

# Broomhill Primary School



## Anti-Bullying Policy

|                     |                                |                                      |
|---------------------|--------------------------------|--------------------------------------|
| Approved by:        | Mr. Craig Priday               | Date: 1 <sup>st</sup> September 2026 |
| Last reviewed on:   | 1 <sup>st</sup> September 2026 |                                      |
| Next review due by: | 1 <sup>st</sup> September 2027 |                                      |

## **1. Introduction**

Broomhill Primary School has a commitment to eradicating bullying in school so that every child feels safe, supported and welcome. Our school values encourage children to be good people and we embed these – respect, kindness, positivity and resilience – in all aspects of school life.

The school has a clear Behaviour Policy, which helps to both reduce incidences of bullying and identify clear strategies for disciplining children who are responsible for bullying. The Behaviour Policy should therefore be used in conjunction with this policy when addressing any issue relating to bullying.

## **2. What is Bullying?**

Bullying in primary schools is defined as repeated, intentional behaviour that causes harm or distress to another individual, and it can take various forms, including physical, verbal, indirect, and cyberbullying.

### ***Types of Bullying***

#### ***Verbal Bullying:***

This includes repeated name-calling, insults, and threats. It can manifest as taunting or making fun of someone, which can significantly impact a child's self-esteem and emotional well-being.

#### ***Physical Bullying:***

This involves any form of physical aggression, such as hitting, kicking, pushing, or any other actions that cause physical harm to another child. It is often the most visible form of bullying.

#### ***Indirect Bullying:***

Also known as relational bullying, this includes behaviours such as social exclusion, spreading rumours, or manipulating social relationships to isolate a child. This form can be particularly damaging as it affects a child's social standing and friendships.

#### ***Cyberbullying:***

With the rise of technology, cyberbullying has become increasingly prevalent. This includes sending hurtful messages via text, social media, or gaming platforms, as well as sharing embarrassing photos or videos without consent.

## **3. Aims and objectives**

We shall ensure that our school is a place where children are equally valued or listened to and can expect their problems to be dealt with in a fair way. All incidents will be treated with sensitivity, taking account of the personal circumstances of the people involved.

Bullying is wrong and damages individual children. We therefore do all that we can to prevent it. This is primarily achieved through the development of a school ethos in which bullying is regarded as totally unacceptable. As a school we aim to produce a safe and secure environment where all pupils can learn without anxiety.

This policy aims to produce a consistent attitude and response towards bullying from all members of the school community. We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities regarding bullying. We promote a culture where all adults and children are valued and treated with respect.

There will be **zero tolerance** to all language relating to protected characteristics.

We aim to:

- Ensure that everyone in school knows what is meant by bullying
- create a supportive, learning environment where action is taken and followed through
- have set procedures and processes
- provide training and support for staff and children
- constantly work towards improving the general behaviour of the school
- ensure that staff are aware that the anti-bullying support extends to everyone in school, not just the children.

#### **4. Anti-Bullying Strategy**

##### **"Broomhill's Anti-Bullying Strategy"**

**We are pro-active in tackling bullying through our curriculum (specifically PSHE), weekly personal development assemblies, the No Outsiders programme and participation in anti-bullying week.**

**All incidents of negative behaviour are recorded on CPOMS. If a member of staff feels that there is any potential of a bullying dynamic, an incident will be recorded as behaviour and a potential indication of bullying. Not all behaviour incidents equate to bullying and staff will use their professional judgement in these scenarios.**

##### **Stage I - Potential Indication of Bullying**

**The Headteacher will speak to the alleged victim and the alleged perpetrator. Children will be warned that this is a potential bullying incident and further incidents will lead to greater consequences. At this stage, the incident will be dealt with internally. A consequence will be put in place in line with the behaviour policy. Staff will be asked to monitor these pupils carefully.**

## **Stage 2 - Second Incident**

This stage is triggered when a further incident occurs after the child has been spoken to at stage 1. The parents of all children involved will receive a phone call to explain what has happened at both stage 1 and stage 2. The alleged perpetrator will have a further consequence of greater severity than at stage 1 (e.g. a week of no play time). The alleged victim will be supported closely by the class teacher and increased communication with parents will commence. A restorative session will take place with all pupils involved to help them to move forward.

## **Stage 3 - Third Incident**

This stage is triggered when a third incident occurs after stage 2. Separate meetings will be held with the parents of the children involved, class teachers and the Headteacher. A formal plan will be put in place to ensure the alleged victim is protected and the alleged perpetrator is educated about their behaviour going forward. The child will receive a consequence in line with the severity of their actions; this could include a formal suspension.

### **4.1 The Role of Governors**

The Governing body supports the Head teacher in the employment of anti-bullying strategies.

This policy statement makes it very clear that the governing body does not condone any form of bullying in the community of our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The Governors require the head teacher to keep accurate records of any incidents of bullying, particularly those that are racially motivated, together with the action taken. The head teacher retains responsibility for reviewing the effectiveness of anti-bullying strategies and together with the Governors, reviews this policy on an annual basis.

Where a parent is unhappy with the action taken by the head teacher in response to a bullying incident, they have the right to make a formal complaint to the governing body. The Governing body should respond to any formal complaint within ten days and must notify the head teacher of the need to investigate the case and to report back to a representative of the governing body.

### **4.2 The Role of the Head Teacher**

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

The head teacher has the primary responsibility for ensuring that children know that bullying is wrong, and that it will not be tolerated in school. This is undertaken in a variety of ways, including through whole school assemblies, lessons and when dealing with specific incidences of inappropriate behaviour.

The head teacher has specific responsibility for developing a school climate of mutual support and praise, thus 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 part of their behaviour.

Informal communications between staff and with parents are undertaken immediately when a bullying issue arises. Where appropriate this is shared with other members of staff at Wednesday staff meetings and ways of addressing individual problems are discussed.

#### **4.3 The Role of Staff Members**

We have a collective responsibility for discouraging and responding to any incidences of bullying.

If a member of staff witnesses an act of bullying, they support the children involved following discipline and behaviour procedures and involve Thrive and a senior member of staff to provide support or appropriate sanctions. This is mainly achieved through 1:1 work.

Staff must follow the agreed Behaviour Policy when disciplining children for bullying. Teachers support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent bullying from occurring.

Staff create an ethos where everyone is valued within school.

Supervision in and around school will be focussed on preventing situations for trouble occurring. The strategies in place will prevent bullying in all areas of school.

A time will be allocated in staff meetings and briefings to share concerns about children.

The anti-bullying policy will be reviewed by the headteacher and teaching staff annually.

#### **4.4 The Role of Pupils**

Children should learn that bullying is wrong and that it will not be tolerated in school. They should know that they have a role and responsibility to help make this a reality.

They should understand that the school has a zero tolerance to all language relating to homophobic, religious, special needs, disability or racial bullying. They should know what to do if they witness bullying of any sort in school.

#### **4.5 The Role of Parents**

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school community.

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.

#### **4.6 Monitoring and Review**

The effectiveness of our anti-bullying strategies are monitored by the head teacher and deputy head teacher.

Parents, governors and children will be involved in the review of this policy on an annual basis using questionnaires.

Parents and carers will receive regular information updates regarding the impact and success of initiatives.

School will ensure that all consultations are inclusive throughout the school community.