

Broadwindsor Church of England Primary School

Anti-Bullying Policy Spring 2025

Remodelled on NSPCC policy - November 2023; reviewed April 2025; next review Spring 2027

Purpose and scope of this policy statement

Broadwindsor school works with children and families as part of its activities: educating children, providing safe play and lunchtimes as well as after-school clubs.

The purpose of this policy statement is:

- To prevent bullying from happening between children and young people who are a part of our school or take part in our activities
- To make sure bully is stopped as soon as possible if it does happen and that those involved receive the support they need
- To provide information to all staff, volunteers, children and their families about what we should all do to prevent and deal with bullying

This policy statement applies to anyone working on behalf of Broadwindsor Primary School, including teachers, support staff, governors, parents and pupils.

Separate documents set out:

- Relationship (Behaviour) Policy for pupils
- Code of Conduct for Staff
- Whistleblowing policy
- Safer Working Practices for staff

What is Bullying?

Broadwindsor School uses the Anti-Bullying Alliance's definition of bullying which is:

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face to face or online.

Legal Framework

This policy has been drawn up on the basis of legislation, policy and guidance that seeks to protect children in the UK.

- [The Equality Act 2010 and schools \(PDF\)](#) is a guide for school leaders, school staff, governing bodies and local authorities in **England, Scotland and Wales** on understanding their duties under the Equality Act (Department for Education, 2014a).
- Department for Education (DfE) has produced [guidance for headteachers, school staff and local authorities that outlines their duty to prevent and tackle bullying that occurs in and outside of school](#)

(PDF) (DfE, 2017)

- The DfE has also produced [guidance for schools on searching, screening and confiscation \(PDF\)](#). In cases of cyberbullying school staff may use this guidance to search mobile phones (DfE, 2018b).
- The Department for Education has published a [guide for headteachers and school staff on protecting themselves from cyberbullying \(PDF\)](#) (DfE, 2014b).
- Keeping Children Safe in Education 2023 (DfE 2023)

We believe that:

- Children and young people should never experience abuse of any kind
- We have a responsibility to promote the welfare of all children and young people, to keep them safe and operate in a way that protects them.

We recognise that:

- Bullying causes real distress and affects a person's health and development
- In some instances, bullying can cause significant harm
- All children, regardless of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, have the right to equal protection from all types of harm or abuse
- Everyone has a role to play in preventing all forms of bullying (including online) and putting a stop to bullying

We will seek to prevent bullying by:

- Developing a code of behaviour that sets out how everyone involved in our school is expected to behave, in face-to-face contact and online, and within and outside of our activities
- Holding regular discussions with staff, volunteers, children, young people and families who use our school about bullying and how to prevent it
- Providing support and training for all staff and volunteers on dealing with all forms of bullying , including racist, sexist, homophobic, transphobic and sexual bullying
- Putting clear and robust anti-bullying procedures in place

Our regular discussions with staff, volunteers, children, young people and families will focus on:

- Groups members' responsibilities to look after one another and uphold the behaviour code
- Practising skills such as listening to each other
- Respecting the fact that we are all different
- Making sure that no one is without friends
- Dealing with problems in a positive way e.g. using *I Can Problem Solve* with pupils or restorative justice
- Checking that our anti-bullying measures are working well.

Responding to bullying

We will make sure our response to incidents of bullying takes into account:

- The needs of the person being bullied
- The needs of the person displaying bullying behaviour
- Needs of any bystanders
- Our school as a whole

We will review the plan we have developed to address any incidents of bullying at regular intervals, in order to ensure that the problem has been resolved in the long term.

Our school will address each incident of behaviour individually and appropriately. The common elements of each response will include:-

- Listen to the child who has been bullied and identify the type of support they feel they need
- Listen to the child who has bullied and identify the type of support they need
- Apply disciplinary protocols consistently and fairly
- Carefully consider and decide upon the appropriate level of parental involvement for both parties
- Complete the schools bullying log (on My Concern) and use interventions as appropriate e.g. *ELSA*, *circle of friends*

At Broadwindsor Primary School, we adhere to 5 key points:

1. Never ignore suspected bullying;
2. Don't make premature assumptions;
3. Listen carefully to all accounts - several pupils saying the same thing does not necessarily mean they are telling the truth;
4. Adopt a problem solving approach which moves the pupils on from justifying themselves;
5. Follow up repeatedly, checking bullying has not resumed.

We want children to tell us if they have a problem with bullying behaviour and what they say will always be taken seriously.

Children will know who to talk to in the first instance. This will usually be their class teacher, but it could also be:

- Another teacher known to them
- Teaching Assistant
- Lunchtime Supervisory Assistant
- Report to Whisper (pupil online reporting)

The children must be given every opportunity to report the bullying in the first instance, but it will be the class teacher who will follow up allegations. Therefore, any other adult in a position of responsibility should feed back to the class teacher as soon as possible.

The class teacher takes steps to discuss the problem with the bullies to establish the situation and talk through any issues. An early resolution is sought using these tactics.

Both bullied and bullying parties are informed that the situation is being monitored by the class teacher/s concerned.

If there is no improvement, or further bullying occurs, the parents of the bullying child must be contacted in order to come into school to discuss the problem and to make clear that a zero tolerance policy is being adhered to. If further bullying takes place further sanctions and consequences will be considered e.g. *internal exclusion*

Preventative Strategies

Strategies in school to prevent bullying behaviour include:

- Making clear links between our bullying policy and behaviour policy;
- Effective levels of adult supervision at playtime, lunchtime and in the classroom,
- Ensuring adequate adult/child ratio when going on school trip/walks etc
- Positive reinforcement kind/helpful behaviour e.g. if one child assists another who has fallen over in the playground.
- Reinforce caring for each other through stories in Collective Worship and other appropriate curriculum areas.

- Remind children to say 'Stop, don't do that' using a hand signal if another child does something to them that they don't like. If they persist tell a member of staff away.
- Teaching victims to say 'no' or get help.
- Problem Solving Learning through the *I Can Problem Solve programme*, *Restorative Justice* and *Stormbreak – mental health programme*
- Listening carefully to pupils and providing opportunities for them to express views and opinions - for example during PHSE;
- Keep record of incidents in our Class Behaviour Log and My Concern if appropriate. If a pattern of behaviour is emerging or serious incident occurs, contact parents to discuss ways of resolving the situation (see Relationship (Behaviour) Policy)
- Playground Equipment and adults support - playground equipment and outdoor seating areas all help to keep children positively focused on desired behaviour as well as adult support for play.
- Teach children how to recognise when others do not like what is happening to them – e.g. sad faces, crying
- Involving parents and the wider community. Records of conversations with parents concerning any incidents of bullying, if deemed appropriate
- Being aware that even the youngest children can understand the consequences of their own actions;
- Consider all opportunities for addressing bullying including through the curriculum, through peer support, e-safety lessons each term and through the school council. Holding an annual Anti-bullying Week. [Anti-Bullying Week 2025](#)
- Including all staff in training; to identify bullying and follow school policy and procedures on bullying;
- Good to be green behaviour management system used consistently throughout the school with positive rewards given through Class Dojo points.

Diversity and inclusion

We recognise that bullying is closely related to how we respect and recognise the value of diversity.

We will be proactive about:

- Seeking opportunities to learn about and celebrate difference
- Increasing diversity within our staff, volunteers, children and young people

Related policies and procedures

This policy statement should be read alongside our organisational policies and procedures including:

- Safeguarding (including Child Protection) Policy & procedures
- Managing allegations made against a child or young person
- Managing allegations of abuse made against staff and volunteers
- Code of conduct for staff & volunteers
- Equality, diversity and inclusion policies

Contact Details:

Nominated anti-bullying lead

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Designated Safeguard Leads

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Safeguarding Governor

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Online Safeguarding Governor

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Monitoring and evaluating the policy

We will review this policy annually as well as if incidents occur that suggest the need for review. The policy will be regularly monitored and evaluated by the headteacher and class teachers through the following methods:

- Checking each class for frequency of incidents through behaviour incidents on My Concern
- Talking with pupils e.g. PHSE lessons, Stormbreak sessions, I can problem solve sessions
- Pupil surveys
- Playground observations;
- Small group interviews - or individual interviews.

This Policy only works if it ensures that the whole school community understands that bullying is not tolerated and understands the steps that will be taken to both prevent and respond to bullying.

This Policy will be working if:

- a) Children feel safe and secure at school
- b) Children know what to do should they feel threatened or frightened by anyone
- c) Parents, staff and governors are familiar with the policy and are actively involved in its support
- d) Staff and governors are consulted regarding review/policy decisions

Useful Resources and Information

[Anti-Bullying Alliance](#)

[Help With Bullying \(kidscape.org.uk\)](http://kidscape.org.uk)

[Restorative Justice Council | Promoting quality restorative practice for everyone](#)

[Helping Children Deal with Bullying & Cyberbullying | NSPCC](#)

[Childline | Childline](#)

Diversity and inclusion

[Safeguarding LGBTQ+ children and young people | NSPCC Learning](#)

[Safeguarding d/Deaf and disabled children | NSPCC Learning](#)

[Safeguarding children from Black, Asian and minoritised ethnic communities | NSPCC Learning](#)

[Children with special educational needs and disabilities \(SEND\) | NSPCC Learning](#)