



Brent Knoll

C of E Primary School

Let Your Light Shine

**Brent Knoll Primary School
Anti-Bullying Policy**

Date of policy: January 2026

Review of Policy: January 2027

Signed: Mrs Bev Gore (Chair of Partners)

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Anti-Bullying Policy

Introduction

Definition of bullying

Bullying is defined by the DfE as: *'Behaviour by an individual or a group, usually repeated over time, which intentionally hurts another individual either physically or emotionally'*.

Bullying can include:

Name calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, inappropriate text messaging and electronic messaging (including through websites), Social Networking sites and Instant Messenger, sending offensive or degrading images by phone or via the internet, producing offensive graffiti, gossiping, excluding people from groups and spreading hurtful rumours.

Forms of bullying covered by this policy

- Bullying related to race, religion or culture
- Bullying related to learning difficulties or disability
- Bullying related to appearance or health conditions
- Bullying of young carers or children in care or otherwise related to home circumstances
- Prejudice-based and discriminatory
- Sexist or sexual bullying
- Homophobic bullying
- Biphobia
- Misogyny/misandry
- Child on child
- Cyber bullying
- Physical Abuse including intimate partner abuse
- Sexual Violence including CSE, Sexual Harassment, Sending nudes and upskirting
- Initiation and Hazing type violence including rituals, challenges, and other activities involving harassment, abuse or humiliation as a way of initiating a person into a group
- Gang violence, threats or coercion

This policy should be cross referenced with the following policies; Behaviour Management, Acceptable Use, Equality Statement and Objectives, Online Safety, Whistle blowing and PSHE. It should also be cross referenced with the Code of Conduct for staff and Safeguarding Policy and procedures.

Aims and objectives

Our school vision clearly reflects the ethos we strive for as a school; to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying. Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos take measures in which bullying is regarded as unacceptable.

These measures include: Daily and weekly rewards encourage positive choices and actions. Our curriculum and PSHE lessons also teach appropriate behaviours through robust discussions in circle time and our emotional literacy sessions. Our rewards and sanctions also mean there are clear and understandable consequences for the children to understand and respond to. Our restorative approach to managing behaviour means the emphasis is on children being able to try again, to get it right this time. ***It is the behaviour which is disapproved of, not the child.***

To support pupils and their families in seeking independent advice we also publish details of helplines and websites on notes to parents/carers and on our website and at the back of this policy. Through this policy we also make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

This policy aims to produce a consistent school response to any bullying incidents that may occur.

Role of Partners

The local partner body:

- Supports the head teacher in all attempts to eliminate bullying from our school.
- The partners body will not condone any bullying at all in our school, and any incidents that do occur will be taken very seriously, and dealt with appropriately.
- Requires the head teacher to keep accurate records of all incidents of bullying and to report to the governors on request and before each review of this policy, about the effectiveness of school anti-bullying strategies. A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter, in accordance with the complaints policy.

The role of the Headteacher

It is the responsibility of the headteacher to implement the school anti-bullying strategy, and to ensure that all staff are aware of the school policy, and know how to identify and deal with incidents of bullying.

The headteacher:

- Reports to the governing body about the effectiveness of the anti-bullying policy on request and before each review of this policy.
- Ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws attention to this fact at suitable moments.
- Ensures that children are aware of what steps to take if they are being bullied (see role of pupils).
- Ensures all staff receive sufficient training to be equipped to identify and deal with all incidents of bullying.
- Sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be a part of their behaviour.

The role of the teacher and support staff

All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.

- Teachers will use the system of Provision Map to record behaviour and all incidents that happen in their class, and that they are aware of in the school.
- If teachers witness an act of bullying, they will either investigate it themselves or refer it to the head teacher.

- Teachers and support staff do all they can to support the child who is being bullied.
- Support staff ensure any incidents they witness are reported to class teachers.
- All records are brought to teacher/SENDCO meetings.
- If a child is being bullied over a period of time, then, after consultation with the headteacher, the teacher informs the child's parents.
- When any bullying takes place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim and sanctions for the child who has carried out the bullying, explaining to them why his/her action was wrong and how they should change their behaviour in future.
- If a child is repeatedly involved in bullying, the headteacher is informed and the SENDCo. If this persists we then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where the initial discussions have proved ineffective, the headteacher may contact external support agencies, such as the social services.

All members of staff attend training as appropriate, which equips them to identify bullying and to follow the school policy and procedures with regard to behaviour management. The Behaviour Management Policy should be referred to for further details.

Teachers use a range of restorative methods to help prevent bullying and to establish a climate of trust and respect for all. The aim of the restorative justice approach is to facilitate communication and dialogue which restores and promotes reconciliation. They use drama, role play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour.

Pupils have access to the Pupil Version of the Anti-bullying Policy/leaflet which is used by teachers as part of our Anti-bullying awareness provision. Circle time and Jigsaw sessions are used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

The role of parents

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact the Executive headteacher. If they remain dissatisfied, they should follow the school's complaints procedure.

Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to become a positive member of the school.

The role of pupils

Pupils are encouraged to tell anybody they trust if they are being bullied and, if the bullying continues, they must keep on letting people know. A child friendly leaflet goes through steps and procedures.

Pupils are taught these steps:

- Ask them to STOP if you can.
- Tell the person you don't like it
- Ignore them and walk away.
- Always tell someone.

Pupils are invited to tell us their views about a range of issues, including bullying in the annual pupil questionnaire. We have special occasions such as assemblies, lessons and questionnaires when pupils are invited to tell us their views about bullying.

Procedures for recording and reporting bullying behaviour

All adults within school will use their professional judgement when responding to incidents of behaviour that may be found to be bullying. If an incident is considered to be of a bullying or a potential bullying nature the following steps will be taken:

- If bullying is suspected or reported, the incident will be dealt with by the member of staff who has approached
- An account of the incident will be reported on the online system of Edykey – using the link found on the website and the Senior Leadership team will be alerted
- Depending on the circumstances/severity of the incident, members of the Senior Leadership Team (SLT) will talk with all concerned. Any actions will be recorded on the online system - Edgkey
- Class teachers will be informed
- Depending on the incident parents will be contacted. Parents will be contacted if there are repeated concerns.
- Sanctions will be put in place – a number of different sanctions could include: Loss of playtime and/or loss of lunchtime for reflection/repair and restorative action, amendments to social time, actions that repair impact of behaviour, completions of restorative and reflective activities, parental meeting, time out of class to reflect/repair and restore.
- Racist or homophobic incidents will be reported to the Governing body and to WLT.

Persistent bullying or severe cases can lead to a fixed term exclusion – see the behaviour policy for the steps of sanctions.

Allegations of abuse made against other pupils - child on child

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.

We also recognise the gendered nature of child on child abuse (i.e. that it is more likely that girls will be victims and boys perpetrators). However, all child on child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school’s behaviour for learning policy, but this anti-bullying policy linked to our safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting)

If a pupil makes an allegation of abuse against another pupil:

- An adult must record the allegation on Provision Map and tell the Designated Safeguarding Lead (DSL), but do not investigate it
- The DSL may contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL may put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DSL may contact the children and adolescent mental health services (CAMHS), if appropriate.

We will minimise the risk of child-on-child abuse by:

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff confidentially by frequently discussing and modelling how adults will listen to pupils' concerns
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.

Sexting

If a member of the school team is made aware of an incident involving sexting (also known as 'youth produced sexual imagery'), they must report it to the DSL immediately.

Adults must:

- **NOT** View, download or share the imagery yourself, or ask a pupil to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL
- **NOT** Delete the imagery or ask the pupil to delete it
- **NOT** Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- **NOT** Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- **NOT** Say or do anything to blame or shame any young people involved. Adults should explain that they need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

Initial review meeting

Following a report of an incident, the DSL/Headteacher will hold an initial review meeting with appropriate school staff. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the imagery in order to safeguard the young person (in most cases, imagery should not be viewed)
- What further information is required to decide on the best response

- Whether the imagery has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents should be involved)

The DSL/headteacher will make an immediate referral to police and/or children's social care if:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
- What the DSL knows about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the imagery is under 13yrs
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of the imagery (for example, the young person is presenting as suicidal or self-harming). If none of the above apply then the DSL, in consultation with the Deputy DSL and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care.

Further review by the DSL/Executive Headteacher

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL/Executive Headteacher will conduct a further review. This may involve holding interviews with the pupils involved (if appropriate) to establish the facts and assess the risks.

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents

The DSL will inform parents at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

Referring to the police

If it is necessary to refer an incident to the police, this may be done through a police community support officer, local neighbourhood police or dialling 101.

Recording incidents All sexting incidents and the decisions made in responding to them will be recorded.

Curriculum coverage

Pupils in Year 6 are taught about the issues surrounding sexting as part of our PSHE education and computing programmes. This is often led by Police Community Support Officers and can include the following in relation to sexting:

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive
- Issues of legality
- The risk of damage to people's feelings and reputation

- Pupils also learn the strategies and skills needed to manage:
- Specific requests or pressure to provide (or forward) such images
- The receipt of such images

Monitoring and Review

This policy is monitored on a day- to- day basis by the head teacher, who reports to the governors on request about the effectiveness of the policy.

The anti-bullying policy is the governors' responsibility, and they review its effectiveness annually. They do this by examining the school's anti-bullying log book, where incidents of bullying are recorded, and by discussion with the headteacher. Governors analyse the information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.

This policy will be reviewed every two years or earlier if necessary.