



# Anti-Bullying Policy

Written: September 2023  
Review: September 2025

## Anti-Bullying Policy

### Document Purpose

This policy reflects the values and philosophy of Brookfield Community Primary School in relation to bullying. It gives a framework to which all staff, teaching and non-teaching, work.

### Definition

This policy refers to all forms of bullying - this includes bullying relating to race, religion, culture, homophobic bullying, bullying related to special educational needs and disabilities, sexist and sexual bullying, and cyber bullying.

'Bullying is behaviour by an individual or group, usually repeated over time that intentionally hurts another individual or group either physically or emotionally'

(Preventing and Tackling Bullying, Advice for School Leaders, Staff and Governing Bodies, 2011, Department for Education)

- Bullying is repetitive;
- It involves an imbalance of power;
- It may be verbal, physical, sexual, racial or psychological- threats, extortion, cyber, body language or exclusion

Bullying is the intentional abuse of power by an individual or group, with the intent and motivation to cause distress to another individual or group.

All aggressive behaviour is not bullying. We need to be clear about the distinction between bullying and isolated acts of aggression.

Behaviour, which appears to be bullying, may be exhibited by some children without intention or awareness that it causes distress.

### Aim

The aims of our anti-bullying policy are as follows:

- To create an ethos in which attending our school is a positive experience for all members of our community;
- To make it clear that all forms of bullying are unacceptable at our school;
- To enable everyone to feel safe while at Brookfield Community Primary School;

- To encourage pupils to report incidents of bullying, including cyber bullying;
- To deal with each incident of bullying as quickly and as effectively as possible, taking into consideration the needs of all parties and of our community, and, as a result, to reduce the incidents of bullying;
- To support and protect victims of bullying and ensure they are listened to;
- To help and support children/young people displaying bullying behaviour to change their attitudes and understand why it needs to change;
- To liaise with parents and other appropriate members of our community;
- To ensure all members of our community feel responsible for helping to reduce bullying.

### Statement of Principles

- All children and adults have a right to feel secure, to be able to trust without fear and to expect protection from adults in positions of care and responsibility;
- Children have a right to take a full part in their education, in an environment that does not subject them to cruelty or create despair;
- All staff will have a responsibility for the safety of others and will be alert for signs of bullying behaviour;
- Bullying will be discussed in school openly and regularly;
- All bullying is unacceptable, regardless of how it is delivered or what excuses are given to justify it;
- Victims of bullying will be treated in a supportive manner, and their case heard in an atmosphere of positive concern.

### Nature of Bullying

All aggressive behaviour is not bullying. We need to be clear about the distinction between bullying and isolated acts of aggression.

Behaviour, which appears to be bullying, may be exhibited by some children without intention or awareness that it causes distress.

- Bullying is repetitive;
- It involves an imbalance of power;
- It may be verbal, physical, sexual, racial or psychological- threats, extortion, cyber, body language or exclusion
- Bullying is the intentional abuse of power by an individual or group, with the intent and motivation to cause distress to another individual or group.

## Statement of Intent

At Brookfield Community Primary School we believe that:

- Bullying, including cyber bullying, is unacceptable;
- Seeking help and openness are regarded as signs of strength not weakness.
- All members of our community will be listened to and taken seriously.
- Everyone has the right to enjoy and achieve in an atmosphere that is free from fear.
- Pupils will talk to an adult if they are worried about bullying, including cyber bullying, and have a right to expect that their concerns will be listened to and treated seriously.
- Our pupils are involved in decision-making about matters that concern them.
- We tackle bullying best by encouraging an environment where individuality is celebrated and individuals can develop without fear.
- We maintain and develop effective listening for children and staff within our school for example through PSHE and circle time, assemblies and constantly promoting the message that all our children are important and have the right to be safe, happy, respected and listened to and supported;
- We ensure all staff address incidents of bullying, including cyber bullying, effectively and promptly;
- We ensure that all adults who have contact with our children e.g. part-time staff, volunteers, vicar, support staff etc. know how to respond if they witness or are told of a bullying incident;
- We communicate with parents and the wider school/setting community effectively on the subject of bullying, its definitions and how to report it;
- We acknowledge the key role of every staff member in dealing with incidents of bullying;
- We ensure that all incidents of bullying are recorded and appropriate use is made of the information, where appropriate sharing it with relevant organisations, providing support and education for both the victim and the bully in order to affect future behaviour.

Usually victims of bullying become so through no fault or action of their own. On occasions it is important to recognise that there can be **different types of victims**. They may be pupils who:

- Are new to a class or school;
- Are different in appearance, speech or background from other pupils;
- Suffer from low self esteem;
- Are more anxious or nervous.

All of these are possibilities, not predictions of victimisations. The victim may be the child who is in the wrong place at the wrong time, or who reacts wrongly.

Whatever the reason for a child becoming a victim, the problem has to be addressed.

In serious cases where adults continuously abuse their power over a child, such bullying may be viewed as child abuse and should be seen within this context.

Relationships between staff are sometimes characterised by bullying. Staff may adopt bullying tactics in dealing with others.

Parents, teachers and other adults sometimes bully children. Conversely there are children who bully their parents, teachers and other adults.

There are occasions when staff are bullied by parents of pupils.

### **Reporting incidents of bullying: Advice for parents/carers.**

There are several methods for reporting suspected bullying incidents:

- Make a report in person and speak to your child's teacher, Key Stage Leader or Pastoral and Learning Mentor;
- Contact the school by phone and ask to speak to your child's teacher, Key Stage Leader or Pastoral and Learning Mentor;
- E mail the school for the attention of your child's class teacher, child's teacher, Key Stage Leader or Pastoral and Learning Mentor;

### **Investigating Allegations of Bullying**

When parents have raised a concern about a potential bullying issue, it is important that they be assured that action will be taken. When bullying has been observed or reported at Brookfield Community Primary School, we follow 'The Seven Step Approach'.

#### **Step One- interview the victim**

When the teacher/learning mentor finds out that bullying has happened she starts by talking to the victim about his/her feelings.

She/He does not question him/her about the incidents but she/he does need to know who was involved.

#### **Step Two- convene a meeting with the people involved**

The teacher/learning mentor arranges to meet with the group of pupils who have been involved. This will include some children who joined in but did not initiate any bullying.

### Step Three- explain the problem

The teacher/learning mentor tells the group about the way the victim is feeling and might use a poem, piece of writing or drawing to emphasise his/her distress.

At no time does she/he discuss the details of the incidents or allocate blame to the group.

### Step Four- share responsibility

The teacher/learning mentor does not attribute blame but states that she/he knows the group are responsible and can do something about it.

### Step Five- ask the group for their ideas

Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier. The teacher/learning mentor gives some positive responses but she/he does not go on to extract a promise of improved behaviour.

### Step Six- leave it up to them

The teacher/learning mentor ends the meeting by passing over the responsibility to the group to solve the problem. She/he arranges to meet with them again to see how things are going.

### Step Seven- meet them again

About a week later the teacher/learning mentor discusses with each child, including the victim, how things have been going. This allows the teacher/learning mentor to monitor the bullying and keeps the children involved in the process.

### Monitoring

All incidents of bullying (as defined in our policy) will be recorded by the school via the CPOMS system. Parents/carers of all children/young people involved will be informed of what has happened, and how it has been dealt with.

All discussions and actions relating to the incident/investigation will be documented.

The Head teacher provides a termly report to governors on bullying and all associated incidents.