

Braishfield Primary School

Anti-Bullying Policy

Reviewed: by Governors at

FGB November 2025

Next review date: November 2026

Braishfield Primary School Anti-Bullying Policy

We inspire a love of learning, nurture kindness and courage, help every child be ready to learn and to be their best every day.

OUR VISION

We want every child to:

- **Love learning** – inspiring curiosity, creativity, and a lifelong passion for discovery.
- **Belong and feel safe** – fostering a warm, welcoming community where everyone is valued and able to be themselves.
- **Be brave and ready for the future** – developing the courage, focus, and transferable skills to thrive in an ever-changing world.

Introduction

At Braishfield Primary School, we are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils.

In line with the Equality Act 2010, it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advances equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Fosters good relations between people who share a protected characteristic and people who do not share it.

At Braishfield Primary School, we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment. Under the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm'. Where this is the case, the staff should report their concerns to their Local Authority's safeguarding team.

This policy is closely linked with our Behaviour Policy, our Safeguarding and Child Protection Policy, our School Code of Conduct and the School's Vision, Aims and Values.

Principles:

It is the responsibility of the governing body and the Headteacher to ensure that all members of the school community work within a safe and enabling environment.

We aim to support pupils in developing respect for others, building a trusting environment and nurturing friendships through the Braishfield values of be kind, be brave, be ready to learn and be your best.

The four guiding principles of the Early Years Foundation Stage underpin our Anti-Bullying Policy from the moment a pupil enters our school, and throughout their time at Braishfield Primary School. They are:

- every pupil is a unique pupil, who is constantly learning and can be resilient, capable, confident and self-assured;
- pupils learn to be strong and independent through positive relationships;
- pupils learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- pupils develop and learn in different ways and at different rates including pupils with special educational needs and disabilities.

Aims:

We are determined to promote and develop a school ethos where bullying behaviour is regarded as unacceptable, to ensure a safe and secure environment is sustained for all pupils.

We aim for all pupils to reach their potential academically, socially and personally through learning and playing in a safe and secure environment.

Bullying Definition

At Braishfield Primary School, we regularly discuss what bullying is, as well as incidents we would **not** describe as bullying, with all pupils through assemblies and PSHE lessons. We agree that:

- Bullying is usually physical hurting, name calling, giving unkind looks or leaving people out of activities/games (**targeted**).
- Bullying usually happens when the relationship is imbalanced (**power**).
- Bullying is usually on-going (**repeated**).

Types of Bullying

Cyber-Bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual bullying', which can occur in and outside school. Cyber-bullying is a different form of bullying which can happen beyond the school day into home and private space, with a potentially bigger audience, and more accessories as people forward on content.

Racist Bullying

This refers to a range of hurtful behaviour, both physical and psychological, that makes the person feel unwelcome marginalised and excluded, powerless or worthless because of their colour, ethnicity culture, faith community, national origin or national status. We have a zero-tolerance

approach to racist bullying and incidents are followed up quickly. Victims' concerns are treated with the utmost seriousness and a restorative approach is always sought. Immediate and longer-term follow-up is considered as well as individual and whole-school actions.

Homophobic/Transphobic Bullying

This occurs when bullying is motivated by a prejudice against LGBTQ+ people.

Vulnerable Groups

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After Children
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children entitled to Free School Meals
- Children for whom English is an Additional Language
- Children who are perceived to be LGBTQ+

Bullying Prevention

Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. Our high-profile 'Helping Hands' team help to promote the anti-bullying message and encourage pupils to tell an adult in school if they are concerned that someone is being bullied. Through assemblies, as well as PSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. An annual 'Anti-bullying Week' is held to further raise awareness. There is a 'Worry Box', easily accessible to all, where children can leave written worries. These are followed up by the ELSA and members of the 'Helping Hands' team, where appropriate.

E-safety is an important part of the Curriculum and information for parents is included in newsletters and on the School's website. E-safety workshops are held to raise parents' awareness of cyber-bullying.

Braishfield Values

Our school values of **Be Kind, Be Brave, Be Ready to Learn and Be Your Best** are promoted in assemblies and displayed throughout the school. Through pupils following these rules, and staff reinforcing them, bullying should be significantly reduced. We expect all members of our school community-including pupils, staff, parents and governors to:

- Be kind, helpful and polite to others
- Be respectful of others; their opinions, feelings and property
- Respect everyone's right to speak and to be heard
- Work quietly to avoid disturbing others
- Care for the school environment and those in it by being tidy, clean and organised
- Use materials and equipment wisely and safely
- Move around the school and grounds safely and sensibly

Responding to Bullying

All cases of alleged bullying should be reported to the Headteacher or senior member of staff.

In any case of alleged bullying, either the class teacher, the Headteacher, or a senior member of staff should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate. This will be recorded on CPOMS.

If the allegation of bullying is upheld, the Headteacher (or senior member of staff) should seek to use a restorative approach with the perpetrator(s) and victim(s) together. The perpetrator(s) should fully understand the consequences of their actions on the victim(s), and apologise without reservation. Both parties should be clear that a repeat of these behaviours will not be acceptable.

All bullying incidents must be recorded on CPOMS. Parents of both parties should be informed. Often, the parents will be consulted (for example, in the case of racist bullying, the parents/carers of the victim will be consulted beforehand, about the proposed restorative approach to seek their views)

If the situation does not improve, the Headteacher (or senior member of staff) should meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the pupils involved. Any further incidents should lead to intervention (e.g. through outside agencies), further monitoring, support and punitive sanctions as deemed necessary. Any necessary action should be taken until the bullying has stopped.

Behaviour Policy

Our Behaviour Policy, written around these values, includes rewards and sanctions, which are used consistently, alongside positive relationships, to prevent inappropriate behaviour, and promote positive behaviour

Signs of Bullying

Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.

Emotional: losing interest in school, being withdrawn or secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.

Behavioural: declining academic progress, loss of interest in schoolwork, or not wanting to go to school, sudden loss of friends or avoidance of social situations, self-destructive behaviours such as running away, harming themselves, or talking about suicide, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.