

Brocklewood Primary School



Antibullying Policy

January 2026

To be reviewed: January 2027

Brocklewood Primary School Equality Statement:

Brocklewood Primary School is committed to the principle of equality for all pupils irrespective of race, religion, gender, language, disability or family background, and to the active support of initiatives designed to further this principle. We believe that equality is at the heart of good educational practice. All pupils are of equal value and deserve equal access to every aspect of school life. They have equality to learn and work towards their highest possible levels of achievement. The vision and values we uphold as a school support equality for all staff and pupils at all times. All personnel are responsible for ensuring that this policy is implemented effectively. Discrimination on the basis of race, religion, gender, sexuality, language, disability or family background is not acceptable.

Aims & Objectives

We aim to ensure that every member of the school community is given equality to achieve their full potential, and that each individual is entitled to work and learn in a supportive environment. In order to achieve this, we are committed to:

- equal access and treatment for all
- being responsive to changing needs
- educating and informing children and parents about the issues addressed in this policy
- avoiding prejudice
- promoting a positive self-image and mutual respect, regardless of differences
- providing for all according to individual need
- ensuring equality of opportunity permeates the whole curriculum and school ethos
- using resources and examples which provide positive images of all groups
- acknowledging the richness and diversity of British society and preparing pupils for their role within it
- working to an agreed code of conduct which can be monitored, evaluated and reviewed
- developing a positive attitude to equality among staff, pupils, parents, governors and all who contribute to school life

We recognise that discrimination can be overt or covert. Covert discrimination relates to assumptions, beliefs and values developed over time which influence instinctive responses.

Gender

Brocklewood Primary School takes practical steps to ensure no assumptions are made about pupils' participation based on gender. Organisational structures, curriculum provision and the behaviour policy apply equally to all pupils. Classes are organised chronologically and groupings remain flexible. Other than gender-specific opportunities where appropriate, all clubs and activities are open to all pupils. The Personal, Social and Health Education (PSHE) curriculum reinforces these principles and supports inclusive participation across school life.

Race, Faiths, Languages and Family Background

Brocklewood Primary School serves a diverse community. Racial discrimination is unlawful and the school actively promotes positive relationships and challenges prejudice. British Values defined as democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs, are embedded through the curriculum, assemblies, school values and enrichment opportunities.

Children may sometimes use language or behaviours they do not fully understand. Such incidents are addressed sensitively and firmly, ensuring that all pupils are protected from insult, abuse or bullying. Incidents are monitored to identify patterns and inform further action.

Pupils and families with English as an additional language are supported through targeted classroom practice, pastoral support and, where appropriate, external services.

Staffing

The school values diversity amongst its staff. Recruitment and appointment processes are carried out in line with equality legislation and professional criteria. Staff model inclusive behaviour and use teaching examples that reflect the diversity of society, reinforcing respect and shared responsibility.

Duty of Care and Legal Framework

Brocklewood Primary School has a duty of care towards its pupils and acts in loco parentis during the school day and at school-related activities. This policy reflects the school's legal responsibilities under the Education Inspections Act 2006, the Education Act 1986 and the Equality Act 2010.

The school recognises its responsibility to prevent all forms of bullying and to establish clear procedures for dealing with incidents when they occur.

This policy links with the Behaviour Policy, Safeguarding Policy, PSHE Policy, E-Safety Policy and British Values curriculum.

Definition of Bullying

The school follows Department for Education guidance which defines bullying as **behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group physically or emotionally**. Bullying can take many forms, including cyberbullying, and is often motivated by prejudice.

Bullying can be:

- verbal
- physical
- emotional
- cyber

Some forms of bullying are illegal and may require police involvement.

Inclusion

Every member of the school community is entitled to equality of protection from bullying and to support through school policies and procedures. Anti-bullying provision takes account of protected characteristics to ensure support is sensitive, inclusive and non-judgemental.

Bullying can occur between pupils, between pupils and adults, or between adults, and may take place face to face, indirectly or online.

Examples of Bullying

Bullying can be direct or indirect and includes:

- Verbal bullying - name-calling, taunting, mocking, making offensive comments and teasing including those of a racial, homophobic or sexual nature.
- Physical bullying – kicking, hitting, punching, pushing and pinching.
- Emotional bullying - producing offensive graffiti, excluding people from groups, spreading hurtful and untrue rumours, being forced to do things against own will and taking belongings or money.
- Cyber bullying – offensive text messaging, inappropriate use of gaming sites or social network, e-mailing and sending degrading images by phone or the internet.

Some forms of bullying are illegal and should be reported to the police. These include:

- violence or assault
- theft
- repeated harassment or intimidation such as: name calling, threats and abusive phone calls, emails or
- text messages
- hate crimes

Call 999 if you or someone else is in immediate danger.

Bullying can take place between pupils, between pupils and staff; or between staff; by individuals or groups; face to face, indirectly or using a range of cyber bullying methods. It can happen in isolation or quite often in the presence of others.

People who are victims of bullying frequently, but not exclusively, are bullied as a result of:

- race, religion or culture
- special educational needs or disability
- appearance or health conditions
- sexual orientation
- gender
- home circumstance including looked-after-children and young carers.

Bullying has been described by pupils as:

- name calling and teasing
- physical abuse such as: hitting, pushing, pinching or kicking
- having personal possessions taken such as: bag or mobile phone

- receiving abusive text messages or e-mails, comments on social networking sites
- being forced to hand over money or possessions
- being forced to do things they don't want to do
- being ignored or left out
- being attacked in any way due to religion, gender, sexuality, disability, appearance or racial or ethnic origin.
- having rumours spread about the child

Racist bullying – an incident which is perceived to be racist by the victim or any other person. This can be in the form of:

- verbal abuse, name calling, racist jokes, offensive mimicry
- physical threats or attacks
- wearing of provocative badges or insignia
- bringing racist leaflets, comics or magazines
- inciting others to behave in a racist way
- racist graffiti or other written insults, even against food, music, dress or customs
- refusing to co-operate in work or play.

Sexual bullying – this is generally characterised by:

- abusive name calling
- looks and comments about appearance, attractiveness, emerging puberty
- inappropriate and uninvited touching
- sexual innuendos and propositions
- pornographic material, graffiti with sexual content
- in its most extreme form, sexual assault or rape.

Sexual orientation – this can happen even if the pupils are not lesbian, gay or bisexual. Just being different can be enough. This can be in the form of:

- use of homophobic language
- looks and comments about sexual orientation or appearance.

SEN or disability – these pupils are often at greater risk of bullying. This can be characterised by:

- name calling
- comments on appearance
- comments with regard to perceived ability and achievement levels.

Cyber bullying is often not carried out face to face and may be conducted outside of school. Cyber bullying is:

- sending of offensive text messages or emails
- sending degrading images by phone, using the internet on social messaging sites
- spreading untrue rumours or making offensive comments
- spreading AI generated deepfake images

Cyber bullying is often spread quickly as comments are shared by others. Bystanders to cyber bullying can easily become perpetrators by passing on or showing material to others, which is designed to

humiliate. All instances of either starting cyber bullying or sharing cyber bullying will be dealt with by school within the anti-bullying policy.

School Statement of Intent

Brocklewood Primary School believes that:

- bullying is unacceptable
- bullying can be resolved
- seeking help is a sign of strength
- all concerns will be listened to and taken seriously
- everyone has the right to feel safe
- the school community shares responsibility for preventing bullying

Aims of the Policy

- To create a safe, positive environment for learning
- To make clear that all forms of bullying are unacceptable
- To encourage reporting of bullying
- To support victims effectively
- To help pupils who bully to change behaviour
- To work in partnership with parents and external agencies
- To ensure consistency across the school

Code of Conduct

All adults in school act as role models and will, in line with the Behaviour Policy 2025–2026:

- show respect to all pupils and colleagues
- be fair and consistent
- avoid labelling
- maintain high expectations
- promote a culture of praise
- uphold the school values

Pupils are expected to:

- treat others with respect
- support peers who may be vulnerable
- take responsibility for their behaviour
- uphold the school values

Procedures for Dealing with Incidents

All incidents of bullying are taken seriously and investigated promptly. Responses to bullying incidents follow the same principles set out in the Brocklewood Behaviour Policy 2025–2026, including predictable, proportionate and consistent responses, use of de-escalation strategies, and clear communication with pupils and parents.

Incidents are logged on Arbor in line with the school's behaviour recording procedures. Where an incident meets safeguarding thresholds, it is also recorded on MyConcern and managed in accordance with the Safeguarding Policy.

Support is provided for both the pupil who has experienced bullying and the pupil who has displayed bullying behaviour. Sanctions are applied in line with the graduated response outlined in the Behaviour Policy 2025–2026, with professional judgement used and consideration given to age, SEND, behaviour history and safeguarding context.

Governance and Trust Oversight

Incidents of bullying are monitored, recorded and analysed on an ongoing basis to ensure patterns, trends and recurring concerns are identified promptly. A summary of bullying incidents is reported to governors on a half-termly basis, providing assurance about the nature, frequency and management of incidents and enabling effective challenge and oversight. In addition, bullying data is reviewed termly with Transform Trust as part of wider behaviour and safeguarding monitoring. This approach strengthens prevention by ensuring that concerns are not viewed in isolation, that practice is reviewed regularly, and that actions are informed by evidence. Regular reporting supports consistency, accountability and early intervention, helping the school to respond proportionately, refine preventative strategies and maintain a safe and respectful learning environment for all pupils.

Strategies to Reduce Bullying

The school adopts a proactive approach to preventing bullying, including:

- constant and consistent teaching and modelling school values of kind, respectful, inclusive and safe KRIS
- PSHE and circle time
- restorative approaches
- peer support
- staff training
- assemblies and awareness events
- targeted pastoral and SEND support

Guidance for Pupils

Pupils are encouraged to report bullying to a trusted adult. They are reminded that bullying is not their fault and that they will be supported.

Guidance for Parents

Parents are encouraged to contact school promptly if they have concerns about bullying. The school will work in partnership with families to resolve issues and monitor outcomes.

Confidentiality

Absolute confidentiality cannot be promised. Safeguarding procedures will be followed where required. Pupils are supported sensitively and encouraged to involve parents or trusted adults.

Some incidents of bullying may also meet the threshold for safeguarding concerns or criminal behaviour and will therefore be managed beyond the school's behaviour and anti-bullying procedures. This includes, but is not limited to, incidents involving sexual harassment or abuse, the creation or sharing of

sexual images (including AI-generated or manipulated images), serious threats, violence, hate-related incidents, coercion, or persistent harassment. In such cases, the school has a duty to follow safeguarding procedures, record concerns appropriately, and involve external agencies where required. Where an incident may constitute a criminal offence or pose a serious risk to a child or others, the police will be informed. The school will work in partnership with safeguarding professionals to ensure the safety and wellbeing of all pupils, alongside applying proportionate behaviour sanctions where appropriate.

This policy should be read in conjunction with the Brocklewood Behaviour Policy, Safeguarding Policy, PSHE Policy and E-Safety Policy.

Legislative and Statutory References

Education Inspections Act 2006

Places a duty on schools to promote good behaviour and prevent bullying.

<https://www.legislation.gov.uk/ukpga/2006/40/contents>

Education Act 1986

Requires schools to have measures in place to prevent all forms of bullying among pupils.

<https://www.legislation.gov.uk/ukpga/1986/61/contents>

Education Act 2002 (Section 175)

Places a duty on schools to safeguard and promote the welfare of children.

<https://www.legislation.gov.uk/ukpga/2002/32/section/175>

Equality Act 2010

Provides legal protection from discrimination, harassment and victimisation, forming the basis for addressing prejudice-based bullying.

<https://www.legislation.gov.uk/ukpga/2010/15/contents>

Keeping Children Safe in Education (KCSIE) – statutory guidance

Sets out safeguarding responsibilities, including child-on-child abuse, sexual harassment and online harm, which may overlap with bullying.

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Behaviour in Schools: Advice for Headteachers and School Staff (DfE)

Statutory guidance on behaviour management, sanctions and the handling of bullying incidents.

<https://www.gov.uk/government/publications/behaviour-in-schools--2>

Online Safety Act 2023

Provides the legal context for responding to online abuse and cyberbullying, including image-based harm.

<https://www.legislation.gov.uk/ukpga/2023/50/contents>

Searching, Screening and Confiscation: Advice for Schools (DfE)

Supports school responses where bullying involves prohibited items, electronic devices, or digital evidence.

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Use of Reasonable Force in Schools (DfE)

Relevant where bullying incidents escalate to risk of harm and require intervention to prevent injury or serious disruption.

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>