Anti-Bullying Policy

Document History

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This policy applies to all School Academy staff, pupils and parents.

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1.0 Introduction

At Bramshall Meadows First School, we strive to ensure that all children are treated fairly and feel happy, safe and secure. We strive to create an atmosphere where children feel uniquely special and are able to understand, recognise, uphold and promote the values of wonder, kindness and self-belief. Our work is underpinned by our vision of Bramshall Meadows First School being a place **where children bloom.**

2.0 Aims

- To create a safe and secure environment that promotes effective learning and supports safeguarding (through our Safeguarding and Child Protection Policy (see our website), which in turn is informed by Keeping Children Safe in Education)
- To ensure swift action is taken in the event of bullying
- To promote positive relationships between pupils, staff and our community.
- To encourage and support children to become well rounded, responsible, respectful, moral and caring individuals.
- To provide both challenge and support to achieve high standards.
- To support the delivery of highly effective teaching that equips children with essential knowledge and skills to promote academic achievement and an appreciation of learning within a rich and relevant curriculum.

2.1 Scope

This policy applies to all members of the school community and covers bullying incidents that occur: on school premises, during school-led activities off-site (including educational visits), in transit to and from school, and online where there is a clear and close link to the school.

3.0 Equality and Diversity

The school takes a proactive approach to incidents linked to protected characteristics (as defined in the Equality Act 2010). All incidents involving prejudice (e.g. race, religion, disability, sexual orientation) will be logged as bias-related and reported to the Headteacher and Governing Body. The school will monitor trends and take action to address.

4.0 What is Bullying?

Bullying includes a range of abusive behaviour that is:

- Repeated
- Intended to hurt someone either physically or emotionally.

Bullying may be carried out by an individual or a group and can be carried out directly or indirectly. Whether an incident amounts to bullying will be judged on the balance of evidence, including repetition, intent and power imbalance.

4.2 Forms of Bullying

Forms of bullying can be:

- Physical- such as hitting or physically intimidating someone, or using inappropriate or unwanted physical contact

- Attacking property- such as damaging, stealing or hiding someone's possessions

- Verbal- such as name calling, spreading rumours, using derogatory or offensive language or threatening someone
- Psychological- such as deliberately excluding or ignoring people
- Cyber- deliberately using social media, WhatsApp or other messaging service to write or post hurtful comments about someone.

4.21 Cyberbullying

The school will investigate online incidents that affect school life. Pupils will be taught online safety and responsible use of devices. Parents should report online concerns to the school. Where necessary, the school may work with internet security providers, social media platforms and, in serious cases, the police. Pupils must not share images or messages that could harm others; persistent or severe online harassment may lead to sanctions and safeguarding referrals.

4.3 Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber message is received
- lack of eye contact

- becoming short tempered
- change in attitude to people at home.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

5.0 Our Values

At the heart of our school are three core values:

Wonder – We encourage children to be curious, ask thoughtful questions and develop a genuine love of learning. We believe that education should inspire awe, exploration and discovery, helping pupils understand the world around them and embrace new experiences with enthusiasm.

Kindness – Kindness underpins everything we do. We foster a culture of respect, empathy and inclusion, where every child feels valued, supported and heard. Through positive relationships and a strong sense of community, children learn to care for themselves and others.

Self-Belief – We empower children to believe in themselves, persevere when learning is challenging and take pride in their achievements. By developing confidence, resilience and independence, we help every child recognise their potential and develop the courage to succeed.

Our values are promoted and recognised each week in school through our celebration assembly where certificates are presented to a child in each class for demonstrating school values in action. Our Class Dojo point system is used by staff to instantly reward pupils throughout the day for demonstrating our school values. As the driving force of our school, being awarded for a demonstrating a school value results in 3 dojo points.

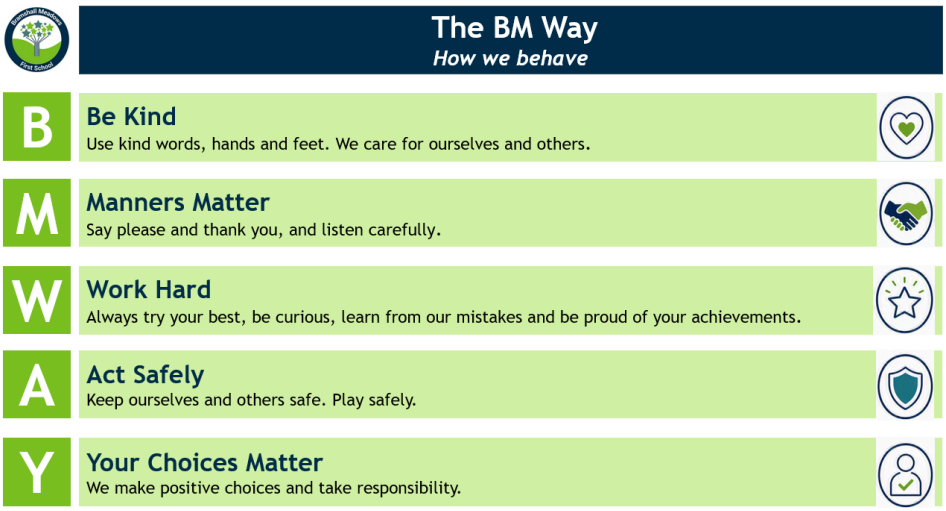
The BM Values
Why we do what we do

	Wonder	Kindness	Self-Belief
What we believe	Every child is naturally curious and that learning should inspire awe, exploration and discovery	Kindness helps everyone feel values, respected and included, creating a community where all can flourish	Every child can achieve great things through confidence, perseverance and self-belief.
How we show it	• Ask thoughtful questions • Explore new ideas with enthusiasm • Embrace challenges and opportunities to learn • Notice and discover new things	• Use kind words and actions • Include and support others • Demonstrate good manners • Help those who need us • Celebrate and value our differences • Show kindness to ourselves	• Try our best every day • Learn from our mistakes • Keep going when learning is challenging • Take pride in our own and others' achievements. • Set goals and strive to achieve them.
What it Means to Me	"I am curious, brave and excited to learn"	"I think about how my actions make others feel"	"I can achieve great things through effort and perseverance"

6.0 Our School Rules (The BM Way)

The BM WAY is the way we expect pupils to behave in school. The BM WAY supports our children to understand the school's expectations for behaviour and support building trusting, safe relationships

between staff and peers. These expectations are reinforced by standardised school and classroom routines which ensure consistency of expectations throughout the school.



7.0 Prevention

It is the responsibility of all pupils and staff to maintain the expectations set out in the school's behaviour policy. It is the pupils' responsibility to try to be a good role model for their peers and self. Similarly, we expect all adults to be positive role models demonstrating mutual respect and tolerance.

Conflict is a normal part of child development and personal growth. From a young age children learn to play in solitary, parallel, then cooperatively. We promote the use of reflective and restorative conversations as a tool to support pupils with minor disagreements. The school rules set clear boundaries and expectations enabling all learners to thrive.

Prevent strategies include:

- PSCHE scheme
- Anti-bullying charter
- Restorative conversations
- Behaviour policy
- Class based discussions
- Britsih Values
- NSPCC resources
- Playground Leaders
- E-safety policy
- Whole school assemblies

8.0 Roles and responsibilities

8.1 Governing Body

It is the responsibility of the governing body to support the Headteacher in eliminating bullying at Bramshall Meadows First School. As a zero-tolerance school, the governors will review and monitor any incidents of bullying.

8.2 Headteacher/DSL

The Headteacher is responsible for the implementation of the anti-bullying policy and to review the effectiveness of prevention strategies. It is also their responsibility to report any incidents of bullying to the governing body. The Headteacher is responsible for ensuring all staff have the necessary skills and training to uphold a zero-tolerance approach. The Headteacher must ensure all children and staff understand what constitutes bullying. The Headteacher sets the climate for the school culture and therefore must model high expectations where children feel safe, understood and listened to. Each and every child should feel welcome regardless of race, religion or culture.

Where there is suspected bullying it is the responsibility of the Headteacher to investigate fully with all parties, report the outcome to staff and parents and provide a clear sanction or support for the individual.

The Headteacher/DSL will review bullying data termly and report trends to governors.

8.3 Staff

It is the responsibility of all staff to be positive role models, show respect and be approachable to all pupils. They should uphold the school values whilst promoting all aspects of the behaviour policy. Staff should understand what constitutes bullying and share this with the pupils. All learning spaces should promote respect for school equipment, each other and ourselves. Teachers should provide opportunities to discuss any concerns openly and as a teaching opportunity. In cases where pupils require specialist support it is the responsibility of the class teacher to signpost or liaise with the SENCO and relevant agencies.

Where there is suspected bullying it is the responsibility of the staff member to seek the initial facts then refer to the Headteacher.

8.4 Parents/Carers

If a parent suspects their child is being bullied they must report it to their child's class teacher immediately. Parents are responsible for supporting the school's behaviour and anti-bullying policy encouraging their child to make a positive contribution. The parents should feel confident concerns will be taken seriously and addressed. It is not appropriate for parents to engage in discussions with children, or another parent if they suspect bullying.

8.5 Pupils

If a pupil suspects bullying or feel they are a victim of bullying they must report it immediately to a member of staff. It is their responsibility to follow the school rules in line with the values. Pupil representatives review the Anti-bullying charter each year and share with their peers.

9.0 How to report

Pupils can report concerns to any member of staff, the class teacher, DSL or DDSL. Parents should contact the child's class teacher in the first instance. The school will acknowledge parental reports within 2 working days and provide an outcome/update within 10 working days.

10.0 Recording Incidents

When an incident of bullying has taken place, staff must be prepared to record and report each incident. All incidents must be recorded using Arbor behaviour logs. These must give details of nature, participants, any safeguarding concerns, actions taken and outcomes.

In the case of racist bullying, this must be reported to the Headteacher. General incidences of bullying should be recorded in the Behaviour Log this would include incidents where staff have had to become involved and speak with children, and/or where parents have raised concerns regarding bullying. Confirmed cases of bullying must be recorded, as with any case of Child protection.

The Headteacher should advise which sanction (if appropriate) should be used.

All incidents of bullying will be investigated with all relevant staff and parents of the children involved, in order that everyone can be vigilant and that bullying may be prevented from happening in the future.

Incidents of bullying will be discussed with the Governing Body/Safeguarding Governor.

10.1 Investigation Process

- Immediate: Ensure safety (same day)
- Initial fact-finding: Speak separately with alleged victim(s), alleged perpetrator(s) and witnesses (within 2 school days)
- Review: Determine whether bullying occurred and whether safeguarding referral is required
- Outcome/Change: Agree actions (restorative, sanction, support) and communicate these with parents within 10 school days.
- Follow-up: Review the situation within 2 weeks and again after one month to check outcomes and record.
- If concerns persist, escalate to external agencies or through the school's behaviour policy processes.

10.2 Communication with Parents

The school will notify parents of all children directly involved in confirmed bullying incidents, including details on findings, actions taken and planned follow up.

11.0 Sanctions and Support

Responses will be proportionate and may include: restorative meetings, monitoring, behaviour contracts, removal of privileges, supervised social time, referral to SENCo for additional support, targeted interventions (e.g. social skills), and formal sanctions where appropriate (e.g. fixed term suspension). Where required, the school will arrange for support for victims (nurture support, small group work) and for perpetrators to address underlying needs. All decisions will consider the pupil's age, SEND needs and safeguarding implications.

12.0 Staff Training and Induction

All staff will receive annual training on recognising and responding to bullying, including cyberbullying and bias incidents.

13.0 Further Support

- NSPCC Helpline: 0808 800 500
- Advisory Centre for Education (ACE) 020 7354 8321
- Children's Legal Centre 0845 345 4345
- KIDSCAPE Parents Helpline (Mon-Fri, 10-4) 0845 1 205 204
- Parentline Plus 0808 800 2222
- Youth Access 020 8772 9900 Bullying Online www.bullying.co.uk
- Visit the Kidscape website www.kidscape.org.uk for further support, links and advice.

Designated Safeguarding Lead: Mr T Burrows

Deputy Designated Safeguarding Lead: Mrs H Forrester

Safeguarding Governor: Mr R Newton

14.0 Related Policies

This policy should be read alongside the Behaviour Policy which describes the school's graduated approach to sanctions and rewards. Where bullying is also a safeguarding matter, the Safeguarding policy takes precedence.

15.0 Monitoring and Review

The Headteacher/DSL will review bullying data and the effectiveness of interventions termly and update the policy annually (or sooner if required by legislation).