# Hindley J and I School

# Anti-Bullying Policy

**September 2026**

**Review date: September 2027**

**Signed on behalf of the School:  Miss A Mckeever**

**Signed on behalf of the Governors: Mr Haskayne**

# 1. School Vision, Ethos & Legal Framework

### 1.1 Statement of Intent

At Hindley Junior & Infant School, our motto is “Believe and Achieve”, underpinned by our core belief: *“Behind every young child who believes in themself is an adult who believed first.”*. We strive to create a safe, inclusive, and inspiring learning environment where every pupil feels valued, respected, and empowered to flourish. Bullying in any form is completely unacceptable and will not be tolerated in our school community.

### 1.2 Core Characteristics & Golden Rules

We explicitly teach, model, and celebrate our 7 Key Characteristics across all aspects of school life:

- Respectful
- Resilient
- Honest
- Determined
- Confident
- Cooperative
- Ambitious

These characteristics are reinforced alongside our 5 Golden Rules, which govern peer relationships and conduct:

1. Respect EVERYONE, including ourselves, and EVERYTHING.
2. Always try our best, and allow others to try their best too.
3. Be honest and trustworthy.
4. Move around school sensibly and quietly.
5. Be responsible for our actions.

### 1.3 Statutory Compliance

This policy operates in accordance with relevant legislation and statutory guidance, including:

- Education Act 2002 (Section 175)
- Equality Act 2010 & Public Sector Equality Duty
- Education and Inspections Act 2006
- Children Act 1989 & 2004
- DfE (2026) Keeping Children Safe in Education (KCSIE 2026)
- DfE (2024) Behaviour in Schools: Advice for Headteachers and School Staff

This policy operates alongside our *Child Protection and Safeguarding Policy and Behaviour Policy*.

## 2. Definition & Recognised Forms of Bullying

### 2.1 Definition

Bullying is defined as repetitive behaviour intended to cause physical or emotional hurt, pain, or distress to an individual or group. Bullying involves a willful desire to hurt, threaten, or frighten another person and is distinct from an isolated, one-off disagreement or falling-out.

### 2.2 Recognised Forms of Bullying

Bullying can take many forms, including but not limited to:

- Physical: Pushing, kicking, hitting, punching, biting, hair pulling, or any form of physical violence or intimidation.
- Verbal: Name-calling, sarcasm, teasing, taunting, spreading malicious rumours, or using offensive, derogatory language.
- Emotional: Social exclusion, deliberate isolation, hiding belongings, threatening gestures, or manipulating friendships.
- Prejudice-Based & Discriminatory: Bullying targeted at an individual or group based on protected characteristics under the Equality Act 2010, including race, religion or belief, disability, sex, sexual orientation, or gender identity.
- Cyberbullying & Online Harm: Abusive messages, emails, or chatroom misuse; social media harassment; sharing non-consensual images; or using generative artificial intelligence (AI) to produce altered or harmful content (including deepfakes or semi-nude imagery).
- Child-on-Child Abuse: Sexual harassment, unwanted physical contact, or coercive peer behaviours.

### 2.3 Zero-Tolerance & Child-on-Child Abuse Mandate

In compliance with KCSIE 2026, all staff must maintain an attitude of *"it could happen here"*. Abusive behaviour, harassment, or discriminatory remarks will never be dismissed or passed off as "banter", "just a laugh", "part of growing up", or "boys being boys". Downplaying inappropriate behaviour creates an unsafe environment and normalises abuse.

### 2.4 Mobile Phone Policy

Hindley J&I carefully manages the use of mobile phones to maintain a safe, focused environment and prevent online bullying. Please refer to our separate Mobile Phone Policy for full details.

## 3. The Three Strands of Hindley J&I's Anti-Bullying Strategy

Our anti-bullying strategy is adapted from a proven three strand framework:

**Strand 1: Prevention & Culture**

- Curriculum Integration: Empathy, active kindness, boundaries, and diversity are taught systematically through PSHE, assemblies, and Relationships and Health Education.
- The Zones of Regulation: Whole-school implementation provides children with a shared emotional vocabulary to identify and self-regulate energy states:
    - Blue Zone: Low energy states (e.g., sad, tired, bored).
    - Green Zone: Optimum state for learning (e.g., calm, happy, focused).
    - Yellow Zone: High energy/fizzy feelings (e.g., frustrated, excited, anxious).
    - Red Zone: Intense, out-of-control feelings (e.g., angry, aggressive, terrified).
    - Staff normalise that all emotional zones are expected, but refer to harmful or disruptive behaviours as "unexpected".
- Establish, Maintain, Restore (EMR): Teachers use EMR principles to build trusting, positive relationships with pupils, ensuring strong classroom culture and proactive support.

**Strand 2: Early Intervention & Reporting**

- Open Reporting Culture: Pupils are encouraged to report bullying or peer concerns immediately to a trusted adult, Class Teacher, Learning Mentor, Senior Leadership Team (SLT), or the safeguarding Team.
- Non-Labelling Stance: Investigations focus strictly on modifying unacceptable actions without permanently labelling a child as a "bully".
- Systematic Monitoring (CPOMS & Arbor): All reported incidents, low-level concerns, and pastoral notes are recorded centrally on CPOMS & Arbor to track patterns, identify underlying SEMH needs, and enable early safeguarding interventions.
- Operation Encompass Integration: The school receives automated police notifications regarding domestic abuse incidents involving pupils, allowing immediate, sensitive pastoral care.

**Strand 3: Sanctions & Restorative Action**

Incidents of bullying result in progressive, proportionate consequences in line with Hindley's behaviour framework:

1. Targeted Pastoral Conversations: Restorative discussions using shared scripts to outline impact and restore teacher-child and peer relationships.
2. Internal Sanctions: Loss of Class Dojo points, loss of break/lunchtime privileges, or formal letters of apology.
3. Parental Involvement: Parents of all children involved are notified promptly to discuss concerns and collaborate on solutions.
4. Severe or Persistent Bullying: Persistent or severe incidents (e.g., serious physical violence or unyielding harassment) are escalated to the Headteacher for potential classroom removal, suspension, or permanent exclusion under DfE statutory procedures.

# 4. Supporting Vulnerable Pupils & Low-Level Concerns

### 4.1 Protection for Pupils with SEND and SEMH Needs

Children with Special Educational Needs and Disabilities (SEND) or Social, Emotional, and Mental Health (SEMH) needs can face additional barriers in identifying or reporting bullying.

- Staff make reasonable adjustments and implement Positive Handling Plans (PHPs) or movement breaks where appropriate.
- Behaviour is always evaluated in context with a child's SEND; where additional needs contribute to misbehaviour, supportive interventions precede disciplinary measures.
- The SENCO and Designated Safeguarding Lead (DSL) collaborate closely on all bullying investigations involving vulnerable pupils.

### 4.2 Low-Level Concerns Policy

A low-level concern is any nagging doubt or sense of unease regarding an adult's conduct towards a child that does not meet the harm threshold. All low-level staff concerns must be reported to the Headteacher or DSL, recorded in writing, and reviewed to preserve high professional standards and an open safeguarding culture.

### 4.3 Family Help & Statutory Referral

Where peer conflict or underlying family adversity cannot be resolved internally, the DSL may initiate a Family Help assessment or refer the case to local authority children's social care or early help services.

## 5. Roles, Responsibilities & Governance

| Role | Key Operational Duties |
|---|---|
| Governing Board | Holds strategic oversight of safeguarding and anti-bullying policies; ensures policy compliance with the Equality Act 2010 and KCSIE 2026. |
| Headteacher (Miss A Mckeever) | Oversees day-to-day implementation of behaviour and anti-bullying procedures; determines sanctions; conducts monitoring of CPOMS and Arbor data. |
| DSL & Safeguarding Team | Leads safeguarding investigations; manages CPOMS records and multi-agency referrals; coordinates support for victims and perpetrators. |
| SENCO & Mental Health Lead | Embeds SEMH support and Zones of Regulation; adapts strategies for pupils with SEND. |
| Teaching & Support Staff | Maintains vigilance; applies EMR principles and Golden Rules consistently; logs all incidents on CPOMS immediately. |
| Pupils | Treat peers with respect; uphold the 5 Golden Rules; report bullying or distress to a trusted adult. |
| Parents & Carers | Support the school's rules and expectations; communicate concerns promptly with staff. |

## 6. Monitoring and Review

The Headteacher and Governing Body formally monitor CPOMS and Arbor bullying data on a regular basis to evaluate trends, ensure consistent sanctioning, and adjust pastoral provisions. This policy is reviewed annually.