



# Brookfields Primary School

*A place where every child can SHINE*

## Anti-bullying Policy

September 2025

Responsibility for this policy	Executive Head Teacher
Responsibility for monitoring/evaluation:	Head of School
Date of next review:	September 2026 or earlier if required
Links to other policies and key documents:	Behaviour Management Policy, Online Safety Policy, Safeguarding and Child Protection Policy and Procedures.

## 1. RATIONALE

Every person in our school should be secure in the knowledge that they are entitled to be valued for themselves, and to be free from personal harassment. As a UNICEF Rights Respecting School, we work to ensure that all children are provided with the rights laid out in the United Nations (UN) Convention on the Rights of The Child (CRC).

As Article 19 of the UN CRC states:

***"You have the right to be protected from being hurt and mistreated, in body and mind."***

This policy is not a discrete document but must be seen as an integral part of all other policies, especially those concerned with discipline, behaviour and the personal and social education of pupils. Closely linked policies include:

- Behaviour Management Policy
- E-Safety Policy
- Safeguarding and Child Protection Policy and Procedures

## 2. INTRODUCTION

Brookfields Primary School is committed to the values of tolerance and respect for others and as an institution opposes all forms of bullying. All members of the school community including pupils, parents, staff, governors and Trustees have an important role to play in fostering an atmosphere where bullying is discouraged and each individual feels cared for and valued. In addition, all are responsible for ensuring that when bullying does come to light it is dealt with speedily and effectively.

**Bullying may be defined as:**

"The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power." *Anti-Bullying Alliance*.

**Bullying may take many forms, but the four main types are:**

**Physical:** hitting, kicking, taking or hiding belongings.

**Verbal:** name calling, insulting, and making racist, homophobic or other deliberately hurtful remarks.

**Indirect/Psychological:** spreading unpleasant stories about someone, excluding someone from social groups in order to intimidate.

**Cyber:** name calling, insulting, and deliberately hurtful remarks made to others using technology and social networking sites

Encouraging other people to engage in any of these types of behaviour is also bullying, even if the perpetrator is not directly involved in any of them. This is sometimes worse as not only does it have an adverse effect on the individual being bullied, but also on the person being encouraged to bully.

All bullying is damaging to those who experience it and to those who perpetrate it. Studies suggest that the consequences of bullying can last for many years and in extreme cases can undermine an individual's confidence for life.

At Brookfields Primary School we find this entire sort of behaviour unacceptable and do our best to prevent it, through ensuring that all children are well aware of how dangerous and damaging it can be. As a school, we reward children for caring and considerate behaviour and acknowledge this during our special celebration assemblies. We are committed to supporting all victims of bullying and as a result take firm action against those who are responsible for bullying.

## 3. PROCEDURES FOR DEALING WITH INCIDENTS OF BULLYING

Pupils are encouraged to approach a member of staff if they are being bullied. They should understand that:

- It is taken seriously.
- It is investigated and appropriate action will be taken use of record form may be needed.
- Information is recorded and kept on file via CPOMS.
- Support is given to both the victim and perpetrator.
- All cases of bullying are reported to the Deputy Head teacher, who works closely with the class teacher, and Phase Leader to establish the facts and liaise with the children involved, and their parents.

- In all confirmed cases of bullying, the Executive Head Teacher or Head of School is informed and act as and when needed.

In some cases, children and parents meet with the school to draw up an Individual Behaviour Plan (IBP). This is overseen/managed by the Assistant Head Teacher of the phase or the Inclusion Manager on a daily or weekly basis, as appropriate.

Children who feel at risk are given various methods of support until the problem has been eradicated. Parents of all children involved are kept informed and their support is expected.

The seriousness of bullying consequences is applied as appropriate, including 1-1 support, withdrawal of privileges, fixed term internal exclusion to another year group, fixed term exclusion from school, and for repeated incidents permanent exclusion may be the final outcome.

#### 4. THE ROLE OF THE SCHOOL

##### **The Class Teacher:**

- Listens to all children involved.
- Notes changes in friendship groups.
- Observes closely the socialisation of all pupils.
- Checks on patterns of attendance, lateness and sickness in school.
- Notes instances of withdrawn personality.
- Is suspicious of a sudden drop in achievement.
- Is careful of unintended outcomes when choosing groups or when partner work is involved.

##### **Staff on Duty:**

- Patrol areas, which are not directly observable.
- Note the occurrence of isolated pupils.
- Observe and act upon inappropriate behaviour of pupils in the playground.
- Listen to children who want to talk about their problems, and report these to the class teacher, Phase Leader, Learning mentor or Assistant Headteacher.

##### **Learning Mentors:**

- Listen to children who want to talk about their problems and report any concerns to relevant members of staff.

##### **Assistant Head Teachers/Deputy Head Teacher/Head of School / Executive Head Teacher**

- Act immediately on parents' suspicions.
- Record all incidents reported by teachers, parents and pupils.
- Investigate allegations of bullying.
- Arrange support for both victims and bullies.
- Discuss with staff suitable sanctions.
- Discuss with parents suitable sanctions.

#### 5. THE CURRICULUM

Through the PSHE curriculum we aim to raise awareness of the effect of bullying and strategies to deal with it through:

- PATHS
- Assemblies
- Online safety Lessons
- Discrete Anti-bullying lessons
- Growing Up and Relationships and Drug Education units in PSHE.

The school also participates in the National Anti-Bullying Week each November. During this week we use materials from outside organisations such as the NSPCC, Stonewall, ChildLine and the Anti-Bullying Alliance.

## 6. THE ROLE OF THE PARENTS

### Parents are encouraged to:

- Report all incidents of bullying whether their child is a victim, a friend of their child is a victim; or even if their child is involved in bullying.
- Ensure that incidents are not dealt with between parents, and instead allow the incident/incidents to be dealt with by the school.

All information is treated with the utmost discretion so that there is no betrayal of trust in passing on such information. Please refer to the *Anti-Bullying Parents' Guide*, which can be found in Appendix B.

## 7. THE ROLE OF THE PUPILS

### Pupils are encouraged to:

- Follow the whole school ethos:
  - *Be the best you can be*
  - *Treat others as you yourself would wish to be treated.*
- Care for each other and report any incidents of unkind behaviour or verbal abuse to any adult in school.
- Support the child who is the recipient of hurtful behaviour. BE A GOOD FRIEND. Remember that it could be you!
- Think before you say unkind words and be aware of how your behaviour may be viewed by others.
- Never touch another pupil in an aggressive manner.
- Do not leave other children out of social activity. Make an effort to involve everyone whenever possible.

Pupils can also refer to the *Anti-Bullying Pupil Guide*, which can be found in Appendix A.

## What do I do if I think I'm being bullied?



### Anti-Bullying Pupil Guide



**BROOKFIELDS  
PRIMARY SCHOOL**

## What is bullying?

Bullying is when someone else, or a group of people, is intentionally mean to a person more than once. As it is intentional they know that they are doing it and they know that it makes the other person upset.

## How do I know if it is bullying?

Sometimes people are rude to others. When people are rude they don't mean it. However, sometimes people are mean. A mean comment is not said accidentally. Remember, if people are mean to you or someone else more than once then this is bullying.



A girl being rude about the boy's glasses

A boy being mean about the boy's glasses



"Why are you so annoying! You look so stupid in those ugly glasses!"

### Who can be bullied?

Sadly, anyone can be bullied, whatever their age. People can be bullied in different places: at home, work and in school. Remember, it is not the victims fault if they are being bullied.

### What do bullies do?

Bullies can bully people in lots of ways including:

- Saying unpleasant things.
- Making hand gesture (such as the loser sign).
- Threatening people.
- Excluding people from playing with their friends on the playground.
- Spreading rumours about people.
- Hitting and pushing people.
- Kicking people.
- Sending nasty text messages and emails.
- Posting nasty messages online.
- Hacking in to peoples online accounts. They then pretend to be someone else, such as you.
- Being racist (making comments about another person's skin).
- Being homophobic (calling people gay).

### Why do people bully?

People bully for lots of different reasons. Sometimes they are sad, sometimes they are jealous of others and sometimes they just enjoy the feeling of power of other people. Although there is never an excuse to bully, bullies often need help.

### What do I do to stop it?

Bullying never stops on its own, so.....

1. **You must talk to an adult.** Chose an adult you can trust. This could be a member of school staff (teachers, mentors, teaching assistants), your parents, or another member of your family, such as an older brother or sister.
2. **Record what the person or people are doing.** If you are being bullied by email or text, then save your messages.
3. **It is tempting to retaliate (do something back), but don't.** It is very likely it will make things worse. Also, don't stop being nice to other people, such as your family and your real friends.
4. **Think about other ways you can respond to the bully or bullies.** You could be assertive and say, "I don't like it when you say/do that – stop it."
5. **Only hang out with the people who make you feel good about yourself.** Someone who puts you down is not your friend.
6. **Be kind to yourself.** Remember it is not your fault if you are being bullied. To make yourself feel better why not try something new. You could join one of the after-school clubs for instance.

**If you cannot tell an adult at school or home, you  
can always talk to ChildLine by  
phoning 0800 11 11**



## **Anti-Bullying: Parents' Guide**

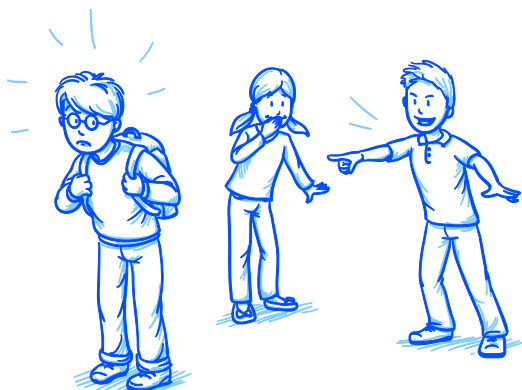
Bullying doesn't just disappear and sort itself out on its own. It will only stop when people act. It can only be stopped if pupils, parents and the school work in partnership. This means that adults need to communicate, the victim/victims must be helped and the bully/bullies must be stopped.

### **What is bullying?**

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.

Anyone, of any age, can be a victim of bullying. Bullying can occur at work, at home, online and of course in school. Bullying can take many forms. Below are some common ones:

- Verbal abuse, such as name calling and gossiping.
- Non-verbal abuse, such as hand signs or text messages.
- Emotional abuse, such as threatening, intimidating or humiliating someone.
- Exclusion, such as ignoring or isolating someone
- Undermining, by constant criticism or spreading rumours, controlling or manipulating someone
- Physical assaults, such as hitting and pushing
- Cyberbullying, such as sending abusive texts, emails or messages.



### **Bullies target those who are different**

Bullies usually target people because they are different. The differences bullies pinpoint includes: looks, race, religious beliefs, age, medical needs, ability, or sexuality.

The real problem lies with the bully, not with difference between people. The victim should never be blamed. Nobody has a right to bully.

You can't always see the signs of bullying. And no one sign indicates for certain that a child's being bullied. But you should look out for:

- Belongings getting "lost" or damaged.
- Physical injuries such as unexplained bruises.
- Being afraid to go to school, being mysteriously 'ill' each morning, or skipping school
- Not doing as well at school.
- Asking for, or stealing, money (to give to a bully).
- Being nervous, losing confidence, or becoming distressed and withdrawn.
- Problems with eating or sleeping.
- Bullying others, especially younger siblings.

#### How to help your child

- **Reassure your child – bullying is never acceptable.**
  - **Don't panic, try to establish the facts.** Are the mean comments repetitive and intentional? What has actually happened?
- **Write down what your child is saying to you.** If the abusive comments are online, or on a phone, save the messages.
- **Let the school know. Make an appointment to see the child's class teacher and head of year to discuss the problem. If required, the school will then support the victim and stop the bully. If the bullying persists you must let us know.**
- **Limit your child's access to electronic social networking by changing their security settings.** For more advice, use the cyber security section of the school website.
  - **Don't encourage your child to retaliate,** however tempting this is.
- **Try to boost your child's self-esteem.** You could encourage them to join a club, or take part in an activity where they can build friendships with other children.

#### Useful Contacts

School Telephone Number: 0121 675 1897

School Email Address:

enquiry@brookfields.create.org.uk

NSPCC Website: <https://www.nspcc.org.uk/>

Childline Website: <https://www.childline.org.uk/>



**By working in partnership,  
we can help children be  
free of bullying!**





**Alleged Bullying Incident Form**

(i.e. significant / repeated / or serious one-off incident)

	Name (s)	Gender	Class/Room
Complainant(s)			
Alleged child (children) who has/have been bullied (if different from above)			
Alleged child (children) who has/have displayed bullying behaviour			
Date of incident:			
Location of incident:			
<b>Type of incident: Please tick/circle appropriate types</b>  <input type="checkbox"/> <b>Physical Bullying</b> (includes jostling, physical intimidation, interfering with personal property (stealing, damaging, intruding upon it) punching/kicking, any other physical contact which may include hair pulling, spitting or use of 'weapon', extortion, writing/drawing offensive notes.)  <input type="checkbox"/> <b>Verbal Bullying</b> (includes name calling, insults, jokes, threats, spreading malicious rumours, ridicule of another's appearance/disability/personal mannerisms/way of speaking, humiliating another publicly, mocking, sarcasm, intimidation)  <input type="checkbox"/> <b>Emotional Bullying</b> (includes isolation, refusal to work with/talk to/play with/help others, mobbing the individual, belittling another's abilities, or achievements, menacing looks, stares or rude gestures)  <input type="checkbox"/> <b>Out of school Bullying (including via online methods)</b> (please specify) <hr/>			

**Details of Incident**

Action/support for child(ren) who has/have been bullied i.e. on-going support / monitoring from staff (including time frame of follow up action required)

Parental involvement (please specify e.g. dates and details of information received)

NAME OF STAFF MEMBER(S) INVOLVED

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Date: \_\_\_\_\_