



HOBLETTS MANOR JUNIOR SCHOOL

Anti-Bullying Policy 2025-26

Our school is a place where every person has the right to be themselves to be included and to learn in a safe and happy environment. Everyone at our school is equal and we treat one another with respect and kindness.

September 2025

Aims and Purpose of our Policy

Bullying of any kind is unacceptable and will not be tolerated at our school. At our school the safety, welfare and well-being of all pupils and staff is a key priority. We take all allegations of bullying and hurtful incidents seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination. We actively promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our pupils to become responsible citizens and to prepare them for life in 21st Century Britain. These values reflect those that will be expected of our pupils by society, when they enter secondary school and beyond in the world of work or further study. We are committed to ensuring our school's approach to tackling bullying and regularly monitor is as effective as possible, and continue to review and assess the impact of our preventative measures.

(Please also refer to the School Behaviour Policy and Equality Policy)

Definition of Bullying

Bullying is hurtful or unkind behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards an individual or group. The **STOP** acronym can be applied to define bullying – **Several Times On Purpose**.

The nature of bullying can be:

- Physical – such as hitting or physically intimidating someone, or using inappropriate or unwanted physical contact towards someone
- Attacking property – such as damaging, stealing or hiding someone's possessions
- Verbal – such as name calling, spreading rumours about someone, using derogatory or offensive language or threatening someone
- Psychological – such as deliberately excluding or ignoring people
- Cyber – such as using text, email or other social media to write or say hurtful things about someone

Bullying behaviour often focuses on difference and can be based on a number of things including:

- Race (racist bullying)
- Faith or belief
- Culture or class
- Gender (sexist bullying)
- Sexual orientation (homophobic or biphobic bullying)
- Gender identity (transphobic bullying)
- Special Educational Needs (SEN) or disability
- Appearance or health conditions
- Related to home or other personal situation
- Related to another vulnerable group of people

Please also refer to Section 6

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(Please also refer to the School Behaviour Policy and Equality Policy and eSafety Policy)

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Please also refer to Prejudiced Based Incidents

Bullying and Conflict:

Bullying behaviour is very different from conflict, however both can impact negatively on an individual/individuals. Bullying behaviour is deliberate and intended to cause some kind of harm -there is always an imbalance of power. Conflict may be a disagreement or a difference between peers who typically have equal power in their relationship. Those involved may disagree vehemently and may get frustrated and

angry. Examples of conflict could be a disagreement about the rules of a game, children quarrelling over who gets to go first.

At Hobletts Manor Junior School no form of bullying will be tolerated and all allegations will be taken seriously, investigated and appropriate action taken.

Reporting Bullying and Hurtful Behaviour

The school's approach to reported incidents seeks to protect and empower pupils. Pupils will be supported to try to resolve incidents using the reflect, repair and restore approach.

Pupils who feel bullied:

If a pupil is experiencing hurtful behaviour or bullying they are encouraged to not retaliate but to tell someone they trust about it such as a friend, family member or trusted adult.

Pupils can also report anonymously or call Child Line to speak with someone in confidence on 0800 1111

Reporting – roles and responsibilities

All staff:

All school staff, both teaching and non-teaching (for example members of the admin and premises teams) have a duty to respond to pupils' concerns about hurtful behaviour and bullying. Where appropriate pupils should be supported to resolve their own incidents to develop their social and conflict resolution skills. This process is appropriate for hurtful behaviour and tit-for-tat incidents. Records should be made of all incidents reported to or witnessed by staff. In addition, all staff must be vigilant to the signs of bullying and play an active role in the school's measures to prevent bullying. If staff are aware of bullying, they should reassure the pupils involved and inform their class teacher. All behaviour that amounts to bullying or that is believed to be bullying by the pupil or their parents/carers must be reported to the Headteacher or a member of the Senior Leadership Team in her absence.

Senior Staff:

The Headteacher (Sally Short) and Senior Leadership Team (Kathryn Reid, Gemma Palmer, Claire Short and Sarah Bollen) have overall responsibility for ensuring that the Anti-Bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and well-being of all young people. Sally Short is the Senior Leader responsible for anti-bullying.

Parents and Carers:

Parents and carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour.

Parents and carers should encourage their child not to retaliate to hurtful or bullying behaviour under any circumstances. Retaliation leads to tit-for-tat behaviour which places both parties in the wrong. Parents and carers should encourage their child to report the hurtful or behaviour and access support to resolve the situation. Parents and carers can report an incident of bullying to the school either in person, or by phoning (01442 251805) or emailing the school office (admin@hoblettsjm.herts.sch.uk). Once an incident has been investigated parents/carers will be invited into school to receive feedback

and to discuss the way forward. Details about the outcome of investigations will not be shared in writing. Parents and carers should not approach other parents, carers or children directly but should always raise their concerns with the school.

Pupils:

Pupils should not take part in any kind of hurtful behaviour or bullying and should watch out for signs of distress or hurtfulness among their peers. They should never be bystanders to incidents of hurtful behaviour or bullying, but should offer support to try to resolve the problem or to help those involved to tell a trusted adult. Pupils should never become drawn into the disputes of others as they may become equally culpable for any hurtful behaviour they have supported.

Responding to Bullying

When an allegation of bullying has been made, the following actions will be taken:

- Staff will record the incident on the required reporting form and also reference the incident centrally in the class file. All incident reporting forms will be handed to the Headteacher.
- An investigation will follow. Where accounts conflict, independent evidence will be sought, as one child's word cannot be taken as proof of bullying against the word of another child.
- Staff will offer support to any target of bullying in discussion with the pupil's class teacher. Individual meetings will then be held with any target of bullying to devise a plan of action that ensures they are made to feel safe and reassured that the bullying is not their fault. Action plans will make use of Sunshine Club and Learning mentors.
- Staff will pro-actively respond to any pupil who has used bullying behaviour, who may themselves require support. They will meet with the pupil's class teacher to devise a plan of action
- Staff will look to involve parent/carers in any plans of action
- Staff will assess whether any other authorities (such as police or the local authority) need to be involved, particularly when actions take place outside of school

Incidents Outside of School

Hurtful behaviour and bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Incidents can take place on the way to and from school, before or after school hours, at the weekends or during the holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupils' well-being beyond the school day. Staff, parents and carers, and pupils must be vigilant to hurtful behaviour and bullying outside of school and report and respond according to their responsibilities as outlined in this policy. The school will respond to incidents that occur outside of school that are reported to them, but where an incident may amount to an offence the school must work in partnership with the local police. Where in doubt the school will contact the Police for advice. This advice will be shared with parents and carers where it affects them.

Derogatory Language

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of hurtful behaviours detailed in this policy. It will be challenged by staff and recorded and monitored centrally with follow up actions and sanctions, if appropriate, being taken for pupils and staff found using any such language. Staff are also encouraged to record the casual use of derogatory language using informal mechanisms such as the class behaviour file.

Prejudice-Based Incidents

A prejudice-based incident is an incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. Under equalities legislation such incidents must include any related to disability, gender, gender identity, race, religion and sexual orientation. All prejudice-based incidents are taken seriously and recorded and monitored in school, with the head teacher regularly reporting incidents to the governing body via the Headteacher's report.

This not only ensures that all incidents are dealt with appropriately, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

School Initiatives to Prevent and Tackle Bullying

We use a range of measures to prevent and tackle bullying, examples include:

- Our PSHE programme of study includes opportunities for pupils to understand different types of hurtful behaviour and bullying and what they can do to respond and prevent bullying
- School assemblies help raise pupils' awareness of bullying and derogatory language
- Difference and diversity are celebrated across the school through theme days, diverse displays, books and images. The whole school participates in events including 'Cool to be Kind Week' (Anti Bullying Week)
- The values of equality and respect are embedded across the curriculum to ensure that it is as inclusive as possible
- Stereotypes are challenged by staff and pupils across the school
- 1:1 programmes provide support to targets of hurtful and bullying behaviour and those who are hurtful to others.
- Pupils are continually involved in developing school-wide anti-bullying initiatives through Pupil voice and engagement in the resolution process.
- Working with parents and carers and in partnership with community organisations to tackle bullying, where appropriate

Training

The Headteacher is responsible for ensuring that all school staff, both teaching and non-teaching (including admin and premises staff) receive regular training on all aspects of the Anti-Bullying policy.

Monitoring and Reviewing

The Headteacher will monitor incident reporting forms and information recorded, analyse and evaluate the results. The Headteacher is responsible for reporting to the governing body (and the local authority where applicable) on how the policy is being enforced and upheld, via the termly report.

The governors are in turn responsible for monitoring the effectiveness of the policy via the termly report and by in-school monitoring such as learning walks and pupil voice activities.

The policy is reviewed every 12 months.