



Anti-Bullying Policy

Berkeley Primary School

Policy agreed by Governors	November 2025
Policy uploaded to website	November 2025
Review date	November 2028
Author	Wendy Howlett



Berkeley Primary School Anti-Bullying Policy



Introduction

Berkeley Primary School is strongly committed to encouraging good, positive, caring behaviour on the part of pupils, and promoting self-discipline and proper regard for authority. As a school we take bullying seriously. Children, staff and parents and anyone associated with the school should be assured that we do not tolerate bullying and that they will be supported when such behaviour is reported.

We seek the complete development of the individual child in a pleasant, caring, safe environment and consequently we try to teach the children respect for themselves and for others. By encouraging them to care for and support one another, we hope that they develop a sense of collective responsibility and are proud to be identified as Berkeley pupils.

Bullying does not only affect those directly involved; it has a detrimental effect on the whole school. Therefore at Berkeley Primary School we aim to be proactive and to eliminate bullying traits before they manifest themselves. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents are dealt with promptly and effectively. This policy is in place to ensure that governors, teaching and support staff, pupils and parents have an understanding of what bullying is, what we do in the school to educate children about bullying, and what should be done if an issue arises.

Bullying of staff by pupils, parents or colleagues, is unacceptable. Where this occurs the Governors and Headteacher will follow the appropriate policy. Anyone feeling aggrieved will be encouraged to follow the procedures outlined in the Complaints and Whistleblowing Policies.

This policy has been written with close guidance from 'Preventing and Tackling Bullying: Advice for Headteachers, staff and governing bodies' July 2017 and statutory regulations set out in 'Keeping Children Safe in Education'. It links with other school policies.

Our anti-bullying school lead is Wendy Howlett

Aims

To reduce incidents of bullying to the minimum in our school by:

- (a) Raising awareness of all staff and children with regard to all aspects of bullying, both verbal and physical.
- (b) Supporting the complainant and helping the wrong-doer to stop such unacceptable behaviour.
- (c) Ensuring that children feel that there is a listening ear whenever they need to talk.
- (d) Ensuring that there is a consistent, fair approach to incidents.
- (e) Making our parents aware of the school's approach.
- (f) Linking the system of referral and monitoring to our general behaviour policy.

Definition

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. There are many definitions of bullying, but most have three things in common:

- It is deliberate, hurtful behaviour
- It is repeated often over a period of time
- It makes those being bullied feel powerless to defend themselves.

It can be long-term or short-term, direct or in-direct and may take many forms, for example:-

- emotional being unfriendly, excluding, tormenting, name calling, teasing, gossip
- physical pushing, kicking, taking belongings, hitting or any use of violence
- sexual unwanted physical contact
- verbal name calling, sarcasm, spreading rumours
- non-verbal offensive graffiti, gestures
- cyber phone, text, email, messenger, social media and apps, sending imagery



Berkeley Primary School Anti-Bullying Policy



How to tell that it is bullying

Bullying behaviour is deliberately hurtful and ongoing. (It is not the same as random unprovoked aggressive acts.) It is unequal and difficult to counteract by the person being bullied as it involves a power imbalance. When an incident is reported to a member of staff, it is often difficult for them to decide whether it's bullying or just normal 'falling out' – type behaviour. It is worth remembering that occasionally more than one child can be targeted, so all the above would apply, but for more than one child. Low level disruption, offensive language, banter and horseplay will be challenged. Where this occurs, clear expectations of behaviour will be set to prevent negative behaviours escalating.

These are some signs of bullying to look out for:

- Only one person is really upset
- One person is frightened of the other / others
- One person seems reluctant to say what happened
- There have been other signs that indicate that one child is unhappy e.g. change in personality, standard of schoolwork, or behaviour
- Witnesses are reluctant to come forward
- There has been a wave of incidents involving the same child / children
- A normally non-aggressive child has acted aggressively
- A child is scared/ nervous when using a computer

We are a TELLING school. We encourage and support all members of our school community to report bullying. Students may not be aware that they are being bullied due to their age, level of special educational need or vulnerability. It is the responsibility of the school community to be vigilant and ensure that all our students feel and are safe.

Anti-bullying education in the curriculum

At Berkeley Primary School we use a variety of methods to support students in preventing and understanding the consequences of bullying. These include: PSHE and relationships education lessons, assembly themes, class assemblies, anti-bullying week, safer internet day, e-safety lessons, circle time, buddies, outside speakers and theatre companies.

Staff Guidelines

1. We must make sure that all pupils know that the school has a clear, consistent policy on bullying. This is done directly through assemblies, drama, Circle Time and PSHE lessons. We have an **Child Friendly Anti-Bullying Policy** written by the School Council which is in every classroom. External agencies are often willing to work with our children either in class or during assemblies and we will include them on our Visitors Assembly Rota, so that the issue is addressed regularly. The school will highlight issues of bullying during anti-bullying week each year. It is also done through pupil management both within the classroom and around the school. The children should know that bullying will not be tolerated and that it is everyone's responsibility to stop it happening. It is important we all convey the message that they must tell a member of staff. The school will respond firmly and promptly where bullying is concerned.
2. Watch for early signs of bullying - a child needing more attention; isolation; wanting to remain with adults; low self-esteem; any change in behaviour, etc, these may indicate bullying or some other problem.
3. When on duty or at any other time as you move around the school, be alert for signs of bullying, particularly at playtimes, lunchtimes and when the children move around the school. Effective management, surveillance and control of the environment should ensure that opportunities for bullying activities are kept to a minimum.
4. Stop any observed incidents of bullying immediately. Take action as necessary but ensure that the matter is reported to the class teacher(s) of the complainant AND the child who has bullied.
5. If the complainant is in your class, offer immediate support and help, calling on colleagues for advice, if necessary. Be available and listen carefully to the pupil. Treat the matter seriously and, if you think it is serious and forms part of a pattern, refer the matter immediately to a member of the SLT. These must be recorded on CPOMs tagging in the Behaviour Team. It is important the complainant sees it has been recorded. The complainant should always be given feedback on the action taken against the child who has bullied them.



Berkeley Primary School Anti-Bullying Policy



6. If the child who has committed an act of bullying is in your class, you must reinforce and support the actions of colleagues, and ensure that, where appropriate, the child has been interviewed by a member of the SLT or Learning Mentor. It is essential, where bullying is identified at an early stage, to apply our general behaviour procedures at the appropriate level so that suitable sanctions are imposed on the child who has bullied. The bullying must be stopped quickly.
7. We apply disciplinary measures to children who bully in order to show clearly that their behaviour is wrong. Disciplinary measures are applied fairly, consistently and reasonably, taking account the needs of vulnerable children. Sanctions that are applied are always in line with our behaviour policy. We also consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves.
8. We will provide the support and monitoring needed to ensure the bullying stops. Strategies are varied and tailored for each individual situation and may include: support group, mediation, peer mentors and buddies, problem solving, teaching assertiveness skills, anger management strategies, co-operative games and group work, School Watch.
9. Parents will be notified (both parties) to ensure they are clear that the school does not tolerate bullying and are aware of the procedures we are following. We may use external agencies to support.
10. Where an incident involves sexual violence or sexual harassment refer to our Safeguarding Policy inline with 'Keeping Children Safe in Education'.
11. Remember, bullying upsets all children, not just the complainant, and it also affects the ethos of the school.

Guidelines for pupils / parents

1. If parents suspect their child is being bullied they should contact school. Parents should be prepared to talk about the signs and symptoms they have observed and any suspicions they have about those carrying out the bullying. Parents must leave the investigation to the school. If a child thinks they are being bullied they must tell an adult that they trust (parent, member of staff) or use the anti-bullying system (worry box or buddy). They must be able to explain what form the bullying is taking and how it affects them.
If anyone else witnesses bullying or an incident which they feel may be bullying, they must tell an adult, parent or other member of staff.
The incident will be treated seriously. Support will be given to the complainant and guidance to the wrong-doer.
2. The adult dealing with the incident will listen carefully to each child separately, if necessary but **may use a Restorative Practice model** which is a proven way of dealing with problems concerning children. This involves:-
 - (a) Call all children, including witnesses, together in a quiet room.
 - (b) Allow each child involved directly with the bullying (the child being bullied and the alleged wrong-doer) time to talk, giving their account **WITHOUT INTERRUPTION.**
 - (c) Allow witnesses to give their account individually **WITHOUT ANY INTERRUPTIONS.** Witnesses should have **seen** what happened, not just heard about it from someone else.

When confronted with witnesses, children are often more likely to give a truthful account. However, be aware that friends may often side with each other, or have 'seen nothing', when witnesses are called. Also be aware that it is not acceptable to take one child's word against another's, or merely accept the accounts of a friendship group only, against a single child. It is best to deal with the complainant and the wrong-doer together. When admonishing the wrong-doer, make it clear that it is their **actions** which are unacceptable and which need to be changed. Ask the child who has performed an act of bullying to apologise to the complainant.

If the complainant is not present make sure that they are quickly informed of the outcome of the process.
3. The class teacher is the key adult in deciding whether any further action needs to be taken. Our behaviour policy directs all information regarding pupils to their class teacher and our anti-bullying procedures should do likewise.



Berkeley Primary School Anti-Bullying Policy



Generally, therefore, it is the class teacher who will be in a position to judge whether we are dealing with an isolated incident or a more serious occurrence. Class teachers should be aware that where they feel that a situation of persistent bullying is occurring, it is essential that this is reported to a member of the SLT.

4. Any action which is taken should:
 - (a) Make clear to the child who has bullied another child, the unacceptable nature of their actions and encourage them to avoid repetition.
 - (b) Comfort and reassure the complainant and help them to be more assertive.
5. Please pick up our Anti-Bullying Leaflet from the reception area for more guidance.

Changing the attitude and behaviour of children who engage in bullying behaviour will be part of the positive procedures used by the school. However the school recognises that consequences will also have to be used with students who exhibit this form of behaviour (see Behaviour Policy)..

Persistent and / or long term bullying

If a child continues to inform that they are being bullied they will be provided with a log book /diary to record this. For younger children or those with special educational needs and/or disabilities support will be given. Staff and Governors will decide next steps for students who persist in bullying behaviours in-line with other school policies and plans including the school's behaviour policy. The matter must be referred to a member of the SLT. They will then liaise with the class teacher.



Berkeley Primary School
Anti-Bullying Policy

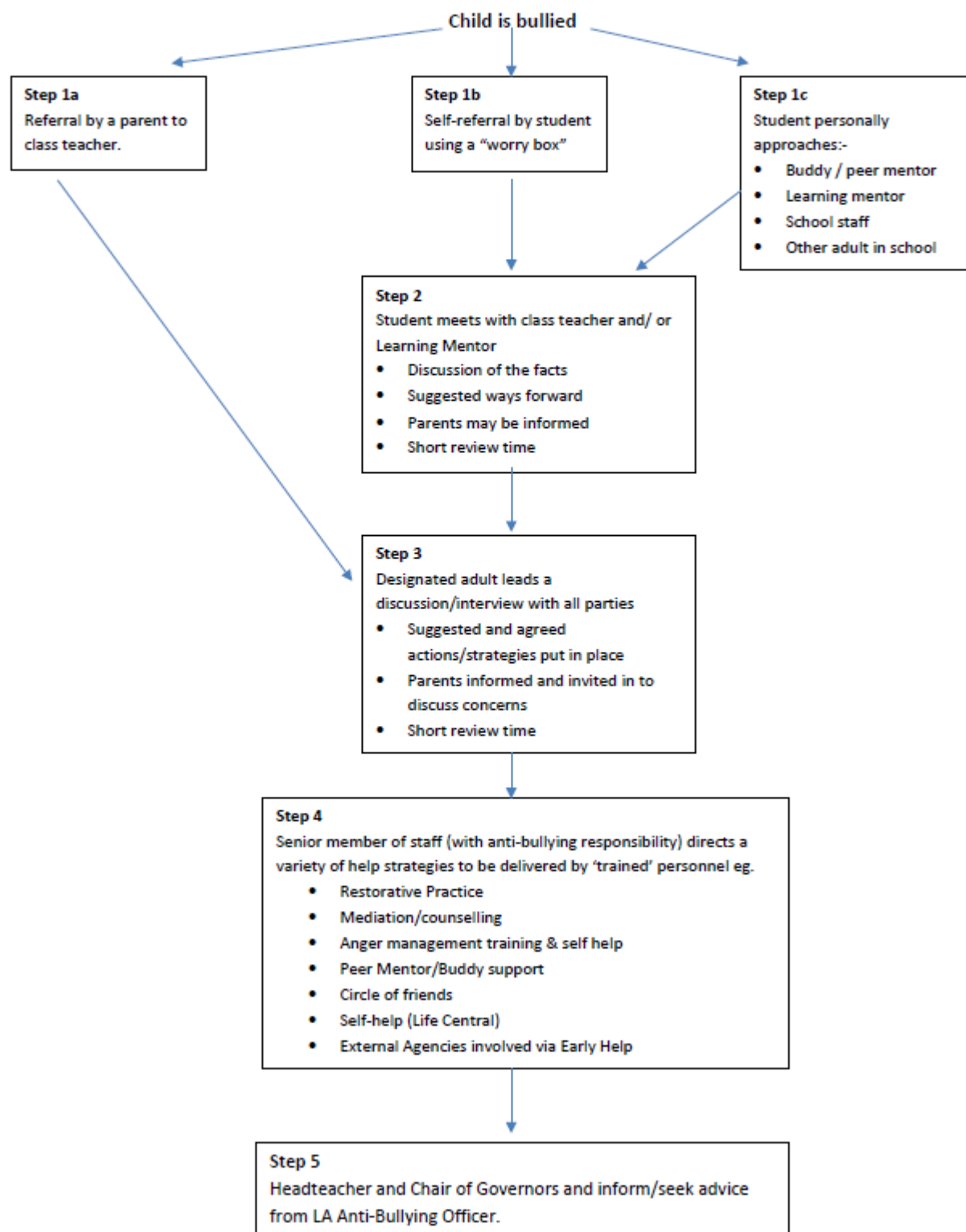


Appendix 1: Checklist for Managing a Bullying Incident

Children named in incident:	
Young person tells you that s/he is being bullied or the incident is observed.	
Report to the Anti-bullying school lead.	
Record incident following Anti-bullying policy on CPOMs.	
Ensure that an appropriate adult meets with the target of the bullying. Follow interview guidance and record. Listen to other young people who may have observed the incident. Follow interview guidance and record.	
Ensure that an appropriate adult meets with the young person alleged to be responsible. Follow interview guidance and record.	
If there is evidence or admission of bullying, issue appropriate consequences following Anti-bullying policy and behaviour policy. If using restorative approaches provide opportunities for young person to reflect and consider how they may make amends.	
Consider whether the impact of bullying is severe enough to warrant this being a safeguarding issue. If appropriate refer to designated safeguarding lead.	
If no bullying has taken place, or there is insufficient evidence, consider what further action is needed to reassure and meet the needs of those concerned.	
Inform the target of outcomes and actions taken. Keep them informed throughout. Provide on-going support.	
Inform the young person responsible of outcomes and actions taken. Keep them informed throughout. Provide on-going support.	
Contact the parent/carers of the target of the bullying. Inform them of the incident and offer appropriate support. Keep them informed throughout.	
Contact the parent/carers of the young person responsible for the bullying. Inform them of the incident and offer appropriate support. Keep them informed throughout.	
Where a criminal offence has been committed, consider reporting the incident to the police or inform parents of the target that they may want to do so.	
Consider what additional input is required in terms of: proactive work to address prejudice or promote diversity, work with class/year group/school, assemblies, individual work with students, group work with students involved, referral to outside agencies.	
Monitor the situation and review with all parties to ensure the bullying has stopped.	
Review how successful your approach has been. What additional preventative measures need to be in place?	



Appendix 2: Recommended Procedures in School for Reporting Bullying
Pathways of Help.





Berkeley Primary School Anti-Bullying Policy



Appendix 3: Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- DfE: "Preventing and Tackling Bullying: Advice for Headteachers, staff and governing bodies" and "Supporting children and young people who are bullied: Advice for schools"
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: "No health without mental health" <https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Anti-bullying Ambassador Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBT

- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND

- Anti-bullying Alliance All Together School: <https://www.anti-bullyingalliance.org.uk/get-involved/become-all-together-school>
- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Racism and Hate

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Educate Against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srtc.org/educational

Sexual Violence and Harassment

- Lucy Faithfull Foundation: <https://www.lucyfaithfull.org.uk/>
- Rape Crisis: <https://rapecrisis.org.uk/>
- The Blue Door: <https://www.thebluedoor.org/>
- Brook: <https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool>
- Stop it Now! <https://www.stopitnow.org.uk/>