



# Brampton Village Primary School

## Anti-Bullying Policy

Date Agreed	January 2025
Date of Review	January 2026

## **Aims and Values**

At Brampton Village Primary School every child matters and each individual is valued for the unique contribution they he or she makes to our community. We expect everyone to show respect for others, to be courteous, responsible and caring, and we actively foster such behaviours. Our aim is to create an environment which promotes children's self-esteem, to make our school a place where pupils feel happy, safe and able to enjoy learning. We strive to provide a learning climate in which children can flourish and achieve their very best; where they can celebrate their differences and develop the skills and confidence to build happy and successful futures. By working closely with parents and the community we aim to build strong and effective partnerships, which help children to thrive.

### **We aim to:**

- Create a safe, nurturing environment which supports the well-being of every pupil and enables children to be healthy, emotionally literate and able to maintain positive and fulfilling relationships.
- Provide exciting, engaging and creative learning experiences, which enable all children to become active, independent and effective learners who achieve their very best.
- Develop pupils' understanding of their responsibilities as members of a community, encouraging a positive, respectful and caring attitude towards others and the environment.
- Enable all our children to become enquiring, responsible, resourceful and reflective young people, ready to face the future with confidence and to challenge themselves.
- Foster strong partnerships with parents and carers, valuing the contributions they have to make, encouraging their active involvement in children's learning and developing a relationship based on mutual trust.
- Put the school at the heart of the local community, so that both school and village are enriched, and enable children to appreciate aspects of the wider world.

### **Aims of the Policy**

- To ensure that children, staff, governors and parents know what is meant by bullying.
- To try to prevent bullying from happening.
- To take seriously all reports of bullying from children and adults.
- To deal with bullying immediately when it occurs.
- To maintain a positive and caring ethos in which all members of the community feel safe.

## **2. Definitions**

### **For Staff and Governors**

A child may be described as the victim of bullying in the following cases:

- There is evidence of a pattern of behaviour towards the child or incidents involving the child which cause the child physical and/or emotional harm and which are premeditated and designed by another child or other children.
- There is evidence of a pattern of behaviour towards the child or incidents involving the child which, although not motivated by direct malice or intention to cause distresses, have the effect of causing the child physical and/or emotional harm.

The distinction between these two cases may not affect the perceptions and feelings of the child or other children, but may mediate and determine the appropriate action by the school.

Although the frequency and distribution of the incidents may vary slightly from case to case, evidence of a pattern of behaviour or incidents will be necessary to identify it as a case of bullying.

**One-off incidents, whilst they may be very serious and must always be dealt with, do not fall within the definition of bullying.**

#### **For Parents**

We recognise that a child has been the victim of bullying if they have been harmed, either physically or emotionally, by another child, who has shown a pattern in this behaviour. Bullying may not be motivated by direct malice or intention to harm. It is an attitude rather than an act.

An incident of bullying will always be dealt with. Whether or not the bully was acting intentionally will be considered as we deal with the issue.

#### **For Children**

- A victim of bullying might have been physically hurt
- A victim of bullying might have hurt feelings
- A victim of bullying will always be listened to
- A bully will always hurt their victims in a similar way, perhaps more than once
- A bully might have meant to hurt their victim
- A bully might have hurt their victim without meaning to
- A bully will always be spoken to about the hurt they have caused

### **3. Types of bullying repeated patterns of** (these categories of bullying are not mutually exclusive):

#### **A Physical**

- Kicking or hitting
- Prodding, pushing or spitting
- Other physical assault
- Interference with personal property

#### **B Psychological**

- Threats or extortion
- Taunts
- Shunning/ostracism
- Name-calling/verbal abuse
- Innuendo
- Spreading of rumours
- Exclusion

#### **C Discriminatory Behaviour** (which may include family members)

- Physical, verbal or written behaviour based on race, colour, ethnicity, nationality, culture, gender, religion or language. ('protected characteristics' from Equality Act 2010)
- Refusal to co-operate with others on the basis of any of the above
- Stereotyping on the basis of a protected characteristic
- Incitement of others to act in a discriminatory manner

Racist bullying can be identified by the motivation of the bully, the language used and/or by the fact that the victims are singled out because of the colour of their skin, the way they talk, their ethnic grouping or by their religious or cultural practices.

#### **D SEN/Disability**

- Physical, verbal or written behaviour based on disability, learning difficulties or a special educational need
- Refusal to co-operate with others on the basis of disability, learning difficulties or a special educational need
- Stereotyping on the basis of disability, learning difficulties or a special educational need

See school's SEN Policy.

#### **E Sexual/Sexist**

- Use of sexist language
- Negative stereotyping based on gender
- Unwanted/inappropriate physical contact
- Sexual innuendo
- Suggestive propositioning

#### **F Homophobic Bullying**

- Name-calling based on sexual orientation
- Innuendo referring to sexual orientation
- Use of homophobic language

### **4. Preventative Measures**

Support at curriculum level in PHSE and RE where children are taught to respect and value differences and to learn skills which enable them to empathise with others.

The supportive framework of the Behaviour Policy, which provides clear guidelines for behaviour, praise for positive behaviour, and a system of consequences which is based upon a therapeutic and trauma-informed approach.

Teaching children the skills to keep themselves safe through the Personal Safety Programme which is part of the Cambridgeshire PSHE Scheme, these include how to say no and telling an adult.

Encouraging an openness of discussion on the unacceptability of bullying behaviour.

Making time to listen to the worries children need to explain.

Because most bullying at primary school takes place in the playground, we need to:

- Ensure that the playground is adequately supervised, that there is a fair use of space and that there is a range of play activities available outside.
- Involve children in problem solving, planning and decision making in matters concerning the playground and playtimes through the school council.
- Involve children as playground carers on a daily basis.

## 5. Response When Bullying Occurs

*All reported incidents of bullying will be investigated.*

Behaviour	Action Required	By whom
Repeated physical harm to another child	Record incident on My Concern	Staff who witness or deal with the incident
Abuse based on protected characteristic		
Psychological abuse		
Report needs to include:		
<ul style="list-style-type: none"><li>• Date, time and location</li><li>• Nature of incident</li><li>• Names of children and staff involved</li><li>• Details of action taken</li></ul>		

1. Record initial incident on My Concern.
2. HT/DHT/AHT to review incident and agree action to take.
3. Discuss incident with victim and perpetrator.
4. Discuss with all appropriate staff.
5. Respond to parents as appropriate.

## 6. Follow Up

This may involve:

- Informing parents/carers and staff
- Support for the victims of bullying
- Use of consequences as detailed in the school's Behaviour Policy
- Problem solving solutions where perpetrators are required to seek solutions to difficulties and make amends to victims
- Support for children who persistently bully others
- Report to the Governing Body of incidents of bullying and racist bullying
- Planned follow up to see if situation has been resolved or further work needs to be done
- Advice sought from outside agencies

The effectiveness of the anti-bullying policy will be monitored and measured through:

- Pupil feedback – via the school council and pupil voice
- Parent and staff feedback
- My Concern / Bullying Logs
- Governor monitoring

This policy will be reviewed by the Headteacher annually. At every review, the policy will be approved by the Governing Body.