Brooke Primary Academy

Anti-Bullying Policy

1	Summary	Anti-Bullying Policy			
2	Responsible person	Vikki Watson			
3	Accountable SLT member	Vikki Watson			
4	Applies to	☒All staff ☐Support staff ☐Teaching staff			
5	Who has overseen development of this policy	Vikki Watson			
6	Who has been consulted and recommended policy for approval	SLT			
7	Approved by and date	01/09/2026			
8	Version number	3			
9	Available on	Every	☐Y ☒N	Trust website Academy website SharePoint	☐Y ☒N ☒Y ☐N ☒Y ☐N
10	Related documents (if applicable)				
11	Disseminated to	☐Trustees/governors ☒All staff ☐Support staff ☐Teaching staff			
12	Date of implementation (when shared)	September 2026			
13	Consulted with recognised trade unions	☐Y ☒N			

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1. Introduction

1.1 At Brooke Primary Academy, we are committed to providing a safe, caring, and happy learning environment. We have adopted the Anti-Bullying Alliance's definition of bullying:

"Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online."

1.2 Bullying is intentional and causes physical or emotional harm. It is wrong and damaging to individual children, and we strive to create an ethos where bullying is not tolerated. Persistent bullying can severely affect a child's learning and have long-term negative impacts.

Not every incident of unkind, hurtful or aggressive behaviour constitutes bullying. A one-off incident may still be serious and will be addressed appropriately. Children should report any behaviour that makes them feel unsafe, worried or unhappy and should never be expected to wait for behaviour to happen several times before seeking help.

1.3 Our aim is to foster a safe, secure, and supportive environment where everyone can learn without fear of bullying. This policy provides a consistent framework for addressing incidents and outlines responsibilities for staff, parents, and pupils.

2. Scope of the Policy

2.1 As stated above, bullying is defined by the Anti-Bullying Alliance. We teach children to use the acronym **STOP** – Several Times on Purpose – to help identify and report bullying.

Children should always tell a trusted adult if they are worried about behaviour, even if it has only happened once. The STOP acronym is a child-friendly way of helping children recognise patterns of bullying; it does not mean that children should delay reporting a concern.



2.2 **Forms of Bullying**
Bullying may involve more than one form and may be related to a child's identity, protected characteristics, additional needs, appearance, family circumstances, friendships or perceived differences.

- **Physical Bullying:** Includes hitting, kicking, pushing, and taking belongings.
- **Verbal Bullying:** Includes name-calling, threats, and hurtful comments.
- **Emotional Bullying:** Includes social exclusion, spreading rumours, and tormenting.
- **Cyber Bullying:** Includes harmful online activity via gaming platforms, social media, texts, or emails.
- **Racial/Religious Bullying:** Motivated by race, ethnicity, or cultural prejudice.
- **Sexual Bullying:** Includes unwanted physical contact or sexually abusive comments.
- **Homophobic/Biphobic/Transphobic Bullying:** Motivated by prejudice against LGBTQ+ individuals.
- **Disablist Bullying:** Targeting individuals with disabilities.
- **Sexist Bullying:** Motivated by gender-based prejudice.

2.3 Due to technological advancements, we are vigilant about the risks of cyberbullying. All children receive eSafety education and are encouraged to report unsafe behaviour online.

2.4 Bullying may be motivated by prejudice or discrimination relating to any of the protected characteristics under the Equality Act 2010. This includes age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

2.5 Children with SEND may be particularly vulnerable to bullying and may experience or communicate bullying differently. Staff should consider a child's individual communication, social and emotional needs when responding to concerns and make reasonable adjustments where necessary. Staff should also be alert to the possibility that behaviour described as 'banter', friendship difficulties or behavioural incidents may mask bullying, exploitation or other safeguarding concerns.

2.6 Bullying can take place within or outside school, including online and outside school hours. Where behaviour outside school has an impact on the wellbeing, safety

or education of pupils or staff, the school will consider appropriate action in accordance with its legal duties and school policies.

3. Implementation of the Policy

3.1 **Role of Governors**

Governors are responsible for reviewing and approving this policy and ensuring staff and volunteers comply. Committees may be established to support implementation.

3.2 **Role of the Principal**

The Principal oversees the anti-bullying strategy, ensures staff training, and promotes the school ethos of respect and support. They address incidents promptly, report to the Local Governing Body (LGB) when needed, and may use assemblies to reinforce anti-bullying messages.

3.3 **Role of Teachers**

Teachers take all forms of bullying seriously and act immediately. Incidents are recorded on CPOMS. Teachers notify parents when necessary and work to help children reflect on and change behaviour. Persistent issues are escalated to the Principal.

3.4 **Role of Parents**

Parents should report concerns about bullying to the class teacher and support the school's anti-bullying ethos. Working in partnership with the school is key to promoting a positive culture.

3.5 **Role of All Staff**

All staff have a responsibility to model respectful behaviour, take reports of bullying seriously and pass concerns to the appropriate member of staff. Staff should record concerns promptly and follow the school's safeguarding, behaviour and reporting procedures.

3.6 **Safeguarding and Child-on-Child Abuse**

Bullying may form part of wider child-on-child abuse. Where behaviour raises safeguarding concerns, including concerns relating to sexual harassment, sexual violence, exploitation, coercion, intimidation or significant emotional harm, staff must follow the school's Child Protection and Safeguarding Policy and report the concern to the Designated Safeguarding Lead.

3.7 **Bullying and Harassment of Staff**

Brooke Primary Academy is committed to ensuring that all members of our school community, including staff, are treated with dignity, respect and professionalism. Bullying, harassment, intimidation or abusive behaviour towards staff by pupils, parents/carers, colleagues, governors, trustees or other members of the school community will not be tolerated. Concerns involving staff will be managed in accordance with the relevant school, Trust and employment policies, including the Behaviour and Relationships Policy, Staff Behaviour Policy/Code of Conduct, Parent/Carer Code of Conduct and Complaints Policy, as appropriate. Online bullying or harassment of staff will also be taken seriously.

4. Anti-Bullying Strategies

- Regular promotion through assemblies
- Staff duty rota to monitor key areas
- PSHE lessons covering bullying and healthy relationships
- Annual Anti-Bullying Week participation
- Strong pupil-teacher relationships
- eSafety sessions and talks
- Active School Council involvement
- Ongoing staff training
- Engagement with external support agencies
- Use of worry boxes to enable anonymous reporting
- Visual STOP signage around school to reinforce key messages
- Restorative practice sessions to rebuild relationships and understanding

Restorative approaches will only be used where appropriate and where the child who has experienced bullying feels safe and willing to participate. Restorative work will not replace safeguarding action, appropriate consequences or other support where these are required.

5. Responding to Bullying Behaviour – A Whole School Approach

5.1 **Reporting**

Pupils are encouraged to report bullying behaviour in any of the following ways:

- Telling a teacher or trusted adult
- Telling a friend who can support them
- Telling a parent or carer
- Calling a helpline such as ChildLine
- Using a worry box to report concerns anonymously

We teach pupils to be "upstanders" – to support each other and not be passive bystanders.

The first priority is for pupils to tell a trusted adult in school. Children should not be expected to resolve bullying themselves or confront the person involved.

5.2 **Recording**

All bullying incidents are logged on CPOMS / Arbor. Senior Leadership Team (SLT) members monitor records and use them to inform PSHE lessons and assemblies. Where a concern is reported as possible bullying, the member of staff receiving the concern should record the initial information promptly on CPOMS / Arbor. The appropriate member of SLT will review the information, consider previous incidents and determine whether the behaviour meets the school's definition of bullying or requires further investigation.

5.3 **Staff Responses**

- Take all reports seriously and record them
- Notify SLT if further support is needed
- Help pupils reflect and change behaviour

SLT will:

Follow a consistent investigation process, including ensuring the child is safe, speaking separately with the child reporting the concern and other children involved, gathering relevant witness information, checking previous records, considering any safeguarding or protected-characteristic issues, and agreeing appropriate support, action and follow-up.

- Speak with all parties involved and gather witness accounts

- Inform and involve parents/carers
- Develop a repair plan with the pupil(s) who used bullying behaviours
- Keep records of all actions and follow-up dates on CPOMS
- Arrange regular check-ins

5.4 **Pupil Guidance** (if you are being bullied)

- If it feels safe, you may tell the person to stop, but you do not have to confront them.
- Tell a friend or trusted adult
- Keep evidence (for cyberbullying)
- Remember it is not your fault

5.5 **Parental Support**

- Listen and reassure your child
- Discuss the next steps together
- Contact the school
- Monitor your child's online activity

5.6 **Staff Support**

- Record incidents
- Involve SLT as appropriate
- Use age-appropriate interventions

5.7 **Interventions** Pupils involved in bullying are supported to understand the impact of their behaviour through:

- Work with the Inclusion Assistant
- PSHE curriculum
- Restorative conversations

Where appropriate, interventions may also include targeted work with pupils, additional pastoral support and increased adult monitoring.

5.8 **Consequences** Sanctions are tailored to individual cases.
Consequences will be proportionate, consistent and in accordance with the school's Behaviour and Relationships Policy. The response will take account of the seriousness, frequency and impact of the behaviour, the circumstances of those involved and any relevant additional needs or safeguarding considerations.

Examples include:

- Supervised play
- Loss of privileges
- Parental meetings
- In extreme cases: Fixed-term or permanent exclusion

5.9 **Complaints** If parents/carers feel the issue has not been resolved, they should follow the school's Complaints Policy, available on our website. Where a parent/carer remains concerned about the school's response, the school's Complaints Policy provides the formal route for raising and escalating the concern.

6. Monitoring and Review

This policy will be reviewed annually. Effectiveness will be assessed through staff feedback, incident logs, pupil voice, parent/carer feedback and analysis of patterns and trends in bullying incidents, including incidents involving protected

characteristics, SEND, repeated concerns and locations or times where incidents are more likely to occur. Findings will inform safeguarding, behaviour, curriculum and supervision arrangements. It will be promoted consistently throughout the school.

Useful Information

What is bullying?

Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk

Useful Links and Supporting Organisations

General Support

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- PREVENT Duty Guidance: www.gov.uk/government/publications/prevent-duty-guidance

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Cyberbullying and SEND (Anti-Bullying Alliance): www.anti-bullyingalliance.org.uk
- DfE SEND Code of Practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Report Harmful Content: www.reportharmfulcontent.com
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- UKCCIS: www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
- DfE Preventing and Tackling Bullying: www.gov.uk/government/publications/preventing-bullying
- DfE Preventing and Tackling Bullying and Harassment of School Staff: www.gov.uk/government/publications/preventing-and-tackling-bullying-and-harassment-of-school-staff
- DfE Advice for Parents and Carers on Cyber Bullying: www.gov.uk/government/publications/preventing-bullying

Race, Religion, and Nationality

- Anne Frank Trust: www.annefrank.org.uk
- Kick It Out: www.kickitout.org

- Report It: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell MAMA: www.tellmamauk.org
- Educate Against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srtrc.org/educational

LGBTQ+

- Barnardo's LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- The Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual Harassment and Sexual Bullying

- Ending Violence Against Women and Girls (EVAW): www.endviolenceagainstwomen.org.uk
- EVAW Schools Guide: www.endviolenceagainstwomen.org.uk
- Disrespect NoBody Campaign: www.gov.uk/government/publications/disrespect-nobody-campaign-posters
- Anti-Bullying Alliance – Sexual Bullying Advice: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related
- DfE Preventing and Tackling Bullying: www.gov.uk/government/publications/preventing-and-tackling-bullying