Achieving Success Together

Anti-Bullying Policy

Formally adopted by the Governing Board of:	**Browick Road Primary and Nursery School**
On:	**6th October 2026**
Headteacher:	**Helen Laflin**
Chair of Governors:	**Jeremy Wiggin**
Last reviewed:	**October 2026**
Next review:	**October 2027**

1 Statement of intent

1.1 The purpose of this policy is to outline what constitutes bullying, and what does not, so everyone in the school community is clear. We aim to ensure that the whole school community understands what is meant by bullying, its impact and how we, as a school, deal with such behaviour and support both the pupils and families involved. This policy also sets out the roles and responsibilities of different members of the school community.

1.2 Incidents of bullying will be taken seriously and dealt with accordingly. The types of bullying covered by this policy includes verbal, physical, racist, homophobic, biphobic, transphobic, prejudice-based, discriminatory and cyberbullying. This list is not exhaustive.

1.3 This policy was written in conjunction with the following DfE guidance documents:

- Preventing and tackling bullying: Advice for headteachers, staff and governing bodies (July 2017)
- Behaviour in Schools: Advice for headteachers and school staff (February 2024)
- Preventing and tackling the bullying and harassment of school staff (July 2026).

1.4 This policy promotes the Equality Act 2010 (the Public Sector Duty) to ensure there is no unlawful discrimination of any groups, to advance equality of opportunity and the fostering of good relations between people. It also adheres to Part 3 of the Children and Families Act 2014 to ensure that pupils with special educational needs are not discriminated against.

1.5 This policy should be read in conjunction with our Promoting Positive Behaviour and Relationships Policy, Safeguarding and Child Protection Policy, Online Safety Policy, Equality and Diversity Policy, Whistleblowing Policy and SEND Policy.

2 Bullying and its impact

2.1 At our school, we understand the potential seriousness of bullying and its impact if left unaddressed. By taking steps to prevent and tackle bullying, we aim to create a safe and disciplined environment, to ensure high-quality teaching and learning can take place, and pupils can fulfil their full potential.

3 Defining bullying

3.1 At our school, we define bullying as unwanted and unkind behaviour by an individual or group, persistent and repeated over time, that intentionally hurts another individual or group, either physically or emotionally.

3.2 Bullying can take many forms, including verbal, physical and cyberbullying via text messages, social media or gaming, which can include the use of images and video.

3.3 There may be many reasons for bullying and we understand that all behaviour is a form of communication. These reasons may include prejudice, perceived differences between parties, special educational needs, emotional difficulties and mental health issues.

3.4 Physical bullying is sometimes easier to identify and sometimes easier to stop sooner. However, we also recognise the damage emotional bullying can cause. As a school, we will consider each case of bullying on an individual basis.

3.5 We recognise that the use of offensive language can have a significant impact (this includes racist, homophobic, biphobic or transphobic language). We will challenge such incidents and will not just consider it as "banter", "harmless fun", "just having a laugh" or "part of growing up". We will also not necessarily accept that pupils are too young to understand what they are saying or the intended impact. We will aim to intervene and educate any pupils on the impact of the use of such language.

3.6 We recognise that not all unkind behaviour is bullying. Young children sometimes fall out with friends or say unkind things when they are angry, sometimes repeatedly to the same pupil. We explain to children that this is different from bullying. We call these situations "incidents" (Appendix A).

3.7 An "incident" is an isolated case where someone has been unkind to another pupil. Such incidents can be intended to hurt. They are often thoughtless actions and can be accidental.

3.8 Either actual bullying or an "incident" may include: name-calling, teasing, physically hurtful behaviour, verbally hurtful behaviour, taking items belonging to another pupil, damaging or breaking items belonging to another pupil, excluding or isolating another pupil, or threatening any of the above.

4 Bullying and safeguarding

4.1 When dealing with bullying, staff will consider carefully whether there is reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm. If this is deemed to be the case, then staff will follow the school's Safeguarding and Child Protection Policy, including reporting to the Designated Safeguarding Lead (DSL)/Deputy DSL and/or Children's Services, as appropriate.

4.2 We will seek external support for pupils involved in either side of bullying if we feel it is necessary, even if there are no child protection concerns, to support pupils and to tackle any underlying issues.

5 Bullying and the law

5.1 Bullying is not a specific criminal offence in the UK. However, we understand that some types of harassment, threatening behaviour or communications could be a criminal offence under various legislation. For example, if a pupil sends an electronic communication which conveys a message which is indecent or grossly offensive, or a threat, they may be guilty of an offence if their purpose in sending it was to cause distress or anxiety.

5.2 If we think an offence has been committed, we will seek advice and guidance from the police.

6 Bullying which occurs outside school premises

6.1 As a school, we have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances.

6.2 Conduct outside the school premises, including online conduct, that schools might sanction pupils for, include misbehaviour:

- when taking part in any school-organised or school-related activity
- when travelling to or from school
- when wearing school uniform
- when in some other way identifiable as a pupil at the school
- that could have repercussions for the orderly running of the school
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

This may include bullying incidents occurring anywhere off the school premises, such as on transport, outside local shops, at local parks or around the town.

This list is not exhaustive.

6.3 Where bullying outside school is reported, it will be investigated and acted on in line with this policy. The Headteacher will also consider whether it is necessary to notify the police. They will always be informed if there is the possibility of criminal activity or activity that could pose a serious threat to a member of the public.

6.4 The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school, e.g. on a school visit.

7 Cyberbullying

7.1 We accept that this type of bullying is readily developing as pupils have wider access to a wider range of technology. We acknowledge that this type of bullying can occur inside or outside school.

7.2 This type of bullying is challenging to prevent and tackle, as it can happen anytime, anywhere and can get out of hand very quickly, becoming more widespread with the click of a button.

7.3 If we are made aware of alleged cyberbullying, we will request to see any evidence on a pupil's mobile phone (in accordance with the Education Act 2011). Under this Act, we do not need parental consent to search a pupil's mobile phone. However, we will involve parents/carers as soon as possible. We will also inform the police if it is deemed necessary and hand over the mobile phone to them as soon as possible. The school will not delete any material on mobile phones as it may provide valuable evidence either of bullying and/or a criminal offence.

8 Minimising the risk of bullying

8.1 Staff are aware of the importance of being proactive in promoting the school's anti-bullying work. We address bullying by trying to prevent it from happening in the first place and by tackling it consistently, fairly and effectively when it does.

Staff will:

- Show commitment to anti-bullying work in school.
- Have an open mind and an "it could happen here" attitude; this is crucial when dealing with incidents of child-on-child abuse.
- Create and promote a safe, inclusive and secure environment.
- Ensure the playground and field are carefully supervised by staff at break and lunchtimes – children are not allowed on the playground or field unsupervised.
- Monitor the toilets and corridors.
- Be aware of children leaving the classroom during lessons and ensure their whereabouts is known.
- Be aware of, and be curious about, any changes in a pupil's behaviour.
- Ensure any incidents involving negative behaviour are recorded on the school's systems.
- Ensure any alleged bullying is reported to the Headteacher and/or Deputy Headteacher.
- Follow the stages set out in the school's Promoting Positive Behaviour and Relationships Policy.
- Teach pupils about bullying through the curriculum, e.g. PSHE, RSE.
- Encourage pupils to express their feelings and opinions assertively.
- Teach pupils the differences between "What is bullying?" and "What is an incident?" (see Appendix A).
- Discuss responsible internet use and promote online safety.

- Access external support, as appropriate, to support pupils.

9 Tackling bullying

9.1 All parties involved will be fairly treated and have a chance for reflection and to give their side of events. The parents/carers of both parties will be involved and discussions recorded. We believe that children can change their behaviour with appropriate support.

9.2 When investigating alleged incidents of bullying, staff will endeavour to:

- Establish early-on whether it is bullying or an incident (see definitions in section 3).
- Talk to all pupils involved, independently, so they are able to speak openly and honestly, without fear of recrimination, and demonstrate to them that the school is taking the matter seriously. Records will be made of these discussions.
- Contact parents/carers at the earliest opportunity to discuss the situation and invite them to a meeting at the school with the Headteacher and/or Deputy Headteacher. The aim will always be to work alongside parents/carers to support the pupils involved and find a suitable and swift resolution.

9.3 We understand that each case of bullying, or alleged bullying, will need to be dealt with individually.

9.4 Bullying may be reported by a pupil, a parent/carer, member of staff, volunteer at the school or member of the public. In some cases, a pupil may admit to a member of staff that they have bullied another pupil.

9.5 We recognise that there may be other pupils affected by bullying, other than the parties directly involved, and that these pupils may also require support.

We will follow the procedures set out below when providing support for pupils affected by bullying:

- All reported incidents of bullying will be investigated and taken seriously by the school.
- Parents/carers will be involved from the outset. We believe that, by working together, we can support pupils in the most appropriate way.
- It will be made clear to all involved parties that bullying will not be tolerated.
- The Headteacher and/or the Deputy Headteacher will take time to discuss the issues with the pupils and they will be given the opportunity to have their say and explain the situation from their point of view. We will work together with the pupils to find potential ways to resolve and deal with the situation, if age and stage appropriate. Records will be made of these discussions.
- We understand that bullying may be a sign that a pupil is unhappy, suffering abuse and/or at risk of harm. If there are any safeguarding

concerns, then the school's Safeguarding and Child Protection Policy will be followed.

- The school will consider applying consequences to proven cases of bullying, which are age and stage appropriate. These will not be applied until an allegation of bullying has been fully investigated, and a clear case of bullying has been established and proven.
- It may be appropriate to put supportive strategies in place. These may include a buddy from an older class, adult support at lunchtime, or the opportunity to talk regularly to a member of staff. Parents/carers will be informed of the planned support.
- A solution-focused approach, including a restorative conversation, may be used with the pupils involved to bring about a reconciliation.
- Staff will ensure the pupils continue to attend school, so the school can offer the best support and resolve the situation as soon as possible.
- The Headteacher/Deputy Headteacher and other relevant staff will monitor the situation closely.
- If the bullying/impact of bullying is serious, external support may be sought. This may include Children's Services, School Health, Child and Adolescent Mental Health Services (CAMHS) or an Educational Psychologist.
- The outcome of any investigation and actions taken will be recorded by the school.

10 Roles and responsibilities across the school

10.1 The role of governors

- Promote the wellbeing of pupils and staff in the school.
- Ensure the safeguarding of pupils and staff in the school.
- Make safeguarding a regular item for discussion at governor meetings.
- Provide leadership to ensure the development and implementation of the Anti-Bullying Policy.
- Ensure the Anti-Bullying Policy adheres to relevant legislation and guidance.
- Publish and keep under review the Anti-Bullying Policy.
- Review the Anti-Bullying Policy annually and ensure that it is informed by, and responsive to, any proven incidents of bullying.
- Ensure the development and publication of a Complaints Policy and apply it appropriately, in relation to complaints about bullying.

10.2 The role of the Headteacher

- Build and maintain a school ethos which is welcoming, supportive and inclusive of all pupils, parents/carers and staff.
- Promote the wellbeing and safeguarding of pupils and staff in the school.
- Act as a positive role model for all staff, parents/carers, pupils and visitors.
- Celebrate success around the school's anti-bullying work and share good practice.
- Guide staff in offering appropriate support for pupils involved in proven cases of bullying.

- With the support of governors, develop, implement and review the Anti-Bullying Policy.
- Ensure the effective communication of the policy to all pupils, staff and stakeholders.
- Ensure that the school's Anti-Bullying Policy and related practice is complied with consistently and effectively.
- Implement the school's Behaviour Policy.
- Consider any safeguarding issues that may have been highlighted and follow the school's Safeguarding and Child Protection Policy accordingly.
- Make sure that effective reporting and recording procedures are developed, operated and maintained.
- Use partnerships and multi-agency approaches to prevent, and/or respond to, bullying, both inside and outside school. This may involve the police if a crime has been committed.
- Monitor the continued progress and self-esteem of affected pupils.
- Provide support for staff when dealing with incidents of bullying.

10.3 The role of school staff

- Contribute to building and maintaining a school ethos which is welcoming, supportive and inclusive of all pupils, parents/carers and staff.
- Promote the wellbeing and safeguarding of pupils in school.
- Ensure any intelligence about issues between pupils is recorded, dealt with and/or passed on to the Headteacher/Deputy Headteacher, as appropriate.
- Observe and implement the school's Promoting Positive Behaviour and Relationships Policy, Safeguarding and Child Protection Policy, Online Safety Policy, Equality and Diversity Policy, Whistleblowing Policy and SEND Policy.
- Contribute to consultations and reviews of this policy.
- Provide support to affected pupils in line with this policy and under guidance from senior leaders.
- Take part in relevant professional development and maintain awareness about their role and responsibilities in preventing and responding to bullying and promoting equality.
- Model positive attitudes and relationships.
- Promote a positive view of difference and challenge prejudice and stereotypical views, both through classroom practice and by modelling the behaviour and values they are aiming to develop.

10.4 The role of pupils

- Feel confident to report any incidents of bullying to a member of staff, whether directed at themselves or at somebody else (including incidents where they are bystanders), either inside or outside school (including cyberbullying).
- Take responsibility for personal behaviour and actions and treat one another with respect and kindness.
- With the help of staff and parents/carers, create a positive working atmosphere within school where bullying is regarded as unacceptable, difference is celebrated and discrimination is actively challenged.

- Follow the school's Promoting Positive Behaviour and Relationships Policy.
- Follow the school's Online Safety Policy and ensure they use the internet and technology appropriately, both inside and outside school.

10.5 The role of parents/carers

- Demonstrate positive support for the school's Promoting Positive Behaviour and Relationships Policy, Safeguarding and Child Protection Policy, Online Safety Policy, Equality and Diversity Policy and SEND Policy.
- Model appropriate behaviour at all times within the school grounds.
- Feel confident and able to report to the school any concerns regarding pupils involved in bullying, both inside and outside school, knowing that such complaints will be taken seriously and investigated accordingly.
- Support work undertaken by the school to promote equality, celebrate difference and challenge discrimination.
- Ensure they and their child follow the school's Online Safety Policy.

11 Bullying of staff

11.1 At our school, all forms of bullying are unacceptable. This includes bullying of staff, in person or via social media. Any such incidents will be reported to the Headteacher as soon as possible.

11.2 It is not acceptable for pupils, parents/carers or colleagues to denigrate or bully school staff via social media, in the same way that it is unacceptable to do so face to face. We encourage all members of the school community to use social media responsibly.

11.3 If the school becomes aware of any such incident, it will be taken seriously. The Headteacher may contact the person in question either in person, or in writing, and request the relevant post is removed. The Headteacher may also seek legal advice.

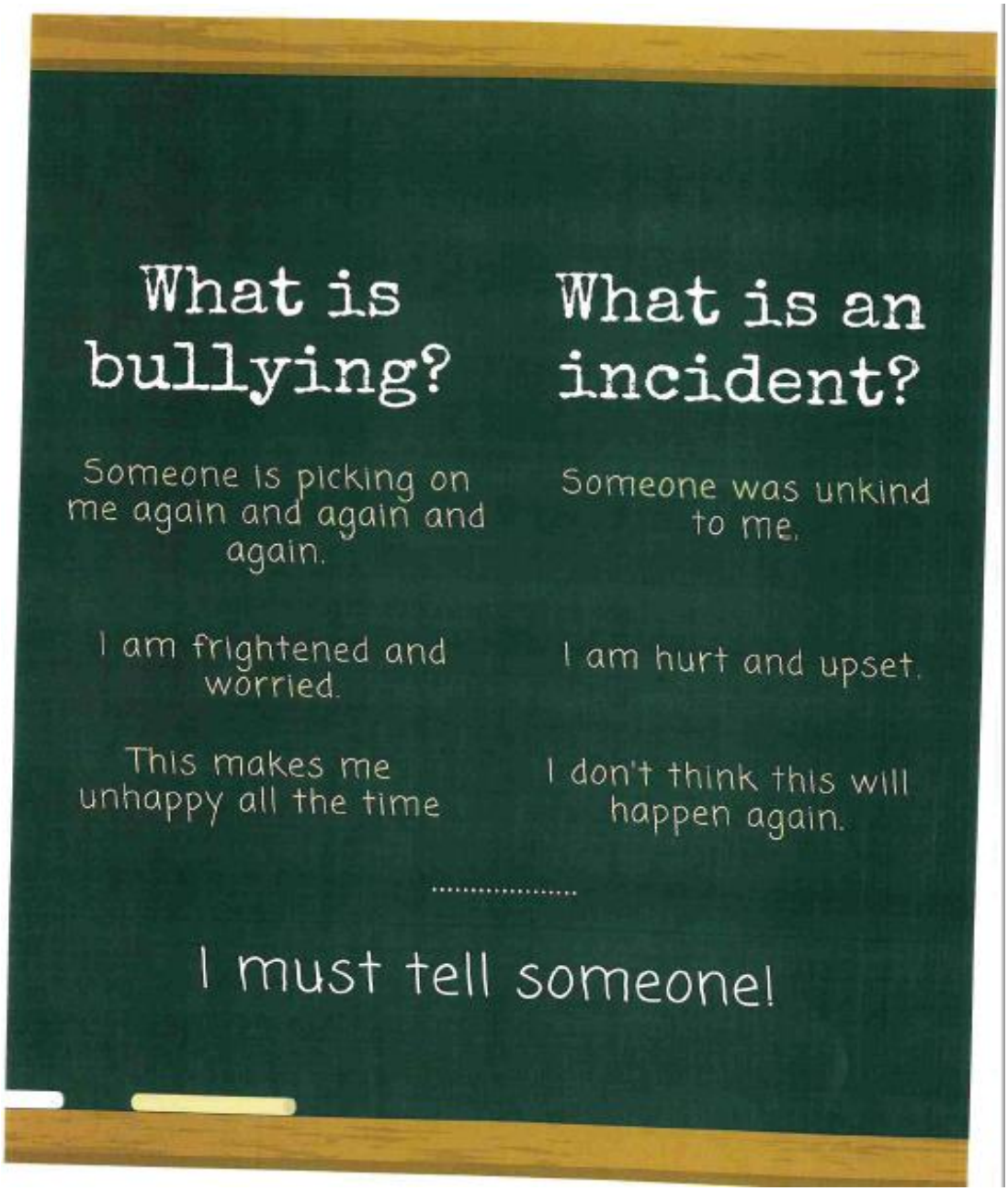
11.4 The school will ensure parents/carers know how to communicate with the school appropriately, including if they are unhappy or wish to complain. In these instances, the parent will be directed to the school's Complaints Policy.

11.5 Staff are required to follow the school's Online Safety Policy and Staff Code of Conduct, in order to safeguard themselves.

12 Monitoring and review

12.1 The Governing Board will review this policy annually. It will be reviewed earlier than this if new legislation or guidance is produced.

Appendix A


What is bullying?
Someone is picking on me again and again and again.
I am frightened and worried.
This makes me unhappy all the time
What is an incident?
Someone was unkind to me.
I am hurt and upset.
I don't think this will happen again.
I must tell someone!