

Brandwood Community School

Anti-Bullying Policy

Approved by the Pupil Inclusion & Community Governor Committee: October 2025
Review Date: October 2026

Anti-Bullying Policy

At Brandwood School, we are committed to ensuring that we provide an environment where all learners feel safe and valued, where there is mutual respect and trust and in which everyone can grow fully as individuals and as responsible members of the school and wider community. As a fully inclusive school we promote the celebration of all learners as unique individuals and strive to instil and foster understanding and empathy within our learners so that everyone feels able to be themselves without risk of ridicule or harm. Staff are aware that safeguarding issues can manifest themselves via peer-on-peer or child-on-child abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender-based violence or sexual assault and sexting.

Bullying

Bullying of any type is not tolerated at our school and will be dealt with in accordance with this policy and the school anti-bullying policy. Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- ◇ Repeated, often over a period of time
- ◇ Deliberately hurtful
- ◇ Difficult to defend against

Types of Bullying:

- ◇ **Physical:** pushing, kicking, hitting or pinching and any other form of violence or threat
- ◇ **Verbal:** name-calling, sarcasm, spreading rumours, persistent teasing
- ◇ **Emotional:** tormenting, threatening, ridicule, humiliation
- ◇ **Isolation:** excluding individuals from groups or activities, influencing others to isolate an individual
- ◇ **Relational:** damaging someone's relationships or social status
- ◇ **Cyber:** the use of the internet and related technologies to harm other people in a deliberate, repeated and hostile manner, for example via text messages, social media or gaming, which can include the use of images and videos
- ◇ **Racist:** racial statements, taunts, graffiti, gestures
- ◇ **Extortion:** obtaining money, gifts, doing homework through force or threat
- ◇ **Sexual:** online sexual abuse, sexual harassment or violence, unwanted sexualised physical contact, abusive comments
- ◇ **Prejudice based:** relates to perceived or actual differences. This can include discriminatory language or behaviour, including racism, sexism, homophobia, biphobia or transphobia
- ◇ **Discriminatory:** unfair treatment of different categories of people, especially on the grounds of ethnicity, age, sex or disability

Signs of Bullying

Children who are being bullied at school will not always be prepared to tell those in authority. However, when a disclosure is made, it will always be treated seriously. For those learners who are unable to inform staff about their problem, observations regarding specific behaviour patterns can be routinely established within the school.

Signs of bullying might include:

- ◇ Unwillingness or reluctance to come to school or participate in breaktimes
- ◇ Persistent, uncharacteristically poor attendance or punctuality
- ◇ Purposeful isolation from peers
- ◇ Observed isolation during breaktimes
- ◇ Withdrawn or isolated behaviour
- ◇ Uncharacteristically aggressive, disruptive or unreasonable behaviour
- ◇ Reporting missing possessions
- ◇ Refusal to talk about any problem or to talk at all
- ◇ Easily distressed or overly emotional
- ◇ Damaged or incomplete work

- ◇ Starting to steal money (to give to the bully)
- ◇ Self-harm

Child-on-Child Abuse

Learners may abuse their peers. This is generally referred to as child-on-child abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

Further Information

- ◇ The nature of bullying changes as learners grow older, and can become subtler.
- ◇ Most bullying is not physical, or direct, victims identify emotional and social forms of bullying as the most hurtful
- ◇ Bullying exists in all ages, social, ethnic and gender groups
- ◇ Most bullying is between learners of the same age
- ◇ Those who witness bullying are as deeply affected as those who are directly bullied

Research shows that if home life does not offer a secure and safe environment and young people frequently see aggressive behaviour between adults and towards themselves they will tend to adopt aggressive behaviour patterns themselves and consider this as normal.

The Law

Under the Education and Inspections Act 2006, maintained schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures form part of our behaviour policy, which is regularly communicated to learners, integral to staff induction and is available to the whole school community via the school website or in hard copy from the school office upon request.

The Public Sector Equality Duty (part of the Equality Act 2010) applies to all maintained schools. Part 6 of the Equality Act 2010 makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a learner or potential learner in relation to admissions, the way it provides education for learners, provision of learner access to any benefit, facility or service or by excluding a learner or subjecting them to any other detriment.

In addition, schools also have duties under Part 3 of the Children and Families Act 2014 to ensure that learners with special educational needs engage in the activities of the school together with their peers who do not have special educational needs.

Criminal law

Although bullying is not defined in the UK as a crime, nevertheless certain types of harassing or threatening behaviour or communication can constitute a criminal offence. This could come under:

- ◇ The Public Order Act 1986
- ◇ The Malicious Communications Act 1988
- ◇ The Protection from Harassment Act 1997
- ◇ The Communications Act 2003

If a school feels that an offence may have been committed, advice from the police will be sought as soon as is reasonably practicable. This is most likely to occur because of a malicious electronic communication, for example via a social networking site. The wider search powers included in the Education Act 2011 give schools stronger powers to tackle cyber bullying in particular, because teachers can search for and if necessary delete inappropriate images or files on electronic devices. This power applies to all schools and there is no requirement to have parental consent to search through their child's mobile phone.

Governing Board Responsibilities

The governing board must ensure that an appropriate anti-bullying policy exists in school, that it is effectively implemented and regularly reviewed so that a safe and harmonious working environment is consistently in place.

Anti-Bullying Strategies

At our school we strive to achieve an open and nurturing culture whereby all members of the school community are encouraged and feel comfortable enough to report bullying directly to an appropriate adult but also to raise any concerns they have regarding an individual showing any signs of being bullied. The following strategies are in place in an attempt to prevent or reduce bullying incidents:

- ◇ Creating regular opportunities for open or private discussion in class about behaviour expectations, emotions and feelings (Little Minds Matter or Zumos)
- ◇ Regularly reinforcing the need to support and protect each other as a school community, which includes reporting bullying immediately
- ◇ Drawing attention to good behaviour through regular, positive reinforcement
- ◇ Giving clear and regular reminders of what is expected through class promises
- ◇ Making it clear it is the behaviour of the potential bully that is unwanted - not the child
- ◇ Demonstrating good behaviour and manners through our own conduct
- ◇ Setting an example ourselves in dress, manner and courtesy
- ◇ Celebrating diversity in race, religion, gender identity, neurodiversity and families

We advocate that it is the responsibility of all members of our school community to maintain the ethos and values of our school. Learners need to observe good role models, from which they may develop their own values and morals. We expect all adults to treat one another with respect and courtesy so that appropriate behaviour is observed by our learners.

Bullying Intervention Group (BIG)

The elected members of school council act as Anti-Bullying Ambassadors who, along with staff and governor representatives, comprise the bullying intervention group. All representatives meet regularly, working together to set priorities, steer strategy and monitor progress of anti-bullying initiatives in school. In recognition of these efforts, the school has been awarded the BIG award for 6 consecutive years. This demonstrates that as a school we:

- ◇ Are working to an externally agreed standard
- ◇ Have consistent and embedded good practise
- ◇ Fully include all children and young people
- ◇ Tailor bullying intervention work to suit our needs
- ◇ Ensure that every child is enabled to fulfil their true educational potential, or enjoy their community activities, without fear of being bullied.

Anti-bullying posters, designed through the bullying intervention group, are placed in prominent positions throughout the school to provide regular reminders of key anti-bullying information (Appendix 2)

The Role of the Curriculum

- ◇ Teaching and learning strategies are utilised with a cross curricular approach, particularly through our PSHE and Relationships Education curriculum and via school council to:
 - ◇ Raise awareness of bullying and harassment
 - ◇ Increase understanding for victims, and help to build an anti-bullying and anti-violence ethos
 - ◇ Teach learners how to handle their relationships with others and look after each other

Through the curriculum we explore such issues as:

- ◇ Why do people bully each other?
- ◇ What are the effects of bullying on the victims, on perpetrators and on bystanders?
- ◇ What can we do to prevent and stop bullying?
- ◇ How to stay safe online and in the local community

We use a range of strategies and teaching methods to prevent and eliminate bullying:

- **Whole School Level** - raising awareness through: anti-bullying presentations, 'playground buddies' and 'friendship stops' on the playground, our reward system for positive behaviour, 'worry jars', anti-bullying messages are embedded throughout the curriculum, 'anti-bullying ambassadors', class promises, anti-bullying classroom signs and a clear anti-bullying policy
- **Class Level** - circle time, PSHE and Relationships Education lessons, buddy system for new learners and reinforcement of class promises
- **Individual Level** - supervision of all accessible areas of the school and promotion of our online safety agreements to ensure safe usage of the internet - learners are also not allowed to be in possession of mobile phones at any point during the school day

Responding to Allegations of Bullying

Bullying, even in apparently individual cases, is usually a group phenomenon and therefore our response to bullying will involve the bystanders in any intervention to address the issues raised and prevent reoccurrence.

Upon an allegation of bullying being made, the Year Group Lead or a member of the Senior Leadership Team will meet with the person making the allegation as soon as possible. If it was not the perceived victim of bullying who made the allegation, the same member of staff will then immediately meet with the perceived victim to discuss what has occurred.

It will be necessary at this point to speak with other learners to clarify the events, including the perpetrators and bystanders. On completion of the investigation, the information will be shared with the Head Teacher and it will be decided whether or not the incident is bullying.

If it is decided that a bullying incident has occurred, a member of the Senior Leadership Team will meet with the victim/s, perpetrator/s and bystanders to discuss the feelings of all parties and how to resolve the situation. A way forward will be agreed with all parties involved, parents or carers will be contacted if necessary and the situation will be monitored closely to ensure no further incidents occur. All concerns and actions will be recorded on CPOMS (Child Protection Online Monitoring System) securely within the category of 'behaviour'.

Sanctions

The severity of the bullying incidents will influence the level of disciplinary action that will be taken against learners displaying bullying behaviour. However, each case is individual and will be treated as such. Disciplinary action includes:

- ◇ Use of reasonable force to stop an incident of bullying in progress (where the behaviour of the victim or perpetrator concerned poses a danger to themselves or others)
- ◇ Loss of playtimes
- ◇ Loss of school privileges e.g., planned enhancement activities
- ◇ Withholding participation in out of school activities
- ◇ Daily reporting to Head Teacher, Relevant Member of SLT, Year Group Lead or Key Worker
- ◇ Temporary removal from class or year group (to the parallel year group or another year group)
- ◇ Isolation
- ◇ Fixed term exclusion
- ◇ Permanent exclusion

Head Teachers have the legal powers to ensure that learners at state-funded schools behave properly outside school premises. This includes bullying that happens anywhere off the school premises, for example on school transport, in a town centre or online.

Support for Victims of Bullying

If bullying has been identified, a range of strategies may be used to support the victim. These may include:

- ◇ Increasing the friendship circle for victims

- ◇ Mediation by learners and adults
- ◇ Active listening including telephone helplines (ChildLine and Samaritans)
- ◇ Assertiveness intervention groups
- ◇ Counselling
- ◇ Developing a non-violent school ethos
- ◇ Involving parents and carers in anti-bullying work

Staff in school may also make use of resources from charities or organisations when supporting a learner who has experienced bullying. Staff will also signpost parents and carers to relevant resources. Resources may be used from:

- ◇ National Bullying Helpline – www.nationalbullyinghelpline.co.uk.
- ◇ National Society for Prevention of Cruelty to Children – www.nspcc.org.uk.
- ◇ Childline – www.childline.org.uk.
- ◇ The Mix – www.themix.org.uk.
- ◇ Kidscape – www.kidscape.org.uk.
- ◇ National Children’s Bureau – www.ncb.org.uk.
- ◇ The Samaritans – www.samaritans.org.
- ◇ Young Minds – www.youngminds.org.uk/young-person/coping-with-life/bullying.
- ◇ Bullying advice from Family lives – www.familylives.org.uk/advice/bullying.

Recording & Reporting Incidents

Bullying allegations and the actions taken by the school are recorded on CPOMS. Parents and carers are informed. Key school staff are informed verbally and in writing via CPOMS.

Physical and emotional abuse of learners by other learners that is not deemed to be bullying will be dealt with, initially, through the school behaviour policy. All legitimate allegations about actual sexual abuse will be referred immediately to Children’s Services.

Monitoring & Support

Bullying incidents will be monitored by the Senior Leadership Team in liaison with class teachers and other appropriate staff where appropriate. Regular follow-up conversations will occur with all learners involved following the event and then with parents and carers, as appropriate.

Prejudice Related Incidents

We actively promote equality and cohesion therefore we operate a zero-tolerance approach to all forms of bullying and prejudice-related incidents. Racist remarks made intentionally, will be recorded and reported to the Local Authority.

Involving Parents & Carers

Parents or carers who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should speak to the relevant class teacher initially or make an appointment via the school office to meet with a member of the Senior Leadership Team immediately. Parents and carers have a responsibility to support the school anti-bullying policy and to actively encourage their child to be a positive member of the school. Parents and carers do not have the right to request that a bully should be excluded from the school.

Workplace Bullying

If a staff member feels bullied by a parent or carer, member of staff or Governor, this should be immediately reported to the Head Teacher. In the case of an allegation of bullying by the Head Teacher, this should be reported to the Chair of Governors. Members of school workforce suffering from, or concerned about, bullying can also contact their trade union or professional association for support and advice.

Anti-Bullying Complaints

We strive to be a school where parents and carers are more than satisfied with what we do to support every learner, especially in difficult situations. Sometimes situations arise where parents and carers feel that the right strategies are not in place to deal with a bullying incident. Good communication should resolve this problem. Our aim is that by careful listening, constructive discussion and sensible actions, we can work together to solve problems.

However, any parent or carer who is dissatisfied, following discussion with senior staff to resolve the issue, should refer to the school complaints policy on the school website.

Monitoring & Evaluating the Policy

This policy will be reviewed annually by the Head Teacher and Governors. Bullying incidents will be reported to Governors on a termly basis to identify any issues of reoccurrence or patterns pertaining to vulnerable groups (**Appendix 1**).

This policy should be read in conjunction with the following school policies:

- ◇ PSHE & Relationships Education Policy
- ◇ Relationships Education Policy
- ◇ Behaviour Management Policy
- ◇ Collective Worship Policy
- ◇ Attendance Policy
- ◇ Race Equality and Cultural Diversity Policy
- ◇ Safeguarding and Child Protection Policy

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**Annual Behaviour Analysis Report
Academic Year**

As stated in our behaviour management policy it is essential that all staff are able to recognise and thoroughly deal with any type of child-on-child abuse. This can take many forms in and out of school, face-to-face or online. This list is not exhaustive but child-on-child abuse can include bullying (including cyberbullying), physical abuse, up-skirting, sexting, online sexual abuse, sexual violence and sexual harassment. Our staff are fully aware of the importance of reporting child-on-child abuse or any kind of persistent poor behaviour and are vigilant in doing so. There are also some significant behaviour incidents that do not involve others or may involve a member of staff; these incidents are also reported and dealt with via our referral system and are included in this report.

Bullying Incidents

Victim:

Academic Year	Incidents	Girls	Boys	PP	Non-PP	SEND	Non-SEND	EAL	Non-EAL	LAC	PLAC

Perpetrator:

Academic Year	Incidents	Girls	Boys	PP	Non-PP	SEND	Non-SEND	EAL	Non-EAL	LAC	PLAC

Type:

Academic Year	Physical	Verbal	Cyber	Extortion	Sexist	Disability	Homophobic, Bi-phobic or Transphobic	Racial	Victim Girl	Victim Boy	Perpetrator Girl	Perpetrator Boy

Summary:

TOGETHER WE CAN MAKE

OUR SCHOOL

A BULLY-FREE ZONE

NO BULLYING ALLOWED

What is a bully?

A bully is someone who upsets or hurts you:

- Repeatedly
- On purpose

A bully is not someone who:

- Upsets or hurts you once
- Hurts you accidentally
- You have fallen out with
- You do not get on with

What can we do to prevent bullying?

- Talk to an adult
- Do not be a bystander
- Make everyone welcome
- Treat everyone with respect
- Check the friendship bench

What should you do if you are being bullied?

You should:

- Move away
- Tell a trusted adult
- Talk to a friend you trust or an anti-bullying ambassador

You should not:

- Keep it to yourself
- Let a bully stop you from enjoying school
- Hurt them back
- Wait for it to get worse

Visit our website for more information: