

Anti-Bullying Policy

Restrictive Physical Intervention in Schools

Brockenhurst CE Primary School,

Pre-School, & Nursery

Approved by:	Board of Governors	
Last reviewed on:	September 2026	
Next review due by:	September 2028	

Anti-Bullying Policy

2026-2028

Our school prospectus and our behaviour policy outlines the fact that our school does not and will not condone or accept any form of bullying and will do all it can to prevent bullying and support the victim whilst teaching and supporting the perpetrator of the bullying.

How this Policy was developed

Governors with the head teacher have written this policy and consulted all staff, all governors and school council members.

The school has a 'duty of care' towards its pupils with regard to bullying in that the Head teacher and staff stand in loco parentis (in place of the parents). This duty of care includes protecting pupils from harm from bullying.

This policy takes full account of the school's legal obligations under the Education Act of 1986 to:

- have a policy to prevent all forms of bullying amongst pupils
- to make a written copy of the anti-bullying statement available on request
- to set out the strategies to be followed with a system to implement them and a mechanism for monitoring and reviewing their effectiveness.

Definition of Bullying

Bullying can be defined in a number of ways. We follow DfE guidance which defines bullying as:

"Bullying is deliberately hurtful behaviour repeated often over a period of time or on isolated occasions, where somebody deliberately intimidates or harasses another". (DfES September 2002)

Bullying has been described by pupils as:

- name calling
- teasing
- physical abuse e.g. hitting, pushing, pinching or kicking
- having personal possessions taken eg bag or mobile phone
- receiving abusive hand written or text messages or e-mails
- being forced to do things they don't want to do i.e. being forced to hand over money
- being deliberately ignored or left out
- being attacked in any way due to religion, gender, sexuality, disability, appearance or racial or ethnic origin.

This School's Statement of Intent

At Brockenhurst C of E Primary School, we believe that:

- Bullying is unacceptable.
- Any form of bullying incidents, are given the highest priority by the leadership team.
- Bullying is a problem to which solutions can be found.
- Seeking help and openness are regarded as signs of strength not weakness.

- All members of the school community will be listened to and taken seriously.
- Everyone has the right to work and learn in an atmosphere that is free from fear.
- All of us have a responsibility to ensure that we do not abuse or bully others.
- Young people should talk to an adult if they are worried about bullying and have a right to expect that their concerns will be listened to and treated seriously.
- Young people should be involved in decision making about matters that concern them.
- We all have a duty to work together to protect vulnerable individuals from bullying and other forms of abuse.

Aims of the Policy

- To assist in creating an ethos in which attending school is a positive experience for all members of the school community.
- To make it clear that all forms of bullying are unacceptable at school.
- To enable everyone to feel safe while at school and encourage pupils to report incidences of bullying.
- To deal effectively with bullying.
- To support and protect victims of bullying and ensure they are listened to.
- To help and support bullies to change their attitudes as well as their behaviour and understand why it needs to change.
- To liaise with parents and other appropriate members of the school community.
- To ensure all members of the school community feel responsible for combating bullying.

Specific School Targets

- To ensure all governors, parents, pupils, teaching and non-teaching staff have seen and had the opportunity to discuss the policy.
- To ensure all staff are familiar with reporting incidents procedures and a summative record sent to the Children's Services Dept.
- To ensure all incidents of bullying are recorded.
- To ensure every pupil receives regular Circle Time opportunities.
- To train pupils in peer mediation strategies.

Sanctions for bullying

Each case of bullying will be dealt with by the Head teacher as soon as it is reported to them and discussed with parents and the pupils concerned. Particular sanctions will be arranged between the Head teacher and the parent to suit the individual circumstances of each case, in line with the schools behaviour policy.

Procedures and Dealing with Incidents – A Whole School Approach

A) Role of pupils in recording a bullying incident

Follow the school guide to reporting and dealing with bullying incidents. (See Appendix 1 for Anti-Bullying Immediate Response Chart)

B) Guidance for parents

If your child has been bullied:

- Calmly talk with your child about his/ her experiences.
- Make a note of what your child says including who was involved, how often the bullying has occurred, where it happened and what happened.
- Reassure your child that he/ she has done the right thing to tell you about the bullying.
- Explain to your child that should any further incidents occur he/she should report them to a teacher immediately.
- Make an appointment to see your child's teacher.
- Explain to the teacher the problems your child is experiencing.

When talking with teachers about bullying:

- Try to stay calm and bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident.
- Be as specific as possible about what your child says has happened, give dates, places and names of other children involved.
- Make a note of what action the school intends to take.
- Ask if there is anything you can do to help your child or the school.
- Stay in touch with the school and let them know if things improve as well as if problems continue.

If you are not satisfied:

- Check with the school anti-bullying policy to see if agreed procedures are being followed.
- Discuss your concerns with the parent governor or other parents.
- Make an appointment to discuss the matter with the Head teacher and keep a record of the meeting.
- If this does not help write to the Chair of Governors explaining your concerns and what you would like to see happening.
- Contact the Director of Education for your authority in order to ensure the Governors respond to your concerns.

If your child is bullying others:

- Talk with your child and explain that what he/she is doing is unacceptable and makes other children unhappy.
- Discourage other members of your family from bullying behaviour or from using aggression or force to get what they want.
- Show your child how he/ she can join in with other children without bullying.
- Make an appointment to see your child's teacher and explain the problems your child is experiencing as well as discussing how you can work together to stop him/ her bullying others.
- Regularly check with your child how things are going at school.
- Give your child lots of praise and encouragement when he/ she is co-operative or kind to other people.
- Seek support on behaviour management from outside agencies i.e. educational psychology service via the school.

If your child is experiencing any form of electronic bullying:

- Ensure your child is careful whom they give their mobile phone number and e-mail address to.
- Check exactly when a threatening message was sent.
- Always inform school of any cyber bullying incidents for help support and guidance.
- Where necessary report incidents to the police.

Sanctions

We have set procedures to follow in implementing sanctions where a bullying incident has occurred. This is through your behaviour policy). In the event of all other avenues being exhausted or in particularly serious cases this may lead to temporary (fixed term or permanent) exclusion.

The revised DfES Guidance of January '03, Improving Behaviour and Attendance: Guidance on Exclusion from Schools and Pupil Referral Units, Para.1:6 states:

"In cases where a head teacher has permanently excluded a pupil for persistent and defiant misbehaviour (which would include racist or homophobic bullying)….the Secretary of State would not normally expect the governors' Discipline Committee or an Independent Appeal Panel to reinstate the pupil."

However, Governors would need to examine the evidence that a wide range of strategies had been tried and failed to affect a positive change in the bullying behaviour.

Confidentiality

School staff cannot promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to pupils. Child protection procedures must be followed when any disclosures are made.

It is very rare for a pupil to request absolute confidentiality. If they do, in situations other than those involving child protection issues, staff must make a careful judgement whether or not a third party needs to be informed. This judgement will be based upon:

- The seriousness of the situation and the degree of harm that the pupil may be experiencing.
- The pupil's age, maturity and competence to make their own decisions.

Where it is clear that a pupil would benefit from the involvement of a third party, staff should seek consent of the pupil to do so. If appropriate, staff might inform the third party together with the pupil. Unless clearly inappropriate, pupils will always be encouraged to talk to their parent/ guardian.

An underlying principle in supporting pupils in our school is that all children are listened to sensitively and objectively and all incidences of bullying will be taken seriously.

Although the school cannot guarantee confidentiality pupils will be informed of national and local help lines, if appropriate, where confidentiality can be maintained.

See our Data Protection policy and our Child Protection Policy

Monitoring Arrangements

This policy will be evaluated and updated where necessary annually by the whole school. The views of pupils and staff will be used to make changes and improvements to the policy on an ongoing basis.

This may initially show a rise in bullying due to awareness being raised.

Dissemination of the Policy

This policy has been agreed by all staff, governors and school council representatives. All parents can access this policy via our website. Hard copies are available from the school office.

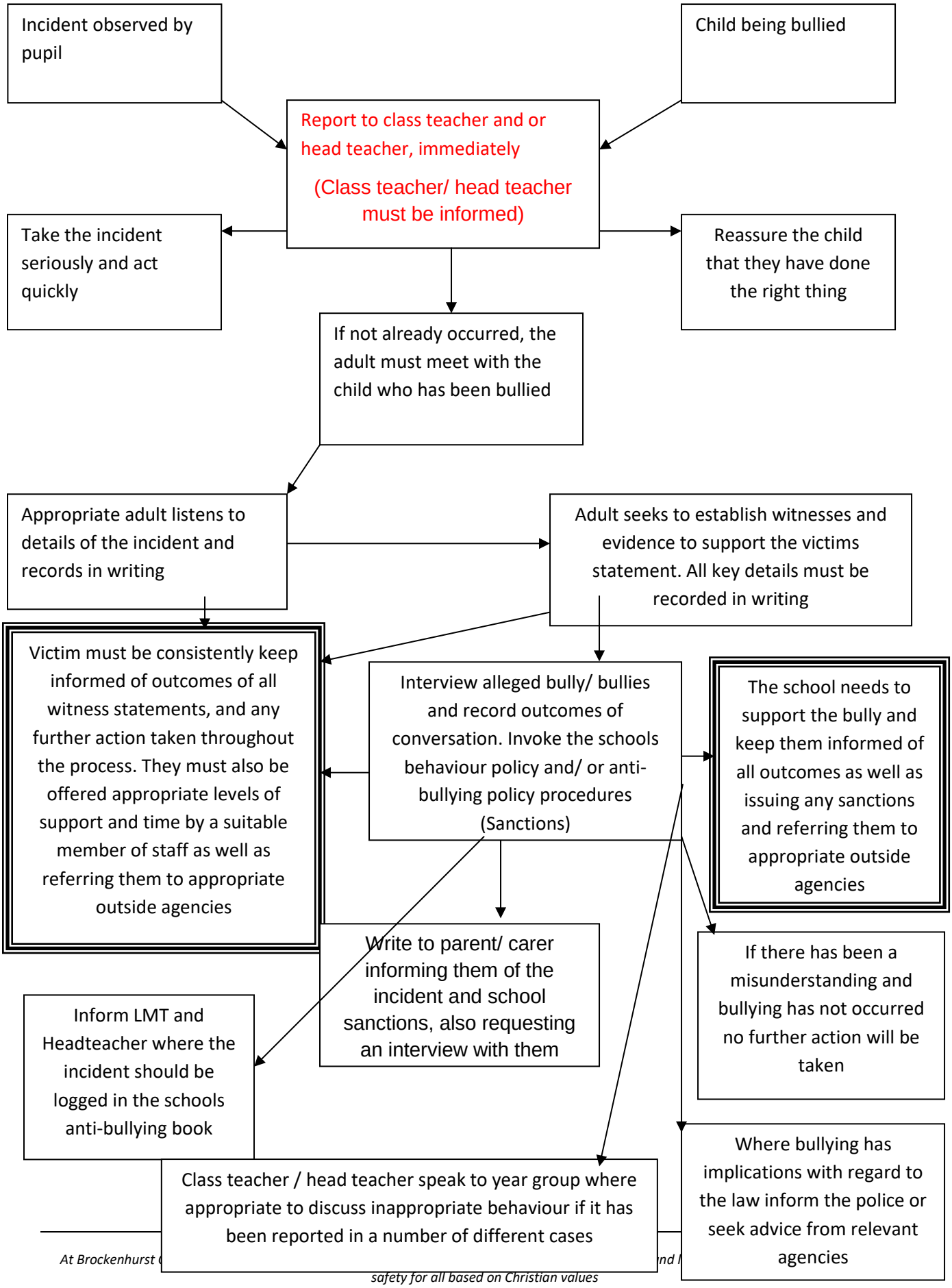
Policy Review and Development Plan

1. This policy will be reviewed in annually by governors and staff
2. The priority areas for development of anti-bullying within school are:
    - To continue to review our general approach to anti bullying work.
    - To become a school which is better at listening to all pupils and using circle times appropriately to learn about how children feel and respond to each other, especially in times of difficulty and need.

Appendices

1. Anti-Bullying Immediate Response Chart
2. School Bullying Incident Form
3. LEA Bullying Incident Form
4. Ensuring Ownership of Your Schools Anti-Bullying Policy
5. Local and national contacts
6. Bibliography
7. School ethos
8. Children's booklet
9. Types of bullying
10. Anti-bullying objectives
11. Friendship policy - draft
12. Code of conduct
13. Equal opportunities

1. Anti-Bullying Immediate Response Chart



2. Role of staff - Follow the school guide to reporting and dealing with bullying incidents. (See Appendix 1 for Anti-Bullying Immediate Response Chart)

School Bullying Incident Form

This report will be held in strict confidence and will not be made available to any outside persons or agencies.

Report from _____ School name_____

Date of incident_____ Time of incident_____

Ethnic origin of victim_____ Ethnic origin of perpetrator_____

Indicate type of incident – please tick

Name calling		Teasing		Physical abuse	
Having personal possessions taken		Receiving abusive text messages or e-mails		Being forced to hand over money	
Being forced into something against their will		Being ignored or left out		Other (please specify)	

If you feel the bullying incident was in any way motivated by any of the following please indicate with a tick.

Appearance	☐	Disability	☐
Gender	☐	Race/ ethnic origin	☐
Religion	☐	Sexuality	☐

Brief description of incident

Action taken

Please tick if the incident led to perpetrator being excluded ☐

Have you had contact with the victim's parent/ guardian? yes/no
Have you had contact with the perpetrator's parent/ guardian? yes/no
Have you reported this incident to any other agencies? yes/no
If 'yes' which agencies? _____

Signed _____ Designation_____

Return to Mr J Littlewood Head Teacher

3. LEA Monitoring of Bullying Incidents

Please return to your School Improvement Officer. **We strongly recommend that you return your bullying incidents and your racist incidents form at the same time.**

School name _____ DfE No. _____

Term _____ Year_____

Please indicate the total number of incidents in the appropriate box at the end of each term. Return this information to your School Improvement Officer. The LEA will hold all information in the strictest confidence.

	Number		Number		Number
Name calling		Teasing		Physical abuse	
Having personal possessions taken		Receiving abusive text messages or e-mails		Being forced to hand over money	
Being forced into something against their will		Being ignored or left out		Other (please specify)	

Please indicate the number of incidences which led to the perpetrator being excluded ☐

Please indicate the number of incidences recorded which you felt were motivated by any of the following.

Appearance	☐	Disability	☐
Gender	☐	Race/ ethnic origin	☐
Religion	☐	Sexuality	☐

Signed by Senior Manager Date

_____ _____

4. Ensuring Ownership of your Schools' Anti-bullying Policy

It is essential that all schools do not only have an anti-bullying policy in place, but they ensure all relevant members of the school community are consulted before it is implemented.

A policy will only be effective if everybody in school has discussed and understood the problem of bullying, and agreed on good and bad practice.

Awareness raising helps people understand the problem and agree a definition of bullying which can be owned by the whole school.

Consultation lets everybody say what they think the policy should contain, but it requires careful planning. Pupils may be provided with a draft policy to discuss at home or within school.

A working party can help with formulating the draft policy including governors, midday supervisors, pupils, teachers, parents and members of the wider community.

Schools which involve pupil representatives have found their suggestions practical and sensitive to the schools positive ethos.
Support is also available through the Health Promoting Schools programme to develop a whole school approach to bullying.

5. Local and National Contacts

Local Contacts

Staff training and inset – PSHE & Citizenship Team

National Contacts

Telephone Numbers

Childline Telephone number: 0800 1111 (Open 24 hours a day) For children who are deaf or hard of hearing textphone service 0800 400222

NSPCC Telephone number: 0808 800 5000 A registered charity dedicated to stopping cruelty to children

Kidscape Telephone number: 020 7730 3300 (Bullying councillor available Monday - Friday 10.00am-4.00pm)

Anti Bullying Campaign Telephone number: 0207 378 1446 (Advice line for parents and children 9.30am-5.00pm)

Advisory Centre for Education Telephone number 0207 354 8321 (Advice line for parents on all school matters open Monday – Friday 2.00pm-5.00pm)

Ofsted Telephone number: 07002 637833
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413234/No_place_for_bullying.pdf

Parentline Plus Telephone number: 0808 800 2222 (National helpline for parents Monday - Friday 9.00am-9.00pm, Saturday 9.30am-5.00pm, Sunday 10.00am-3.00pm)

Useful websites regarding bullying in schools

Childline **www.childline.org.uk** Gives details on the CHIPS initiative and other information regarding bullying
Kidscape **www.kidscape.org.uk** Gives advice and support for victims, schools and parents

Bullying Online **www.bullying.co.uk** A registered charity, which contains advice for both parents and pupils

NSPCC **www.nspcc.org.uk** A registered charity dedicated to stopping cruelty to children

Bullyweb **www.uclan.ac.uk/facs/science/psychol/bully/bully.htm** A research site with links to other sites on bullying

www.bullying.co.uk/
www.antibullying.net/
www.anti-bullyingalliance.org.uk/
www.stopbullying.gov/
www.childline.org.uk/explore/bullying/pages/bullying.aspx
www.bullying.co.uk/anti-bullying-week/
www.actionwork.com/antibullyingweek/

6. Bibliography

DFES Guidance – Bullying Don't Suffer In Silence – Updated September 2002
Childline – Bullying Information for Teachers and Professionals
Ofsted – Bullying: Effective Action in Secondary Schools – 2003
Kidscape – information taken from website

7. **School Ethos** – ways to support the Anti-bullying Policy – what we do in school
   - We promote positive relationship through learning in and out of the classroom
   - We work children, staff, governors and parents to make improvements
   - We take any bullying seriously
   - We deal with issues and problems as soon as they are reported
   - We provide you with feedback about action we have taken
   - We listen and then we take action to resolve issues
   - We inform all parties involved to ensure open and honest communication about the issue
   - A log of bullying incidence are kept and checked by governors
   - We invite parents to anti-bullying week (friendship week) worship and we include governors in order to support this ethos
   - Worship reinforces our Christian values of friendship freedom and love
   - We value our 5 Rs relationships: resilience, reflectiveness, resourcefulness and respect .

8. Booklet for children

Support for Pupils who Experience Bullying
If you are being bullied:

- Tell an adult or somebody you trust what has happened straight away.
- Get away from the situation as quickly as possible.
- Try to stay calm and look as confident as you can.
- Be firm and clear – look them in the eye and, if possible, tell them to stop and tell them how you feel.

After you have been bullied:

- Tell a teacher or another adult you trust within school.
- Tell your family.
- If you are scared to tell a teacher or adult on your own, ask a friend to go with you.
- Keep on speaking until someone listens and does something to stop the bullying.
- Don't blame yourself for what has happened

When you are talking to an adult about bullying. Be clear about:

- What has happened to you?
- How often it has happened?
- Who was involved?
- Who saw what was happening?
- Where it happened?
- What you have done about it already?

If you experience bullying by mobile phone text messages or e-mail:

- Tell a friend, parent or teacher.
- Be careful who you give your mobile phone number or e-mail address to.
- Make a note of exactly when a threatening message was sent.

9. Specific Examples of Bullying

Racist bullying – an incident which is perceived to be racist by the victim or any other person.
This can be in the form of:

- verbal abuse, name calling, racist jokes, offensive mimicry
- physical threats or attacks
- wearing of provocative badges or insignia
- bringing racist leaflets, comics or magazines
- inciting others to behave in a racist way
- racist graffiti or other written insults, even against food, music, dress or customs
- refusing to co-operate in work or play.
  Macpherson report 1999

Sexual bullying – this is generally characterised by:

- abusive name calling
- looks and comments about appearance, attractiveness, emerging puberty
- inappropriate and uninvited touching
- sexual innuendos and propositions
- pornographic material, graffiti with sexual content
- in its most extreme form, sexual assault or rape.

Sexual orientation – this can happen even if the pupils are not lesbian, gay or bisexual. Just being different can be enough. This can be in the form of:

- use of homophobic language
- looks and comments about sexual orientation or appearance.

SEN or disability – These pupils are often at greater risk of bullying. This can be characterised by:

- name calling
- comments on appearance
- Comments with regard to perceived ability and achievement levels.

The need for adult sensitivity should be taken into account in a number of instances, e.g. when grouping children, marking children's work, sharing of results and assessment arrangements as well as an awareness of appropriate language being used when addressing pupils.

Cyber Bullying

Text bullying – this is on the increase and can involve pupils receiving threatening or disturbing messages from possibly anonymous callers or callers that our fellow pupils.
Pupils at Brockenhurst C of E Primary School are not permitted to have mobile phones in school. If any mobile phones are found on pupils they will be confiscated and given to parents at the end of the school day, by the head teacher.
If unpleasant texts are sent to pupils by pupil outside of school time, the head teacher will deal with any allegation with all parties including all parents immediately.

Social networking and internet use

We also recognise that children may be subjected to bullying on line and through social media attention. Our anti bullying rules apply. If any child is reported as receiving or posting unpleasant messages over the internet, the head teacher will deal with the allegation with all parties including all parents immediately. Please ensure you adhere to age related guidance

10. Anti-bullying Objectives

- To ensure all parents and pupils have received and had opportunity to comment upon the school anti-bullying policy.
- To maintain and develop effective listening systems for pupils and staff within the school.
- To involve all staff in dealing with incidents of bullying effectively and promptly.
- To equip all staff with the skills necessary to deal with bullying.
- To involve the wider school community (eg midday supervisors) in dealing effectively with, and referring all bullying incidents to the Head teacher.
- To communicate with parents and the wider school community effectively on the subject of bullying.
- To acknowledge the key role of the class teacher and the head teacher in dealing with incidents of bullying.
- To ensure that all incidents of bullying are recorded and appropriate use is made of the information and where appropriate shared with relevant organisations

11. Friendship policy

Young people also have a responsibility to role model appropriate behaviour for their peers.
We believe that all pupils must:

- show respect for their fellow pupils and adults working within the school community
- support and be sensitive to others when they may be feeling vulnerable
- actively seek to develop a praise culture within the school
- **actively support the school anti-bullying policy**
- **take responsibility for their own behaviour**

12. Code of Conduct

(Please refer to our school's behaviour policy)
We recognise that all adults in the school are in effect role models for the pupils. The way in which we behave towards each other and to pupils is particularly important in terms of providing positive role models. Therefore, as adults we must:

- show respect for every pupil and other colleagues within the school community as individuals
- be aware of vulnerable pupils
- criticise the behaviour rather than the pupil
- avoid favouritism
- be seen to be fair
- avoid labelling
- have high expectations of pupils
- never give pupils ammunition to use against each other

- actively seek to develop a praise culture within the school.

13. Equal Opportunities

Every member of the school community is entitled to expect equality of protection from bullying as well as protection and support from school policies and procedures designed to ensure that the school remains a safe environment in which to teach and learn.

The school will, in its recording of bullying incidents, to distinguish between types of bullying, and the gender and ethnicity of victims and perpetrators.