



Brabourne CE Primary School

Anti-Bullying Policy – Oct 2025

Through creative and challenging experiences, we inspire our school community to develop resilience, a passion for learning and the courage to pursue our dreams. Within our nurturing environment and beyond, we live out Christian values, enabling all to flourish in the love of God.

1. Objectives of this Policy

This policy outlines what our school will do to prevent and tackle bullying. The policy has been drawn up through the involvement of the whole school community and we are committed to developing an anti-bullying culture whereby no bullying, including between adults or adults and children and young people will be tolerated.

This policy is based on DfE guidance “Preventing and Tackling Bullying” July 2017 and supporting documents. It also considers the DfE statutory guidance “Keeping Children Safe in Education” 2025. The setting has also read Childnet’s “Cyberbullying: Understand, Prevent and Respond: Guidance for Schools”.

2. Links to legislation

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- o The Education and Inspection Act 2006, 2011
- o The Equality Act 2010
- o The Children Act 1989
- o Protection from Harassment Act 1997
- o The Malicious Communications Act 1988
- o Public Order Act 1986.

2. Our school community:

- Supports all staff to promote positive relationships and identify and tackle bullying appropriately.
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- Report back to parents regarding their concerns on bullying and deal promptly with complaints. Parents in turn work with the school to uphold the anti-bullying policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate.
- Upholds the protected characteristics of the Equality Act 2010 for pupils, staff and all other members of our school community and works to ensure that no one is subject to discrimination and that all are given equality of opportunity.

3. Links with other school policies and practices

This policy links with several school policies, practices and action plans including:

- Behaviour and discipline policy
- Complaints policy
- Child protection policy
- Confidentiality policy
- Online safety and Acceptable Use Policies (AUP)
- Curriculum policies, eg. PSHE

4. Forms and types of bullying covered by this policy

Bullying can happen to anyone. This policy covers all types and forms of bullying including but not limited to:

- o Bullying related to physical appearance
- o Bullying of young carers, children in care or otherwise related to home circumstances
- o Bullying related to physical/mental health conditions
- o Physical bullying
- o Emotional bullying
- o Sexualised bullying/harassment
- o Bullying via technology, known as online bullying or cyberbullying
- o Prejudiced-based and discriminatory bullying (against people/pupils with protected characteristics) which may include:

- Bullying related to race, religion, faith and belief and for those without faith
- Bullying related to ethnicity, nationality or culture
- Bullying related to Special Educational Needs or Disability (SEND)
- Bullying related to sexual orientation (homophobic/biphobic bullying)
- Gender based bullying, including transphobic bullying
- Bullying against teenage parents (pregnancy and maternity under the Equality Act).

The school community recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential.

5. Responsibilities

- It is the responsibility of the Headteacher to communicate this policy to the school community to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility. Governors are to take a lead role in monitoring and reviewing this policy. All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly. Parents/carers are to support their children and work in partnership with the school. Pupils are to abide by the policy.

6. Definition of bullying

- Bullying can be defined as “behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, July 2017).
- Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- Bullying is recognised by the school as being a form of child on child abuse. It can be emotionally abusive and can cause severe and adverse effects on children’s emotional development.

8. Responding to bullying

The following steps may be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
 - The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision making, as appropriate.
 - The Headteacher/Designated Safeguarding Lead (DSL) or another member of leadership staff (amend as appropriate to the school) will interview all parties involved.
 - The DSL will be informed of all bullying issues where there are safeguarding concerns.
 - The school will speak with and inform other staff members, where appropriate.
 - The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
 - Apply any sanctions using a restorative justice approach, as outlined in the school behaviour policy, in consultation with all parties involved.
 - Work with and support the person who has engaged in bullying to ensure the behaviour does not recur and that they receive appropriate support.
 - If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children’s social care, if a child is felt to be at risk of significant harm.
 - Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the DSL will collaborate with other schools.
 - A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken. Bullying incidents will be logged and monitored for patterns (e.g. type, location, protected characteristics) to inform preventative work.

Cyberbullying

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
 - Provide appropriate support for the person who has been cyberbullied.
 - Work with and support the person who has carried out the bullying to ensure the behaviour does not happen again and that they receive the help they need.
 - Apply any sanctions using a restorative justice approach, as outlined in the school behaviour policy, in consultation with all parties involved.
 - Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- o Take all available steps where possible to identify the person responsible. This may include:
- looking at use of the school systems
 - identifying and interviewing possible witnesses
 - Contacting the service provider and the police, if necessary.
- o Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
- Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
 - Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and the school searching and confiscation policy. (We will access the DfE 'Searching, screening and confiscation at school' and Childnet cyberbullying guidance to ensure that the school's powers are used proportionately and lawfully).
 - Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- o Where an individual can be identified, the school will ensure that appropriate sanctions are implemented to change the attitude and behaviour of the bully, as well as ensuring access to any additional help or support they may need.
- o Inform the police if a criminal offence has been committed.
- o Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
- advising those targeted not to retaliate or reply.
 - providing advice on blocking or removing people from contact lists.
 - helping those involved to consider and manage any private information they may have in the public domain.

Our anti-bullying policy explicitly recognises that online harm includes not only harassment, cyberbullying, and inappropriate content, but also misinformation, disinformation, conspiracy

theories, manipulation, and harmful use of generative AI. Pupils and staff will be made aware of these risks through training and curriculum.

We commit to regularly reviewing the effectiveness and proportionality of our filtering and monitoring systems, using available DfE tools (e.g. Plan Technology for Your School). Staff and pupils must follow the school's acceptable use policy, which prohibits private or unmonitored personal device communications with pupils outside approved platforms.

Where pupils attend alternative provision or offsite settings, the school will require written assurances from providers that full safeguarding and anti-bullying protocols are in place. Placements will be reviewed regularly (at least every half term) for safety and suitability, and the school will monitor pupils' welfare in those settings

What the School will do:

- All staff will be vigilant in looking for signs of bullying. These may include: Deterioration of work; spurious illness; isolation; the desire to remain with an adult; erratic attendance.
- Every pupil will know that they have a class teacher or teaching assistant to whom they may talk in confidence.
- Any report of bullying will be followed up. If appropriate, the incident will be reported to the Headteacher; the bully will be reprimanded in line with the Behaviour Policy and the victim will be protected and supported to ensure that the bullying behaviour is not repeated.
- In serious cases of bullying, parents will be informed and record of the incident kept on file.
- Bullying will be discussed as part of the personal and social education programme of the school.
- At weekly staff meetings safeguarding and child concerns are discussed; for example concerns about friendships. In this way the whole staff monitor pupil interactions and behaviour, especially of the vulnerable pupil.
- Provide a quality RSHE curriculum for pupils and annual anti-bullying and Safer Internet Day work.

9. Supporting pupils

Pupils who have been bullied will be supported by:

- o Reassuring the pupil and providing immediate pastoral support.
- o Offering an immediate opportunity to discuss the experience with their teacher, the DSL, or a member of staff of their choice.
- o Being advised to keep a record of the bullying as evidence and discuss how to respond to any further concerns.
- o Working towards restoring self-esteem and confidence.
- o Providing ongoing support. This may include working and speaking with staff, offering formal counselling, engaging with parents and carers.

o Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Integrated Children Services or support through the Children and Young People's Mental Health Service (CYPMHS).

Pupils who have perpetrated bullying will be helped by:

- o Discussing what happened, establishing the concern and the need to change.
- o Informing parents/carers to help change the attitude and behaviour of the child.
- o Providing appropriate education and support regarding their behaviour or actions.
- o If online, requesting that content be removed and reporting accounts/content to service provider.
- o Sanctioning, in line with school behaviour/discipline policy. This may include:

- official warnings
- detentions/internal exclusions
- removal of privileges (including online access when encountering cyberbullying concerns)
- in extreme or repeated cases, fixed-term or permanent exclusions.

Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Integrated Children Services or Early Help or support through the Children and Young People's Mental Health Service (CYPMHS).

Supporting adults

Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, parents or other staff members, is unacceptable.

Adults who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the Headteacher.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools' behaviour policy.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults who have perpetrated the bullying will be helped by:

- Discussing what happened with a senior member of staff and/or the Headteacher to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
- If online, requesting that content be removed.

- Instigating disciplinary, civil or legal action as appropriate or required.

A staff code of conduct and whistleblowing policy are available from the school office.

10. Preventing, identifying and responding to bullying

Environment

- The whole school community will:
 - o Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
 - o Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (child on child abuse).
 - o Recognise the potential for children with Special Educational Needs and Disabilities (SEND) to be disproportionately impacted by bullying and will implement additional pastoral support as required.
 - o Recognise that bullying may be affected and influenced by gender, age, ability and culture of those involved.
 - o Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
 - o Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.
 - o Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
 - o Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-based and discriminatory bullying.
 - o Actively create "safe spaces" for vulnerable children and young people.
 - o Celebrate success and achievements to promote and build a positive school ethos.

Policy and Support

- The whole school community will:
 - o Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
 - o Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
 - o Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools' attention, which involves or affects pupils, even when they are not on school premises; for example, when using school transport or online, etc.
 - o Implement appropriate disciplinary sanctions using a restorative approach; the consequences of bullying will reflect the seriousness of the incident while promoting understanding, accountability, and the message that bullying is unacceptable.
 - o Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied and support all parties in moving forwards.

Education and Training

- The school community will:
 - o Train all staff, including teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents.
 - o Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/student council, etc.
 - o Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.
 - o Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week
 - o Provide systematic opportunities to develop pupils' social and emotional skills, including building self-esteem.

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- Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools' attention, which involves or affects pupils, even when they are not on school premises; for example, when online, etc.
- Implement appropriate sanctions using restorative justice approaches in line with the school's behaviour policy.
Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied to support all parties in moving forwards.

13. Involvement of pupils

We will:

The school will seek regular feedback from pupils (through surveys, school council, focus groups) on the effectiveness of anti-bullying measures.

- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Offer support to pupils who have been bullied and to those who are bullying to address the problems they have.

14. Liaison with parents and carers

We will:

- Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats, including via the school website
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.
- Where parents or carers remain dissatisfied after exhausting the school's complaints process, they may escalate concerns to the Local Authority or to the Department for Education.

15. Monitoring

- The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.
- Any issues identified will be incorporated into the school's action planning.
- The Headteacher will be informed of bullying concerns, as appropriate.
- The named Governor for bullying will report on a regular basis to the governing body on incidents of bullying, including outcomes.

This policy is reviewed (annually, or sooner if guidance changes) by the Governing Body.

16. Useful Support Agencies

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- 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

SEND

- Changing Faces: www.changingfaces.org.uk

- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Cyberbullying

- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS)
www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
- DfE 'Cyberbullying: advice for headteachers and school staff':
www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE 'Advice for parents and carers on cyberbullying':
www.gov.uk/government/publications/preventing-and-tackling-bullying

Race, religion and nationality

- 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
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srtrc.org/educational

LGBT

- Barnardo's LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW)
www.endviolenceagainstwomen.org.uk