Anti-Bullying Policy

September 2026

This is a Statutory Policy
This policy was adopted in September 2026 and in consultation with staff and Governors.

It was ratified by the Board of Governors on_____

REVIEW: This policy will be reviewed annually (next review September 2027)

APPROVAL: Headteacher & staff plus governors.

AGREED:

Chair of governors: _____

Headteacher: _____

This policy is based on DfE guidance 'Preventing and Tackling Bullying' July 2017 and supporting documents. It also takes into account the DfE statutory guidance 'Keeping Children Safe in Education 2026'

Guidance: Anti Bullying Policy

School Ethos
Broomgrove Infant School recognises that bullying, especially left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental well-being. By effectively preventing and tackling bullying, our school can help to create a safe, disciplined environment, where pupils are able to learn and fulfil their potential.

Introduction
1.1 Bullying is 'behaviour taken by an individual, or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally' (DfE 'Preventing and Tackling Bullying, July 2017').
1.2 Bullying can also include unacceptable behaviours online, sometimes referred to as cyberbullying.
1.3 What is not bullying? Single incidents, falling out between friends or mutual/relational conflict are not necessarily bullying but will be addressed within the behaviour and pastoral systems.

Forms of Bullying covered by this Policy
Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion, nationality or culture
- Bullying related to SEND (Special Educational Needs or Disability)
- Bullying related to appearance or physical/mental health conditions
- Bullying related to sexual orientation (homophobic bullying)
- Bullying of young carers, children in care or otherwise related to home circumstances
- Sexist, sexual and transphobic bullying
- Bullying via technology, known as online or cyber bullying

Aims
2.1 Bullying is wrong and damages individual children. We aim to prevent and tackle all forms of bullying, by developing a school ethos in which bullying is regarded as unacceptable.
2.2 We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.
2.3 This policy aims to produce a consistent school response to any bullying incidents that may occur.
2.4 We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

2.5 Inclusive practice: recognise additional vulnerability of children with SEND, EAL, high mobility, or other needs and make reasonable adjustments.
2.6 Confidentiality: information shared will be treated sensitively; safety takes precedence over secrecy.
2.7 Transparency and partnership: families and relevant external agencies are informed and involved as appropriate.

The Role of Governors

3.1 The governing board supports the headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing board does not tolerate bullying in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.
3.2 The governing board monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.
3.3 The governing board responds to any request from a parent to investigate incidents of bullying. In all cases, the governing board notifies the headteacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing board.

The Role of the Headteacher

4.1 It is the responsibility of the headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The headteacher reports to the governing board about the effectiveness of the anti-bullying policy on request.
4.2 The headteacher ensures that all teachers understand the Plan in Response to an Allegation of Bullying (Appendix B) and their role in this. Staff are aware that bullying can be done by well-liked children to those who are not perfect themselves, and that no child deserves to be bullied, whatever their behaviour or demeanour. If there are issues with any children, the headteacher will ensure that teachers, LSAs and MDAs are informed via their team leader/supervisor, so that behaviour can be monitored.
4.3 The Headteacher ensures that the Plan in Response to an Allegation of Bullying (Appendix B) is carried out, with specified recording and communication taking place.
4.4 All reported bullying incidents and the actions which have taken place are held in the Headteacher's office, and is completed in accordance with the Plan in Response to an Allegation of Bullying (Appendix B). Teachers keep the headteacher informed from the outset, although the Headteacher may not become involved directly until Stage 2.
4.5 The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. Children are clearly taught what constitutes bullying and what to do if they observe it happening, or are a victim themselves. If an incident occurs, children know that they must tell someone about it and should be confident that something will be done about it.

4.6 The headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The Role of Members of Staff

5.1 Staff in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. Whenever a member of staff is alerted to the fact that bullying may be taking place, the Headteacher must be informed.

5.2 Where wider staff, especially LSAs and MDAs, need to be made aware of children who are being bullied and of the perpetrator(s), in order to monitor behaviour in class and on the playground, then this will be done either verbally, or by written memo. LSAs and MDAs may be the first members of staff to spot bullying taking place.

5.3 Ingrained and persistent bullying may need the establishment of support groups for both the victim(s) and the perpetrator(s). This can be led by any member of staff, but would be most likely to be a LSA or teacher with whom the child/ren feel comfortable.

5.4 Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

The Role of Pupils

6.1 Pupils treat others with respect, follow the school rules and report bullying they witness or experience.

6.2 Pupils use taught strategies to manage conflict (restorative approaches, playground rules).

The Role of Parents

7.1 Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

7.2 Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

Cyberbullying

8.1 When responding to cyberbullying concerns, the school will:

- Act as soon as the incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the child who has carried out the bullying to ensure that it does not happen again (see Appendix 1).
- Encourage the child being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all steps to identify the person responsible. This may include:
- Looking at school systems.
- Identifying and interviewing possible witnesses.
- Contacting the service provider and police, if necessary,

- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
- Send reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
- Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law.
- Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online.

Supporting Adults

8.1 Our school takes measures to prevent and tackle bullying among pupils, however, it is equally important to recognise that bullying of staff and parents, whether by pupils, parents or other staff members, is unacceptable.

8.2 Adults (staff and parents) who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the headteacher.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the school's behaviour policy.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Education and Training

9.1 The school community will:

- Train all staff, including: teaching staff and support staff (e.g. administration staff, lunchtime support staff and site support staff), to identify all forms of bullying and take appropriate action, following the school's policy and procedures (including recording and reporting incidents).
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, School Council, etc.
- Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.

Procedures for reporting and responding to bullying incidents

10.1 Through the promotion of an anti –bullying ethos in school children are given advice on what to do if they are being bullied or if they observe someone being bullied. All children can report bullying to any adult they have contact with in school or at home. Adults at home can report their children's concerns to the class teacher via face to face contact, phone call to the school office or via email.

10.2 All staff will respond calmly and consistently to all allegations and incidents of bullying. They will be taken seriously by all staff and dealt with impartially and promptly. All those involved will have the opportunity to be heard. Staff will protect and support all children involved whilst allegations and incidents are investigated and resolved. Records of all reported incidents will be logged in the school system.

Confidentiality and Record Keeping

11.1 Records are securely kept secure and in line with GDPR. Information is shared on a need-to-know basis and with parental consent when appropriate, except where safeguarding requires otherwise.

Equality impact and reasonable adjustments

12.1 The school will consider equality implications and make reasonable adjustments for pupils with protected characteristics or disabilities. Recording and monitoring will include analysis by protected characteristic to spot potential bias or disproportionate impact.

Complaints and appeals

13.1 If parents are not satisfied with the school's response, they should follow the school's Complaints Procedure.
13.2 Governors will review unresolved cases where appropriate.

Monitoring and Review

14.1 This policy is monitored on a day-to-day basis by the headteacher, who reports to governing board about the effectiveness of the policy on request.
14.2 This anti-bullying policy is the governing boards responsibility and they review its effectiveness annually. They do this by discussion with the headteacher, and with reference to any reported incidents and their handling, although names of specific children do not need to be reported. Governing board should consider information with regard to gender, age and ethnic background of all children involved in bullying incidents. This may have links with the Racial Equality policy and the Behaviour policy.

Appendix A

Alleged Bullying Incident		
Pupil Allegedly bullied: Name DOB Year group & Class		
Ethnicity	Gender	SEN
Home language	Looked after Y/N	
Date of incident		
Time of incident		
Location of incident		
Nature of incident, identify any details of any injury etc Circle any elements that apply: Racist sexist SEND Other		
Member of staff to whom incident was reported		
Alleged perpetrator(s) Name(s) DOB Year group & Class		
Witness to incident		

Witness reports of incident	
Action	Member of staff responsible:
Follow up	

Appendix B

	Stage	Action	Notes/Comments
1	***Either*** a report is made of a child being bullied by the victim/other children/family ***or*** bullying behaviour is noted by members of staff.	1. If bullying suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern. The school will investigate using an alleged bullying incident form. (Appendix A) 2. The School will provide appropriate support for the child being bullied making sure they are not at risk of immediate harm and involve them in any decision making as appropriate. 3. Class teacher (if appropriate) or member of the Senior Leadership Team (SLT) speaks to the victim to ascertain who the perpetrators are. 4. If there is evidence that bullying has happened, the victim is offered the opportunity to talk with the perpetrator(s) and the adult, to say how this makes them feel. The adult makes it clear that the bullying should stop and makes a review with the victim on a regular basis (once a week initially) to check progress. 5. The school will inform other members of staff. 6. Parents of perpetrators are informed by either class teacher or SLT of incident. 7. Sanctions (as identified by the school's behaviour policy) and support will be implemented in consultation with all parties involved. 8. Parents of victim are informed about action which has taken place and what will happen next (reviews or stage 2).	Headteacher should be informed. Incident should be recorded in CPOMS
2	Review or further report from the victim/parents indicates that the bullying has not stopped.	1. Headteacher or member of SLT speaks with victim/family again to find out what is happening. 2. If there is evidence that this is continuing, parents/carers of the perpetrator(s) are invited into school to speak with the Headteacher and their child(ren). 3. Perpetrator(s) have sanctions applied (staying in at playtime/lunchtime; loss of privilege as applicable and in order to both enforce the unacceptability of the action and to protect the victim. 4. Perpetrator(s) are told that the bullying must stop, and every effort is	Incident recorded in logbook. Meeting with parents of perpetrator(s) recorded and entered onto child's file.

		made to ensure that home and school are working together to prevent this. 5. Parents of perpetrators and victims are told what will happen next (Stage 3).	
3	Review or further report from the victim/parents indicates that the bullying has not stopped.	1. Headteacher invites in victim and family to talk through issues. 2. Victim and perpetrator will follow the support group approach (Appendix C). Review meetings also continue. 3. Parents of perpetrator(s) are invited into school and an Individual Behaviour Plan (IBP) is set up for their child. Teachers and SENCo are responsible for monitoring this and reporting to Headteacher about any concerns. 4. Sanctions for further bullying are made clear to both child and parents(in order of severity): a) Staying inside for play/lunch times. b) Lunchtime exclusions. c) Half day suspension. d) Full day suspension. e) Longer term suspension. f) Permanent exclusion. 5. Positive role model support group is established for perpetrator to model and encourage good behaviour.	Incident recorded in logbook. Meeting with parents of perpetrator(s) recorded and entered onto child's file, including details about having informed parents and child(ren) about sanctions which may follow. IBP recorded and entered onto child's file, and monitored daily by teacher; checked fortnightly by SENCo.
4	Review or further report from the victim/parents indicates that the bullying has not stopped.	1. Headteacher holds meeting with those involved and families. 2. Sanctions a), b) and c) may begin. 3. Support from Behaviour Support is accessed by SENCo. 4. Support may be accessed from other agencies: Family Support Worker; EWMHS, etc.	Incident recorded in CPOMS. Meeting with parents of perpetrator(s) recorded and entered onto child's file, including details about having informed parents and child(ren) about sanctions which may follow. IBP recorded and entered onto child's file, and monitored daily by teacher; checked fortnightly by SENCo.
5	Review or further report from the victim/parents indicates that the bullying has not stopped	1. Headteacher holds meeting with those involved, including outside agencies, and families. 2. Sanctions d), e), and f) begin.	Chair of Governors and Local Authority are informed immediately about decisions suspend or permanently exclude. All records are kept as above.
6	Review or further report from the victim/parents indicates that the bullying has not stopped	1. Headteacher holds meeting with those involved, including outside agencies, and families. 2. Perpetrator(s) permanently excluded from the school.	

THE SUPPORT GROUP APPROACH (Appendix C) When bullying has been observed or reported:		
Step1	**Meet with the victim**	When the 'Group Leader' finds out that bullying has happened she starts by talking to the victim about his/her feelings.
Step 2	**Convene a meeting with the people involved**	The 'Group Leader' arranges to meet with the group of pupils who have been involved. This will include some bystanders or colluders and even friends of the victim who joined in but did not initiate any bullying. A group of up to six usually works well. *(Usually one supporter for each pupil involved and a peer mediator nominated by the group, whom all concerned will trust)*
Step 3	**Explain the problem**	'Group Leader' tells them the way the victim is feeling.
Step 4	**Share responsibility**	No blame attributed but 'Group Leader' states that she knows that the group are responsible and can do something about it.
Step 5	**Ask the group for their ideas**	Each member of the group to suggest a way in which they could help the victim to feel happier/safer. The victim also to suggest what they could do themselves to make it less likely that this will happen again.
Step 6	**Share responsibility**	The 'Group Leader' ends the meeting by formally agreeing the strategies the group have decided to use in order to resolve the situation.
Step 7	**Meet again**	Within the week then usually weekly, the group meet again with the 'Group Leader' to discuss how things have been going. This allows the 'Group Leader' to continue to monitor the bullying and keeps the pupils involved in the process. When all agree that things have improved the group meets at increasingly lengthy intervals until the victim feels completely secure and confident that he/she is no longer a target.
Parents and teachers of pupils involved, to be kept informed of progress. Longer term follow- up and monitoring is essential.		