

Bredbury Green Primary School

Anti-Bullying Policy

2026/2027

Policy owner	Ellis Cuttress
Last update	September 2025
Date updated	September 2026
Approved by Governing Board	Subject to ratification
Next review	September 2027

Revision History

Date	Document Version	Document Revision History	Policy Owner / Reviser
16.03.2017	1.0	New policy modelled on SMBC model policy	C Palmer
05.04.2019	2.0	Policy Reviewed	S Stewart
08.05.2019	2.1	Policy reviewed with governors and SMBC Safeguarding	S Stewart
12.12.2022	2.2	Policy reviewed with Governors	H Moorcroft
14.03.2025	3.0	New policy modelled on ABA model policy	E Cuttress
09.09.2025	3.1	Policy reviewed	E Cuttress
09.09.2026	3.2	Policy reviewed	E Cuttress

This policy has been developed and implemented in consultation with the whole school community, including pupils, staff, governors and partner agencies. It was written with reference to the Equality Act 2010.

Bredbury Green Primary School promotes values which reject bullying behaviour and promote co-operation, self-belief, independence and respect. We believe that tackling bullying matters.

This policy should be read alongside our policies on Safeguarding, Positive Relationships, Acceptable Use and Special Educational Needs and Disabilities.

Statement of Intent

Bredbury Green Primary School is committed to providing a supportive, caring and safe environment in which all children are free from the fear of being bullied. As a school, we take bullying and its impact very seriously. Bullying is not tolerated in our school, whether carried out by a child or adult. Bredbury Green Primary School is a place where every person has the right to be themselves, to be included and to learn in a safe and happy environment.

Staff, children and parents/carers will be made aware of the school's position on bullying; bullying behaviour is unacceptable in any form. The school has high expectations of outstanding behaviour and we consistently challenge any behaviour that falls below this. Anyone who knows, or suspects, that bullying is happening is expected to tell a member of staff. The named senior leader within school who co-ordinates our approach to bullying is **Ellis Cuttress**.

Any child who is a victim of bullying will be dealt with in a sympathetic manner. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff informed and then discussed with the named senior leader. A clear account of the incident will be reported on CPOMS, the school's electronic recording system, with the named senior lead informed. All relevant staff will be informed so that close monitoring of the victim and child who has bullied can begin. The parents or carers of both parties will be informed.

We actively promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our pupils to become responsible citizens and to prepare them for life in 21st Century Britain. These values reflect those that will be expected of our pupils and society, when they enter secondary school and beyond in the world of work or further study.

As a Rights Respecting School, we are committed to upholding and promoting the rights of every child through our policies, practice and relationships. Our anti-bullying policy reflects the principles of the United Nations Convention on the Rights of the Child (UNCRC), particularly Article 2, which states that every child has the right to be treated fairly and protected from discrimination, regardless of their background, identity, abilities, beliefs or circumstances. We also recognise Article 3, which requires the best interests of the child to be a primary consideration in decisions and actions affecting them; Article 12, which gives children the right to express their views and have them listened to and taken seriously; and Article 19, which states that children have the right to be protected from all forms of violence, abuse and harm. We are committed to creating a safe, inclusive and respectful school community where bullying is not tolerated, where children feel confident to speak out, and where all concerns are listened to and acted upon. Through our curriculum, relationships and approaches to behaviour, we promote respect, equality, dignity and inclusion, ensuring that every child can enjoy their rights without discrimination.

What is bullying?

We recognise that many children and young people will experience conflict in their relationships with other children and young people and, as a school, we are committed to developing empathy and the skills to manage relationships in a peaceful way that does not harm others.

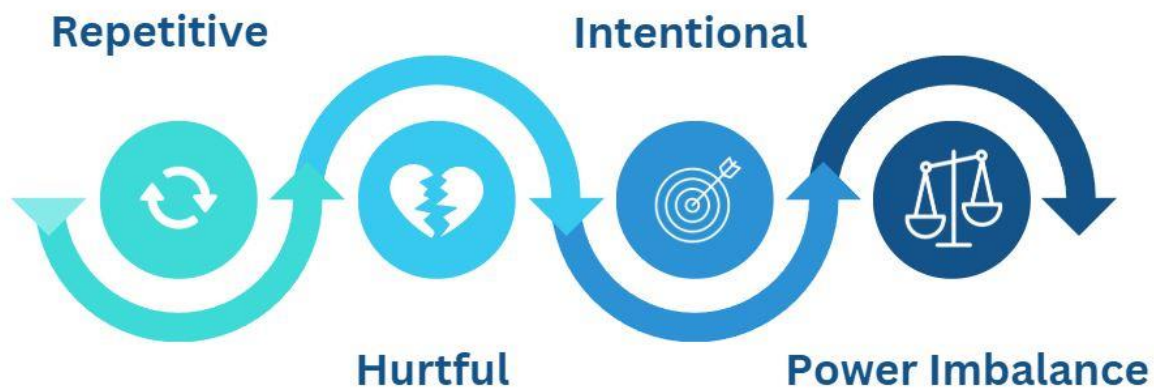
In Bredbury Green Primary School, our definition of bullying is:

“The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves a real or perceived imbalance of power. It can happen face to face or online.”

Bullying is defined in departmental advice published by the Department for Education as:

“Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.”

Bullying is defined on the government website and states that the four key characteristics of bullying are: repetitive and persistent; intentionally harmful; involving an imbalance of power; causing feelings of distress, fear, loneliness or a lack of confidence.



Types of bullying behaviour

Bullying can take many forms:

- Emotional: being unfriendly, excluding, tormenting, threatening behaviour
- Verbal: name calling, sarcasm, spreading rumours, teasing, use of derogatory language
- Physical: pushing, kicking, hitting, punching or use of violence
- Extortion: demanding money or goods with threats
- Online: use of social media, messaging and calls and misuse of associated technology
- Racist: racial taunts, graffiti and gestures
- Sexual: unwanted physical contact, sexually abusive comments
- Homophobic or biphobic: bullying because of sexuality or perceived sexuality
- Transphobic: because of gender identity or perceived gender identity

Bullying outside of school

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during the holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupils' wellbeing beyond the school day. Staff, parents and carers and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities as outlined in this policy.

Why is it important to respond to bullying?

There is considerable evidence to show that bullying has both short term and longer term impact on pupils. Bullying impacts on pupils' wellbeing, can impact on attendance and become a significant barrier to learning. Bullying is associated with lower levels of school engagement and achievement both in primary and secondary schools and can lead to mental health concerns such as anxiety and depression.

In our school community:

- Everybody has the right to be treated with respect
- Everybody has the right to feel happy and safe
- Nobody deserves to be the target of bullying
- Pupils who bully are supported to learn different ways of behaving

"It's important to feel happy and safe in school. If school doesn't respond to bullying then you might feel happy or feel like yourself. It's important to know that everyone at Bredbury Green cares about you and that you will be looked after." – Pupil Voice

We believe that:

- All bullying is unacceptable, irrespective of how it happens and/or what excuses are given in an attempt to justify it
- We must investigate all incidents of bullying and take action where necessary, supporting both the victim and the child who has bullied at all times
- Children who bully must be held to account for their actions but will also require support to change their attitudes and behaviour
- Accountability will be sought in all incidents of bullying, seeking identification of wrongdoing and repairing harm done through a solution based approach
- All inappropriate language that perpetuates attitudes underpinning bullying behaviour must be challenged at all times
- Everyone in our school has a responsibility to respond promptly and effectively to all instances of bullying
- We must communicate with parents/carers regarding any concerns about bullying and deal promptly with complaints
- All our children must feel safe and be confident that any reported incidents will be dealt with effectively by all responsible adults
- It is important to focus upon preventing bullying behaviours in school

Derogatory Language

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored on CPOMS. Follow up and actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language.

“You shouldn’t use derogatory language to people who have protected characteristics because their characteristics are not their fault; it’s the way that they were made. It doesn’t matter that people have protected characteristics, it’s a part of them and it’s what makes them special. Everyone is unique in some way and we should celebrate that.” – Pupil Voice

Identifying and Supporting Vulnerable Children

Anybody could be subject to bullying at any time in their life. It is not something that exclusively affects children and young people. A person is bullied when, either as an individual or part of a group, they suffer in any way from the direct result of intentional and persistent harassment and/or victimisation by another individual or group.

National research has shown that some groups of pupils are particularly vulnerable to bullying. These include pupils with SEND, children who are looked after, pupils from minority ethnic groups or faiths (including gypsy, roma and traveller communities), young carers, LGBTQ+ pupils and those perceived to be LGBTQ+. We work closely in school to identify particularly vulnerable groups and maintain positive action to support them. Examples of this may include adult support, peer support and accessing clubs and wider school provisions to form friendships.

Some groups of children and young people are more at risk of bullying because they identify as, or are perceived to be, “different” from their peers including being targeted because of their identity or protected characteristic. It is important to note that the groups below also intersect and some children and young people may be even more at risk because they fall into more than one, or multiple, high risk groups.

Other at risk groups: children with SEND, LGBTQ+ children, children who have different races or faiths (including GRT), children who are looked after, young carers and those who have ill mental health.

Preventing Bullying

At Bredbury Green Primary School, we foster a clear understanding that bullying, in any form, is unacceptable. We believe that preventing bullying is the responsibility of our whole school community and when there are instances of bullying, we will work together to deal with the situation and to learn from what has happened.

“If you don’t [report bullying], bullying is likely to hang on your shoulders and could have a negative impact on your life.”

“If you are bullied, it may affect your mental health and you might believe that you’ve done something wrong and you’re the problem. That’s not really true.” – Pupil Voice

In our school we do this by:

- Involving the school community in developing our policy including a child/pupil friendly version of our policy
- Using assemblies and time in class to ensure that pupils understand the differences between relational conflict and bullying
- Building a positive ethos based on our school values of self-belief, independence and respect, celebrating all types of difference in our school
- Creating a safe and happy environment, with consequent positive relationships that have an impact on learning and achievement
- Work in school that develops empathy, social skills and emotional understanding e.g. the Zones of

Regulation and our PSHEE and RSE curriculum

- Have clear and effective safeguarding policies and procedures to ensure that all children are safe

“Our school value of respect really links to anti-bullying because we need to show respect to the person who is being bullied. We might need to show respect to the bully because they might be scared themselves and don’t know how to get help or what to do. It’s important to know the reasons why and not judge someone on one bad thing that they’ve done.” – Pupil Voice

Reporting Bullying

At Bredbury Green Primary, pupils are encouraged to talk to staff when they feel unhappy or have concerns. Pupils in our school understand that they have a right to feel and be safe and a responsibility to support others to feel and be safe.

Pupils are encouraged to report bullying to:

- A trusted adult
- Their class teacher
- A teaching assistant

Children are also taught that it is important to talk to a trusted adult if bullying is taking place outside of school. Parents are also encouraged to report concerns and bullying with the class teacher.

BREDBURY GREEN Anti-Bullying Procedures

