

Brunshaw Primary School



'Inspiring children to be resilient and aspirational learners, within a positive and considerate community.'

Anti-Bullying Policy

September 2026

Agreed by Governors: 26/11/2026

Philosophy

Here at Brunshaw Primary School, we believe that everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community.

Bullying in any form is a totally unacceptable practice which is unfortunately present, in varying degrees in all schools. It is a practice which causes great distress to its victims and can have serious and long-lasting consequences.

Brunshaw Primary School has always actively opposed bullying. Consequently, we have developed and incorporated strategies for dealing with bullying into the general behavioural procedures operating throughout the school. The aim of this policy being to formalise a whole school policy on bullying which will help to ensure a common and consistent approach to bullying with the emphasis on prevention.

Brunshaw Primary School makes clear to all that: -

- Children will be provided with a safe, caring and nurturing environment
- Bullying behaviour of any kind is unacceptable and will always be challenged
- Reports of bullying behaviour of any kind will be taken seriously and recorded in CPOMs
- Children will be listened to and will know that it is “OK to tell”, who to tell and how to tell
- There will be swift and clear responses to any report of bullying behaviour
- Parents will be informed of any incident, listened to, and will be kept apprised of how their concerns are being dealt with

The very act of bullying generates fear, silence and secrecy. It is essential that the school attempts to overcome this concept and replace it with a collective attitude that denounces bullying of any type as anti-social and cowardly. Some incidents of bullying are seen by staff and are therefore relatively easily dealt with. However, some incidents are not seen, and we rely on pupils to tell us. Clearly, the only way in which bullying can be effectively dealt with is in an environment which generates an ethos of care, trust and openness. Pupils will only bring incidents of bullying to our attention when they feel secure and confident that they will be afforded justice and support in the event that they complain of being bullied.

Brunshaw Primary has worked hard to ensure that such an ethos already exists.

Aims and Purpose of this Policy

1. To ensure a secure and happy environment free from threat, harassment, discrimination or any form of bullying behaviour of any type.
2. To create an environment where all are treated with dignity and respect and where all members of the school community understand that bullying of any kind is not acceptable.
3. To ensure a consistent and thorough approach to preventing, challenging and responding to incidents of bullying that occur.
4. To inform pupils and parents of the school's expectations and to foster a productive partnership which helps to maintain a bullying-free environment.

5. To outline our commitment to continuously improving our approach to tackling bullying of any kind by regularly monitoring and reviewing the impact of our preventative measures.
6. Confirm the opposition of the school to all forms of bullying and thereby emphasise the importance which the school attaches to bullying.
7. Define bullying and to identify the attendant behaviours which characterise and constitute bullying.
8. Encourage an ethos of openness within the school which encourages pupils and parents to complain freely about incidents of bullying.
9. Establish within the policy, the concept of care both for the victim and the bully
10. Identify curriculum areas within which bullying will be dealt with as a topic

Whilst the policy document can be read on its own, it is intended that it should form part of the school's Safeguarding Suite of Policies and Procedures which covers safeguarding, equality, behaviour etc.

Definition of Bullying

Bullying is hurtful, unkind or threatening behaviour which is deliberate, normally repeated and can involve an imbalance of power. A single incident of bullying can be extremely serious and may constitute a safeguarding concern, child – on – child abuse, sexual harassment /violence, discriminatory behaviour, serious violence or another form of harmful behaviour. It should therefore not be dismissed simply because it is a first incident. Bullying can be carried out by an individual or a group of people towards another individual or group, where the bully or bullies hold more power than those being bullied. Bullying can take many forms and is often motivated by prejudice against groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. If bullying is allowed, it harms the perpetrator; the target and the whole school community and its secure and happy environment.

The nature of bullying can be:

- Physical (e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact)
- Verbal (e.g. name calling, ridicule, comments)
- Misogynist/Misandrist
- Cyber/Online Bullying (e.g. messaging, social media, email, Use of AI generated content/deepfakes) - this is the use of ICT particularly the use of mobile phones and internet to deliberately upset someone else. At Brunshaw we have an Online Safety Policy and AI Policy which covers our approach to making sure our children and staff keep safe.
- Child on Child abuse (which the school recognises as a safeguarding issue for both the victim and the alleged perpetrator).
- Sexual Violence (Including an online element which facilitates, threatens and/or encourages sexual violence.
- Harmful Sexual Behaviours- Sexual harassment/Sexual Violence (Including online sexual harassment, which may be stand alone or part of a broader pattern of abuse)
- Emotional/indirect/segregation (e.g. excluding someone, spreading rumours)

- Visual/written (e.g. graffiti, gestures, wearing racist insignia)
- Damage to personal property
- Threat with a weapon
- Theft or extortion

Bullying can be based on any of the following things:

- Race (racist bullying)
- Sexual orientation (homophobic or biphobic - *Homophobic bullying* - is bullying based on prejudice or negative attitudes, beliefs or views about lesbian, gay or bisexual people. Homophobic bullying may be targeted at pupils who are, or who are perceived to be, lesbian, gay or bisexual. It can also suggest that someone or something is less worthy because they are lesbian, gay or bisexual. For example, a boy repeatedly being called 'gay' for holding hands with another boy. The school will also strongly challenge the use of any homophobic language e.g. "*those trainers are so gay*".
- Special educational needs (SEN) or disability -we promote a positive attitude to disability and eliminate harassment. Our SEND & Inclusion policy makes clear that we make all reasonable adjustments for the full participation of pupils with disabilities. We are vigilant in making sure that we address the needs and feelings of these pupils and use a variety of strategies for communication
- Culture or class
- Gender identity (transphobic)
- Gender (sexist bullying)
- Appearance or health conditions
- Religion or belief
- Related to home or other personal, circumstances
- Related to another vulnerable group of people

The Equality Act 2010

The equality act requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it
- Schools are now required to comply with the new Equality Duty

Safeguarding children and young people

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.

Criminal Law

It is important to bear in mind that some types of harassing or threatening behaviour or communications could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender. If school staff feel that an offence may have been committed they may elect to seek assistance from the Police, however any reference to the Police should only be undertaken with the agreement of the Headteacher.

Reporting Bullying:

Bullying can occur at any time of day. Many incidents are carried out in a surreptitious manner both in and out of class/school. All staff are responsible for preventing/dealing with bullying and therefore need to be constantly vigilant for such incidents.

Teamwork is essential; our pupils need to see that all staff are united and deal with bullying in a fair and consistent manner. Communication is an essential element of teamwork. Classroom assistants, Welfare assistants, Pupil Support Workers, teaching staff, any other adult members of staff should pass on information to the bully's/victim's class teacher and/or the Senior Leadership Team. In the case of a pupil reporting bullying of a peer they should discuss this with any familiar adult they feel comfortable with. This information will be recorded in CPOMs under the appropriate corresponding bullying category and shared with all relevant members of staff. Sharing information in this manner helps to avoid pupils playing staff off against each other.

Whilst the high level of supervision within the school minimises the opportunities for bullying, there are certain vulnerable times of day - i.e.: arrival/departure, break/lunchtimes etc. Similarly, there are vulnerable areas of the school - i.e. playgrounds, corridors, toilets, cloakrooms. Particular vigilance is needed here, and staff have areas of supervision in school which they cover.

The school will act and exercise authority where appropriate beyond the school day and apply appropriate sanctions for bullying behaviours of any kind. (See Positive Relationships & Behaviour policy)

Reporting: Roles and Responsibilities:

- All staff at Brunshaw have a duty to challenge and report bullying incidents of any kind. This includes homophobic, biphobic or transphobic bullying and language as well as any instances of child on child abuse. Staff at Brunshaw are trained to be vigilant to the signs of all bullying types and they understand they have an active role in the school's efforts to prevent bullying.
- The Senior Leadership Team and the headteacher 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 safety and wellbeing for all young people.
- Parents and carers also have a responsibility to look out for signs of bullying (e.g. distress, feigning illness, lack of conversation). Parents and carers should

support their child to report bullying in the first instance to the class teacher or the school's Pupil Support Workers.

- Pupils should not take part in any bullying and should watch out for signs of bullying among their peers.
- Pupils should never be bystanders to incidents of bullying. Instead they should offer support to the victim, encouraging them to report it.

Responding to Bullying:

When bullying of any kind is reported the following actions will be taken:

- Staff will record the bullying incident centrally using the school CPOMS database. The incident will be recorded under the most relevant bullying/behaviour/safeguarding subheading within the school's CPOMS system.
- Records will include actions taken, decisions made and the rationale for the decisions.
- Bullying incidents will be discussed with all staff during weekly well-being meetings to ensure effective monitoring is maintained.
- The designated behaviour lead and members of SLT will monitor and analyse bullying information recorded in CPOMS.
- The designated behaviour lead will produce termly reports summarising the information regarding bullying incidents. The headteacher will report this information to the governing board.
- Support will be offered to the target of the bullying from class teacher, pupil mentor, pupil support worker and/or through the use of the school's restorative justice programme.
- Staff will proactively respond to the bully who may require support from class teacher, pupil mentor, pupil support worker and/or through the use of the school's restorative justice programme.
- Staff will assess whether parents and carers need to be involved.
- Staff will assess whether any other authorities (such as police) need to be involved, particularly when actions take place outside of school.

Bullying Outside of School:

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during school holidays, or in the wider community.

The nature of cyber/online bullying in particular means that it can impact on pupils' wellbeing beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying, including instances of child on child abuse, outside of school and report and respond according to their responsibilities outlined in this policy.

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 bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored on CPOMS and follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language. Staff are also encouraged to record the casual use of derogatory language using CPOMS.

Prejudice Based Incidents:

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitude, belief or view 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.

All prejudice-based incidents are taken seriously and recorded and monitored in school, with the headteacher regularly reporting incidents to the governing board. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

School Strategies to Prevent and Tackle Bullying:

We use a range of measures to prevent and tackle bullying including:

- We use a pupil-friendly anti-bullying policy, in conjunction with a child led video, to ensure that all pupils understand the policy and know how to report bullying. We also ensure pupils know where to find the school's anti-bullying policy.
- The school's PSHE, RSE and RE programmes of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond to and prevent bullying. It also includes opportunities for pupils to learn to value themselves, value others and appreciate and respect difference.
- Collective worship explores the importance of inclusivity, dignity and respect as well as other themes and values that play a part in challenging bullying.
- Through a variety of planned activities and time across the curriculum, pupils are given the opportunity to gain self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions.
- Class talk/circle time provides regular opportunities to discuss issues that may arise in class and for teachers to target specific interventions.
- Restorative justice systems provide support to targets of bullying and those who show bullying behaviour.
- Pupils are continually involved in developing school-wide anti-bullying initiatives through consultation with groups (e.g. School Council – anti-bullying survey & Online Safety Champions).
- 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 (including teaching assistants and midday supervisors) receive regular training on all aspects of the anti-bullying policy.

Monitoring the Policy:

The headteacher/behaviour lead is responsible for monitoring the policy on a day-to-day basis. The headteacher/behaviour lead is responsible for monitoring and analysing the recorded data on bullying. Any trends should be noted and reported to the governing board.

Evaluating and Reviewing:

The headteacher is responsible for reporting to the governing board (and the local authority where applicable) on how the policy is being enforced and upheld, via termly reports. The governors are in turn responsible for evaluating the effectiveness of the policy via the termly report and by in-school monitoring such as learning walks and focus groups with pupils. If further improvements are required, the school policies and anti-bullying strategies should be reviewed.

The policy is reviewed every 12 months, in consultation with the whole school community including staff, pupils, parents, carers and governors.

Date of Last Review: September 2026

Date of Next Review: September 2027