



Bramham and Shadwell Federation

Anti-bullying Policy

Agreed: November 2025
Review date: November 2027

Signed: _____
Chair of Sub-committee

Signed: _____
Head teacher



Inspiring Inclusive Community

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Aims

The aim of this policy is to help us deal with incidents of bullying, quickly, effectively, consistently and with sensitivity to the needs of the individual. This means we aim to;

- Provide a safe and secure environment where all members of the school community are treated in accordance with our core values.
- Ensure that everyone who works for the Federation has a clear understanding of what is defined as 'bullying' behaviour.
- Ensure that everyone is aware of the Federation's position regarding bullying and that it will not be tolerated.

Definition – What is Bullying?

The guidance set out by the DfE in Preventing and Tackling Bullying [Preventing bullying - GOV.UK \(www.gov.uk\)](https://www.gov.uk) defines bullying. It states;

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. (DfE July 2017)

Bullying is not:

- One- off incidents.
- An argument with a friend/changing friendship groups
- Accidents.

Types of Bullying

Bullying behaviour can take different forms including;

Physical: hitting, kicking, tripping up, pushing, spitting, taking or damaging property, use of threat or force in any way.

Verbal: name calling, insulting, teasing, mocking, taunting, gossiping, secrets and threats, making reference to upsetting events. E.g. bereavement.

Emotional: tormenting, being unfriendly, excluding, and threatening gestures.

Cyber/ Online Bullying: Saying unkind things via text messages, social media or gaming, (which can include the use of images and video)

Covert Bullying: Covert bullying is hidden or subtle behaviour intended to upset or exclude someone. It may involve spreading rumours, manipulating friendships, or encouraging others to ignore or isolate a person.

Sexual: deliberate unwanted physical contact or sexually abusive comments.

Homophobic: because of, or focussing on the issue of sexuality

Transphobic: displaying negative attitudes, or actions toward transgender or transsexual people. Teasing someone because they don't act like a typical 'boy' or 'girl'.

Bullying can be a form of discrimination, particularly if it is based on a child's protected characteristic

Age – teasing, exclusion or comments based on being younger or older than others.

Care (Currently or Previously in Care) – teasing, excluding, making assumptions or spreading rumours about a child because they are, or have been, in foster care, residential care or adopted.

Disability – unfavourable comments, gestures or actions relating to a child's disability or special educational need.

Gender Identity or Sexuality – homophobic, transphobic or sexist language, comments or behaviours targeting someone's perceived or actual identity or sexual orientation.

Race – racial taunts, slurs, gestures or insults relating to skin colour, heritage or ethnic background.

Religion or Belief – making fun of, excluding or criticising someone because of their faith, beliefs, cultural practices or religious clothing.

Sex (Male or Female) – sexist comments, stereotyping roles or interests, or harassment based on being a boy or a girl.

Roles and Responsibilities

The Governing Body

The governing body will review this policy in conjunction with the Head Teachers/SLT. They will monitor the policy's effectiveness and hold the Head Teachers to account for its implementation.

Senior Leadership Team

The Senior Leadership Team are responsible for reviewing this policy, giving due consideration to the school's statement of behaviour principles (appendix 1) The Head Teachers will approve this policy.

Staff

All staff are expected to promote a safe and secure environment for all members of the school community. Staff will deal with incidents of bullying promptly ensuring they are recorded on our internal monitoring system. All staff will be expected to implement the policy consistently.

Parents

Parents are expected to work with the school by;

- Communicating with school in a respectful and understanding manner; giving school time to implement strategies to address any issues.
- Work collaboratively with school to support implementation and review of strategies to support all children involved.
- Encouraging their child to follow the school's expectations.
- Report any bullying incidents.
- Setting clear boundaries for online use at home and monitoring your child when they are online/using technology.

Promoting a bullying free environment

The most effective way of dealing with bullying is to promote an environment that encourages positive behaviour and builds an anti-bullying ethos. Awareness of the anti-bullying policy will be promoted in the following ways;

- Assemblies throughout the year including whole school, key stage and class.
- Discussions with the school council, Mind Mate Ambassadors and pupil voice groups.
- Professional Development meetings providing CPD where necessary.
- PSHE lessons.
- Relevant external visitors and workshops
- PE and school sports activities.
- Speaking and listening activities including debate.
- Rewards in Celebration Assembly.

A child friendly Anti-Bullying policy has been produced by the behaviour working group in consultation with all staff and children. The policy can be found on the website, physical copies are available from the school office and are also included in appendix 2. This policy will help you talk to your child about bullying in an age appropriate way.

Child-friendly anti-bullying policy can be found on our school websites:

<https://bramhamprimary.co.uk/parents/anti-bullying-and-e-safety>

[Policies | Shadwell Primary School](#)

Strategies for dealing with bullying

- A member of staff will investigate the incident and talk to anyone involved, making sure they feel safe to talk.
- Once the problem is identified possible solutions will be agreed.
- Sanctions from the behaviour policy will be applied.
- Parents will be kept informed on all matter identified as bullying.
- All staff in school, teachers, teaching assistants and lunchtime supervisors will be made aware of the situation and will ensure that all children involved are supported through the school day.
- If the situation is not resolved, SLT will intervene and escalation through the behaviour policy may be applied.

Actions to support the person being bullied

- Staff will communicate with each other and record, where necessary, any incidents or concerns.
- The situation will continue to be monitored by staff.
- Wellbeing support may be provided by the ELSA or a member of the pastoral team.
- The child can nominate an adult in school who they trust and feel they can talk to.
- Environmental changes may be made if necessary to ensure the child feels secure.
- Children might be observed during break times, lunch times and in the classroom.
- Any follow up findings will be recorded.
- The child will be made aware of the importance of immediate reporting of further incidents to a trusted adult.

Actions to support the person who is bullying

The types and methods of support will depend on the individual needs of the child including their age and maturity.

- It may be suggested that the children involved meet, with the support of the class teacher.

- It will be made clear to the child that their behaviour is unacceptable because of the effect it is having on the other child/children.
- Wellbeing support may be provided by the ELSA or a member of the pastoral team.
- The child may be asked what they hoped to gain from their behaviour. If the answer indicated an unmet need, this will be addressed through discussions with parents/carers.
- The child will be reminded that they are responsible for their own actions and there are consequences to their actions.
- Parents will be informed of which consequences are being implemented.
- A behaviour plan may be put in place in consultation with the parents. Parents will be expected to support the plan.
- Following the implementation of a behaviour plan, if the behaviours persist, then outside agency support may be requested to address the needs of the child. Parents/ carers will be asked for permission in these instances.

Role of the parent

Parents have an important part to play in our anti-bullying policy.

We ask parents to:

- Reinforce the schools' policy concerning bullying and make sure your child is not afraid to ask for help. Share the child friendly anti-bullying policy with your child.
- Inform school if you feel your child may be being bullied or has been subjected to bullying behaviour. Complaints will be taken seriously, investigated and dealt with appropriately.
- Understand that teachers are not able to share personal information about other children involved including the consequences that have been given to other children.
- If you feel your child has been bullied by another child, please do not approach that child or the parents. Please inform school.
- It is important that you advise your child not to fight back. It can make matters worse.
- Tell your child it is not their fault that they are being bullied.
- Encourage your child to talk to someone at school.

Parental communication with school

While we understand that bullying is an emotive topic, we respectfully request that parents do not talk about other children in a derogatory manner and teachers will not engage in these conversations.

Beyond the school gate

Staff will follow these procedures for incidents that happen outside school to such an extent as is reasonable. This will be deemed as at any time children are wearing school uniform, travelling to and from school, if the behaviour is detrimental to the image of school or if events are affecting the child's wellbeing in school. The parent or guardian has ultimate responsibility for their child's behaviour outside of school.

For incidents at Shadwell Childcare, please contact them directly via:

Shadwell Childcare

Telephone: 0113 265 9050

[Shadwell Childcare & Nursery | Shadwell | Leeds | Yorkshire – Shadwell Childcare Lts](http://Shadwell%20Childcare%20%26%20Nursery%20%7C%20Shadwell%20%7C%20Leeds%20%7C%20Yorkshire%20-%20Shadwell%20Childcare%20Lts)

Further Support

Childline: 0800 1111

NSPCC: 0800 800 500

[Helping Children Deal with Bullying & Cyberbullying | NSPCC](http://Helping%20Children%20Deal%20with%20Bullying%20%26%20Cyberbullying%20%7C%20NSPCC)

MindMate: [Worried about bullying? - MindMate](#)

Anti-bullying Alliance: [Anti-Bullying Alliance](#)

This policy will be reviewed every two years and should be read in conjunction with school's behaviour and safeguarding policies.

Appendix 1

Bramham Shadwell Federation



Written Statement of Behaviour Principles

Approved by the Governing Body: February 2025

Next due for review on February 2026

The Education and Inspections Act 2006 and DfE guidance document for governing bodies (Behaviour and Discipline in Schools, 2015) requires the governing body to make and frequently review a written statement of general behaviour principles to guide the Headteacher in determining measures to promote good behaviour.

Introduction:

This is a statement of principles, not practice.

Practical applications of these principles are the responsibility of the Head teacher.

The Governors at Bramham and Shadwell Federation, believe that high standards of behaviour lie at the heart of a successful school and enable children to make the best possible progress in all aspects of their school life.

At Bramham and Shadwell Federation, we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of our pupils as effective and responsible citizens.

The purpose of this statement is to give guidance to the Head teacher in drawing up the Behaviour Policy by stating the principles the Governors expect to be followed. The Head teacher has a duty to publish the statement on the school website.

The Head teacher will continue to review the Behaviour Policy as and when necessary, with reference to the DfE guidance document Behaviour and Discipline in Schools (Advice for Head teachers and School Staff, January 2016)

The Governors and Head teacher will endeavour to endorse the whole Federation ethos of 'Inspiring, inclusive community' and will seek to promote this in every given circumstance and when making decisions for the children and the Federation. The Head teacher will share and promote the mission statement, aims and values in line and in accordance with this Statement of Principles and will seek to update and amend the mission as appropriate and with the support and opinion of the children.

Inspiring, Inclusive Community

Our Ethos

Within our Federation we work together as a school community to create a **calm, positive** and **respectful** environment which is a safe place where confident, respectful, happy children thrive and are nurtured in our inspiring, inclusive community.

Our vision is to be an inspiring, inclusive community.

At Bramham and Shadwell Federation we believe that children need to be nurtured and supported to develop academically, socially and emotionally. We work with our families, and wider community, to prepare all children to be ready to make the most of the opportunities that life will bring them. We thrive

on a culture of caring and **high expectations** for children, our staff and families. Our four core values of confidence, acceptance, resilience and empathy (C.A.R.E), are the foundations of our inspiring, inclusive community.

Inspiring

We create a curriculum and learning environment which inspires all children to become **the best** young people they can be.

Inclusive

We actively **teach** our children about difference and diversity. This means they can begin to understand and value their own uniqueness as well as that of others and take responsibility for their actions within our community.

Community

We provide children with the opportunities to become active participants in our community so that, as they grow, they begin to understand the local, regional and global communities in which they are living.

Principles:

- All children, staff and visitors have the right to feel safe, valued and respected and to learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination
- Children are at the heart of everything we do, including our behavioural expectations
- Staff and volunteers set an excellent example to pupils at all times
- The behaviour policy is understood by everyone and applied consistently
- Rewards are fairly applied to celebrate and encourage positive behaviour
- Sanctions are implemented fairly and consistently and their impact is monitored; discretion is applied with regard to the age and level of the child's understanding. Support and a restorative approach is always provided.
- Pupils are openly encouraged to support one another as they learn and grow
- Pupils are helped to take responsibility for their actions
- Exclusions, particularly those that are permanent, must only be used as the very last resort
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life
- Violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution.
- The Governors expect the Head teacher to include guidance and clarification for staff on their powers to search (for banned items), the use of reasonable force (make physical contact with children), and the discipline of pupils for misbehaviour outside school (including notifying the police) witnessed by a member of staff or reported to school when:
 - Taking part in school organised or related activity
 - Travelling to or from school
 - Wearing school uniform or in some other way identifiable as a pupil