children can bully other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school and online.

All staff should be clear as to the school's policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

All staff should understand that even if there are no reports in their school it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding bullying they should speak to their designated safeguarding lead (or deputy).

It is essential that all staff understand the importance of challenging inappropriate behaviours between children that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Bullying is bullying and will never be tolerated or passed off as 'banter' or 'part of growing up' at Iver Heath Junior School.

All staff should be aware of these possible signs that a child is being bullied and investigate:

- is frightened of walking to or from their school
- doesn't want to go into vulnerable areas of the school i.e. toilets, library, dinner hall
- is unwilling to go to school
- becomes withdrawn, anxious, or lacking
- changes in behaviours

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Staff should be aware of the potential uses of information technology for bullying and abusive behaviour between young people.

Staff should be aware of the added vulnerability of children and young people who have been the victims of violent crime (for example mugging), including the risk that they may respond to this by bullying younger or weaker children.

All staff should be aware that bullying can:

- Be motivated by perceived differences e.g. on grounds of race, religion, gender, sexual orientation, disability or other differences
- Result in significant, long lasting and traumatic isolation, intimidation or violence to the victim; vulnerable children are at particular risk of harm

Children or young people who bully others may have additional or complex needs e.g.:

- Significant disruption in their own lives
- Exposure to domestic abuse or witnessing or suffering abuse or bullying
- Educational under-achievement
- Involved in crime

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The alleged perpetrator is likely to have considerable unmet needs as well as posing a significant risk of harm to other children. Evidence suggests that such children may have suffered considerable disruption in their lives, may have witnessed or been subjected to physical or sexual abuse, may have problems in their educational development and may have committed other offences. They may therefore be suffering, or be at risk of suffering, significant harm and be in need of protection. Any long-term plan to reduce the risk posed by the alleged perpetrator must address their own needs.

Stopping violence and ensuring immediate physical safety is the first priority of any education setting, but emotional bullying can sometimes be more damaging than physical. School staff, alongside their Designated Safeguarding Lead and/or Deputy, have to make their own judgements about each specific case and should use this policy guidance to help.

5. Children reporting bullying.

Teachers and staff members at Iver Heath Junior School build positive relationships with the children in the school. We are a small enough school for children to continue to build relationships with staff throughout their time at IHJS. Members of staff run after-school clubs, take regular assemblies, are visible on playground duties and around the school. Building relationships are encouraged and valued at our school. As such, we encourage the children to report to and involve an adult as soon as they find themselves in a situation that make them feel in any way uncomfortable.

However, we also recognise that some children may find themselves in situations where they do not, for whatever reason, feel comfortable to do that. In such cases children may:

- Add their concerns (of any kind) to our school's **Worry Monsters**, who help children share their concerns in a private way and help them feel their worry has been shared and ultimately 'eaten' by our Worry Monsters. These are closely monitored by the Deputy DSL/Behaviour Lead or, in their absence, a member of SLT to alert staff that a child would like to report a concern of any kind. The Deputy DSL will then decide with the class teacher who the best person to speak to the child would be.
- Seek comfort from **Heathcliff** our school's mascot. Heathcliff, lives primarily in the library for children across the school to have access to. However, he also travels the classrooms for the children's benefit. During the day, children will have the opportunity to share their worries or just a warm cuddle from our school's mascot.
- We also have a two-pronged **Buddy System**. These come, first and foremost through our chosen House Captains, whose job it is to support all children across the school as representatives for their peers. These children have access to the Deputy DSL/Behaviour Lead once a week to discuss behaviours across the school. Furthermore, for children starting in Year 3, they will have a designated **School Buddy**, chosen from Year 6, who will be a friendly face throughout the year.
- Ask their parent to contact the class teacher (in the first instance) to give them the confidence to relay the necessary information. This can be done by the parent writing a note to the teacher in the Homework Diary or emailing the school office to ask the class teacher to contact them.

6. Expected staff action

Staff should consider the seriousness of the case and make a quick decision whether to inform the Designated Safeguarding Lead or Deputy DSL/Behavioural Lead immediately before taking any further in-school actions.

All staff should follow the school's Behaviour Policy, which states that each incident should be dealt with by the member of staff who sees the incident or the incident is reported to. If this is done, we hope to potentially stop any form of bullying that may occur.

It is important to deal with a potential situation of bullying immediately and sensitively. It is necessary to gather the information and timeline as soon as possible to get the true facts. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. Avoid language that may create a 'blame' culture and leave a child labelled.

Staff will talk to the children in a calm and consistent manner. Staff will not be prejudiced, judgmental, dismissive or irresponsible in dealing with such sensitive matters.

6.1. Staff Taking Action

It is important to be prepared for every situation and the potential time it may take.

- Staff will record the incident using the identified paperwork as well as gather witness statements, which will also be recorded on the appropriate paperwork. As much as possible – taking children's age and academic ability into consideration – children should write their accounts in their own hand. The member of staff should then go through it with the child and annotate where needed to ensure that it is indeed a true account.
- Staff will speak to all the children involved, gain a statement from them and use consistent language and open questions for each account.
- Staff will use open questions, 'where, when, why, who'. (What happened? Who observed the incident? What was seen? What was heard? Did anyone intervene?). Do not interrogate or ask leading questions.
- If a member of staff feels they need support in dealing with a situation of this nature, they should ask SLT for support. The expectation is that SLT will be present and offer guidance but that the staff member should still lead the conversation.
- Staff will have a discussion with the child about their actions and use the following restorative questions to allow the child to critically reflect on their actions.
- Staff will record all incidents of a bullying nature on CPOMS to allow the DSL to see all records and gather a complete picture of any/all incidents and patterns.

6.2. The Designated Safeguarding Lead/Deputy Designated Safeguarding Lead (Behaviour Lead)/Member of SLT will:

- Consider the Intent: The DSL/Deputy DSL/Behaviour Lead will review the facts and decide if this has been a deliberate or contrived situation for a child to be able to harm another?
- Decide on the next course of action: if they believe any child to be at risk of significant harm they will follow the school's Safeguarding and Child Protection Policy. If MASH and the police intend to pursue this further, they may ask to interview the children in school or they may ask for parents to come to school to be spoken to.
- Make a decision on informing the parents. If the incident is clearly a one-off, then the class teacher may be asked to speak to the parents about the incident in term of what happened and the severity of the incident and any sanction given (in line with the school's behavior policy). If this is a repeated pattern of behavior, the DSL/Deputy DSL will Inform the parents either by telephone call or face-to-face.

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- The Deputy DSL/Behaviour Lead will keep a separate record of all identity-based incidents/bullying or sexually-based incidents/bullying.

6.3. Cyber-Bullying

Should school staff be made aware that a child is being bullied online they will follow the usual procedures and complete the relevant processes. The class teacher should have a conversation with the DSL/Deputy DSL/Behaviour Lead about the next steps. Each situation will be dealt with on an individual basis and judgements will be taken as such. It is very likely that parents will be informed and asked to work together to ensure that the situation is dealt with effectively and efficiently. The child/children involved will be spoken about the effects of their behavior, our E-Safety learning and the possible dangers they could be placing themselves in.

7. Points to consider

- What is the age of the children involved? How old are the children involved in the incident and is there any age difference between those involved?
- Where have the incidents taken place? Was the incident in an open, visible place to others? If so was it observed? If not, is more supervision required within this particular area?
- What was the explanation by all children involved of what occurred? Can each of the children give the same explanation of the incident and also what is the effect on the young people involved? Is the incident seen to be bullying for example, in which case regular and repetitive? Is the version of one child's different from another and why?
- What is each of the children's own understanding of what occurred?
 - Does the child know/understand what they are doing? E.g. do they have knowledge of body parts, of privacy and that it is inappropriate to touch?
 - Is the child's explanation in relation to something they may have heard or been learning about that has prompted the behaviour?
 - Is the behaviour deliberate and contrived?
 - Does the child have understanding of the impact of their behaviour on the other person?
- Repetition:
 - Has the behaviour been repeated to an individual on more than one occasion? In the same way it must be considered has the behaviour persisted to an individual after the issue has already been discussed or dealt with and appropriately resolved?

8. Next Steps

Once the outcome of the incident(s) has been established it is necessary to ensure future incidents of abuse do not occur again and consider the support and intervention required for those involved.

8.1. For the child who has been bullied

What support they require depends on the individual child and the situation. It may be that they wish to seek support to deal with the situation from an identified member of staff or an external agency may be sought if this is more appropriate. It may also be that they feel able to deal with the incident(s) on their own or with support of family and friends; in which case it is necessary that this child continues to be monitored and offered support should they require it in the future. If the incidents are of a bullying nature, the child may need support in improving peer groups/relationships with other young people, or some restorative justice work with all those involved may be required. Other interventions that could be considered may target a whole class or year group for example a speaker on cyber bullying, relationship

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abuse etc. It may be that through the continued curriculum of PHSE and SMSC that certain issues can be discussed and debated more frequently. If the child feels particularly vulnerable it may be that a risk assessment can be put in place for them whilst in school so that they have someone named that they can talk to, support strategies for managing future issues and identified services to offer additional support.

8.2. For the child who has displayed bullying behaviour

It is important to find out why the child has behaved in such a way. It may be that the child is experiencing their own difficulties and may even have been harmed themselves in a similar way. In such cases support such as one to one mentoring or counselling may also be necessary. Particular support from identified services may be necessary through an early help referral and the child may require additional support from family members. Once the support required to meet the individual needs of the child has been met, it is important that the child receives a consequence for their behaviour. This will be addressed using the school's Behaviour Policy but may be in the form of restorative justice e.g. making amends with the child they have targeted if this has been some form of bullying. The school may also choose a sanction as a consequence such as an external or internal exclusion for a period of time to allow the child to reflect on their behaviour. In the cases of sexually harmful behaviour, it may be a requirement for the child to engage in one-to-one work with a particular service or agency. It may be that the behaviour that the child has displayed may continue to pose a risk to others, in which case an individual risk assessment may be required. This should be completed via a multi-agency response to ensure that the needs of the child and the risks towards others are measured by all of those agencies involved including the child and their parents/carers. This may mean additional supervision of the child or protective strategies if the child feels at risk of engaging in further inappropriate or harmful behaviour.

8.3. After care

It is important that following the incident the child involved continues to feel supported and receive help even if they have stated that they are managing the incident. Sometimes the feelings of remorse, regret or unhappiness may occur at a much later stage than the incident. It is important to ensure that the child does not engage in any further harmful behaviour either towards someone else or to themselves as a way of coping (e.g. self-harm). For this reason, regular reviews with the child following the incident(s) are imperative. How these will be carried out, will be decided on an individual basis. It may be appropriate for the Deputy DSL (Behaviour Lead) to be the most appropriate. However, it may be that the relationship between the child and the class teacher is the most appropriate.

9. Preventative Strategies

Bullying can and will occur on any site even with the most robust policies and support processes. It is important to develop appropriate strategies to proactively prevent bullying.

- This school has an open environment where children feel safe to use the range of methods available share information about anything that is upsetting or worrying them.
- There is a strong and positive PSHE (Personal, Social & Health Education) & SMSC (Social, Moral, Spiritual and Cultural) curriculum that tackles such issues as identity-based prejudiced behaviour and gives children an open forum to talk things through rather than seek one on one opportunities to be harmful to one another.
- We teach children the five British Values (Democracy, Rule of Law, Mutual Respect, Tolerance and Individual Liberty) explain the importance in this country of respecting one another including celebrating differences.
- The school makes sure that children know how to report incidents.
- The children receive regular assemblies on their safeguarding, behavior and conduct, as well as taking part in Anti-Bullying and E-Safety weeks.

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- Staff will not dismiss issues as 'banter' or 'growing up' or compare them to their own experiences of childhood.
- Staff will consider each issue and each individual in their own right before taking action.
- Our children are part of changing their circumstances and, through our Buddy System, pupil voice and House Captains for example, we encourage young people to support changes and develop 'rules of acceptable behaviour'.
- We involve pupils in the positive ethos in school; one where all children understand the boundaries of behaviour before it becomes abusive.

10. Framework and Legislation

This policy is supported by the key principles of the Children's Act, 1989 that the child's welfare is paramount. Another key document is Working Together, 2018, highlighting that every assessment of a child, 'must be informed by the views of the child'. (Working Together, 2018:21) This is echoed by Keeping Children Safe in Education, 2022 through ensuring procedures are in place in schools and settings to hear the voice of the child.

11. Where to go for further information

11.1. DfE: Statutory guidance: Working together to safeguard children 2018

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

11.2. DfE: Statutory guidance: Keeping children safe in education 2023

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/118195/5/Keeping_children_safe_in_education_2023.pdf

11.3. DfE: Preventing and Tackling Bullying 2017

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

11.4. DfE Advice for parents regarding cyberbullying

[Advice for parents and carers on cyberbullying \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/118195/Advice_for_parents_and_carers_on_cyberbullying.pdf)

11.5 Anti-Bullying Alliance

<https://anti-bullyingalliance.org.uk/>