



Badgerbrook Primary School Anti- Bullying Policy

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Statement of Intent

At Badgerbrook Primary School we are committed to providing a supportive, caring, friendly and safe environment for all our pupils so they can '**learn, achieve and celebrate together**' in line with our school values and vision statement. We expect our pupils to act safely, and feel safe, in and outside of school – we do not tolerate any form of bullying, and we are committed to preventing and tackling it.

Bullying is anti-social behaviour and affects everyone; it is unacceptable. We recognise that as children learn and grow together, they may experience fallouts with their peers, but we are committed to supporting our pupils to resolve these 'relational conflicts' and stop them from progressing to bullying behaviours. At Badgerbrook Primary School, we acknowledge that bullying does happen from time to time –if bullying does occur, everyone should be able to tell and know that incidents will be dealt with promptly and effectively in accordance with our anti-bullying policy.

Linked Policies

This policy should be read in conjunction with the following policies:

- Behaviour Policy
- Complaints Policy
- Curriculum Policies such as: PSHE, Computing/E-Safety Policy, RSE
- Online Safety Policies
- Safeguarding and Child Protection Policy

Legislation and statutory requirements

This policy is based on advice from:

- Behaviour and discipline in schools Education Act 2011
- Human Rights Act 1998
- Keeping Children Safe in Education
- Ofsted: No place for bullying
- Preventing and Tackling Bullying
- The Equality Act 2010

Aims and Objectives of this Policy

Badgerbrook Primary Schools anti-bullying policy aims to prevent and address bullying by fostering a safe and respectful environment. It emphasises raising awareness, establishing a clear reporting system, using preventative measures, and training staff to recognise and address bullying. The policy also focuses on supporting pupils, addressing bullying behaviours constructively, and regularly reviewing its effectiveness. Additionally, it encourages pupils to promote kindness and take responsibility for contributing to a positive school culture.

What is bullying and how does it differ to relational conflict?

The school has adopted the following collaborative definition of bullying which is our shared understanding of what 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. Bullying can be physical, verbal or psychological. It can happen face to face or online.”

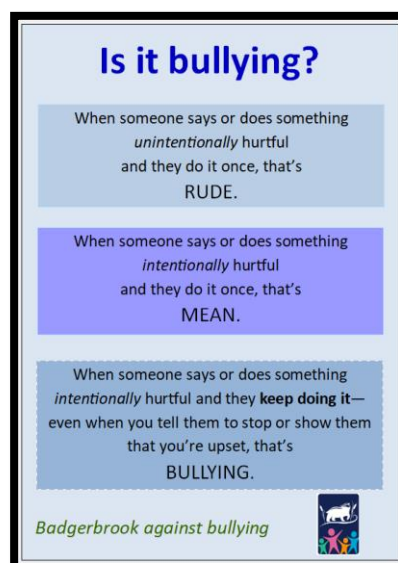
There are four key elements to this definition:

- hurtful
- repetition
- power imbalance
- intentional

We understand that bullying can happen in many ways and can affect any child. Sometimes, issues arise between pupils that may not be "bullying" but still need support or intervention from a trusted adult. These situations, often called "relational conflicts" or falling out, differ from bullying. Relational conflicts usually happen between pupils who are equal in power, occur infrequently, or happen accidentally rather than intentionally.

Regardless of whether a situation is bullying or a relational conflict, we will address it and support the pupils. We are committed to identifying, addressing, and monitoring bullying to ensure it does not continue and that all pupils feel safe and supported.

IMAGE 1:



What does bullying behaviour look like?

At Badgerbrook Primary School we consider the context within which incidents and/or behaviours of concern occur. We will consider the motivations behind the behaviours and will take into account the age and stage of development of the pupils involved. Our focus will always be the safety and welfare of all children involved.

Bullying behaviour may include, but is not limited to:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal – name calling, sarcasm, spreading rumours, threats, teasing, belittling
- Emotional – isolating others, tormenting, hiding books/belongings, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation, and coercion
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online / Cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion etc.
- Indirect – can include the exploitation of individuals such as ‘false friendships’, criminal exploitation, sexual exploitation, and radicalisation.
- Prejudice-related – derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disablist in nature. This language and behaviour may be directed towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or trans, or have a parent/carer, sibling, or friend who is, because they have a learning or physical disability.

There is no hierarchy of bullying, all forms of bullying are taken equally seriously and will be dealt with appropriately.

Where does bullying happen?

While the school is not directly responsible for incidents of bullying that occur off school premises, we acknowledge that bullying can happen beyond the school gates. Bullying may also take place online (this is sometimes referred to as cyberbullying). As part of our duty to safeguard all pupils, we are committed to addressing any concerns that are brought to our attention. If a parent or child reports bullying occurring outside of school, we will investigate the situation and take appropriate action. This may include providing support and guidance, as well as directing families to relevant external support services.

What can you do if you are being bullied?

- Take action using our **STOP** strategy:
Start Telling Other People.
- Tell an adult you trust straight away.
- Be assertive, say “NO” walk away.

- Use the class worry monster to notify staff if you feel unable to talk to an adult, these are checked daily.

Bullying of children with Special Educational Needs

Some children in our school have learning disabilities and/or communication difficulties, making them more vulnerable to bullying. Our entire school community is highly aware of this, and we are especially vigilant in supporting these children.

We recognise that some pupils with additional needs may occasionally become overly focused on certain peers or react impulsively without fully considering the impact of their actions. Our staff are mindful of these behaviours and will provide guidance and support to help these pupils understand boundaries, develop positive social interactions, and respond thoughtfully.

Roles and Responsibilities

Bullying in any form is unacceptable within our school community. It will be taken seriously and addressed promptly. All members of the school community are expected to report any incidents of bullying.

Advisory Board

The Advisory Board plays a key role in overseeing and supporting the implementation of the anti-bullying policy. Their responsibilities include:

- Adopting the anti-bullying policy and ensuring it aligns with local needs.
- Supporting the Headteacher, Senior Leaders, and staff in enforcing this policy.
- Staying fully informed on matters related to anti-bullying.
- Regularly monitoring data to assess the policy's effectiveness and identify areas of concern.
- Ensuring the anti-bullying policy is reviewed and updated on a regular basis.

Headteacher

The Headteacher holds the primary responsibility for developing, implementing, and sustaining the anti-bullying policy. Key responsibilities include:

- Ensuring all staff (teaching and non-teaching) are familiar with the anti-bullying policy and know how to handle incidents effectively.
- Creating a school culture that promotes mutual support, respect, and recognition of positive behaviour, thereby reducing the likelihood of bullying.
- Maintaining accurate records of all bullying incidents and sharing insights on the policy's effectiveness with the Advisory Board.

Staff

Staff members are at the forefront of behaviour management and play a crucial role in promoting a positive and safe school environment. Their responsibilities include:

- Providing children with a clear behaviour framework, including class rules that align with the school's overall policy.
- Addressing any form of bullying promptly and effectively.
- Demonstrating respectful and caring behaviour towards pupils and colleagues to foster a positive atmosphere.
- Serving as role models by embodying the school's values.
- Raising awareness about bullying through various methods such as storytelling, role-play, discussions, peer support, School Council activities, and curriculum subjects.

Parents/Carers

Parents and carers are crucial partners in our efforts to maintain a safe and respectful school environment. We expect that they will:

- Support the school's aims and strategies to combat bullying.
- Feel confident that their concerns regarding their child's safety are taken seriously and addressed promptly.
- Be informed and involved in any discussions concerning their child's behaviour.
- Be aware of whom to contact if they have concerns about bullying.

Pupils

Pupils play an important role in creating a positive and supportive school community. We expect that they will:

- Feel confident that the school is a safe and secure environment where they can learn and achieve.
- Report any incidents of bullying they witness or experience.
- Trust that any reports of bullying will be taken seriously, and that appropriate action will follow.
- Participate in the monitoring and review of the anti-bullying policy at the end of each academic year.

Visitors

We ensure that all visitors are aware of our Child Protection and Safeguarding procedures and which staff member they should report any concerns to. We ask if a visitor to our school has any concerns about bullying behaviour that they have witnessed, or been told about, that they report their concerns at the earliest opportunity.

Anti-Bullying Strategies

Preventing and raising awareness of bullying is vital to maintaining a safe and respectful environment in our school. We aim to minimize bullying incidents by fostering open communication and proactive interventions.

Key Approach: STOP (Start Telling Other People)

Our school uses the STOP approach to address bullying, encouraging children to speak up by talking to teachers, staff, or their parents/carers about any issues.

PSHE Lessons:

- Regular PSHE (Personal, Social, Health, and Economic) lessons.
- These sessions focus on building healthy relationships, cooperation, and empathy.

Online Safety:

- Digital safety is integrated into the curriculum, with additional resources and information for parents shared via newsletters and the school website.

Assemblies:

- Assemblies provide regular opportunities to discuss the definition of bullying.
- Retrieval practice at the start of assemblies reinforces our behaviour expectations, educates pupils on identifying bullying, and teaches prevention strategies.

British Values Themes:

- Our curriculum includes British Values themes that promote respect, tolerance, and kindness, helping to prevent bullying by instilling positive social values.

Small Group Interventions:

- Targeted support is provided through small group work for pupils needing help with social and emotional skills development.

Anti-Bullying Week:

- Each November, we hold an annual 'Anti-Bullying Week' to raise awareness. This event keeps the conversation open and ensures pupils and parents understand what bullying is and how to report it.

School Council:

- The School Council serves as a platform for pupils to discuss bullying issues and suggest ways to prevent it, fostering a sense of responsibility and peer support.

Play Leaders:

- Play leaders are trained to facilitate positive play during break times, reducing conflicts by offering structured play activities.

Pupil Wellbeing Surveys:

- We conduct regular Pupil Wellbeing Surveys to monitor the school climate.

These combined strategies create a supportive and inclusive environment, helping to prevent bullying and promoting the well-being of all pupils.

Staff Training

All new staff members receive a copy of our anti-bullying policy. We provide regular training for all staff on various aspects of bullying, including cyberbullying. This training ensures that all staff are equipped to recognise, document, and address different forms of bullying. Our goal is to ensure all staff can effectively identify, challenge, and respond to bullying incidents.

Recording Procedures

- All incidents, whether occurring in or out of class, must be documented using the school's safeguarding software (CPOMs)
- Any incidents clearly identified as bullying should be immediately reported to a senior staff member (Headteacher, Deputy or Assistant Headteacher).
- Parents of both the child who was bullied and the child responsible for the bullying will be notified of the incident and the actions taken.
- Records of all related discussions should be documented, with minutes taken and filed by a third party whenever possible, to ensure accuracy and accountability.

Dealing with a Bullying Incident

When a bullying incident is reported, the school will follow a series of steps, tailored to the specifics of the incident.

1. Initial Response

- The school community must be reassured that all reports of bullying are taken seriously and addressed promptly.
- Clear actions will be taken to demonstrate that the incident is being handled appropriately.

2. Support for Those Involved

The school aims to support both the individual who was bullied and the individual responsible for bullying by:

- Speaking with both parties to understand the incident.
- Providing pastoral or ELSA (Emotional Literacy Support Assistant) support.
- Helping both individuals express their feelings and perspectives.
- Discussing which school rules were broken.
- Exploring strategies for making amends and preventing future incidents.
- Educating the individual responsible for bullying on appropriate behaviours to prevent recurrence.
- Reinforcing positive behaviour messages at the class, year group, key stage, or school-wide as needed.
- Monitoring the situation to ensure it does not escalate or reoccur.

3. Sanctions and Consequences

Depending on the severity and frequency of the behaviour, consequences (aligned with the school's behaviour policy) may include:

- Temporary removal from an activity within the classroom.
- Time out from the classroom environment.
- Loss of break time / lunchtime or other privileges.

- A meeting involving staff, parents, and the pupil.
- Continued pastoral or ELSA support.
- Internal seclusion from peers.
- Fixed-term suspension.
- Permanent exclusion in severe cases.

4. Communication with Parents / Agencies

Parents of both the child who was bullied and the child responsible for the bullying will be informed about the incident and the actions taken to address it. These discussions will be documented on CPOMS.

If necessary, additional agencies may be consulted or involved. This could include the police if a criminal offence is suspected, or local services such as early help or children's social care if there are concerns that a child may be at risk of significant harm. In such cases, Child Protection and safeguarding procedures will be followed.

Monitoring and Review

Pupils play an active role in the development, implementation, monitoring, and review of the anti-bullying policy. This is facilitated through pupil voice initiatives and collaboration with the School Council.

The anti-bullying policy will be reviewed annually by the Headteacher and the Advisory Board to ensure it continues to meet the needs of the school community. Following each review, the policy will be formally adopted by the Advisory Board.