



Anti-Bullying Policy

Updated / Ratified: Spring 2026

Next Review: Spring 2027

Anti-Bullying Policy

Contents

1	Introduction	3
2	Policy Development.....	3
3	Roles and Responsibilities	3
4	Definition of Bullying.....	4
5	About Bullying	4
5.1	Behaviour often associated with bullying	4
5.2	How bullying differs from teasing / falling out / other aggressive behaviour?	5
5.3	What does bullying look like?.....	6
5.4	Types of Bullying	6
5.5	Where does bullying take place?	8
6	Reporting and Responding to Bullying.....	8
7	Procedures for Dealing with Bullying	9
8	Recording Instances of Bullying	10
9	Links with Other Policies	11
10	Equality, Diversity and Inclusion	11
11	Policy Review	12
12	Appendix 1 – What the children at Brookside have to say about bullying	12
13	Appendix 2 – Strategies for Preventing Bullying	13

1 Introduction

At Brookside School we aim to provide a safe, caring and friendly environment for learning, for all our pupils. This includes encouraging open discussion around differences between people, challenging prejudice and celebrating diversity.

We recognise that a school has a responsibility to understand the community it serves and to respond to identified concerns including proactively teaching children about potential threats to their health and safety. We will therefore adopt a contextual approach to bullying and child-on-child abuse, working with families and outside agencies where appropriate.

We expect pupils to act safely and feel safe in school, including that they understand the issues relating to all forms of bullying and that they feel confident to seek support from school should they feel they or others are unsafe. We would also want parents/carers to feel confident that their children are safe and cared for in school and that incidents, if/when they do arise, are dealt with promptly and effectively.

The school is aware of its legal obligations including the Equality Act 2010. This means as well as considering the context of any concerns which need addressing, we will consider where a pupil may have a protected characteristic. This will include ensuring any action taken by the school reflects their needs and that any actions taken by the school do not put the pupil at greater harm. The school will include pupils with SEND within this reckoning.

2 Policy Development

This policy was formulated in consultation with the whole school community with input from:

- Members of staff – through agenda items at staff meetings, consultation documents, surveys
- Governors – discussions at Governors' Meetings and training
- Pupils – contribute to the development of the policy through opportunities such as the School Parliament and classroom discussions
- The Children, Families and Cultural Services department of Nottinghamshire County Council

The policy is available to access via the school office and the school's website. All members of staff at Brookside School have access to a copy of the policy.

3 Roles and Responsibilities

The Head Teacher and the school's senior leadership team has overall responsibility for the policy and its implementation and liaising with Equals Trust, the Governing Body, parents/ carers and other relevant outside agencies.

The Designated Safeguarding Leads in our school are Mr G Kenny, Miss N Pip, Mrs R Pine and Miss C Fox.

Safeguarding is the responsibility of all. All staff, parents and pupils need to be aware of who to report to and how to report any safeguarding concerns.

The nominated Governor with the responsibility for Anti-Bullying:

Mrs Reesha Armstead.

The responsibilities are:

- Policy development and review involving pupils, staff, governors, parents / carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents / carers where appropriate
- Co-ordinating strategies for preventing bullying behaviour

4 Definition of Bullying

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.

www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/what-bullying/aba-definition-bullying

5 About Bullying

5.1 Behaviour often associated with bullying

Baiting

Baiting can be used in bullying both on and offline. It can be used to bully someone to get 'a rise' out of them and it can be used to antagonize those who might be bullying others to get them to bully. Sometimes baiting is used secretly to try and get a person to explode in a rage or react negatively / loudly so that they get into trouble.

Banter

The dictionary describes banter as: ‘the playful and friendly exchange of teasing remarks’

Bullying is often justified as being just banter. It may start as banter, but some types of banter are bullying and need to be addressed as bullying.

Types of Banter include:

- Friendly Banter - no intention to hurt and everyone knows its limits
- Ignorant Banter - crosses the line with no intention to hurt, will often say sorry.
- Malicious Banter – intention to humiliate a person, often in public

Child-on-Child Abuse

This can include but is not limited to:

- Bullying including cyberbullying
- Sexual violence and sexual harassment
- Physical abuse
- Sexting
- Initiation/hazing, violence and rituals

(See Child-on-Child Abuse Policy for full details)

Sexist and Sexual Bullying

Sexual Harassment is the unwanted contact of a sexual nature which can occur on and offline. This behaviour is considered to violate a child’s dignity and / or make them feel intimidated, degraded or humiliated and / or create a hostile, offensive or sexualised environment.

Again, this needs to be considered by cross referencing with the child-on-child policy but the initial response from staff will be the same as any reported bullying incident and dealt with in a contextual way.

Occasionally, an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying and child-on-child abuse. If the target or alleged perpetrator might be in danger, then intervention is urgently required including a safeguarding referral.

5.2 How bullying differs from teasing / falling out / other aggressive behaviour?

- There is a deliberate intention to hurt or humiliate

- There is a power imbalance that makes it hard for the victim to defend themselves
- It is usually persistent

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyber-bullying. If the victim might be in danger, then intervention is urgently required.

5.3 What does bullying look like?

Bullying can include:

- Name calling
- Taunting
- Mocking
- Making offensive comments
- Physical assault
- Taking or damaging belongings
- Cyber-bullying – inappropriate text messaging and / or emailing; sending offensive or degrading images by phone or via the internet
- Producing offensive graffiti
- Gossiping and spreading hurtful and untruthful rumours
- Excluding people from groups

Although bullying can occur between individuals, it can often take place in the presence (virtually or physically) of others who may become ‘bystanders’ or even ‘accessories’.

5.4 Types of Bullying

Prejudice Related Bullying

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child
- disability

- race including colour, nationality, ethnic or national origin including Gypsy, Roma, Travellers
- religion, belief or lack of religion/belief
- sex /gender
- sexual orientation

These are called **protected characteristics**.

As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disabilist in nature. We will record these types of bullying, even that which represents a one-off incident, and report them to the local authority for monitoring purposes.

Prejudice Related Language

Racist, homophobic, biphobic, transphobic, enbyphobic (prejudice towards non-binary individuals) and disabilist language includes terms of abuse used towards people because of their race / ethnicity / nationality; because they are lesbian, gay, bisexual, or transsexual, non-binary or are perceived to be, or have a parent / carer or sibling who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or their friends, family members or their parents / carers.

In the case of homophobic, biphobic, transphobic and enbyphobic language particularly, dismissing it as banter is not helpful as even if these terms are not referring to a person's sexual orientation or gender identity, they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and / or bullying will be dealt with as with any other form of bullying.

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Other Vulnerable Groups

- bullying related to appearance or health
- bullying of young carers or looked after children or otherwise related to home circumstances

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious. There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

5.5 Where does bullying take place?

Bullying is not confined to the school premises. The problem also persists outside school, in the local community, on the journey to and from school and may continue into Further Education.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups
- school community and staff

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims.

Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school.

Whilst most incidents of Cyberbullying occur outside school, we will offer support and guidance to parents / carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other form of bullying.

Cyberbullying can include:

- hacking into someone's online accounts / sites
- posting prejudice / hate messages
- impersonating someone online
- public posting of images
- exclusion
- threats and manipulation
- stalking

6 Reporting and Responding to Bullying

Brookside School has clear systems to report bullying for the whole school community (including staff, parents / carers, children and young people). This includes for those who are the victims of bullying or have witnessed bullying behaviour.

Brookside School has regular assemblies and PSHE activities (as well as being involved in an annual anti-bullying week) to ensure that children, including bystanders, know who they can talk to if they feel they are being bullied or have witnessed incidents of bullying in school. We follow the Jigsaw PSHE programme which includes numerous activities about bullying and anti-bullying in all year groups.

All staff receive training in identifying and reporting incidences of bullying. Those volunteers and visitors to the school that work alongside staff and children receive a safeguarding induction which includes recognition of bullying and the procedures for reporting its incidences.

Parents and carers are kept informed of how to report bullying to school through an open-door policy and through open access to the anti-bullying policy via the school website, school office and the school prospectus. If a parent or carer is concerned that their child is displaying bullying behaviour or has experienced bullying – please contact the school by visiting the school office, by telephoning or via email.

All stakeholders are encouraged to approach the Headteacher, Mr Gary Kenny, or the designated safeguarding person, Mrs Rachel Clark, about any circumstances that may involve bullying. Staff report incidents of bullying on using Bullying & Discrimination forms and CPOMs – the school's SLT is simultaneously notified.

Children and young people (including bystanders) are encouraged to report any bullying incident to a trusted member of staff, this may include classroom staff, lunchtime supervisors etc. Pupils could also report bullying confidentially via in-class 'worry boxes'.

Incidents of bullying that are reported to the school are always followed-up by the school. The school will keep the individual that has reported the incident updated as progress is made.

On occasions that a parent / carer may not be satisfied with the school's response, the school does have a Complaints Policy.

7 Procedures for Dealing with Bullying

All reported incidents will be taken seriously and investigated thoroughly. Staff are aware of and follow the procedures which will include some or all of the following:

- Interview all parties concerned
- Inform parents
- Implement appropriate disciplinary sanctions in accordance with Brookside's Pupil Discipline and Behaviour Policy – (these will be graded according to the seriousness of the incident but should send out a message that bullying is unacceptable)
- Contact other agencies where appropriate
- Utilise a range of responses and support appropriate to the situation – (these may include a solution focused, restorative approach, circle of friends, individual work with victim, perpetrator, referral to outside agencies, if appropriate)
- Liaise with the wider community if the bullying is taking place off the school premises (e.g., in the case of cyber-bullying or hate crime)

8 Recording Instances of Bullying

Bullying incidents will be recorded by the member of staff who deals with the incident and records will be stored by the Headteacher.

The information stored will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy. This information will be discussed by staff during staff meetings and briefings.

All prejudice-related incidents are recorded. These include those involving:

- race
- disability
- religion or belief
- sex or gender
- sexual orientation
- gender identity
- other protected characteristics under the Equality Act 2010

These incidents are recorded even where the behaviour does not meet the threshold for bullying.

All recorded information is stored in accordance with GDPR.

9 Strategies for Preventing Bullying

As part of our ongoing commitment to the safety and welfare of our pupils we at Brookside School have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

- Ensuring that the school actively promotes the celebration of difference and diversity as part of their core values
- Anti-Bullying week annually in November and Safer Internet Day in February
- RSHE / PSHE / Citizenship lessons and cross curriculum themes including work on challenging prejudice- related language and behaviour and challenging unconscious bias
- Celebration events
- Specific curriculum input on areas of concern such as cyber bullying and internet safety
- School displays that celebrate diversity
- Student voice, school council
- Playground Peacemaker and Play Leader pupil lead activities

- Staff and pupils are actively encouraged and supported to challenge prejudice related behaviour relating to all protected characteristics and vulnerable groups
- Ensuring that images and materials used reflect all groups in British society

Support for all school staff

- Staff training and development for all staff including those involved in lunchtime and before and after school activities
- Encouraging all staff to model expected behaviour
- Staff training around curriculum delivery of PSHE related curriculum areas
- Anti-bullying Alliance online training modules for all teaching staff

9 Links with Other Policies

Policy	Why
Pupil Discipline and Behaviour Policy	Rewards and sanctions
Child Protection Policy	Child protection
ICT Policy	Cyberbullying and e-safety
Equality, Diversity and Inclusion Policy	Anti-discrimination, hate crime (disability, sex / gender, homophobia, race / ethnicity, religion, etc.)
Confidentiality Policy	Reporting and recording
PSHE / Citizenship Policy	Strategies to prevent bullying
Child-on-Child Abuse Policy	Linking bullying especially sexualised behaviour, exploitation (sexual, criminal and radicalisation)
Complaints Policy	Guidelines to make a complaint if families are not happy with the school's response

10 Equality, Diversity and Inclusion

At Brookside School, we aim to ensure that no member of the school community experiences harassment, less favourable treatment or discrimination within the learning environment because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their religion or beliefs.

We value the diversity of individuals within our school and do not discriminate against anyone because of 'differences'. We believe that all our children matter and we value

their families too. We give our children every opportunity to achieve their best by taking account of our children's range of life experiences when devising and implementing school policies and procedures.

11 Policy Review

This policy will be regularly reviewed by the Governing Body and updated in line with Policy Schedule set out by Equals Trust.

12 Appendix 1 – What the children at Brookside have to say about bullying

What is bullying?

Bullying is when you are being mean and hurtful to someone several times and on purpose.

What can we do as children to stop bullying at Brookside?

- A. Make the playground a safer place by following the Brookside Code.**
- B. Help spot bullying. Spot it when it happens and never be a bystander while it happens to someone else.**
- C. Always tell a teacher or responsible adult.**
- D. Be careful when using mobile phones, iPads and other devices that can access the internet. Inform an adult if someone is being unkind while online or within texts.**

What can teachers do to stop bullying at Brookside?

- A. Involve parents.**
- B. Work with children who may be bullied and the bullies themselves to find a solution.**
- C. Help bullies understand that their actions are unacceptable and hurtful towards others.**

What can we do if bullying happens?

Monitor bullying to see when it may happen. Encourage children to play in groups and report any bullying.

Do not accept bullying!

13 Appendix 2 – Strategies for Preventing Bullying

As part of our ongoing commitment to the safety and welfare of our pupils, Brookside Primary School has developed the following strategies to promote positive behaviour and discourage bullying behaviour.

1. Through the curriculum and across the whole school including celebrating good behaviour and achievements such as:
 - Involvement in PSHE activities & lessons
 - Annual Anti-Bullying themed week and Safer Internet Day
 - Specific curriculum input on areas of concern such as Cyber-bullying and internet safety
 - School Parliament / Pupil Parliament
 - Child mentoring schemes and / or Playground Peacemakers and Play Leaders

2. Support for parents / carers
 - Parent communication
 - Parent information

3. Support for all School Staff
 - Staff training and development for all staff

