

Anti-Bullying Policy

Date adopted:	28/11/2025	Last reviewed:	28/11/2025
Review cycle:	2 years	Is this policy statutory?	Yes
Approval:	Headteacher	Author:	Headteacher
Local approval*:	N/A	Local author*:	N/A
Next Review Date of	November 2027		
Policy:			

Revision record

Minor revisions should be recorded here when the policy is amended in light of changes to legislation or to correct errors. Significant changes or at the point of review should be recorded below and approved at the level indicated above.

Revision No.	Date	Revised by	Approved date	Comments

Contents

Introduction	2
Aims of this Policy	2
Principles that Underpin the Policy	2
Policy Development	3
Roles and Responsibilities.....	3
Definition of Bullying.....	4
Signs of Bullying	6
Prevention & Developing and Promoting Resilience and Emotional Wellbeing	6
Reporting and Responding to Bullying.....	7
Managing Disclosures	7
Procedures	7
Monitoring Pupil Safety and Bullying in School	8
Confidentiality.....	8
Useful links and supporting organisations.....	9
Policy Review	9

Introduction

At Scott-Broadwood Infant School, we aim to provide a safe, caring and friendly environment for all our pupils to allow them to learn effectively, improve their life chances and help them maximise their potential.

We would expect pupils to feel safe in school, including an understanding of the issues relating to safety, such as bullying. We also want them to feel confident to seek support from school should they feel unsafe or concerned.

Every child should be able to learn in a school environment free from bullying of any kind and in which they feel safe and supported. There is no place for bullying in our schools and everyone in our community has a role in creating a school culture where bullying is not tolerated.

Aims of this Policy

- All school leaders, staff, pupils and parents have an understanding of what bullying is.
- All staff must know what the school policy is on bullying and follow it when bullying is reported.
- All pupils and parents know what the school policy is on bullying, and what they should do if bullying arises.
- Pupils and parents must be assured that they will be supported when bullying is reported.

Principles that Underpin the Policy

For pupils who experience bullying, they are assured that:

- They are heard
- They know how to report bullying and get help
- They are confident in the school's ability to deal with bullying, and feel happy and comfortable with any plans that are put in place
- Steps are taken to help them feel safe again
- They are helped to rebuild confidence and resilience
- They know how they can get support from other

For pupils who engage in bullying behaviour, they understand that:

- Learning programmes and strategies hold them to account for their behaviour and help them to face up to the harm they have caused
- They learn to behave in ways which do not cause harm in future, because they have developed their emotional skills and knowledge
- They learn how they can take steps to repair the harm they have caused
- They will have any safeguarding issues around their circumstances addressed
- School are aware of other circumstances and situations that may be influencing their behaviour

For our whole community:

- There is clarity about the anti-bullying stance the school takes
- Pupils, as well as staff and other members of the school, are fully engaged in developing and reviewing anti-bullying work in the school

- Occurrences are recorded and audited, anti-bullying work is monitored, and every chance is taken to celebrate success
- All pupils are clear about the roles they can take in preventing bullying, including the role of bystanders
- The school promotes a climate where bullying and violence are not tolerated
- Curriculum opportunities are used to address bullying
- Peer support systems are in place to prevent and respond to bullying
- The school has addressed site issues and promotes safe play areas
- All staff are aware, and model positive relationships
- The school works in partnership with parents, other schools, and with Children's Service and community partners to promote safe communities.
- That inclusive values are promoted and underpin behaviours and school ethos

For parents/carers:

- They are clear that the school does not tolerate bullying
- They know how to report and get help if they are concerned that their child is being bullied or does not feel safe to learn, and are clear about the Complaints Policy (on the school website)
- They have confidence that the school will take any complaint about bullying seriously and investigate/resolve as necessary and that the school systems will deal with the bullying in a way which protects their child
- They are clear about ways in which they can complement the school on the anti-bullying policy or procedures.

Policy Development

This policy was formulated in consultation with staff and local committee members. Pupils learn and reflect on the impact of unkind behaviour through assemblies and The Story Project (PSHE curriculum).

Roles and Responsibilities

The Local Committee are responsible for:

- Evaluating and reviewing this policy to ensure that it is not discriminatory
- The overall implementation of this policy
- Ensuring that the school adopts a tolerant and open-minded policy towards difference
- Ensuring the school is inclusive
- Analysing any bullying data to establish patterns and reviewing this policy in light of these

The Headteacher is responsible for:

- Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures
- Keeping a Bullying Report log of all reported incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected
- Analysing the data in the bullying report at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented
- Arranging appropriate training for staff members

SLT are responsible for:

- Corresponding and meeting with parents where necessary
- Providing a point of contact for children and parents, when more serious bullying incidents occur

Teachers are responsible for:

- Being alert to social dynamics in their class
- Being available for children who wish to report bullying
- Providing follow-up support after bullying incidents
- Being alert to possible bullying situations, particularly exclusion from friendship groups, and that they inform the child's class teacher of such observations
- Refraining from gender stereotyping when dealing with bullying
- Reporting any instances of bullying once they have been approached by a child for support
- Offering emotional support to victims of bullying
- Alerting SLT regarding any incidents of bullying

Parents are responsible for:

- Informing their child's teacher or SLT if they have any concerns that their child is the victim of bullying or involved in bullying in any way; this can be done via a direct call, email to a member of staff or through a conversation in person
- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes

Children are responsible for:

- Informing a member of staff if they witness bullying or are a victim of bullying
- Not making counter-threats if they are victims of bullying
- Walking away from dangerous situations and avoiding involving other children in incidents

Definition of Bullying

Department of Education definition of bullying from 'Preventing and Tackling Bullying' (2017)

"Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences."

An incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils the descriptions of bullying.

Bullying can take place between young people; young people and staff; between staff; individuals or groups.

How does bullying differ from teasing/falling out between friends or other types of 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
- Friendship fall outs are seen as accidental, occasional, no power imbalance or hierarchy, those involved show remorse and want to resolve the situation – this is different to isolating or excluding children from groups

Bullying can be:

- Emotional – being unfriendly, excluding, tormenting
- Physical – pushing, kicking, hitting, punching or any use of violence
- Racist – racial taunts, graffiti, gestures
- Sexual – unwanted physical contact or sexually abusive comments
- Homophobic – because of, or focusing on the issue of sexuality
- Verbal – name calling, sarcasm, spreading rumours, teasing
- Cyber – all areas of the internet, such as email and internet chat room misuse. Mobile threats by text messaging and calls. Misuse of associated technology, i.e. camera and video facilities
- Disability/SEN – because of, or focusing on a disability or special educational need
- Home circumstance – targeting individuals who are looked after children or because of a particular home circumstance

Bullying can therefore constitute any of the above activities within the context of the definition provided.

Bullying may occur to anyone, and this policy is inclusive of the bullying of staff, whether by children, parents or other staff.

Bullying can seriously damage a child's confidence and sense of self-esteem, and they will often feel that they are at fault in some way. Children who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness or taking unusual absences. There may be evidence in work patterns, lacking concentration or being anxious about coming to school. These signs and symptoms may indicate other problems, but bullying should be considered a possibility and should be investigated.

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

Why are some children and young people or adults, more vulnerable to being bullied?

Certain groups of pupils/adults are known to be particularly vulnerable to bullying by others, these may include:

- Pupils with special educational needs such as learning or physical disabilities
- Young carers
- Looked After children
- Pupils from ethnic and racial minority groups
- Pupils who are/perceived as lesbian, gay, bi-sexual, transgender or questioning their gender role

We do keep a list of particularly vulnerable children in our school as a confidential document and track the academic progress of these children as an individual group.

Why are some children, young people and adults, more vulnerable to becoming bullies?

Some children are more susceptible to perpetrating bullying than others. This includes:

- Family background
- Social deprivation
- Trauma/loss in the family
- Domestic violence/abuse/bullying in the home
- Pupils who struggle to control their own emotional regulation (e.g. taking out their own angry feelings on others)
- Pupils who have difficulties with social interaction and communication

We know it is really important to know our children and their families well so that these children (who are also vulnerable) are supported to develop positive relationships.

Signs of Bullying

Staff will be alert to the following signs that may indicate a child is a victim of bullying:

- Being frightened to travel to or from school
- Asking to be driven to school
- Unwillingness to attend school
- Becoming anxious or lacking confidence
- Saying that they feel ill in the morning
- Decreased involvement in schoolwork
- Physical signs e.g. cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Becoming agitated when receiving calls or text messages
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home

Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating. Children who display a significant number of these signs are approached by a member of staff, to determine the underlying issues, whether they are due to bullying or other issues. In addition, staff will be aware of the potential factors that may indicate a person is likely to have bullying behaviours, including, but not limited to, the following:

- They have experienced mental health problems, which have led to the child becoming aggravated
- They have been the victim of domestic abuse
- Their academic performance has started to fall, which has meant they are stressed

Prevention & Developing and Promoting Resilience and Emotional Wellbeing

Scott-Broadwood uses a range of proactive strategies to prevent bullying. These include;

- Developing strong, positive relationships with children and their families
- Promoting and modelling our School Vision and Values
- All reported or investigated instances of bullying will be investigated by a member of staff
- Encourage all children to report incidents of bullying

- Restorative Justice Approaches to give children the opportunity to explain what has happened without judgement
- A strong Wellbeing (PSHE) curriculum (e.g. Story Project and themed weeks)
- All types of bullying will be discussed as part of the curriculum
- Diversity, difference and respect for others is promoted and celebrated through our school values and various lessons
- Teachers providing time for children to share worries and participate in reflective activities
- Promoting positive relationships in Collective Worship
- Use of external agencies to support learning about personal relationships, positive mental health and personal safety
- ELSA support
- Social Skills groups
- Lunchtime clubs
- Regular staff training and development (for all staff, including those who supervise at lunchtime)

Reporting and Responding to Bullying

Our school has clear systems to report bullying for the whole school community (including staff, parents/carers, children and young people). This includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders). Children are regularly reminded of our anti-bullying message and dealing with bullying is covered in Wellbeing lessons. The ways to report bullying in our school are:

- Children - Talking to any member of staff
- Parents/carers - Talking to a member of staff (face-to-face, email, phone call)
- All staff and visitors - Talking to any member of staff
- Bystanders - Talking to any member of staff

Managing Disclosures

Victims will always be taken seriously, reassured, supported and kept safe. Victims will never be made to feel like they are causing a problem or made to feel ashamed. If staff are in any doubt, they will speak to the DSL.

The DSL will be informed of any allegations of abuse against children with SEND. They will record the incident in writing and, working with the SENCO, decide what course of action is necessary, with the best interests of the child in mind at all times.

Procedures

All reported incidents will be taken seriously and investigated, involving all parties.

If an allegation of bullying is raised, the member of staff who receives the concern will log it on our electronic system for reporting any behaviour or safeguarding concerns alerting the DSL (Designated Safeguarding Lead) team/SLT (Senior Leadership Team) team and the child's class teacher in the first instance. It is important that this concern is shared within 24 hours so that the child who raised the concern knows they have been listened to, and action has been taken.

Staff will initially identify if the incident(s) is a friendship issue or forms part of an ongoing pattern of events. If it is identified that the incident forms part of a pattern of behaviour, then an immediate meeting will be convened with the parents, and it will be outlined to them that the current systems within the school are not having the desired effect. This meeting will be led by a member of SLT. The Arbor record will clarify the type of bullying that has occurred and can also identify any pupil protected characteristics that may be pertinent. The school will modify its response to reflect the incident. Sanctions will align to the schools Relational Based Behaviour Policy, alongside any additional support and monitoring for the child who experienced the bullying.

All staff members will be informed of such incidents via a weekly face to face briefing (or sooner if required) and therefore this enables all staff to keep a watchful eye (especially at break and lunch times), and they will also check in regularly to make sure the behaviour has not continued and the victim feels safe and happy in school.

Monitoring Pupil Safety and Bullying in School

Pupil Voice is key to understanding how safe pupils feel in school and ensure they feel listened to.

As part of weekly assemblies all children are reminded about the schools' values and the importance of the Scott-Broadwood community.

Due to the size of the school, informal conversations take place on a daily basis to ensure that all children, especially our most vulnerable, feel safe and secure.

The information we gather is used to identify trends and inform preventative work in school and development of the policy and curriculum provision by the SLT.

All bullying incidents are presented to the Local Committee in an anonymous format as part of the termly headteacher reports.

Additionally, we have a Local Committee member who is a 'Safeguarding Lead'. They meet with the headteacher and DSL on a termly basis. This provides the Local Committee with a clear oversight of any bullying related incidents and any action that has been taken.

Confidentiality

The school will only engage with staff and agencies required to support the victim and/or be involved in any investigation. If a victim asks the school not to tell anyone about the disclosure, the school will not make this promise. Even without the victim's consent, the information may still be lawfully shared if it is in the public interest and protects children from harm. The DSL will consider the following when making confidentiality decisions:

- Parents will be informed unless it will place the victim at greater risk
- If a child is at risk of harm, is in immediate danger or has been harmed, a referral will be made to children's statutory services

More information regarding the school's stance on preventing peer-on-peer sexual abuse is available in our Child Protection and Safeguarding Policy.

Useful links and supporting organisations

Advice and guidance about bullying from external agencies can be found through these links:

- 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/index.php
- 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

Policy Review

This policy will be reviewed and updated biannually. The policy review will be linked to the School Improvement Plan, working towards a more inclusive and harmonious ethos across the school community.

This policy operates in conjunction with the following school policies:

- Behaviour Policy
- Complaints Policy
- Child Protection and Safeguarding Policy
- Equality Policy
- Internet and Online Acceptable use Policies