

# Anti-Bullying Policy



**Brunswick Park**  
Primary School

**Adopted September 2021**

**Review Date: September 2022**

## The Anti-Bullying Policy should be read in conjunction with the:

- Teaching and Learning Policy
- Behaviour and Discipline Policy
- Complaints Policy/Procedure
- Safeguarding and Child Protection Policies
- e-Safety (Online Safety) and Acceptable Use Policies
- Curriculum Policies such as PSHCE and Computing
- Staff Code of Conduct

## Introduction

This policy outlines what Brunswick Park Primary School does to prevent and tackle bullying. We are committed to providing a caring, friendly and safe environment for all our children so that they can learn in a relaxed and secure atmosphere. We aim to foster and nurture an anti-bullying culture through which no bullying of any kind, including bullying between adults, will be tolerated.

## ANTI-BULLYING STATEMENT

**Bullying of any kind is unacceptable at our school, and is taken seriously. If bullying does occur, all pupils should be able to tell and know that incidents are managed promptly and effectively. Brunswick Park is a TELLING school. This means that anyone who knows that bullying of any kind is happening is expected to tell the staff. Pupils and parents should be assured that they will be supported when bullying is reported. Bullying will not be tolerated; bullying hurts. No-one deserves to be a victim of bullying. Everybody has the right to be treated with respect.**

## What is bullying?

The definition of bullying is **'behaviour by an individual or group, repeated over time, which intentionally hurts another individual or group either physically or emotionally'** (DfE *'Preventing and Tackling Bullying'*, October 2014). Bullying can take many forms and is often motivated by prejudice against particular groups. It might be motivated by actual differences between children, or perceived differences. Bullying can happen to anyone.

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 over a sustained period of time. This includes the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by phone, text, WhatsApp, Telegram or any other Instant Messenger, through websites and social media sites and apps, and sending offensive or degrading images by mobile phone or via the internet.

**It can be:**

- **Emotional:** being unfriendly, excluding, tormenting, e.g. hiding books; using threatening gestures
- **Physical:** pushing, kicking, hitting, punching or any use of violence
- **Racist:** racial taunts, graffiti, gestures
- **Sexual:** unwanted physical contact or sexually abusive comments
- **Homophobic:** because of, or focusing on, the issue of sexuality
- **Verbal:** name-calling, sarcasm, spreading rumours, teasing
- **Cyber:** all areas of technology, including email or internet chat room misuse, threats by text messaging, calls and image sharing and misuse of associated technology, including camera and video facilities

**This policy covers all types of bullying including:**

- Bullying related to race, religion or culture.
- Bullying related to SEND (Special Educational Needs or Disability)
- Bullying related to appearance or physical/mental health conditions
- Bullying related to sexual orientation (homophobic bullying)
- Bullying of young carers, children in care or otherwise related to home circumstances
- Sexist, sexual and transphobic bullying
- Bullying via technology – for instance, cyber-bullying via text messages or the internet

**We will:**

- Monitor and review the anti-bullying policy and its practice regularly, ensuring that governors and staff know the policy and follow it should bullying be reported;
- Support all staff to promote positive relationships to prevent bullying and identify and tackle bullying behaviour appropriately and promptly;
- Ensure that all pupils and parents are aware of the policy and its practice, and what they should do if bullying occurs;
- Reassure parents and pupils that they will be supported if bullying is reported;

- Report back to parents/carers regarding their concerns about bullying and deal promptly with complaints. Parents/carers are expected to support the school in following anti-bullying policy;
- Ensure that pupils are aware that all bullying concerns will be dealt with sensitively and effectively so they feel safe to learn;
- Support all pupils through encouraging them to develop positive social skills, behaviour and attitudes by learning how to relate to and respect each other.

At Brunswick Park we have created and foster an ethos of good behaviour where pupils treat one another and the school's staff with respect because they know that this is the right way to behave. The value of respect for staff and other pupils, an understanding of the value of education and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff through the our 'High Five' rules:



### THE HIGH FIVE

-  **1. Follow instructions from an adult the first time:**  
Courtesy and co-operation
-  **2. Treat others as you would like to be treated:**  
Respect
-  **3. Move around the school sensibly and safely:**  
Care
-  **4. Look after everyone's belongings and equipment:**  
Consideration
-  **5. Be a positive role model:**  
Commitment

Our school's response to bullying does not start at the point at which a child has been bullied. Staff are expected to be proactive in gathering any information about issues between pupils which might provoke conflict, and developing strategies to prevent bullying occurring in the first place. This might involve talking to pupils in a variety of contexts about issues of difference: in lessons, through dedicated events or projects or through assemblies.

## **Strategies to help prevent the occurrence of bullying behaviour**

### **We will:**

- Ensure all staff are aware of and follow the school behaviour policy;
- Create and support an inclusive environment that promotes a culture of mutual respect, consideration and care for others, upheld by all;
- Provide opportunities actively (through PSHCE / Values Based Education) to develop pupils' social and emotional skills, including their resilience;
- Provide an 'open door' approach for pupils, staff and parents/carers to access support and report concerns;
- Challenge practice that does not uphold the school's values, for example, tolerance, non-discrimination and respect for others;
- Consider all opportunities for addressing bullying in all its forms throughout the curriculum (stories, drama and role play) including a range of additional approaches such as through displays, assemblies, events, and the Junior Leadership Team;
- Update and evaluate our approaches regularly to take into account developments in technology and its use, and provide up-to-date advice and education to all members of the community regarding positive online behaviour;
- Train all staff to identify all forms of bullying and to follow the school policy and procedures (including recording and reporting incidents);
- Gather and record concerns and information about bullying incidents and issues proactively to develop strategies to prevent the occurrence of bullying;
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied;
- Work with outside agencies and the wider school community to prevent and tackle bullying concerns;
- Celebrate success and achievement to build, foster and promote a positive school ethos.

### **Staff will be vigilant for signs of bullying, including:**

#### **We will:**

- Gather the children's views about the extent and nature of bullying regularly;
- Ensure that all pupils know how to express concerns and worries about bullying;

- Ensure that all pupils are aware of the range of sanctions that may be used against those who bully;
- Involve pupils in age-appropriate anti-bullying campaigns;
- Offer support to pupils who have been bullied and to those who bully in order to address their problems;
- Ensure that key information about bullying (including policies and named points of contact if parents are worried) is available to parents/carers e.g. website, newsletter;
- Ensure parents/carers know about our complaints procedure and how to use it appropriately;
- Ensure parents/carers know where to access independent advice about bullying;
- Work with parents/carers and the local community to address issues beyond the school gates that may give rise to bullying;
- Ensure that parents/carers work with the school to role model positive behaviour for pupils.

**Children will be encouraged to behave assertively when faced with inappropriate behaviour:**

## How To Be Assertive

**If someone is  
doing  
something  
you don't like,  
you can:**



- 1. Look at the person.**
- 2. Put your hand up like a stop sign.**
- 3. Use a strong voice to say  
"STOP. I don't like it that."**
- 4. Describe what you don't like.**
- 5. If the person does not stop, ask  
for help.**

**Procedures for all staff dealing with incidents when bullying is suspected or reported:**

- Staff will intervene immediately when bullying is reported;
- Staff will investigate, listening carefully to all parties and witnesses;
- The incident will be recorded and passed to a member of the SLT, who will interview the children/people concerned;
- The child being bullied will be made aware that the incident will be dealt with;
- Parents/carers of the bullying child/children will be asked to attend a meeting to discuss their child/ren's behaviour;
- Parents/carers of the child/ren being bullied will be informed and/or invited to meet with an appropriate member of staff;
- A suitable sanction (see the Behaviour and Discipline Policy) will be used against the bully to modify or change the behaviour;
- Staff will monitor the behaviour of both bully and victim, and all staff will be alerted to be vigilant to further occurrence.

**The first priority is to support the victim. Pupils who have been bullied will be supported by:**

- The offer of an immediate opportunity to discuss the experience with their teacher or a member of staff of their choice;
- Reassuring the pupil and providing continuous support;
- Support to develop strategies to prevent re-occurrence;
- Restoring self-esteem and confidence;
- Sanctioning the bully in line with the Behaviour and Discipline Policy, for example, loss of privileges, removal of the bully from the playground or classroom for a period of time in order that the victim may play and learn safely in the knowledge that the bully is not present, time out in another class or with a senior teacher, exclusion from playtime or lunchtime or a fixed term exclusion.

**Pupils who have bullied will be helped by:**

- Discussing what happened and establishing the concern, developing an understanding of the impact of their actions on the victim, helping them understand that what they have done is wrong and that they need to change their behaviour;
- Informing parents/carers to help change the attitude and behaviour of the child;
- Providing appropriate education and targeted support.

## **Organisations to support and provide additional guidance**

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Beat Bullying: [www.beatbullying.org](http://www.beatbullying.org)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- DfE: 'Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies', and 'Supporting children and young people who are bullied: advice for schools' March 2014: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: 'No health without mental health': <https://www.gov.uk/government/publications/no-health-without-mentalhealth-a-cross-government-outcomes-strategy>
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)
- Cyberbullying: Childnet International: [www.childnet.com](http://www.childnet.com)
- Digizen: [www.digizen.org](http://www.digizen.org)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Pace: [www.pacehealth.org.uk](http://www.pacehealth.org.uk)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- LGBT (lesbian, gay, bisexual, and transgender) Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)
- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)
- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- Show Racism the Red Card: [www.srtrc.org/educational](http://www.srtrc.org/educational)