



**BROADWAY
FIRST SCHOOL**
Inspire • Challenge • Achieve

Anti-Bullying Policy

September 2025

Broadway First School Anti-Bullying Policy

DEFINITION

1. Bullying is **deliberate and persistent** harassment or aggressive acts which cause hurt to another. The hurt can be either physical or psychological; inflicted by one child or a group. It can occur offline (face-to-face) or online (via the internet).

We describe this to the children as:

Several

Times

On

Purpose

To combat this, we teach the children to STOP, WALK, TALK.

2. It may include one or more of the following, persistently:
 - Hitting, kicking, pinching, spitting or threatening
 - Name calling
 - Making a fool of someone
 - Teasing or sending nasty notes
 - Spreading rumours and malicious gossip about someone
 - Deliberately destroying another child's property
 - Repeatedly excluding a child from a group
 - Locking another child in a room.
3. Some indicators that a child may be being bullied:
 - Changes in behaviour, eating habits, presentation, general wellbeing
 - Damage to or loss of items of clothing, property, schoolwork etc
 - Deterioration in attainments
 - Reluctance to attend school
 - Sleep problems/nightmares
 - Frequent injuries

AIMS

1. To establish an understanding of what is meant by the term 'bullying'.
2. To make all who come in contact with the children aware of the signs that bullying may be taking place.
3. To set out guidelines for dealing with bullying in terms of
 - a) general support for victims
 - b) specific routines for dealing with incidents when they occur
 - c) support for the bully

OBJECTIVES

Children from ethnic minorities, disabled children, young people who are gay or lesbian, or those with learning difficulties are more vulnerable to this form of abuse – special care needs to be taken to ensure the emotional wellbeing of these groups, and education needs to deter it (as appropriate to their age).

Everybody has a responsibility to work together to stop the bullying – the staff, the parents and the children. There has to be commitment to early identification of bullying and prompt, collective action to deal with it.

STAFF AWARENESS AND ACTION

Guidelines for teachers, assistants and lunchtime supervisors:

- Remember at all times to act as adult role models to all the children
- Make it clear that bullying is not tolerated
- Do not leave children unattended; be in the classroom or playground before they arrive
- Identify times and places where bullying may occur and do spot checks in secluded parts of the school, e.g. corridors, toilets, cloakrooms
- Encourage children to report incidents of bullying; listen carefully, and follow it up by appropriate action
- Actively promote a culture of speaking up to stay safe
- Be on the alert for behaviour which may indicate that a child is being bullied, and investigate carefully
- Support victims of bullying by listening and monitoring closely using a trauma informed approach
- Help bullies by encouraging them to change their behaviour using a trauma informed approach
- Stand where you can see the whole playground, all areas of the playground will be monitored. All areas causing a concern will be shared with staff during a morning briefing
- If you see a child in the corridor during a break time, check why they are there
- Discuss bullying and what to do to prevent/report it through the curriculum as appropriate. For example, during anti-bullying week and through the delivery of the e-safety and SMSC curriculum.
- Encourage children to seek support from adults and the post-boxes in school
- Be aware of the 'Prevent' strategies (e.g. sharing, awareness and respect for other cultures, staying safe online) and make them part of daily classroom practise
- Use a trauma informed approach to deal with inappropriate behaviour carefully labelling the emotions of all parties

Staff Responsibilities:

The Headteacher is the named contact for concerns regarding bullying and Prevent. Please discuss any concerns with them personally.

The Pastoral and Safeguarding Lead liaises with families and children regarding emotional wellbeing (for example, being a 'friend' who regularly checks in on children and checks how their day has been).

All staff are responsible for the implementation of this policy.

STRATEGIES FOR THE PREVENTION OF BULLYING AND WHAT WE WILL DO WHERE IT IS SUSPECTED

Together with classroom practise, the curriculum (e.g. Relationships and Sex education) and items listed above we will also try to prevent bullying by recognising our core values (Respect, Togetherness, Resilience, Ambition and Pride) promote a culture of:

- Respect for every child/young person's need for, and rights to, an environment where safety, security, praise, recognition and opportunity for taking responsibility are available
- Respect for every individual's feelings and views
- Recognition that everyone is important and that our differences make each of us special
- Appreciation of others by acknowledging individual qualities, contributions and progress
- Ensure safety by having school rules and practices carefully explained and displayed for all to see.

Guidance for Parents Who Are Concerned About Bullying

1. Listen to your child. Ask them, gently, for details and note them when you are on your own. Try to ascertain who and when. Is there a pattern? Is this persistent?
2. Ask them if it is ok for you to share their feelings with school.
3. Ask your child who they feel comfortable talking to in school, who are their 5 trusted adults?
4. Use helplines for further support for helping your child at home if bullying is suspected.
5. If there is a pattern, make an appointment to see the Headteacher. If there is not, make an appointment to meet the class teacher or Pastoral Lead.
6. Together, we will agree whether to take the 'No Blame Bullying' approach or an alternative one. Whichever is used, parents of the second child will be informed of the concern.
7. If you meet with the Headteacher, they will ensure that someone contacts you during the day to let you know how your child is. They will also offer you a meeting in a week's time to review the situation.
8. If you meet with your child's class teacher, they will keep in touch and let you know how your child is. (This may be discussion at home time or a call).
9. School may discuss additional support for your child – for example, a buddy at lunchtime, interventions to boost self-esteem, therapeutic check ins or where necessary, a referral to an agency.

Support for the children who are identified as victim or perpetrator:

- Children/young people should know who will listen to and support them. An EAA (emotionally available adult) will be made available to them
- Any advice and assistance should be given by an experienced member of staff. A card to a member of staff may be activated to enable the child to seek support from their EAA in a timely manner
- Children/young people should have access to Helpline numbers, NSPCC is shared in SMSC lessons
- Children/young people should be shown what is being recorded, in what context and why. This will be recorded in a Big Empathy Draw and/or sand tray therapy
- Systems should be established to open the door to children wishing to talk about bullying or any other issue that affects them. Barriers to talking need to be broken down to enable children to approach adults. For example, asking them who their 'trusted adult' may be.
- Dedicated time will be allocated to all parties to maintain and/or create trusted relationships
- Anyone who reports an incident of bullying will be listened to carefully and be supported, whether it's the child being bullied or the child who is bullying
- Any reported incident of bullying will be investigated objectively and will involve listening carefully to all those involved
- Children/young people being bullied will be supported and assistance given to uphold their right to play, learn and live in a safe environment which allows their healthy development
- Those who bully will be supported and encouraged to stop bullying using empathic responses such as, I wonder, I imagine and I notice
- Seek to understand why the child has undertaken the behaviours they have displayed in line with the **Child on Child Abuse Policy**, **Online Safety Policy** and the **Safeguarding with Child Protection Policy**, where appropriate. Staff will hold in mind that behaviour has a root cause, staff will consider what is behind the behaviour seen

- Sanctions involving *extended* periods of isolation, or which diminish and make individuals look or feel foolish in front of others, will be avoided. Sanctions will be considered in line with the school's **Behaviour and Relationships Policy**

Support for the parents/guardians:

- Any information from the police or information regarding e-safety will be published on the school website.
- Parents/guardians are advised of policies and procedures in relation to bullying
- Any suspected incidents of bullying will be discussed with the children's parents (both victim and perpetrator)
- Parents will be kept informed about how their children will be supported
- Where BED's (big empathy draws) are completed, these may be shared with each child's parent to create a consistent approach to helping them with their feelings and processing of thoughts
- Advice on coping with bullying will be given
- Parents will be provided with the contact details of agencies/support lines
- Parents will be invited to talk to the Headteacher and Pastoral Lead throughout the process of ensuring that it does not continue and that both the victim's and the perpetrator's needs are met as best as the school can manage.

-

What is a Trauma Informed Approach?

Mrs. Organ is our qualified Trauma Informed Practitioner. As a trauma informed practitioner, she is able to support children in our school that have suffered a trauma, have mental health problems or those that troubled behaviour acts as a barrier to learning.

A trauma can be something as simple as a disagreement on the playground that feels large to a child or something more serious.

Anything that activates our flight, fight, freeze system is traumatic and memorable.

Support will be delivered by therapeutic check-ins using key conversational skills, sand tray therapy and big empathy draws - to name a few. Big empathy draws are drawn on large pieces of paper, the adult will attune and draw the events that occurred. The adult will empathise with the child and add emotions to their drawings. This will help children make sense of what has happened through language, art, being listened to through collaborative storytelling and validated emphatically.

Staff will connect before they correct.

Useful Contacts

- Childline- 0800 1111 www.childline.org.uk
- NSPCC Helpline - 0808 800 5000
- Kidscape- 020 7730 3300 www.kidscape.org.uk
- Family lives - 0808 800 2222, <https://www.familylives.org.uk>

IMPLEMENTATION

PROCEDURE FOR DEALING WITH CONCERNS REGARDING BULLYING

When a pattern is suspected, log all of the incidents/times/events you can remember. Also refer to the Headteacher so that any further action can be recorded. If a staff member is aware of any developing pattern, it should be reported to the Headteacher immediately. If not, staff will be asked to keep a 'watch' on the children staff are concerned about. They may be added to our Wellbeing List.

The DSL and Pastoral Lead creates a Wellbeing List that is regularly updated and shared enabling all staff to be aware of children that need extra supervision.

1. Complete behaviour log immediately and refer to Senior Leadership.
2. Discuss the incident individually with the children involved. Ask for permission to share their thoughts with the perpetrators.
3. Consider what can be done to rectify this? (This is known as the 'no blame bullying' approach).
4. Where it is not possible to use the 'No Blame' approach the bullying child to lose playtime/s and be supervised in the classroom. A meaningful reflection time with an EAA will be deployed.
5. Tell parents/carers – ask all parents if they have any further concerns. Investigate how they may be addressed at school.
6. Hold a review meeting after a week.
7. If there is evidence of further bullying, arrange to meet with the both sets of parents/carers to discuss the nature and level of the support the school intends to make and identify how parents/carers might help.
8. Where parents are not supportive of change an Early Help Assessment may be deployed and used for future referrals.
9. Once the incident has been successfully resolved, unless there is a further occurrence of bullying, don't refer back to it.
10. If further bullying takes place, recall the bullying pupil's parents/carers.
11. Decide whether to give a fixed term exclusion if the bullying is severe when first identified or prolonged.

It is important to note in all correspondence that the Anti-Bullying Policy is not a reaction to bullying, but an attempt to prevent bullying becoming a problem.