Anti-Bullying Policy

Formally adopted by the Governing Board of:-	**Bressingham Primary School**
On:-	**September 2026**
Headteacher:	**Joanna Lewis**
Chair of Governors:	**Diane Perry-Yates**
Last updated:-	**September 2025**
Next review:	**September 2027**

Contents

INTRODUCTION 3

PRINCIPLES 3

AIMS 4

BULLYING DEFINITION 4

TYPES OF BULLYING 4

BULLYING PREVENTION 5

CODE OF CONDUCT 6

BEHAVIOUR POLICY 7

REPORTING CONCERNS 7

SIGNS OF BULLYING 8

RESPONDING TO BULLYING 8

Introduction
At Bressingham Primary School, we are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils.

In line with the Equality Act 2010, it is essential that our school:

● Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;

● Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and

● Foster good relations between people who share a protected characteristic and people who do not share it.

At Bressingham Primary School, we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment. Under the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm'.

Where this is the case, the DSL should report the concerns to their Local Authority's safeguarding team.

This policy also has regard to the following guidance and advice:

- Keeping children safe in education (KCSIE) 2026
- Preventing Bullying guidance
- Sharing Nude and Semi-Nude Images and Videos Guidance, UK
- Council for Internet Safety, 2020
- Working together to safeguard children 2026
- Searching, screening and confiscation: advice for schools (DfE, July 2022).

This policy is closely linked with our Behaviour Policy, our Safeguarding and Child Protection Policy and our School Code of Conduct.

Principles
It is the responsibility of the governing body and the Headteacher to ensure that all members of the school community work within a safe and enabling environment.

Our principles are underpinned by and school's ethos, vision, aims and values which can be found here: https://bressingham.norfolk.sch.uk/our-ethos-values-aims/

Aims
We are determined to promote and develop a school ethos where bullying behaviour is regarded as unacceptable, to ensure a safe and secure environment is sustained for all pupils. We aim for all pupils to reach their potential academically, socially and personally through learning and playing in a safe and secure environment.

Bullying Definition
At Bressingham Primary School, we discuss what bullying is, as well as incidents we would not describe as bullying, with all pupils through assemblies and learning time.
We agree that:

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online. (Anti-Bullying Alliance)

There are four key elements to this definition:

- hurtful
- repeated
- imbalance of power
- intentional

Types of bullying

Cyber-bullying
The rapid development of, and widespread access to, technology has provided a new medium for 'virtual bullying', which can occur in and outside school. Cyber-bullying is a different form of bullying which can happen beyond the school day into home and private space, with a potentially bigger audience, and more accessories as people forward on content. This may also include the misuse of associated technology such as camera and video facilities.

Racist bullying
This refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome marginalised and excluded, powerless or worthless because of their colour, ethnicity culture, faith community, national origin or national status.

Homophobic, Biphobic and Transphobic Bullying
This is bullying that is based on prejudice or negative attitudes, beliefs or views about, or behaviours towards, lesbian, gay, bisexual, transgender, non-binary and gender non-conforming children or adults. It can also include denying somebody's sexuality or preferred gender identity or refusing to accept it. This type of bullying can also be targeted at children and young people who have lesbian, gay or bi family members, and those who do not conform to gender stereotypes.

Harmful sexual behaviours
This includes sexual harassment and sexual violence. sexual harassment refers to the unwanted conduct of a sexual nature that can occur online and offline. sexual violence refers to sexual offences under the Sexual Offences Act 2003, specifically rape, assault by penetration and sexual assault. Incidences of sexual harassment will be investigated to ensure they are not part of a wider pattern of sexual harassment and / or sexual violence.

Vulnerable groups
We recognise that some groups of pupils may be more vulnerable to bullying, including:
● Looked After Children
● Gypsy, Roma and Traveller children
● Children with Special Educational Needs or Disabilities (SEND)
● Children from ethnic minorities
● Children entitled to Free School Meals
● Children for whom English is an Additional Language
● Children who are perceived to be gay, lesbian, bisexual or transsexual

Bullying Prevention
Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. Through assemblies, as well as RSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument.

Online-safety is an important part of the curriculum and information for parents is included in newsletters and on the school's website. Online safety workshops are held to raise parents' awareness of cyber-bullying on a bi-annual basis. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

Zero-tolerance approach to sexual harassment and sexual violence
We will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The school's response will be:

● Proportionate
● Considered
● Supportive
● Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

● Responding to a report
● Carrying out risk assessments, where appropriate, to help determine whether to:
    ○ Manage the incident internally
    ○ Refer to early help
    ○ Refer to children's social care
    ○ Report to the police

Please refer to our Safeguarding and Child Protection Policy for more information.

Code of Conduct
Our school's behaviour policy revolves around the key principles of children being:

Ready **Respectful** **Safe**

This works alongside our ACORN agreements:

This is woven into our curriculum and through daily language, displays, assemblies and correspondence with parents.

Behaviour Policy
Our Behaviour Policy is underpinned by a restorative approach to conflict. It includes rewards and sanctions which are used consistently, to prevent inappropriate behaviour, and promote positive behaviour.

Reporting concerns

Pupils
A pupil who is being bullied, or who is worried about another pupil being bullied, should tell someone without delay and can do so in several ways.

They can:

● Inform their parents, class teacher or any member of staff or volunteer at the school or responsible older pupil.
● contact Childline (0800 1111).

We will speak with the children about having five trusted adults to go to about any concerns they might have.

Feelings boards in EYFS and key stage 1 classrooms allow pupils to say how they are feeling and for adults to privately discuss this with them if they express sadness or worry. Comments boxes in key stage 2 classrooms allow pupils to post positive comments or comments with questions or concerns.

Parents
Parents who are concerned that their child might be being bullied or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

If they are not satisfied with the response and outcome, they should contact the Headteacher.

If they remain dissatisfied, they should follow the school's complaints procedure, as detailed in the school website and available at school.

Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

Staff
A member of staff or volunteer who learns of alleged bullying behaviour should:

● Respond quickly and sensitively by offering advice, support and reassurance to the alleged victim
● Listen carefully and keep an open mind
● Not ask leading questions
● Reassure the child but not give a guarantee of confidentiality

● Report the allegation to a member of the SLT as soon as possible

If the alleged bullying behaviour raises a safeguarding concern, the matter should be reported in accordance with the School's safeguarding and child protection policy and procedures before further investigation is carried out. In the case of bullying potentially involving harmful sexual behaviours, staff will follow guidance set out in Part 5 of KCSIE.

Signs of Bullying
Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.

Emotional: losing interest in school, being withdrawn or secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.

Behavioural: asking to be taken to school, coming home for lunch, taking longer to get home, asking for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

Responding to Bullying
All cases of alleged bullying should be reported to the Headteacher or senior member of staff.

In any case of alleged bullying, either the Class teacher, the Headteacher, or a senior member of staff should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate.

If the allegation of bullying is upheld, the Head teacher (or senior leader) should seek to use a restorative approach with all parties concerned, taking into account the age and stage of development of the children concerned (See Behaviour Policy for further guidance).

Any pupils involved in bullying should fully understand the consequences of their actions on the victim(s), and apologise without reservation. Both parties should be clear that a repeat of these behaviours will not be acceptable.

All bullying incidents must be recorded on CPOMS. If the situation does not improve, the Head teacher (or senior leader) should meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the pupils involved. Any further incidents should lead to intervention (e.g. through outside agencies), further monitoring, support and punitive sanctions as deemed necessary. Any necessary action should be taken until the bullying has stopped.

We have a responsibility to support victims of bullying and make appropriate provision for their needs. The nature and level of support will depend on the individual circumstances and the level of need. These can include a quiet word from a teacher that knows the pupil well, guidance from counsellors, engaging with parents, referring to local authority children's services or to Child and Adolescent Mental Health Services (CAMHS).

At all times members of staff must take into consideration the motivation behind the bullying behaviour and whether external services should be used to tackle any underlying issues of the bully which contributed to the bullying behaviour. If these considerations give rise to safeguarding concerns relating to the bullying, the school's child protection procedures will be followed.