



## ANTI-BULLYING POLICY

Date	Review Date	Headmistress	Proprietor
June 2025	June 2028	Mrs Eilish Sleator	Mr Brian Berkery

This policy should be read alongside Broadhurst School's policies and procedures on Behaviour Management, Supervision of Children, Whistleblowing, Complaints, Online Safety, Safer Recruitment, Equal Opportunities for Children and the overarching Safeguarding and Staff Behaviour Code of Conduct Policy and Procedures.

The policy applies to all staff employed in the school, volunteers, parents and children.

### INTRODUCTION

#### Our Commitment at Broadhurst School

The aim of this policy is to show that Broadhurst School is committed to providing a caring, friendly and safe environment for all our pupils so that they can learn effectively in a happy and secure atmosphere. We are committed to ensuring that all pupils are treated with respect and dignity, irrespective of race, religion, culture, sex, gender, homophobia, special educational needs and disability, or because a child is adopted or is a carer. Staff are also entitled to the same considerations. Bullying, harassment, victimisation and discrimination will not be tolerated. We treat all our pupils and their parents fairly and with consideration and we expect them to reciprocate towards each other, the staff and the school. We take bullying seriously and any kind of bullying is unacceptable.

This policy has been written with regard to the DFE non statutory guidance *Preventing and Tackling Bullying, 2014 and Cyberbullying: Advice for Head Teachers and School staff* and should be read in conjunction with the school Behaviour Management Policy.

The Independent School Standards Regulations 2014 provide that the Governors (our Proprietor) ensure that bullying at the School is prevented in so far as

reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy.

The School's teaching and support staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with School policy. Bullying concerns are raised at staff meetings and anti-bullying strategies are discussed and training provided where necessary.

### **Policy Aims**

- to demonstrate that the school takes bullying seriously and that bullying behaviour and deeds will not be tolerated
- to take measures to prevent all forms of bullying in the school and off-site activities
- to support everyone in the actions of identity and protect those who might be bullied
- to demonstrate to all that the safety and happiness of pupils is enhanced by dealing positively with bullying
- to promote an environment where it is not an offence to tell someone about bullying
- to promote positive attitudes and behaviours in pupils

### **WHAT IS BULLYING?**

#### **Definition of Bullying Behaviour**

A definition of bullying is something that it is usually repeated over time and intentionally hurts another pupil or group physically or emotionally and is often motivated by prejudice against particular groups, for example, on grounds of: race, religion, culture, sex, gender, homophobia, special educational needs and disability, or because a child is adopted or is a carer - it may occur directly or through cyber-technology (social websites, mobile phones, text messages, photographs and email).

Bullying behaviour may include:

- physical (hitting, kicking, theft)
- verbal (name calling, racist remarks, gossiping)
- non-verbal, 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
- racial, sexual or homophobic bullying
- physical assaults, such as hitting and pushing
- making silent, hoax or abusive calls
- indirect (social and emotional; spreading rumours, excluding someone from social groups)
- written
- bullying through technology

Bullying is not a specific criminal offence. However, there are criminal laws regarding violence or assault, theft, repeated harassment or intimidation, hate crimes. As a result, the school's disciplinary sanctions will reflect the seriousness of the situation and are designed to have a deterrent effect. At all times, the effect of the action on the bully himself or herself will be taken into account and both parties will be supported through this.

It is worth remembering that not all acts of aggression, name calling, and other kinds of nasty behaviour are necessarily bullying. Although such actions may be deplorable and should result in punishment, as long as they do not form part of a pattern, they may not be deemed as bullying.

Bullying is not an appropriate term to describe losing your temper, not getting your own way, retaliating, having cross words, not agreeing with or falling out with your friends and colleagues.

### **Emotional Bullying**

Examples of emotional bullying might include making offensive remarks or name-calling. These remarks could be about:

- physical appearance
- sexuality or sexual orientation
- race
- religious belief
- academic ability
- disability
- sporting ability
- achievement

Remarks might be mocking or taunting in nature; these remarks might include the spreading of rumors or gossip about a child with other children. Bullying behaviour might involve excluding a child from social or activity groups with the intention of offending. Threats and intimidating behaviour might be used, as well as, the sending of hurtful text messages by mobile telephone or e-mail or the taking of or damage caused to a child's belongings in order to cause distress.

### **Physical Bullying**

The intended effect of bullying is generally one or more of the following: intimidation, isolation, subjugation and exploitation. It always has at its root the misuse of power and the exploitation of a (perceived) weakness. This might include kicking, hitting or pushing with the intention of physically hurting the child.

### **Racist and Religious Bullying**

In racist and religious bullying, a person is targeted for being perceived as being a member of a different ethnic, cultural or religious group. People do not have to be of that group to suffer racist and religious bullying. This bullying not only impacts the

individual person, but also impacts their families and others perceived to be from that same or similar group. Inappropriate assumptions may be made about someone's religion or belief because of their ethnic origin.

### **Bullying and SEN or Disability**

People with SEN or disabilities may be less able or more reluctant to articulate experiences as well as others. However, they are often at greater risk of being bullied, both directly and indirectly, and usually about their specific difficulties or disability.

### **Homophobic Bullying**

In homophobic bullying, a person is targeted for being perceived as a lesbian, gay, bisexual or transgendered (trans) person. People do not have to be lesbian, gay, bisexual or trans to suffer homophobic bullying. This bullying not only impacts on the individual person but on their families and others perceived to be from that same group. It may be based on gender stereotyping.

### **Sexist Bullying**

In sexist bullying, a person is targeted for being perceived as being a member of a particular gender. This bullying impacts on the individual person and on all men and women.

### **Bullying Through Technology – Cyberbullying**

Cyberbullying is an increasingly common form of bullying behaviour which happens on social networks, games and mobile phones. Cyberbullying can include spreading rumours about someone, or posting nasty or embarrassing messages, images or videos. Children may know who is bullying them online; it may be an extension of offline peer bullying or they may be targeted by someone using a fake or anonymous account. It is easy to be anonymous online and this may increase the likelihood of engaging in bullying behaviour.

Cyberbullying can happen at any time or anywhere - a child can be bullied when they are alone in their bedroom - so it can feel like there is no escape.

Please refer to our Online Safety Policy for more information on online safety.

## **SIGNS & SYMPTOMS OF BULLYING**

### **Identifying the Victim**

A child may indicate, by signs or behaviour, that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of or unwilling to go to school
- changes their usual routine
- unusual absences
- becomes withdrawn anxious, or lacking in confidence
- is clinging to adults
- starts stammering
- cries themselves to sleep at night or has nightmares

- feels ill in the morning or is feigning illness
- begins to do poorly in school work
- has a lack of concentration
- has possessions which are damaged or 'go missing'
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened or refuses to say what's wrong
- gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated. It is also necessary to look at the effects on children who bully others. Children and young people who bully are at an increased risk of:

- substance misuse
- academic problems
- violent behaviour in later life

Bullying also affects children who witness bullying. Children who witness bullying may show similar signs as children who are being bullied. They may:

- become reluctant to go to school
- be frightened or unable to act
- feel guilty for not doing anything to help

## **ANTI-BULLYING STRATEGY**

### **Promoting Moral and Spiritual Values**

At Broadhurst School we use appropriate circle times, stories and role play to promote mutual respect and encouragement. Through our PSED Scheme of Work, we promote moral and spiritual values that show bullying to be unacceptable and encourage the development of good social skills. The teaching and promoting of British Values in conjunction with PSHEE, allows the children to understand the qualities of mutual respect, kindness to others, allowing others to have a say, tolerance of other faiths and beliefs and democracy. We promote positive behaviour with the issuing of rewards and sanctions. We celebrate success e.g. when children are being good friends and working co-operatively together. See also Behaviour Management Policy and PSHEE Policy.

A very good staff: child ratio ensures that pupils are supervised at all times. Staff are alert to possible signs of bullying, inappropriate language or bullying behaviour and are aware that this can take place anywhere and at any time. To reduce the likelihood of bullying taking place outside the classroom, children are closely

supervised. Staff are aware at all times of which children are using the lavatory and they are closely supervised.

All reported incidents are recorded and investigated at once and then are continually monitored. Staff are given guidance on the school's Anti-Bullying Policy and regular discussions in staff meetings promote awareness of anti-bullying issues. This also ensures that information/advice/resources are shared across the school.

All pupils at Broadhurst School are encouraged to tell a member of staff if they are worried about anything and they know that they will be taken seriously. We reserve the right to investigate incidents that take place outside school hours, on school trips and that occur in the vicinity of the school, involving our pupils. We welcome feedback from parents and carers on the effectiveness of our preventative measures.

### **Dealing with Bullying**

If a child feels that they or another child is being bullied they can tell any member of staff. On learning of or witnessing an incident of bullying, staff will make it clear that the bullying behaviour or threat of bullying must stop immediately and find out the facts, talk to the bully(ies) and victim(s) individually.

All reported/relevant information will be recorded and the Headmistress, or in her absence, the Deputy Headmistress, will be informed immediately. The Headmistress or Deputy Headmistress will follow up each incident to ascertain what has happened and, through investigation, decide if the incident is 'bullying' or not. Incidents and records are kept and monitored for any patterns or repeated incidents. If the incident is deemed to be 'bullying' then parents will be informed and a meeting arranged to discuss the areas of concern and try to discover a possible cause.

Any incidents of bullying are recorded and may be reported to the local authority on request. Any incidents of bullying are identified by the Headmistress and are kept in the behaviour file, which is kept in the Headmistress's office.

Dealing with bullying and putting strategies in place to deal with the problem will include some or all of the following:

- 1) Ask the bully to apologise and reconcile pupils if possible and do not label children as 'bullies' - it is the behaviour not the child that is inappropriate and unacceptable.
- 2) Make an attempt to help the bully change his/her behaviour. When talking to bullies, be firm, but be careful not to use bullying techniques yourself i.e. do not threaten or humiliate.
- 3) Take any practical measures necessary, for example supervision arrangements.
- 4) Engaging with parents promptly when issues of bullying come to light, whether their child is the one being bullied or the one doing the bullying. Develop a

plan between the Class Teacher and parents to work together at home and in school which will be reviewed regularly.

- 5) If the bullying is about a particular issue, raise and discuss it with the class during a circle time session as soon as possible. If necessary involve outside agencies for advice and practical help.

All discussions with the children should address the issues appropriate to the incident and to their age and level of understanding. If the incident is not too serious, a problem-solving approach may help. The adult should remain neutral and deliberately avoid direct, closed questioning which may be interpreted as accusatory or interrogational in style. Each child must be given an opportunity to talk and the discussion should remain focused on finding a solution to the problem and stopping the bullying from happening again.

### **Staff**

Staff at Broadhurst School should be familiar with the Anti-Bullying and Behaviour Policies and should listen to children's concerns and find out the facts surrounding an incident. It is essential to keep the Headmistress informed as appropriate. Minor concerns are minuted in weekly staff meetings under 'Safeguarding'.

At all times, staff must be aware of any changes in a pupil's behaviour that may indicate a problem as well as modelling mutual respect, emotional support and good relationships with others at all times. It is important to be alert to any child who is upset or isolated whether in the classroom or in the garden and to be aware of where and when bullying is most likely to take place; ensuring actions are taken to reduce the risk. Staff should ensure that pupils know who they can talk to if they are worried or upset about anything.

### **Parents**

Parents who suspect that a child is either the victim or the perpetrator of bullying should discuss the matter with their child's Class Teacher or the Headmistress as appropriate, in order to establish a true picture. It may be that no further action is needed but if it becomes clear that bullying is taking place parents should work with the school to deal effectively with the problem. If parents are concerned that the problem has not been dealt with satisfactorily, the Complaints Policy and linked procedure is available on the School website.

Parents who are sure that a child is involved in either bullying or being bullied should discuss the problem with the Class Teacher or with the Headmistress. Broadhurst School welcomes the active involvement of parents (both victim and bully) in bringing any problem under control.

Parents will be expected to recognise and abstain from any bullying behaviour towards staff. Staff will inform the Headmistress if they are subject to bullying

behaviour that they regard as unacceptable and the matter will be dealt with appropriately.

## **MONITORING & REVIEW**

### **Long and Short Term Monitoring**

In addition to immediate short-term monitoring, the school will review, over two or three months, whether the action has prevented the bullying behaviour from happening again and ensured that the child being bullied feels safe.

### **Staff Professional Development**

The school will review general and specific staff induction and continuing professional development (CPD) and identify how to ensure that staff training reflects the Anti-Bullying Policy and linked practice. The school will ensure that the principles of the school policy are understood, legal responsibilities are known, action is defined to resolve and prevent problems and sources of support are available. The school will identify where to source specialist skills to understand the needs of their children, including those with special educational needs or disabilities. Where specific training needs have been identified for members of staff, the Headmistress will ensure that those members of staff have access to the advice, training and development opportunities appropriate to their needs.

## **HELPFUL ORGANISATIONS & LINKS**

### **Contact Details**

KIDSCAPE Parents Helpline

Telephone: 020 7823 5430

Parentline Plus

Telephone: 0808 800 2222

Youth Access

Telephone: 020 8772 9900

Bullying Online

[www.bullying.co.uk](http://www.bullying.co.uk)

Telephone: 0808 800 222

ChildLine

Telephone: 08001111

<b>Headmistress:</b>		<b>Date:</b>	30 <sup>th</sup> June 2025
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