



Brook Street Primary School

Anti-Bullying Policy

Written January 2021

Reviewed Sept 2025

Due for review Sept 2028

### Changes to this Policy

Version	Key Changes	Date
Ver 1.1	Changes made for clarification or to reflect changes in the behaviour policy	Sept 2025

## Introduction

All schools are required by law to have a behaviour policy and they must also have regard to practices and procedures that address bullying. Many schools choose to include this in their behaviour policy. However, whilst we incorporate anti-bullying protocols into our general behaviour policy, Brook Street School has chosen to have a separate policy to clearly distinguish between bullying and other forms of poor behaviour and to set out very clearly our response to incidents of bullying.

## Safeguarding Statement

As with other forms of poor behaviour, bullying may be indicative of an unmet need and it is incumbent upon the school to consider this and act appropriately when dealing with any cases of bullying. Where appropriate, school will also inform and engage with other professional bodies to support the safeguarding of pupils.

## Aims & Objectives of this Policy

All forms of bullying are unacceptable and can have significant and long-lasting impacts on children's emotional and physical well-being and on their educational outcomes and life chances. We therefore aim to do all we can to prevent it happening and deal swiftly and effectively with any bullying that does happen within our school community.

## Basic Behaviours Principles

As is clearly set out in our behaviour policy, positive relationships and the reward and reinforcement of positive behaviours are at the core of how we manage behaviour at Brook Street School. These strategies will make a significant contribution towards reducing any incidents of bullying. However, we can never guarantee that bullying will not happen and so it is important that we have robust measures in place to deal with these when they arise.

## A definition of Bullying

Bullying is a subjective experience which can take many forms. Various definitions exist but they tend to include three common aspects

- It is deliberately hurtful behaviour
- It is usually repeated over time
- There is an imbalance of power

At Brook Street we use the acronym **STOP POP** to define bullying part of which is embedded within Kidsafe.

### **Several Times On Purpose from a Position Of Power**

## Types of Bullying

Bullying behaviour can take many forms and guises, these include but are not limited to:

**Physical** – Being punched, kicked, pushed etc or being made to hand over something (e.g. money or a possession) or being forced to do something they don't want to do.

**Verbal** – Being subjected to comments or names that are nasty and unwanted. These can include comments about race, religion, gender, culture etc.

**Indirect** – Having nasty stories told about them or being intentionally left out or excluded from a group.

**Electronic/Cyber Bullying** – Similar to Verbal or indirect but via an electronic medium. This form of bullying can be particularly upsetting for an individual as it can reach into their homes after the school day.

As a school we recognise that anybody can be a victim of bullying but research has identified particular groups that are at an increased risk. These include those: from a different race, culture or religion, those with SEND, those with a higher ability, those who appear to have a health condition, bullying related to home conditions or circumstances and bullying related to sexual identity or orientation.

### Involvement in Bullying

Bullying is a complex behaviour and when it occurs there are a range of different roles in any circumstance. We have defined these into five areas.

1. You are being the bully – **The ring-leader**
2. You are joining in with the bully – **The associate**
3. You are being bullied – **The victim**
4. You are watching the bullying but doing nothing – **The bystanders**
5. You are watching the bullying and trying to help - **The defenders**

Different children can take on different roles at different times but it is important that individuals take responsibility for their behaviours and for any consequences.

### Preventing, Identifying and Responding to Bullying

**Prevention** – This can be both passive in the fostering and encouragement of good relationships between pupils and through the teaching of PSHE and active in the form of specific teaching opportunities to raise awareness of bullying and its impact. These occur throughout the school year at all times and with specific events.

**Identification** – Focused teaching through: Jigsaw, Kidsafe and Assemblies help children to understand what bullying is. This policy and its application also supports staff in having a clear and shared view of bullying at our school. The sharing of STOP POP as a simple view of bullying also helps children to identify when bullying is taking place. All children should be encouraged to talk openly with adults or peers if they feel they are a victim of bullying or if they feel they have witnessed bullying and it is incumbent on all adults to take these concerns seriously so as to reinforce the child's view that they can talk to adults about their concerns.

**Response** – All incidents of bullying should be responded to but each incident needs to be considered carefully and the response measured and appropriate.

**Recording** – All incidents of poor behaviour are recorded on the schools CPOMS system. This help to identify patterns over time and to identify whether a particular behaviour is bullying.

## The response by Children

Children have a vital role to play in preventing, identifying and responding to bullying but they will almost always need adult support and intervention.

**Prevention** – Children have a role to play in the prevention of bullying by always seeking to behave appropriately with their peers, reflecting on their actions if they have behaved inappropriately and taking steps to change their behaviour if they become aware that their behaviour is unacceptable. They also have a role to play in being honest with other children when they feel somebody is being unkind to another child or if they become aware that a falling out between children is becoming more serious.

**Identification** – Through engagement with our various PSHE programs children have a role in developing their understanding of what is and isn't bullying and reflecting on the behaviours they see around them that may cause them concern. They need to develop their understanding of STOP POP and what this can look like between children

**Response** – If children see, or think they see somebody being bullied they do have a responsibility to act. They may feel confident to call this behaviour out to the bully and peer intervention has been shown to reduce incidents of bullying, but children are not obliged to do this and should consider their actions very carefully before intervening. However, there are 3 simple actions that all children must take if they think they have witnessed bullying:

1. **Tell** an adult what you have seen and why it concerns you.
2. **Support** the person who has been bullied. Be a friend to them.
3. **Help** the bully to stop bullying.

If a child is the victim of bullying themselves they also have 3 simple things they must do:

1. **Tell** somebody, an adult in school or at home
2. **Don't** blame yourself for what has happened.
3. **Keep telling** somebody until the bullying is stopped.

## The response by Adults

**Prevention** – In addition to all of the strategies outlined above a very effective way of preventing bullying is by responding robustly to any incidents of bullying if and when they occur. Children at Brook Street routinely state that on the rare occasions when bullying is reported, it is dealt with by the adults and this will have a crucial role in reducing the incidents of bullying in the school

**Identification** – As outlined in the definition of bullying, it is a subjective experience and what some children feel is bullying may not be viewed as such by adults. Squabbles and fallings out are common amongst children and this is not bullying. When dealing with cases of possible bullying it is important that staff listen to children and take their concerns seriously but are also clear about whether an incident is or isn't bullying. It could be very damaging and upsetting for a child to think that a possible case of bullying has not been dealt with because they have not understood that the adult involved does not think it is bullying. **Adults should be clear and unambiguous in their**

**language and in articulating to children whether they are treating something as bullying or not.**

**Response – All suspected or reported cases of bullying should be dealt with.** In the first incidence this is best done by the class teacher. It can then be escalated to a member of SLT if it is more serious, is proving difficult to resolve or has been on-going for some time.

The process for dealing with cases of alleged bullying will always take the following 6 steps although each case will most likely be different each time.

1. Speak with and understand the perspective and lived experience of the child who has been reported as being bullied.
2. Speak with and listen to the perspective of the reported bully. Be clear and unambiguous about how their behaviour is being viewed by the other child and whether you consider their actions to be bullying.
3. Give the accused party the opportunity to change their behaviour. Let them know they are being monitored.
4. Ensure this behaviour is recorded on the school system - CPOMS
5. If there is no improvement escalate this to the HT or DHT.
6. The HT or DHT will do the following:
  - a. Contact the parents of the bullying child.
  - b. Contact the parent of the child being bullied to offer support as appropriate.
  - c. Put in place a behaviour or management plan to reduce or eliminate their opportunities to bully the child in question.
  - d. Be clear that the bullying child is at risk of an internal or fixed term exclusion in the first instance.
  - e. Support the bullying child to raise their self-esteem and develop appropriate social skills.
  - f. Seek external support and advice as appropriate.

Individual circumstances will determine the exact response and the precise arrangements.

### Closing Statement

Brook Street School has a zero-tolerance approach to bullying. However, in order to execute this, we need to be clear about what lies behind any bullying and have a shared understanding of what we will do in the event of any bullying. This is clearly set out in this policy. It is the responsibility of the whole school community to work together to ensure that bullying does not happen in the first place and that it is dealt with swiftly and robustly should it occur.