

Brown Clee C.E. Primary School

ANTI-BULLYING POLICY



Most recently reviewed: **Autumn '25**

Approved by governor: **Steph Boxall**

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SUMMARY OF POLICY

Responsible individuals:

Governing Body,
Headteacher,

Class Teachers,
Teaching Assistants,

Lunchtime Supervisors,
Administrator.

Relevant documentation used in the formation of this policy:

[Keeping Children Safe in Education](#) (Department for Education)

[Education Act](#) (1996)

[Children Act](#) (1989)

Policy developed to ensure:

1. ...that children are aware of the difference between thoughtfulness, unkindness and bullying.
2. ...that staff are aware of how to deal with incident of potential and actual bullying – particularly in regards to child-on-child abuse
3. ...that children are aware of what to do if they witness or experience incidents of potential or actual bullying
4. ...an ethos of actual bullying not being tolerated.
5. ...that any incidents of potential and actual bullying involve feedback to those involved following the behaviour policy

Implementation:

The school will...

- ...ensure that all staff, governors, volunteers and visitors are aware of the following policy
- ...ensure that the policy is followed at all times
- ...ensure that any questions are raised with the headteacher if unsure about any aspects of the policy

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Definitions:

Child-on-child abuse:

Inappropriate behaviours between children that are abusive in nature including physical, sexual, or emotional abuse, exploitation, sexual harassment, all forms of bullying, coercive control, hazing/initiation rituals between children and young people, both on and offline (including that which is within intimate personal relationships).

Bullying:

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, emotional, sexual, online/cyber or exploitative – or a combination of the above. Bullying rarely takes place between a “victim” and a “bully” alone and tends to be a group behaviour.

Bullying contains five key elements:

- Intentional/deliberate
- Targeted
- Repetitive
- Hurtful
- Power imbalance (see ABA definition on this - <https://www.youtube.com/watch?v=68OvGJeulPc>)

Physical Bullying

Unprovoked deliberate regular physical assault on a person or group of people (e.g. pushing, poking, kicking, hitting, biting, pinching).

Verbal Bullying

The regular use of language in a derogatory or offensive manner to deliberately hurt an individual (or group)'s feelings (e.g. name calling, sarcasm, spreading rumours, threats, teasing, belittling).

Emotional Bullying

Repeated actions which deliberately reduce a person (or group)'s self-esteem or confidence (e.g. threats, taunting, teasing, prejudice, ostracising).

Sexual Bullying

Deliberate and repeated sexualised behaviour that makes an individual or group feel uncomfortable (e.g. unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate material).

Cyberbullying

Deliberate and repeated actions online which target individuals or groups with the intention of cause harm (e.g. unkind comments, sharing of photos, social exclusion).

Exploitative Bullying

Repeated situations where an individual or group is taken advantage of in any way (e.g. getting them to do something they shouldn't, hazing)

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Signs of bullying:

All adults in school should be aware of (and prepared to act upon) the following signs that an individual or group is being bullying:

- is frightened of walking to or from school
- is unwilling to go to school (school-phobic) or regularly feels ill in the morning
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens to self-harm or runs away
- stops eating
- cries themselves to sleep at night or has nightmares
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber-message is received

These signs and behaviours do not mean a child **is** being bullied, but should be used as a **possibility** of bullying and should be investigated

Procedures:

Reporting:

- If a child witnesses or experiences incidents of potential or actual bullying, they should report this to a member of staff in school – who will follow this up through investigations.
- If a staff member witnesses incidents of potential or actual bullying, they should this up through investigations.
- If a parent, carer or guardian feels that their child (or any other) is being bullied at school, they should contact the school to report this;

Investigating:

- Staff members will investigate all behaviours that may indicate potential bullying.
- This will be done in an open and impartial manner.
- If any incidents are to be considered by the acting staff member to be actual bullying, then this will be reported to the school's Designated Safeguarding Lead (or Deputy DSL) and recorded on MyConcern
- The DSL or DDSL will then investigate this further.

Outcome:

- If behaviour is deemed to be unkindness (not of a bullying nature), then this will be dealt with as according to the school's behaviour policy (depending on the severity of behaviour).
- If behaviour is deemed to be bullying in nature, this will be recorded on MyConcern and parents will be contacted to inform them of the ongoing bullying.
- This will then be dealt with according to the school's behaviour policy.
- In serious cases, suspension, exclusion or involvement of external services will be considered.
- No matter the outcome, interactions between all of those involved in the allegation (victims and perpetrators) will be monitored more closely until deemed unnecessary.
- Any situations where the accuser of the potential/actual bullying is further harassed after asking for help, the allegation will be escalated further. Any threatening behaviour (from either party) following an accusation (and consequent discussion) may be treated as bullying in its own right.

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Prevention:

Our ultimate goal, wherever possible, will be to prevent bullying from happening in the first place, and we will use a number of strategies to help with this:

- Have an open listening ethos in school
- Encourage discussion and don't make premature assumptions
- Adopt a problem-solving approach
- The staff are made aware of the anti-bullying policy by Senior Leadership Team and has access to where the policy is kept.
- Explore issues through the curriculum by PSHE, assemblies and Anti-bullying week.
- Support the perpetrator and the victim in modifying behaviour
- Provide information through notice boards, posters and Child line.
- Provide support through playground buddies, friendship group and peer support.

Cyberbullying:

Any incidents of cyberbullying in school will be dealt with as any other forms of bullying.

Incidents of cyberbullying outside of school should ultimately be under parental responsibility – and dealt with as such. However, school will always provide children with support for any incident that occurs outside of school- and, as with any incident reported to school as potential abuse (including child-on-child abuse and neglect), we will fulfil our statutory duty of investigating, reporting and providing support for all involved.

Supporting Organisations and Guidance:

Bullying and Support

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Beat Bullying: www.beatbullying.org
- Childline: www.childline.org.uk
- DfE: “Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies”, and “Supporting children and young people who are bullied: advice for schools” March 2014: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: “No health without mental health”: <https://www.gov.uk/government/publications/no-health-withoutmental-health-a-cross-government-outcomes-strategy>
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- 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

Cyberbullying

- 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

LGBT

- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- <https://www.specialneedsjungle.com/keeping-children-with-send-from-getting-lost-in-digital-space/>

Racism and Hate

- 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
- Show Racism the Red Card: www.srtrc.org/educationa

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