

Brookland Federation

'Brookland Junior School'

Anti-bullying Policy



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1. Introduction

Bullying in all of its manifestations, towards children or adults is completely unacceptable and will not be tolerated. We believe that everybody has the right to feel safe in school and the responsibility to keep others safe. No-one deserves to be bullied, everyone has the right to be treated with respect. This policy states how we address incidents of bullying at Brookland Junior School. This policy will be reviewed annually alongside other Child Protection policies. The Executive Headteacher and Head of School are delegated to implement and manage procedures to put this policy into practice.

2. Aim of this policy

The aim of this policy is to provide a safe, secure and inclusive community for all. Also to ensure a happy atmosphere in which all learners can reach their full potential and to provide an environment where bullying is constantly challenged. We want to foster the positive values, attitudes and skills that learners need to be confident, healthy, well-adjusted and responsible community members.

3. What is bullying?

The Government defines bullying as: *'Behaviour by an individual or group, repeated over time, that is intended to hurt, intimidate, or harm another person or group, either physically or emotionally'*.

Brookland Junior School works hard to ensure that all pupils know the difference between bullying and a simple everyday falling out. We teach children to be precise in the language they use when reporting incidents so that adults can respond appropriately. For example: not saying 'she beat me up' - when it was actually a minor push.

Parents should bear this in mind when listening to children. It is the most upsetting thing to believe that your child might be experiencing something that is making them unhappy - but it is only true bullying if it is happening deliberately and over time.

4. Bullying can be:

- Emotional: never letting somebody play, forcing you to give them things, hiding things, whispering behind your back, starting rumours.
- Verbal: name-calling, teasing, threats, making rude comments.
- Physical: pushing, kicking, hitting, pinching, spitting, punching, taking people's things.
- Personal: negative comments, gestures or actions which are:
- Racist – making fun of: culture, religion, skin or hair colour.
- Homophobic – making an issue of sexuality.
- Sexual – unwanted physical contact or sexist comments.
- Related to disability, health conditions, special educational needs or any physical feature.
- Online/cyber: posting negative things on websites, sending offensive text messages or emails.

5. Bullying is not:

It is important to understand that bullying is not the odd occasion of 'falling out'. Children are naturally sociable; it is vital for them to select and build friendships. The making and breakdowns of friendships are an important part of growing up. When children 'fall out' they can say and do things because they are upset. It is essential to teach children the skills to repair relationships and enable them to utilize these. Occasionally situations go beyond broken friendships or minor differences and on these occasions adult intervention may be necessary.

6. Indicators of bullying

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

- Is frightened of walking to or from school.
- Becomes withdrawn, anxious or lacking in confidence
- Repeatedly feels ill in the morning
- Begins to underperform in school work
- Has possessions go "missing"
- Has unexplained bruises
- Is frightened to say what's wrong
- Gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but should any be displayed, bullying should be considered a possibility and should be taken seriously and investigated as soon as possible. Parents who are concerned that their child might be being bullied or who suspect their child may be bullying others, should contact their child's class teacher immediately. The matter will be dealt with appropriately. All incidents will be recorded and logged on CPOMS.

7. What we do about bullying

Brookland Junior School staff work hard at developing the relationships, knowledge, understanding and skills to enable children to 'tell' about bullying behaviours. Children can also raise their concerns about bullying to any member of staff. We give the child an immediate, sensitive and supportive response to the disclosure. Children will be facilitated to discuss their concerns not only as victims but also as bystanders or witnesses. We record what is said on CPOMS. Staff will protect and support everyone involved whilst allegations and incidents are investigated and resolved. The class teacher is usually the person best placed to deal with incidents as they have the most regular contact with the child and can therefore monitor the situation over time. All incidents of bullying are therefore reported to the class teacher of the child in question.

The child who has made the disclosure needs to feel a degree of control over what happens next. However, certain steps must be taken to ensure that they know the situation is being dealt with

seriously. Children need to understand the outcome of 'telling' about bullying and what will happen to the bully and for them also. They need to feel secure in that their feelings will be respected and that the bullying should come to an end.

Brookland Junior School will:

- Obtain permission from the child to approach the perpetrator to gain their side of the story. This may be an extremely frightening thought for a child experiencing bullying but the perpetrator needs to understand that what they are doing is wrong in order for it to stop.
- Obtain permission from the child to speak to witnesses. We may ask other children to give an account of what they actually saw and heard.
- Inform the parents of the children involved.
- Monitor the situation for a fixed period. This will involve close monitoring of the children involved, especially at playtimes and lunchtimes.
- Record everything on CPOMs.
- After monitoring, if there is confirmed evidence of bullying over time the class teacher will refer the matter to a member of the Senior Leadership Team.

8. Consequences

Consequences for acts of bullying will be applied in line with our Behaviour Policy. The seriousness and impact of the bullying will be considered before deciding on the level of consequence.

Once the bullying has been reported to the Senior Leadership Team, all those involved will be interviewed again to ensure an appropriate record has been made. The unacceptable behaviour will be clearly defined to the perpetrator and it will be explained why it is unacceptable. There is a clear message that bullying is not tolerated, both children and parents/carers can recognise that something has been done.

Reports on serious bullying incidents will be presented to the Governors.

If necessary and appropriate, the Designated Safeguarding Lead in school, Children's Services, LA or police will be consulted.

9. Support for the victim

Staff will make sure the victim is and feels safe. Appropriate advice will be given to help the victim. Appropriate action will be taken quickly to end the bullying behaviour or threats of bullying. Regular check-ins will be given to the victim to keep monitoring interactions with peers.

10. Support for the bully

Where the matter has been referred to the Senior Leadership Team the bully will undergo mentoring sessions with an identified adult. Parents will be called into school for a meeting with the class teacher and a member of the Senior Leadership Team.

11. Off-site bullying

When bullying takes place outside school premises the following steps could be taken:

- Staff could talk to the local Community Police Officer, the Head Teachers of other schools whose children may be involved.
- Children, parents/carers and staff could discuss how to handle these situations, who might be able to help and how to avoid bullying situations.

12. Prevention strategies include

- Continuous promotion of our school values of: be kind, be respectful, be the best that you can be
- Making children aware of the strategies to deal with low level issues and what to do in different situations including situations of cyber bullying
- Making use of curriculum opportunities to raise pupil awareness eg: through PSHE, RE, cross curricula themes, drama, story writing and literature
- A whole school reward system - house points
- Good quality role models (adult modelling of appropriate responses to a wide range of scenarios)
- Giving children and parents a good knowledge of the policy
- Giving children a clear understanding of their rights and responsibilities
- Frequently discussing and teaching online safety