## Britannia Primary School and Nursery

# Draft Anti Bullying Policy

**‘Developing responsible citizens, confident individuals, and independent learners’**

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| *Adopted by Governors on* | **Autumn Term 2026** |
| *Committee* | **LAB** |
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**Definition of a Parent**

- **All biological parents, whether they are married or not.**
- **Any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative.**
- **Any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person.**

**A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.**

## Statement of Intent

At Britannia Primary School and Nursery, we are committed to creating a safe, inclusive and nurturing environment where every child feels valued, respected and understood. Bullying in any form is unacceptable and will not be tolerated.

This Anti-Bullying Policy works alongside our **Behaviour Policy** and is underpinned by a **Therapeutic Thinking approach**, which recognises that behaviour is a form of communication. Our approach prioritises understanding, emotional regulation, positive relationships and restorative practice while maintaining clear boundaries and high expectations for behaviour.

We aim to prevent bullying through education, strong relationships and consistent responses, and to respond effectively when bullying does occur so that all pupils are supported to learn, reflect and grow.

## Definition of Bullying

Bullying is **repeated behaviour** that intentionally hurts or harms another person, either physically or emotionally. It involves an **imbalance of power** and is different from one-off disagreements or conflicts between peers.

Bullying may include:

- **Physical bullying:** hitting, kicking, pushing, taking or damaging belongings
- **Verbal bullying:** name-calling, teasing, insults, threats
- **Emotional bullying:** exclusion, spreading rumours, deliberate humiliation
- **Cyberbullying:** bullying via text messages, online platforms, games or social media
- **Prejudicial bullying:** linked to race, religion, disability, SEND, gender, family circumstances or any protected characteristic

Bullying is considered a **detrimental behaviour** as outlined in our Behaviour Policy, as it hurts individuals, damages relationships and undermines the wellbeing of our community.

## Our Therapeutic Thinking Approach to Bullying

Our response to bullying is rooted in the belief that:

- Behaviour communicates unmet needs or unlearned skills
- Children need to feel safe, understood and supported before behaviour change can occur
- Lasting change happens through relationships, reflection and restoration, not punishment alone

We therefore respond to bullying by:

- Ensuring the immediate safety and wellbeing of the targeted child
- Helping the child responsible for bullying to understand the impact of their actions
- Teaching and modelling alternative, more helpful behaviours

- Supporting all children involved to develop emotional regulation, empathy and responsibility

## The Four Rs and Anti-Bullying

Anti-bullying expectations are explicitly linked to our Four Rs:

- **Respectful**
  We treat others kindly and fairly, so everyone feels safe and valued
- **Responsible**
  We take ownership of our actions and make thoughtful choices
- **Resilient**
  We seek help and use strategies to cope with challenges
- **Reflective**
  We think about how our actions affect ourselves and others

These behaviours are taught, modelled and reinforced across school.

## Preventing Bullying

We actively work to prevent bullying through:

- A positive, therapeutic school culture built on strong relationships
- Explicit teaching of valued behaviours and emotional literacy
- RSHE lessons that promote empathy, diversity, inclusion and respectful relationships
- Assemblies and class discussions focused on kindness, difference and belonging
- Clear expectations and consistent adult responses
- Supervision in playgrounds and shared spaces
- Encouraging pupils to speak up and report concerns

Bullying prevention is everyone's responsibility.

## Reporting Bullying

Pupils are encouraged to tell a trusted adult if they feel they are being bullied or if they witness bullying. This may include:

- Class teachers
- Teaching assistants
- Lunchtime supervisors
- Phase Leaders or senior leaders
- Pastoral Team

Parents and carers are encouraged to contact the school promptly if they have concerns.

All reports of bullying are taken seriously.

## Responding to Bullying

**Immediate Response**

When bullying is suspected or reported:

- Staff will listen carefully to all parties
- The safety and emotional wellbeing of the targeted child is prioritised
- Behaviour is addressed calmly, without blame or public shaming
- Incidents are investigated appropriately and fairly

## Investigation Process and Timescales

All reports of bullying are taken seriously and investigated promptly. The school recognises the importance of balancing timely action with a thorough understanding of the circumstances.

Wherever possible:

- Immediate safeguarding and wellbeing actions will be taken on the same school day that the concern is reported.
- Initial enquiries and information gathering will begin within two school days.
- Bullying investigations will be completed within five school days where possible.
- More complex investigations involving multiple pupils, online behaviour, safeguarding concerns or external agencies may require additional time. In such cases, parents and carers will be kept informed of progress.

The purpose of the investigation is to establish an accurate understanding of what has happened, identify any patterns of behaviour and determine the most appropriate support and intervention for all children involved.

The school will consider pupil voice, witness accounts, staff observations and any relevant contextual information before reaching a conclusion.

## Therapeutic Response

Responses will:

- Focus on understanding **what happened and why**
- Be proportionate and consistent with our Behaviour Policy
- Include restorative conversations and reflection
- Teach alternative behaviours and coping strategies
- Maintain clear boundaries that bullying is unacceptable

## Consequences and Support

Consequences will be used as part of a graduated approach, not as a punishment alone, and may include:

- Time-out or removal from the situation
- Loss of privileges (e.g. Golden Time)
- Behaviour reflection with an adult
- All confirmed incidents of bullying are recorded on the school's electronic behaviour log. These records are monitored by senior leaders to identify patterns and inform further support or intervention

Support for pupils involved may include:

- Individual achievement cards
- Therapeutic Thinking Graduated Approach
- Behaviour plans and targeted support
- Parent meetings and ongoing communication

When responding to bullying behaviour, the school will take into account any special educational needs or disabilities (SEND), making reasonable adjustments and ensuring responses are appropriate to the pupil's individual needs, in line with the SEND Code of Practice.

Repeated or serious bullying will be escalated to Phase Leaders or senior leaders and may result in further intervention.

## Supporting the Targeted Child

We will:

- Provide reassurance and emotional support
- Ensure the child feels safe and listened to
- Restore confidence and sense of belonging
- Keep parents informed
- Monitor the situation to prevent recurrence

Children will never be blamed for being bullied.

## Supporting the Child Responsible for Bullying Behaviour

We recognise that children who bully often need support themselves. We will:

- Help the child reflect on their behaviour and its impact
- Teach emotional regulation and social problem-solving skills
- Set clear boundaries and expectations
- Work in partnership with parents
- Provide additional support where needed

Our aim is to support positive change and reintegration into the school community.

## Roles and Responsibilities

**All Staff**

- Model respectful and inclusive behaviour
- Respond promptly and consistently to bullying
- Use Therapeutic Thinking strategies
- Record incidents accurately

**Senior Leaders**

- Monitor patterns of bullying
- Provide support and guidance to staff
- Liaise with parents and external agencies where required

**Parents and Carers**

- Support the school's expectations
- Report concerns calmly and promptly
- Work in partnership with staff to support their child

**Pupils**

- Treat others with kindness and respect
- Report bullying
- Support peers and uphold the Four Rs

## Monitoring and Review

This policy will be monitored by senior leaders and governors and reviewed annually, or sooner if required, to ensure it remains effective and aligned with statutory guidance and school practice.

## Linked Policies

- Behaviour Policy
- Safeguarding and Child Protection Policy
- Anti-Racism Policy
- SEND Policy

If parents or carers feel that concerns about bullying have not been addressed appropriately, they should follow the school's Complaints Policy. This is available on the school website or from the school office.

## Appendix 1: Britannia's Anti-Bullying Guide for Pupils

### 💙 Everyone Has the Right to Feel Safe

At Britannia Primary School and Nursery, we want everyone to feel:

😊 Happy

🛡️ Safe

🤝 Included

⭐ Valued

We all work together to make our school a kind and welcoming place.

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### 🌈 Our Four Rs

| | |
|---|---|
| 🤝 **Respectful**<br><br>We treat others kindly and fairly, so everyone feels safe and valued. | ✅ **Responsible**<br><br>We make thoughtful choices and take ownership of our actions. |
| 💪 **Resilient**<br><br>We keep going when things are difficult and ask for help when we need it. | 🔍 **Reflective**<br><br>We think about our actions and how they affect other people. |

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### 🚫 What Is Bullying?

Bullying is behaviour that:

🔁 Happens more than once

😨 Is meant to hurt, upset or frighten someone

⚖️ Involves someone having more power than another person

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**Bullying Can Look Like...**

### 👊 Physical Bullying

- Hitting
- Kicking
- Pushing
- Damaging belongings

### 🗣️ Verbal Bullying

- Name-calling
- Teasing
- Threats
- Unkind comments

### 💔 Emotional Bullying

- Leaving someone out on purpose
- Spreading rumours
- Making someone feel embarrassed

### 💻 Cyberbullying

- Hurtful messages
- Unkind online comments
- Excluding people from online groups

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### 😳 Not Every Falling Out Is Bullying

Sometimes friends:

🎲 Disagree during games
😠 Get cross with each other
🤷 Have misunderstandings
👫 Fall out and make up

Adults will help children solve these problems fairly and respectfully.

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## 🆘 What Should I Do If I'm Worried?

**TELL SOMEONE!**

You can speak to:
👩 Your teacher
👩‍🏫 A teaching assistant
🦺 A mid-day assistant
⭐ A Phase Leader
💙 A member of the Pastoral Team
✅ Any trusted adult

**Remember**

**Telling is Brave!**

❌ You are NOT getting someone into trouble.
✅ You are helping adults keep everyone safe.

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## 💔 What If I See Someone Being Bullied?

You can:
✅ Tell an adult
✅ Stay with the child
✅ Invite them to join your game
✅ Use kind words
✅ Be a good friend

You should never:
❌ Join in
❌ Laugh along
❌ Encourage others
❌ Ignore someone who needs help

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## 👩‍🏫 What Will Adults Do?

Adults will:
👂 Listen carefully
❤️‍🩹 Take your worries seriously
🛡️ Help you feel safe

🔍 Find out what happened
🤝 Support everyone involved
🌱 Help children learn from mistakes
✅ Check that things get better

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### 🌟 Britannia's Anti-Bullying Promise 🌟

At Britannia we promise to:
✅ Be kind
✅ Use respectful words
✅ Include others
✅ Help people who feel lonely
✅ Tell an adult when we are worried
✅ Follow the Four Rs
✅ Make our school safe and welcoming

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### 💙 Remember...

**You Are Never Alone**
🧍‍♂️ We will listen.
🛡️ We will help.
😊 We care about you.
⭐ You belong at Britannia.

**Appendix 2: Britannia's Anti-Bullying Policy Parent Summary**

# Our Approach

At Britannia Primary School and Nursery, our Anti-Bullying Policy is underpinned by a Therapeutic Thinking approach which recognises that behaviour is a form of communication.

We are committed to creating a safe, inclusive and nurturing environment where all children feel valued, respected and supported.

Bullying is unacceptable and will always be addressed. Our approach focuses on:

- protecting children from harm
- understanding what has happened
- teaching positive behaviours
- repairing relationships where appropriate
- preventing future incidents

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# What Is Bullying?

Bullying is behaviour which:

- is repeated over time
- is intended to hurt, upset or intimidate
- involves an imbalance of power

This differs from occasional disagreements, friendship difficulties or one-off incidents.

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# Preventing Bullying

Bullying prevention is embedded throughout school life through:

- Therapeutic Thinking
- the Four Rs
- RSHE lessons
- assemblies
- pastoral support
- online safety education
- staff modelling positive relationships

# Reporting Concerns

Parents and carers are encouraged to contact the school promptly if they have any concerns regarding bullying.

All concerns are taken seriously and investigated appropriately.

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# Investigation Process

Wherever possible:

- Immediate safety and wellbeing actions are taken on the same school day.
- Initial enquiries begin within two school days.
- Investigations are completed within five school days where possible.
- Parents are kept informed throughout the process.

The school carefully considers pupil voice, witness accounts, staff observations and contextual information before reaching a conclusion.

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# Support for Children

## Children Experiencing Bullying Behaviour

Support may include:

- pastoral support
- trusted adult check-ins
- friendship support
- increased monitoring
- regular communication with parents

## Children Displaying Bullying Behaviour

Support may include:

- restorative conversations
- reflection activities
- behaviour monitoring
- achievement cards
- parent meetings
- Therapeutic Thinking Graduated Approach support

## Consequences

Where bullying is confirmed, consequences will be applied in line with the school's Behaviour Policy.

These may include:

- reflection activities
- loss of privileges
- behaviour monitoring
- internal suspension
- suspension in serious cases

Consequences are used alongside support and intervention.

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## Follow-Up and Monitoring

Following a confirmed bullying incident:

- staff will continue to monitor the situation
- a review will normally take place within two weeks
- additional reviews may be arranged where necessary

This helps ensure that bullying has stopped and that all children feel safe and supported.

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## Working Together

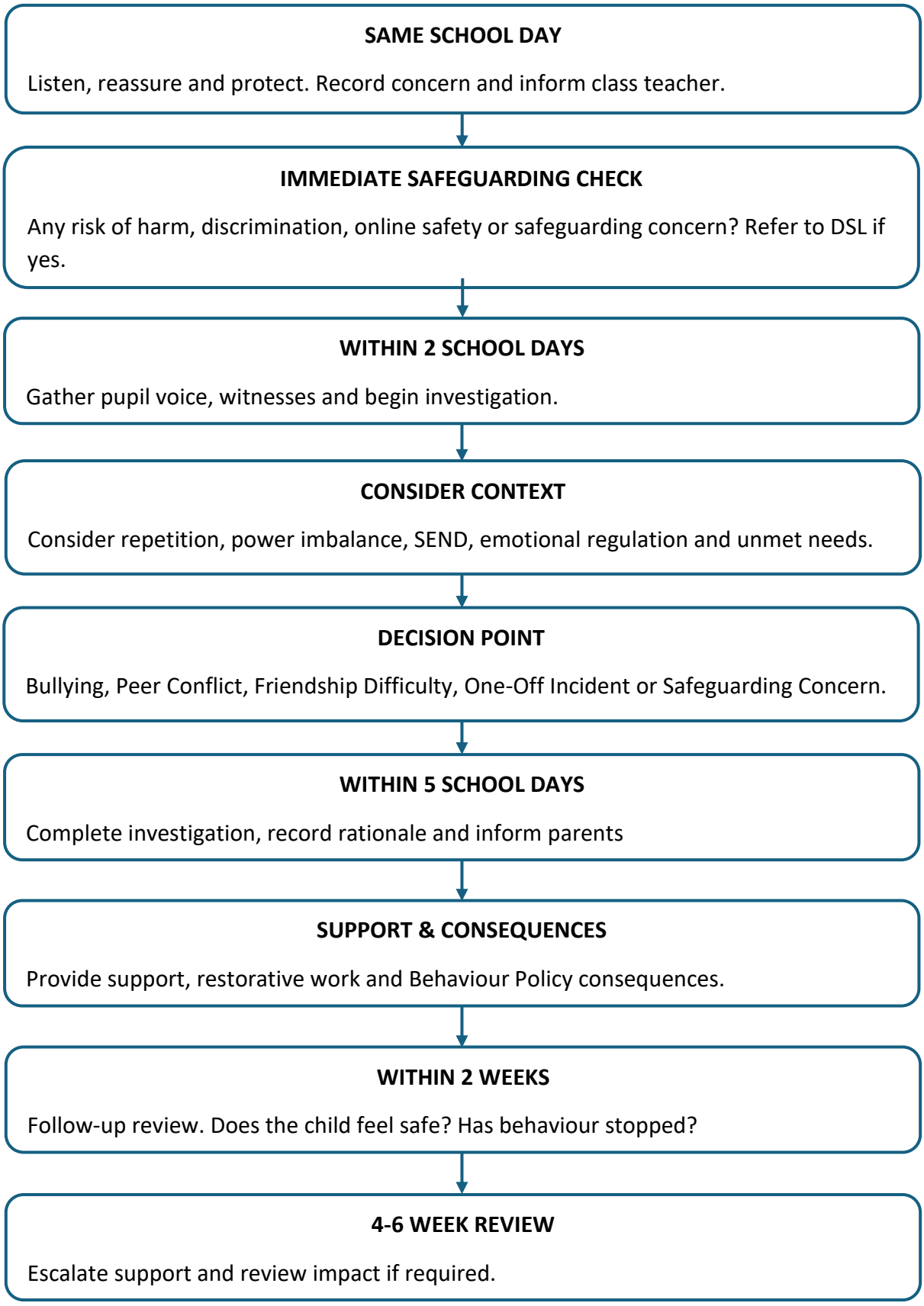
Parents and carers play an important role in helping us create a safe school community.

We ask parents to:

- encourage the Four Rs at home
- report concerns promptly
- work in partnership with school staff
- support restorative and therapeutic approaches where appropriate

Together we can ensure that every child at Britannia feels safe, respected and able to thrive.

## Appendix 3: Britannia Staff Bullying Concern Flowchart




**Protect -> Understand -> Teach -> Restore**

**Prioritise safety, avoid labels, maintain boundaries and support positive change**

**Investigator:**

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**Date Investigation Started:**

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**Date Completed:**

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## Section 1: Initial Concern

**Date Report Received:**

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**Reported By:**

☐ Pupil ☐ Staff Member

☐ Parent/Carer ☐ Other _____

**Date/Time of Incident(s):**

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**Location(s):**

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**Brief Description of Concern:**

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## Section 2: Individuals Involved

**Child Experiencing Bullying Behaviour**

Name(s):

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**Child Displaying Bullying Behaviour**

Name(s):

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**Witnesses**

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## Section 3: Initial Assessment

**What type of concern has been reported?**

☐ Physical ☐ Emotional/Relational ☐ Prejudice-Related

☐ Verbal ☐ Online/Cyberbullying ☐ Other _____

**Initial Assessment**

☐ Possible bullying ☐ Friendship difficulty ☐ Safeguarding concern

☐ Peer conflict ☐ One-off incident ☐ Further investigation required

**Reason for Initial Assessment**

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## Section 4: Pupil Voice

**Child Experiencing Bullying Behaviour**

**What happened?**

**How did it make you feel?**

**Has this happened before?**

☐ Yes ☐ No

If yes, please explain:

**What would help you feel safe and supported?**

**Child Displaying Bullying Behaviour**

**Tell me what happened.**

**What were you thinking at the time?**

**What were you feeling at the time?**

**What do you think the impact has been on others?**

**What could you do differently next time?**

## Section 5: Witness Accounts

Witness Name:

Account:

Repeat as required.

## Section 6: Investigation Findings

**Evidence Considered**

☐ Pupil accounts ☐ Parent information ☐ Other

☐ Witness accounts ☐ Behaviour records

☐ Staff observations ☐ Online evidence

Details:

## Section 7: Context and Contributing Factors

The purpose of this section is to understand the context of the behaviour and identify any unmet needs, contributing factors or support requirements.

Relevant factors identified:

☐ Friendship breakdown

☐ Emotional dysregulation

☐ Social communication difficulties

☐ SEND needs

☐ Mental health concerns

☐ Family circumstances

☐ Online activity

☐ Previous incidents

☐ Peer influence

☐ None identified

☐ Other

Details:

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## Section 8: Safeguarding Screening

Does this incident involve any of the following?

☐ Racism

☐ Disability discrimination

☐ Sexist behaviour

☐ Sexual harassment

☐ Homophobia

☐ Transphobia

☐ Hate incident

☐ Online safety concerns

☐ Harmful behaviour

☐ None identified

**DSL Consultation Required?**

☐ Yes ☐ No

Date:

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Outcome:

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## Section 9: Outcome

Using the school definition of bullying:

**Investigation Outcome**

☐ Bullying confirmed ☐ Friendship issue ☐ Safeguarding concern

☐ Bullying not confirmed ☐ Peer conflict ☐ Inconclusive

**Rationale**

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## Section 10: Support Plan

**Support for Child Experiencing Bullying Behaviour**

☐ Check-in with trusted adult ☐ Safe person identified ☐ Emotional wellbeing support

☐ Pastoral support ☐ Increased supervision ☐ Other

☐ Friendship support ☐ Parent communication

Details:

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**Support for Child Displaying Bullying Behaviour**

☐ Restorative conversation ☐ Achievement Card ☐ Social skills support

☐ Reflection activities ☐ Behaviour monitoring ☐ Emotional regulation support

☐ Parent meeting ☐ Graduated Approach ☐ Other

Details:

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## Section 11: Consequences and Boundaries

Where appropriate and in line with the Behaviour Policy.

☐ Reflection time ☐ Behaviour log entry ☐ Fixed-term suspension

☐ Missed Golden Time ☐ Internal suspension ☐ Other

Details:

## Section 12: Restorative Actions

Actions agreed to repair harm and rebuild relationships:

☐ Restorative conversation ☐ Relationship repair plan ☐ Supported reintegration

☐ Apology ☐ Other

Details:

## Agreed Next Steps

## Section 13: Follow-Up Review

**Review Date**

**Has the behaviour stopped?**

☐ Yes ☐ Partly ☐ No

**Child Experiencing Bullying Behaviour Feedback**

How safe does the child currently feel?

**Child Displaying Bullying Behaviour Feedback**

What progress has the child made?

**Further Actions Required**

## Section 14: Sign Off

Investigator Name:

Signature:

Date: