



THE BURBAGE GROVE ROAD SCHOOLS FEDERATION

ANTI-BULLYING POLICY 2025-2028

The governing body adopted this policy: 09.12.25

Chair of Governors:

Signed:

Date:

Document History:

Revisions made:

BJS Anti-Bullying Officers:

- Mrs Z Driver – Executive Headteacher
- Mrs P Melanaphy – Deputy Headteacher
- Miss Y Brennan – Class Teacher

Changed to:

- Mrs Z Driver – Executive Headteacher
- Mrs P Melanaphy – Deputy Headteacher
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1. Statement of intent

1.1 The Burbage Grove Road Schools Federation is committed to ensure every member of our school community has the right to feel comfortable, safe, secure, equally valued and respected. We have the right to grow and change, free from prejudice, stereotyping, harassment and negative discrimination. All pupils have the right to equal access to the curriculum that meets their needs and to object to and/ or reject language or behaviour, which is offensive and /or intimidating.

1.2 The Burbage Grove Road Schools Federation is an inclusive community. We welcome pupils from all backgrounds: we treat everyone as an individual and aim to develop the whole person so that they are equipped to take their place in modern Britain and the world. To enable this, the schools have the following values:

- Burbage C of E Infant School Christian Values;



- Burbage Junior School Values;



Bullying, in any form, will not be tolerated at our schools. The Burbage Grove Road Schools Federation is committed to the creation of a positive and safe learning environment for all. Our aim is to address all incidents of bullying swiftly and effectively. It is our agreed policy that no-one within the school should tolerate bullying or bullies. Bullying is everyone's problem. All staff, pupils and parents should be aware that bullying exists and share a commitment to combat it and to make the school a happier place for everyone.

2. Objectives of this policy

- To promote the schools' aims and values;
- To ensure that the whole school community has an understanding of what bullying is and what to do if bullying arises;
- To promote a positive and safe learning environment where bullying is not tolerated;
- To promote inclusion, tolerance, mutual respect and self-worth in order to meet the physical, emotional and mental health needs of all members of the school community;
- To raise the standards of behaviour and levels of achievement of all.

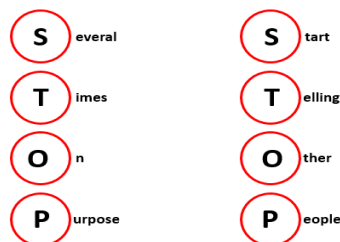
3. What is bullying?

'Bullying 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.' - Anti-Bullying Alliance 2022.

3.1 People are often bullied because of differences in their personality or behaviour. They may not conform to perceived peer expectations. Forms of bullying may include:

- **Racial, religious, cultural bullying:** where the motivation for bullying is based on the targets skin colour, culture, nationality or faith;
- **SEN and disability bullying:** where an individual or group are targeted because of a special educational need or disability which includes learning difficulties, sensory impairments and mental health conditions;
- **Appearance or health conditions:** where an individual or group are targeted because of their physical appearance or a health condition for example a disfigurement, a traumatic injury, severe skin condition;
- **Home circumstance:** where the motivation for bullying is based on the persons living arrangements for example: young carers, children in care or geographic locality, ie. where they live;
- **Homophobic and Biphobic bullying:** relates to a person's sexual orientation. It is based on prejudice or negative attitudes, beliefs or views about lesbian, gay or bi people. Individuals or groups can be targeted because of their actual or perceived sexuality. People who have lesbian, gay or bi family members can also be targeted as can students who do not conform to gender stereotypes;
- **Transphobic bullying:** relates to gender identity. It is based on prejudice or negative attitudes, views or beliefs about trans people. Transphobic bullying affects people who are trans but can also affect those questioning their gender identity as well as people who are not trans but do not conform to gender stereotypes;
- **Sexual bullying:** can relate to the target's gender or body, this can have a sexual and/or sexist element.

3.2 Bullying is defined by the initials **STOP:**



- 3.3 The Burbage Grove Road Schools Federation wishes to **make clear** that bullying is not simply poor behaviour and we will differentiate between the two. A full investigation will be launched to establish whether bullying was occurring. If we establish that the poor behaviour reported is not bullying, this will be dealt with in accordance with our Behaviour Policy.
- 3.4 Bullying of school staff is not acceptable and staff must adhere to our Equality & Diversity Policy.

4. Types of bullying

- **Psychological:** being unfriendly, excluding, tormenting, intimidation. Unkindness linked to SEND, appearance or health conditions or related home circumstances;
- **Physical:** jostling, pushing, kicking, hitting, punching or any use of violence, theft, extortion, damaging someone's property, unwanted physical contact;
- **Verbal:** name-calling, sarcasm, spreading rumours, teasing, etc., sexually abusive comments;
- **Cyber/ technology:** all areas of internet, such as misuse of email, social media, chat rooms. Telephone threats or hoaxes, inappropriate text messaging or use of camera & video facilities.

5. Symptoms of bullying?

- 5.1 Early signs that a child is being bullied could be:
- The child becoming withdrawn
 - A deterioration in the child's work
 - Erratic attendance or spurious illness
 - Persistently arriving late at school
 - General unhappiness or anxiety
 - The child wanting to remain with adults
 - Sudden outbursts not in common with the child's normal behaviour
- 5.2 Physical symptoms could include headaches, stomach aches, fainting, fits, vomiting or hyperventilation. Targets can become depressed and this can continue into their adult lives. They can want to take their own lives.

6. Why is it important to respond to bullying?

- 6.1 Bullying hurts. No one deserves to be a target of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving or reacting – we will support them to develop these skills and strategies. B.J.S recognises that 'all behaviours are an **unmet** need' (O'Brien, J). We have a responsibility to respond promptly and effectively to issues of bullying.

- 6.2 The school will take full account of what the target says and also the perceptions of those who have witnessed the incident reported it or are aware of the circumstances. This means that if any person feels that an incident is motivated by bullying then it should be recorded as such and all incidents will be properly investigated.

7. Our whole-school proactive strategies

- 7.1 We will use a variety of methods for helping children to deal with and prevent bullying as and when they are appropriate. These will include:
- A clear set of school values, which are on display and referred to often;
 - Promotion of an emotionally open atmosphere;
 - Encouraging children to tell a member of staff and/or their parents if they are being bullied or if they see someone else being bullied;
 - Opportunities to share feelings and have discussions about bullying and why it matters, eg. through lessons which focus on emotions, relationships, social situations, etc (PSHE lessons);
 - Having approachable staff in school who will listen to parents concerns and worries about particular behaviour, believe children who come to them with concerns about bullying and act on what they are told;
 - Buddies to support 'happy playtimes';
 - Taking every opportunity to promote initiatives such as anti-bullying week, theatre productions and external speakers;
 - Use of information from pupil and parental questionnaires;
 - Continuing to promote staff development and understanding on the identification, prevention and management of bullying;
 - Providing spacious, well-supervised playground areas at lunchtimes with seating, quieter areas and a variety of games and activities for children to do;
 - Encouraging children to use the well-being system in place in each classroom.

8. Reporting and responding to bullying

- 8.1 All pupils, parents, members of staff and volunteers must report allegations of bullying, including cyber-bullying issues, to a member of the teaching staff or senior leadership team. Pupils are encouraged to talk to their teachers and parents who can champion their concerns. Any bystander who witnesses an incident will be encouraged to tell an adult in school (or their parents) so that the bullying can be out in the open. All concerns will be logged as a safeguarding incident and reported to our Designated Safeguarding Lead team.
- 8.2 If the class teacher received the allegation, they will correspond with our senior leadership team to allow an investigation to commence and pass over all relevant information.

9. Bullying allegation investigation process

9.1 The process is as follows

1. Record initial allegation of bullying on CPOMs using the category of 'child on child' and 'bullying'. Investigation will take place to determine whether incident constitutes bullying. This may include; checking for earlier incidents involving the same pupils, individual discussions with pupils involved, discussion of incident with peers, discussion with staff working with pupils involved and discussion with parents. Bullying will be confirmed if the following three factors are evident;
 - Hurt has been deliberately/ knowingly caused (physically or emotionally);
 - It is a repeated incident or experience or involvement of a group
 - It involves an imbalance of power, eg. the target feels they cannot defend themselves or the perpetrator is exploiting their power (size, age, popularity, coolness, the use of abusive language, etc);

or:

- the incident was cyber bullying if messages were of an intimidating, humiliating or threatening nature were sent or left via a platform or app.

NB. If the incident investigated does not constitute bullying, the 'Behaviour Policy' will be followed.

2. If bullying is confirmed, the CPOMs record will be added reporting the focus and manifestations of bullying.
3. Complete conversation with the target of bullying using Restorative Questions When Someone Has Been Harmed (Appendix 1).
4. Complete conversation with perpetrator using Restorative Questions in Response to Challenging Behaviour (Appendix 2). It will be made clear that bullying at our school is not tolerated and expectations for behaviour will be made clear.
5. Create an appropriate action plan that focuses on support for the targeted child and share with all appropriate parties.
6. Create appropriate action plan that focuses on the child who bullied and share with all appropriate parties.
7. Contact both the target and perpetrator's parents to communicate bullying incident and discuss future steps.
8. Update CPOMs with the Action Plan. Check in with target to take place daily for a set time period, followed by weekly check ins until we are confident there will be no further incidents.
9. All incidents of bullying are reported to governors on a termly basis.

10. Reactive strategies

10.1 We aim to include the following in our response:

- Befriending
- Circle of friends
- Support groups
- Mediation by adults
- Mediation by peers
- Assertiveness training groups
- Social skills groups

10.2 **Befriending**

Befriending involves assigning selected pupil volunteers to be with and befriend pupils who are being bullied or having difficulties because they are new to the school or upset by an event outside school, e.g. a family bereavement. The objective is to give the befriended pupil someone to talk to and to help them feel more positive about themselves.

10.3 **Circle of Friends**

A small number of pupils volunteer to form a circle of friends for a vulnerable pupil to help improve the pupil's level of inclusion and acceptance and to increase insight into his or her feelings and behaviour.

10.4 **Support Groups**

The support group for a bullied pupil includes those involved in the bullying. The aim is to get the perpetrator to identify with the target and then to help resolve the problem.

10.5 **Mediation by adults**

Members of staff can help establish ground rules between pupils who are being bullied and the pupils who are doing the bullying to help them co-exist in school.

10.6 **Assertiveness training groups**

This can cover:

- Making assertive statements
- Resisting manipulation and threats
- Dealing with name-calling
- Staying calm in difficult situations
- Getting help from onlookers
- Boosting self-esteem

11. Outcomes

11.1 **Measures will be put in place to support the target**

The target needs to feel safe. They will be listened to and assured that all adults in school will work to support them. Regular wellbeing check-ins will take place by either one of the Anti-Bullying leads, Behaviour mentor or ELSA Mentor. The Anti-Bullying leads will ensure that appropriate support is put in place to ensure the safety of the target.

11.2 **Measures will be put in place to support the perpetrator**

The perpetrator(s) will be asked to genuinely apologise and will be spoken to at length about their behaviour and why it is unacceptable at The Burbage Grove Road Schools Federation. Regular check-ins with the Behaviour Support Mentor will be put in place to ensure that the perpetrator receives appropriate support. Consequences may be withdrawal from activities, loss of playtimes, exclusion during lunch, etc. As the behaviour of the perpetrator improves, previous sanctions can be removed and the child should be praised for a change in behaviour. Working with an appropriate adult in school may help to identify the cause of the bullying. Measures will be put in place to try and prevent the bullying taking place and to help the perpetrator/s change their behaviour. These measures may involve monitoring of the target and the perpetrator(s) for a period of time, social groups for the target and the perpetrator(s) if needed, behaviour targets for the perpetrator(s) and any other specific measures required by individual situations.

11.3 In serious cases, suspension or permanent exclusion may be considered.

12. The role of parents

12.1 Parents/carers are crucial to supporting the schools' Anti-bullying Policy. As part of the *Home-school Contract*, they will be informed of the policy and be asked to commit themselves to it.

12.2 When, after discussion, we confirm a child has been bullying, we will contact the parents to discuss the issues. We will ask parents to:

- Talk to the child and explain that bullying is wrong and makes others unhappy;
- Show the child how to join in with others without bullying;
- Make an appointment to see the child's teacher as soon as possible and explain the problem, and discuss how the school and the parents together can stop the bullying;
- Talk to the child regularly about how things are going at school;
- Give the child lots of praise and encouragement when they are being kind and considerate to others.

12.3 From this, sanctions and outline plans will be agreed. We will follow up the child's behaviour and further bullying will result in exclusion.

13. Incidents that occur away from school premises

- 13.1 Any incidents of bullying that occur out of school but under school jurisdiction will be treated in the same way as if on school premises. School will endeavour to support parents when incidents occur out of school hours and will inform parents should any relevant information be reported.

14. Child-on-child abuse

- 14.1 As per our Safeguarding Policy, The Burbage Grove Road Schools Federation recognises that children sometimes display abusive behaviour themselves and that such incidents or allegations must be referred on for appropriate support and intervention. Such abuse will not be tolerated or passed off as “banter” or “part of growing up”. This abuse could for example include sexual assaults, initiation/hazing type violence, all forms of bullying, aggravated sexting and physical violence experienced by both boys and girls. The school and its staff will take all possible actions to ensure child on child abuse cannot go unnoticed through discussion at age-appropriate level, education activities such as ‘Warning Zone’, opportunities for disclosure, etc.
- 14.2 Where specific risks are identified, a risk assessment will be undertaken in order to ensure the safety of all staff and pupils. Measures appropriate to the uniqueness of each situation would be put in place to minimise the threat to those concerned.

15. Reviewing the policy

- 15.1 This policy will be shared with staff, parents, governors and pupils and reviewed by all stakeholders on a three-year cycle or sooner should the need arise.

16. Help organisations

- Advisory Centre for Education (ACE) **www.ace-ed.org.uk**
- Children's Legal Centre 0808 802 0008
- Child Exploitation and Online Protection (CEOP)
<https://www.ceop.police.uk/CEOP-Reporting/>
- Diana Award - <https://diana-award.org.uk/>
- EACH (Helpline for children experiencing homophobic, biphobic or transphobic bullying) 0808 1000 143
- You can visit the Kidscape website **www.kidscape.org.uk** for further support, links and advice
- KIDSCAPE (Parents Helpline) 0845 120 5204, **helpline@kidscape.org.uk**
- Family Lives **familylives.org.uk** Family Lives 0808 800 2222
- UK Safer Internet Centre **https://saferinternet.org.uk/guide-and-resource/cyberbullying-advice-for-parents-and-carers**
- Victim Support (CYP Service) 0808 168 9111
- Youth Access 020 8772 9900

APPENDIX 1: Restorative questions when someone has been harmed

1. What did you think when you realised what had happened?
2. What impact has this incident had on you?
3. Do you think this incident impacted on others and if so who?
4. What has been the hardest thing for you over this incident?
5. What do you think needs to happen to make things right?
6. How can the items above be implemented and by whom?

APPENDIX 2: Restorative questions in response to challenging behaviour

1. What were you thinking at the time?
2. Since the incident, what have you been thinking about?
3. Who has been affected by what you have done?
4. In what way do you think they have been affected?
5. What do you think you need to do to make things right?
6. How are you going to implement the items above to make things right?