



ANTI-BULLYING POLICY

Brambles Primary Academy

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Target audience:	ALL ACADEMY STAFF MEMBERS



TEES VALLEY
EDUCATION
www.teesvalleyeducation.co.uk

This policy was developed in consultation with trustees, staff, pupils and the Academy council. It has obvious links with the following policies: PSHE, Confidentiality, Equal Opportunities and Race Equality, SRE and behaviour.

THE AIMS

Brambles Primary Academy is committed to providing a caring, friendly and safe environment for all members of our school community, so they can work and learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our academy. If bullying does occur, all members of the community should be able to tell and know that incidents will be dealt with promptly and effectively. Anyone who knows that bullying is happening is expected to tell the staff.

THE OBJECTIVES

- ☐ All trustees, teaching and non-teaching staff, pupils and parents have an understanding of what bullying is.
- ☐ All trustees and teaching and non-teaching staff know what the academy policy is on bullying and follow it when bullying is reported.
- ☐ All pupils and parents should know what the academy policy is on bullying, and what they should do if bullying arises.
- ☐ As an Academy we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- ☐ Bullying will not be tolerated.

1.1 WHAT IS BULLYING?

Bullying is the behavior by an individual or group, repeated over time, with the intention of hurting another person. Bullying results in pain and distress to the victim.

Bullying can be:

- ☐ **Cyber** being cruel to others by sending or posting harmful material using technological means (e.g. email, chat rooms, forums, message boards, phones, webcams, gaming)
- ☐ **Emotional** being unfriendly, excluding, intimidating, tormenting (e.g. hiding books, threatening gestures)
- ☐ **Physical** pushing, kicking, hitting, punching or any use of violence
- ☐ **Racist** racial taunts, graffiti, gestures
- ☐ **Sexual** unwanted physical contact or sexually abusive comments
- ☐ **Homophobic** because of, or focussing on the issue of sexuality
- ☐ **Verbal** name-calling, sarcasm, spreading rumours, teasing
- ☐ **Disablist** taunts, gestures, discrimination or prejudice remarks against people who are disabled

1.1.1 Peer on Peer Abuse

All staff understand the importance of challenging inappropriate behavior between children and young people, staff recognise that downplaying some behavior as 'banter' or 'boys being boys' can lead to a culture of unacceptable behavior. Therefore, all behavior that can be linked to any of the above definitions will always be challenged by members of staff.

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Brambles Primary Academy has a responsibility to respond promptly and effectively to issues of bullying.

1.3 SIGNS & SYMPTOMS

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

- ☐ is frightened of walking to or from the academy
- ☐ doesn't want to go on the academy / public bus
- ☐ begs to be driven to the academy
- ☐ changes their usual routine
- ☐ is unwilling to go to the academy (academy phobic)
- ☐ begins truanting
- ☐ becomes withdrawn anxious, or lacking in confidence
- ☐ starts stammering
- ☐ attempts or threatens suicide or runs away
- ☐ cries themselves to sleep at night or has nightmares
- ☐ feels ill in the morning
- ☐ begins to do poorly in academy work
- ☐ comes home with clothes torn or books damaged
- ☐ has possessions go "missing"
- ☐ asks for money or starts stealing money (to pay bully)
- ☐ has dinner or other monies continually "lost"
- ☐ has unexplained cuts or bruises
- ☐ comes home starving (money / lunch has been stolen)
- ☐ becomes aggressive, disruptive or unreasonable
- ☐ is bullying other children or siblings
- ☐ stops eating
- ☐ is frightened to say what's wrong
- ☐ gives improbable excuses for any of the above

These signs and behaviors could indicate other problems, but bullying should be considered a possibility and should be investigated.

1.4 BRAMBLES PRIMARY ACADEMY PROCEDURES

- ☐ Pupils know staff will support them when reporting bullying incidents.
- ☐ In cases of bullying, the incidents will be recorded by staff on CPoMS, which then notifies the SLT and Pastoral teams.
- ☐ In serious cases, parents should be informed and will be asked to come in to discuss the problem.
- ☐ If necessary and appropriate, police will be consulted.
- ☐ The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly.
- ☐ The victim will be supported by staff and other pupils (Buddy System KS2).
- ☐ An attempt will be made to help the bully (bullies) change their behaviour through the PSA and SEND team.

SEND, behaviour and welfare team

- ☐ Deputy Head Teacher and DSL – Keri Beever
- ☐ SENDCo – Keri Beever/Amy Beadling
- ☐ Pastoral Lead - Tracy Gill
- ☐ Behaviour support - Clare Walker

1.5 POSSIBLE OUTCOMES

- ☐ The bully (bullies) may be asked to genuinely apologise. Other consequences may take place.
- ☐ In serious cases, suspension or even exclusion will be considered (see behaviour policy).
- ☐ If possible, the pupils will be reconciled but no pressure should be placed on the victim of bullying to do this.
- ☐ After the incident / incidents have been investigated and dealt with, each case will be monitored
- ☐ to ensure repeated bullying does not take place.

TEACHING PROGRAMME, STRATEGIES AND RESOURCES

1.5.1

- ☐ Anti-Bullying Education is delivered through the PSHE programme, and assemblies.
- ☐ Teachers use a broad variety of whole class or group teaching and learning strategies.
- ☐ Teachers are aware of the individual learning needs of their children.
- ☐ Teachers pay attention to Visual, Auditory and Kinaesthetic learning styles and adapt their inputs appropriately.
- ☐ Devices such as story boards, puppets, circltime and role play are incorporated into teaching and learning.

We use methods for helping children to prevent bullying. As and when appropriate, these may include:

- ☐ writing stories or poems or drawing a picture about bullying
- ☐ reading stories about bullying or having them read to a class or assembly
- ☐ making up role-plays
- ☐ having discussions about bullying and why it matters
- ☐ PSA intervention using social stories
- ☐ Group therapy
- ☐ Behaviour support
- ☐ Buddy System
- ☐ Emotional Literacy Support Assistant employed full time

1.6 HEALTHY ACADEMYS STANDARD

At Brambles Primary Academy we recognise the importance of promoting a healthy academy as an effective vehicle to promote Anti-Bullying. Brambles has achieved Healthy School Status and is working towards National Healthy School Standards with trustees, staff, parents and children.

1.7 MONITORING AND EVALUATION

The SLT/SEND, behaviour team and the head teacher are responsible for the overall monitoring of anti- bullying education. This will include: -

- ☐ reviewing samples of pupils' work and questionnaires to find out children's views
- ☐ teachers making comments on the work and lesson plans
- ☐ feedback from teachers involved in the delivery of the programme
- ☐ feedback from pupils

The views of pupils and teachers are essential for evaluation of the anti-bullying education programme. Feedback will be gained through discussions and written responses when necessary. Changes, if needed, will be made to the planning and teaching of the programme in light of the evaluation and evidence of best practice.

1.8 DFE Guidance

"Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood." (DfE, 2017).

Criminal Law

- ☐ Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind

that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

- If school staff feel that an offence may have been committed they should seek assistance from the police. For example, under the Malicious Communications Act 1988, any person who sends an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender, is guilty of an offence if their purpose in sending it was to cause distress or anxiety to the recipient.

Cyber Bullying

- The rapid development of, and widespread access to, technology has provided a new medium for
- 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.
- The Education Act 2011 amended the power in the Education Act 1996 to provide that when an
- electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.
- If an electronic device that is prohibited by the school rules has been seized and the member of
- staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must
- give the device to the police as soon as it is reasonably practicable.
- Material on the device that is suspected to be evidence relevant to an offence, or that is a
- pornographic image of a child or an extreme pornographic image, should not be deleted prior to
- giving the device to the police.
- If a staff member finds material that they do not suspect contains evidence in relation to an
- offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline.

Bullying out of the academy

- Where bullying outside school is reported to school staff, it should be investigated and acted on. The headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.
- While school staff members have the power to discipline pupils for bullying that occurs outside school, they can only impose the disciplinary sanction and implement that sanction on the school premises or when the pupil is under the lawful control of school staff, for instance on a school trip (see behaviour policy for more details).

HELP ORGANISATIONS:

Advisory Centre for Education (ACE)	0207 6971140
Children's Legal Centre	0207 7130089
KIDSCAPE (Parents Helpline, Mon-Fri 10-4)	0300 1024481
Parent line Plus	0808 8002222
Youth Access	01642 771500
NSPCC	0808 800 5000

www.childnet-int.org/kia/primary/smartadventure