



Bournville Primary School

Anti-Bullying Policy

Date Ratified: 15 July 2026

Signed By:

On behalf of School Governors

**Signed by :
Headteacher**

Review Date: July 2027



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Anti-Bullying Policy

This policy should be read in conjunction with the:

- Online Safety Policy
- Acceptable Use Policy
- Safeguarding and Child Protection Policy
- Behaviour Policy
- Child on Child Abuse Policy
- Filtering and Monitoring Guidelines

Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our children so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all children should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff. Some incidents of bullying may also constitute child-on-child abuse. Where this is the case, the school's Safeguarding and Child Protection Policy and Child-on-Child Abuse procedures will be followed.

What Is 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."

Bullying can be:

Emotional	Being unfriendly, excluding or isolating someone from social groups (e.g. telling other children not to play with someone), tormenting (e.g. hiding books or making threatening gestures).
Physical	Pushing, kicking, hitting, biting, punching, preventing or restricting movement, theft or any use of violence.
Racist	Racial taunts, graffiti, gestures, other bullying behaviour focussed on issues of race.
Sexual	Unwanted physical contact or sexually abusive comments.
Homophobic	Bullying behaviour focussed on sexuality, lesbian, gay, bi-sexual and transgender (LGBT).
Heritage	Bullying behaviour focussed on customs and culture, including Gypsy, Roma, traveller communities.
Home	Bullying of young carers or looked after children or otherwise related to home circumstances.



Verbal	Name-calling, insulting others, spreading rumours, teasing, intimidation
Electronic/Online	Bullying via any area of the online world such as WhatsApp • Snapchat • TikTok • Instagram • gaming platforms • group chats • image-sharing • livestreaming • AI-generated content and deepfakes • misinformation/disinformation risks • distributing digitally altered photos
Disability	Bullying behaviour focused Special Educational Needs or Disability (SEND).
Mental Health	Bullying behaviour using terms related to a person's mental state or diagnosed mental health condition.
Religion	Spoken comments, written notes, emails, web postings etc. that highlight an individual's religion or culture with the purpose of mocking them for cultural or religious difference.
Alternative Sub Culture	Bullying behaviour focussed on a type of culture that exists outside or on the fringes of mainstream or popular culture, usually under the domain of one or more subcultures.
Appearance Related	Bullying that targets an aspect of a person's appearance such as size, height or disfigurement. It can often but not exclusively be linked with racist/sexist/LGBTQ+ or disablist bullying.
Prejudice-based and discriminatory bullying	These are not explicitly protected by law under the Equality Act 2010, but there are aspects of the characteristics that may be caught depending on the circumstances. Irrespective of this, a robust response will be taken to any form of bullying.

Bullying against any of the protective characteristics will be dealt with in accordance with the policy.

Why is it Important to Respond to Bullying?

Bullying is harmful and is considered to be a safeguarding issue. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect and be free from the emotional harm that bullying causes. It is our responsibility to support children who are bullied and educate those who engage in bullying behaviour to behave in a healthier, safer and more respectful way.



We have a responsibility to all our children and respond promptly and effectively to issues of bullying or perceived bullying.

Objectives of this Policy

- All governors, teaching and non-teaching staff, children and parents/carers should have an understanding of what bullying is.
- All governors, teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All governors, teaching and non-teaching staff should have an understanding of those children who face additional safeguarding risks such as: SEND pupils, children with medical conditions, looked-after children, previously looked-after children, children with social workers, young carers, LGBTQ+ pupils
- All children and parents/carers should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Children and parents/carers should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

Signs and Symptoms

A child may indicate by signs or behaviour that they are 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 come into school by their usual method
- begs for adults to support them coming into school
- changes their usual routine
- is unwilling to go to school (school avoidant)
- begins to truant either from class or school completely
- becomes withdrawn anxious, or lacking in confidence
- starts stammering or refuses to talk
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning presenting as tummy aches/nausea
- 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 & jumpy when a cyber-message is received
- sudden loss of friends/avoidance of social situations



These signs and behaviours are not exhaustive and could indicate other problems, but bullying should be considered a possibility and will be investigated

Support in school

As part of our ongoing PSHE programme we:

- Give children guidance on how to make the right choices.
 - Give children strategies to cope with friendship problems.
 - Give children time to practice and discuss smart thinking
- 'Stop, Walk, Talk'**
- Use circle time to discuss problems and find solutions
 - Explore cyber bullying as a category within the e-safety curriculum
 - Use anti bullying ambassadors and kindness buddies as role models across the school
 - Engage in Anti-bullying Ambassador training through recognised or accredited bodies

As a whole school we promote national anti-bullying week through specific teaching, circle times, activities and assemblies. Key information and children's learning is shared with parents/carers and the local community. Pupil voice is conducted as part of the safeguarding curriculum and issues raised regarding bullying are addressed and responded to.

Schools' teaching and support staff are alerted to the signs of bullying and act promptly and firmly against it in accordance with school policy.

Statutory duty of schools

Headteacher's have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among children and to bring these procedures to the attention of staff, parents/carers and children.

Implementation

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- A clear account of the incident will be recorded on CPOMS and given to the Safeguarding Team.
- A member of the Safeguarding Team will gather information from all concerned and will record the incident in line with schools recording processes
- All staff will be kept informed
- Discussions will be had with parents
- Restorative Conversations will be used whenever possible, with a solution to move on and what to do next time.
- The child will be separated from the behaviour



Children who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with an adult of their choice
- Reassuring the child
- Offering continuous support
- Restoring self-esteem and confidence.

Children who have bullied will be helped by:

- Discussing what happened
- Discovering why the child became involved
- Establishing the wrong doing and need to change
- Informing parents/carers to help change the attitude of the child.
- Working with outside agencies where appropriate

Family members of children who have been affected by bullying will be supported by:

- Regular communication with the school
- Support/guidance from the Learning Mentor team
- Guidance for accessing further support

The following steps can be taken: [see behaviour policy]

- Official warnings to cease behaviour
- Detentions
- Exclusion from certain areas of school premises or from certain activities
- Fixed-term suspension
- Permanent exclusion.

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, online safety, circle time, assemblies, anti-bullying ambassador training and subject areas, as appropriate, in an attempt to eradicate such behaviour.

Monitoring, evaluation and review

Incidents will be recorded on the schools secure system and monitored by the safeguarding team.

The designated safeguarding lead will ensure that bullying is a key focus and trends are identified and acted upon with support and intervention for all.

Oversight from the designated safeguarding lead will ensure that protected groups are monitored, particularly those who face additional challenges and are at greater risk of bullying and safeguarding risks.

The school will review this policy every 2 Years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.



Incidents will be reviewed through the schools safeguarding monitoring systems and reported to governing body to ensure that trends are highlighted and addressed

Prevention

Methods for helping children to prevent bullying include:

- school expectations that children should be **safe, respectful, ready** (to learn) are clear.
- STOP WALK and TALK will be promoted across the school through leaflets generated by Anti Bullying Ambassadors
- children sign a class contract.
- write stories/poems and draw pictures to promote kindness.
- read stories to promote desirable behaviours e.g. kindness, resilience.
- reactive support from the pastoral team.
- proactive small group work or 1:1 work to promote emotional literacy.
- Parental engagement to support anti bullying culture
- The use of external organisations for training and support of staff and students
- The use of surveys to look for gaps in knowledge regarding what bullying is
- The use of social media to promote positive expected behaviour and strategies to prevent bullying
- Termly whole school assemblies

Help Organisations:

Advisory Centre for Education (ACE)

0300 0115 142

Children's Legal Centre

0845 345 4345

KIDSCAPE Parents Helpline (Mon-Fri, 10-4)

0845 1 205 204

Parent line Plus

0808 800 2222

Youth Access

020 8772 9900

Bullying Online

www.bullying.co.uk

stopcyberbullying.org

Childline

0800 1111

Diana Award

<https://diana-award.org.uk/anti-bullying>

Visit the Kidscape website www.kidscape.org.uk for further support, links and advice.