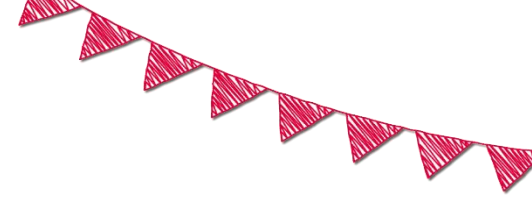


L E A R N



WEST HOVE
INFANT SCHOOL
.....
A family of friends



Hove Learning Federation Friendship & Anti-Bullying Policy

Adopted by Behaviour & Inclusion Committee on behalf of the Governing body: Summer 2025
Amended: Spring 2026
To be Reviewed: Spring 2027

We are committed to safeguarding and ensuring the health, safety and well-being of all pupils in accordance with safeguarding procedures and guidance for staff outlined in the school's Health and Safety, Child Protection, Security and Safeguarding policies.



Hove Learning Federation Anti-Bullying Policy

Contents:

1. Introduction
2. Aims
3. Definition of bullying
4. Friendship issues, relational conflict and bullying behavior
5. Forms of bullying covered by this policy
6. Preventing bullying
7. Responding to bullying
8. Monitoring and review: Putting policy into practice
9. Links to other policies
10. Useful links and supporting organisations
11. Appendices

1. Introduction

Hove Learning Federation is a school that values children's social and academic progress equally. Our Personal, Social and Health Education (PSHE) curriculum is at the heart of all we do. This ensures that we actively equip children with the skills they need to be happy, healthy citizens of modern Britain. We celebrate our community diversity and educate children on all aspects of this from our diverse religions, to languages, to family units. Through all of this, we encourage respect and tolerance for others, emphasising the importance of positive relationships amongst all members of the school community.

We know that friendship problems, if left unaddressed can lead to bullying behaviours. Bullying behaviours, in all forms, have serious consequences for mental wellbeing and can impact many areas of a child's life. Our twin approach of education to prevent bullying behaviours and holistic interventions when bullying occurs ensures our schools are safe environments where children feel safe, valued and respected.

2. Aims

- Ensure the whole school community has a shared understanding of what bullying is and the detrimental impact it can have on both well-being and academic progress
- Ensure staff, parents, carers, and children work together to ensure a safe learning environment for all and to safeguard learners who experience bullying
- Prevent, de-escalate and stop any continuation of harmful behaviour
- Ensure all bullying behaviours and prejudiced based incidents are taken seriously, recorded on our federation monitoring system and responded to in a proportionate and consistent way
- Encourage shared solutions so that those experiencing bullying have an appropriate say in what happens next
- Ensure those exhibiting bullying behaviour are supported to both address and change this
- Outline the consequences including sanctions for those who are exhibiting bullying behaviours
- Ensure everyone is mutually valued and respected in line with the Equality Act 2010 we cannot tolerate discrimination based on sex, gender identity, disability, ethnicity, sexual orientation, religion and belief

Our stated commitment is that when a child, or their adult/s parent speaks out about bullying:

- they will be listened to
- their concerns will be taken seriously
- the matters will be investigated
- together we will find a way to tackle it
- someone will be there to help and support them.

3. Definition of bullying

- Bullying is "behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", July 2017). Bullying behaviours include an imbalance of power (perceived or real) between the child experiencing the bullying and the child exhibiting the behaviours.
- A child friendly version of this definition is "bullying is a behaviour which happens again and again on purpose and hurts others".
- Bullying is not one-off acts of aggression or nastiness, such behaviours if repeated, however, may be viewed as bullying. In this policy and in our relationship education we avoid referring to people as bullies and victims as these label children in unhelpful ways.
- Bullying also describes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. We define cyberbullying as *the use of information and communications technology (ICT), particularly social media, including messaging apps to support deliberate, repeated and hostile behaviour by an individual or group that is intended to harm others.*

- We recognise that cyberbullying can have a particularly negative impact because it can invade home and personal space. There are also challenges in controlling electronically circulated messages; the size of the audience; perceived anonymity; and even the profile of the person doing the bullying and the person receiving the messages. Ongoing changes to technology mean the methods used to bully are constantly evolving. In recognition of this we update this policy as well as our e-safety curriculum on an annual basis.

4. Friendship issues, relational conflict and bullying behaviour

We acknowledge that friendship problems and bullying behaviour can be upsetting for both children and their adults. It is important to distinguish between the two, as the responses to friendship problems are different to the strategies used to address bullying behaviour.

Children of all ages fall in and out with each other, have arguments, stop talking to each other and have disagreements. Learning how to create healthy relationships is a key part of a child's social learning. Some relational conflict can be a normal, although painful, part of this development. During a relational conflict or friendship problem, groups of pupils may disagree, be very upset and find it difficult to resolve the agreement without adult help. It is unlikely however, to be repeated behaviour and may even be accidental, but with support, children can overcome the problem and find a way forwards in their relationship.

However, we recognise that repeated friendship problems or relational conflict can sometimes lead to bullying behaviour particularly when there is an imbalance of power when a group acts against an individual.

Some friendship issues can be labelled as 'banter' to dismiss the behaviour as serious and to minimise the person experiencing its feelings. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable in our school community and help stop negative behaviours escalating. We place emphasis on the impact of behaviour, as opposed to the intent and always aim to repair friendship issues using our Restorative Justice approach (see linked policies).

5. Forms of bullying covered by this policy

Bullying takes place where there is an imbalance of power of one person or persons over another. This can relate to

- the size of the individual,
- the strength of the individual
- the numbers or group size involved
- being from a perceived majority rather than a minority group
- anonymity – through the use of social media

Bullying is often motivated by prejudice against particular groups, on the grounds of ethnicity, religion and belief, sex, gender identity, sexual orientation or disability. It might be motivated by actual differences, perceived differences or as a result of association with someone else.

We follow our prejudice incident flow chart (see appendices) for all prejudice-based incidents at Hove Learning federation. We record these using our federation monitoring system. We work with the child's family to repair the harm caused in a way that feels safe and is agreed with the child. We take steps to re-educate the child exhibiting the prejudiced behaviour and ensure after-care for both parties involved. One-off incidents are not bullying, however we do record all prejudiced based incidents identified using the above definition as we recognise both the impact they can have and that they could become a pattern of bullying behaviour.

We record prejudiced based bullying by their type and report them to the local authority. This is because people within these groups are protected by The Equalities Act 2010. We also recognise that there are other groups of children and young people who may be vulnerable to bullying but not covered by The Equalities Act, including children in care, or young carers.

Bullying can take place outside of the classroom in spaces such as on the journey to and from school, on residential trips and online. It can take place in group activities and between families in the local community. Therefore, we act to prevent and respond to bullying outside of school as far as we are able to. We will sometimes seek support from the Police and or the Community Safety Case Work Team to help us to do this effectively.

Bullying can take many forms:

- Physical bullying (hitting, punching, finger jabbing, any inappropriate touching, pinching, jostling, breaking, damaging or taking property)
- Verbal bullying (name calling, taunts put downs, threats, teasing, ridiculing, belittling, excessive criticism or sarcasm.)
- Emotional / psychological (rumours or stories, exclusion from a group, shunning, invading privacy, graffiti designed to embarrass)
- Cyberbullying (sending nasty phone calls, text messages or in e-mails/chat rooms/social media.)
- Micro-aggression based bullying (small slights that are hard to define such as unkind looks, leaving people out of conversations, assuming people's abilities based on a characteristic)
- Cumulative bullying (This is where no one person is bullying a child but a group are all exhibiting unkind behaviours, effectively damaging someone's well-being due to the volume of incidents)

We participate in the Council's annual Safe and Well School Survey and use the data from this to inform us on children's experiences of bullying behaviours. We tailor our curriculum from this to suit the school community's current needs.

6. Preventing bullying

School curriculum and practice

- We teach a PSHE unit on friendship positives and issues named 'Getting On & Falling Out' every year in each year group. This equips children with knowledge of common, age-appropriate relationship issues and the skills to resolve these as well as how to get adult help when needed.
- We hold an annual 'Anti-Bullying Week' each Autumn, with resources, lessons and assemblies provided by the local council PSHE Team.
- We celebrate key equality months throughout the school year such as LGBT+ History Month each February and BH365. These include discrete lessons in classes as well as age-appropriate assemblies.
- We respectfully challenge practice and language which does not uphold the values of tolerance, non-discrimination and respect towards others without shaming the child sharing these views.
- We display and demonstrate an inclusive environment which promotes a culture of mutual respect, consideration and care for others. This is in every aspect of the school environment from displays, to physical resources, to icons and media used when teaching lessons. We proactively monitor and improve our commitment to representing the diverse school community in all of these areas.
- We teach children how to use technology, especially mobile phones and social media positively and responsibly. We ensure that children and their grown-ups are aware of age-appropriate age limits and guidance for using apps and websites.

- We continually work with staff, the council's Equalities and Anti-Bullying Service, and families to prevent and tackle concerns including all forms of bullying
- We have "safe spaces" such as lunchtime nurture clubs for vulnerable children and young people
- We celebrate children exhibiting positive relational behaviours such as cooperation to promote and build a positive school ethos
- We continually revisit help seeking skills for children in every PSHE unit of learning in all year groups

Policy and Support

- We provide a range of approaches for children to report any worries they may have with bullying including: voice boxes in all classrooms, playground leaders supporting younger children in the playground at lunchtimes, learning mentors who support children's pastoral care and the visibility and availability of staff members on the school gates every morning and afternoon.
- We regularly update and evaluate our practice to reflect the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- We take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools attention, which involves or effects pupils, even when they are not on school premises; for example, when using school transport or online, etc.
- We consistently use our prejudiced incidents flow chart to support all staff members in reporting bullying incidents to ensure a standardised federation response to these behaviours.
- Where necessary, we implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident
- We use the Restorative Justice model to resolve the issues between children

Education and Training

The school community will:

- Train all staff, including: teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures (including recording and reporting incidents).
- Use our monitoring system to report and record all behavioural incidents.
- Use PSHE and computing lessons to develop understanding of safety and how to stay safe. E-Safety is taught across the curriculum and there are visual reminders around the school.
- Use PSHE lessons and assemblies to develop understanding of bullying, its impact and ways to respond to bullying situations. They are also used to develop understanding of similarity and differences and the importance of tolerance and respect for others.
- Use Circle Time in classes to provide opportunities for dealing with issues that have arisen in the class in a holistic way for the class community.
- Train Play Leaders and Buddies to reduce potential conflict during break and lunchtimes.
- Regularly survey pupils through The Safe and Well School Survey and termly Pupil Voice surveys to monitor curriculum effectiveness
- Ensure that the values of the school are upheld at all times. All staff monitor behaviour and intervene when it becomes necessary to address friendship problems and to prevent bullying from happening. Staff on playground duty will inform relevant staff of any incidents.

7. Responding to bullying

Our commitment is that when a pupil or parent/carer speaks out about bullying:

- They will be listened to
- Their concerns will be taken seriously
- The matters will be investigated
- Together we will find a way to tackle it

- Someone will be there to help and support them
- Actions will be followed up and communicated to families

The following steps may be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be investigated by an appropriate member of staff. This information will be recorded using our federation monitoring system.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making. This includes using our Restorative Justice approach (see linked policies and appendices) to repair the harm done. We also include after-care support where the designated staff member will check in with the child in the days and weeks after the incident to monitor and support their well-being.
- The school also provides support to the child exhibiting the bullying behaviour. A designated staff member will support the child to understand why they were behaving this way, take steps to heal the hurt caused and help them to understand how to change their behaviour and why this is important.
- The families of both children will be informed of the progress at each step.
- The headteacher/designated safeguarding lead or another member of leadership staff will be informed via our online monitoring system and may take additional steps to support the children and families involved.
- The designated safeguarding lead will be informed of all bullying issues where there are safeguarding concerns.
- Sanctions (as identified within the school's Positive Relationship policy) and support for individuals will be implemented, in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as: the police (if a criminal offence has been committed), the Community Safety Team or other local services including early help or children's social care (if a child is felt to be at risk of significant harm).
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will investigate the concern and ensure that action is taken in accordance with the Positive Relationships policy as appropriate.

On-line bullying

When responding to online bullying concerns, the school will carry out the steps listed above, as well as:

- Encouraging the family of the child being bullied to keep any evidence (e.g. screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
 - looking at use of the school systems;
 - talking to class members who may have witnessed the incident/s;
 - Contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content. Liaising with families to locate harmful content on their child's electronic devices, such as mobile phones in agreement by the parent/carer. We will request the deletion of locally-held content and content posted online if they contravene the school's Positive Relationship policies.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. Including advising those targeted not to retaliate or reply; providing advice on blocking or removing people from contact lists; helping those involved to think carefully about what private information they may have in the public domain.

8. Monitoring and review: putting policy into practice

We review this policy annually to ensure it is relevant, effective and reflects both our statutory responsibilities and the community's needs.

The Headteacher is automatically informed of bullying concerns via our federation monitoring system. Our inclusion team are also automatically informed of all bullying and prejudice-based incidents.

We report to our governing body termly on behaviour and bullying incidents occurring at all three of our school sites.

Involvement of pupils

- We carry out pupil-voice interviews termly with members from each year group and site of our federation. These cover equalities based aspects of our PSHE curriculum such as anti-bullying and anti-racism. This information is analysed before being shared with the staff body, including ways forward to ensure we are constantly improving.
- Ensure that all pupils know how to express worries and anxieties about bullying by showing ways to seek help at the end of each PSHE unit in each year group.
- Ensure that all pupils and families are aware of the range of actions which may be applied for those engaging in bullying behaviours.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

Involvement and liaison with families

- Make sure that key information about bullying (including policies and named points of contact) is available to families in a variety of formats.
- Ensure all families know who to contact if they are worried about bullying as well as where to access independent advice.
- Work with all families to address bullying issues outside of school
- Ensure that families work with the school to model positive behaviour for pupils, both on and offline.
- Ensure all families know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

9. Links with other school policies and practices

This policy links with a number of other school policies, practices and action plans including:

- Positive Relationships policy
- Complaints policy
- Child protection policy
- Whistleblowing policy
- Online safety and Acceptable use policies (AUP)
- Curriculum policies
- BHCC Standards & Achievement Team – Developing an anti-bullying policy, September 2015
- Developing an Attachment Aware Behaviour Regulating Policy – Guidance for Brighton and Hove Schools September 2018
- DoFE Preventing and Tackling bullying – Advice for Head Teachers, staff and governing bodies, July 2017
- Community Safety in Schools Policy, January 2017
- Keeping Children Safe in Education, September 2022

10. Links to legislation

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 2004
- The Education (Independent School Standards) Regulations 2015
- Protection from Harassment Act 1997
- The Malicious Communications Act 2003
- Public Order Act 1994

Useful links and supporting organisations

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practice-schools
- The Community Safety Team : www.safeinthecity.info

Special Educational Needs and Disabilities

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: [www.cafamily.org.uk/media/750755/cyberbullying and send - module final.pdf](http://www.cafamily.org.uk/media/750755/cyberbullying%20and%20send%20-%20module%20final.pdf)
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Online bullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis

Race, religion and nationality

- Anne Frank Trust: www.annefrank.org.uk

- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com/
- Show Racism the Red Card: www.srtrc.org/educational

Lesbian, Gay, Bi-sexual, Transgender +

- Barnardos LGBT Hub: [www.barnardos.org.uk/what we do/our work/lgbtq.htm](http://www.barnardos.org.uk/what-we-do/our-work/lgbtq.htm)
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual Harassment and Sexual Bullying

- Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk
- A Guide for Schools: www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign-posters
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying

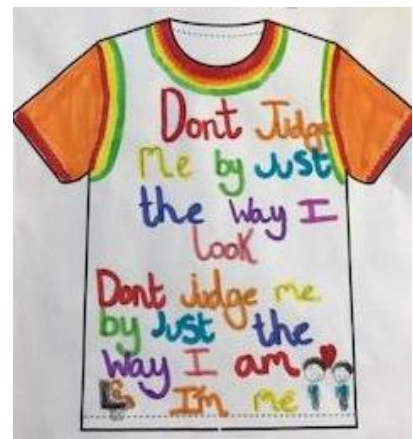
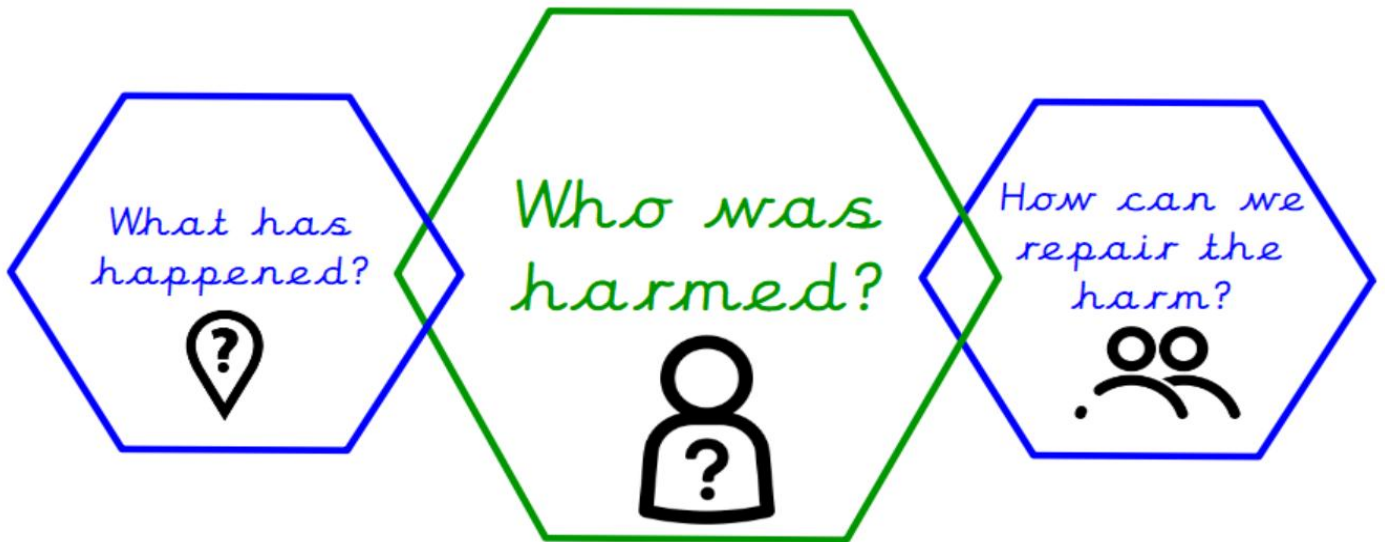
Responsibilities

It is the responsibility of:

- The headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
- School Governors to take a lead role in monitoring and reviewing this policy.
- All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the school.
- Pupils to abide by the policy.

Appendices





Restorative Justice sequence for Infant phase children






Restorative Justice sequence for Junior phase children



Thinking time

   
Something has gone wrong. That is ok. I can spend some time

   
with a trusted adult on my team to think about it.

  
I can think about what happened.

     
I can say who was affected.

     
I can remember how I was feeling at the time.

     
I can think of some ways I can help to repair.

      
I can talk about what I can do instead next time.

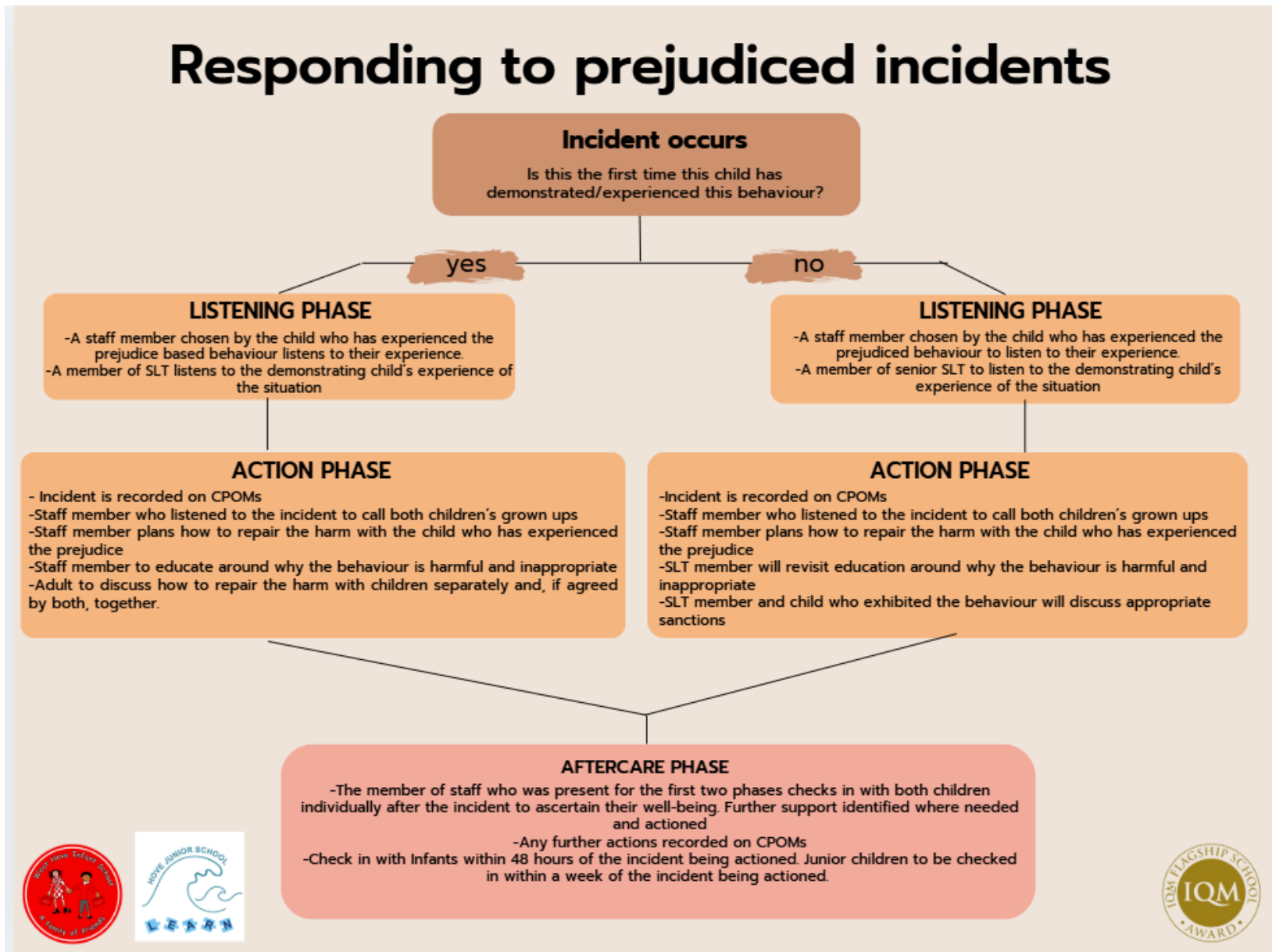
     
It is ok when things go wrong, I can understand that I

   
always have a choice in what to do.

     
I can be safe and happy at school.

     
Everyone deserves to be safe and happy at school.

Responding to prejudiced incidents



Our school community is like a jigsaw puzzle. Each person is a piece and we need every one to be complete.

Our School Council have come up with this clear poster to explain what bullying behaviour is like:



Bullying behaviour is:

- **Saying or doing mean or hurtful things to another person or people**
- **Repeated**
- **On purpose**
- **Not having equal power**