Brickhouse Primary School

Anti-Bullying Policy

A whole-school approach to preventing, identifying and responding to bullying

Updated for DfE Preventing and Tackling Bullying guidance, KCSIE 2026, Behaviour in Schools guidance, Equality Act duties and current online safety expectations.

Policy owner	**Headteacher: Nyoka Lawrence**
Safeguarding link	Miss N Lawrence DSL, Miss K Gaymer DDSL
Behaviour lead	Miss K Gaymer
Date updated	July 2026
Review date	July 2027, or sooner if statutory guidance changes
Approved by	Governing Body

Headteacher commitment

Brickhouse Primary School will not minimise bullying as banter, friendship issues, children being children or part of growing up. Adults will notice patterns, listen to children, act early, record accurately and follow through. The standard is simple: every child should feel safe, respected and able to learn.

1. Purpose and legal framework

This policy explains how Brickhouse Primary School prevents and responds to bullying. It applies to pupils, staff, governors, parents/carers, visitors and all adults working with or on behalf of the school.

- Education and Inspections Act 2006: schools must have measures to encourage good behaviour and prevent bullying among pupils.
- Equality Act 2010: schools must prevent discrimination, harassment and victimisation linked to protected characteristics.
- Keeping Children Safe in Education 2026: bullying may be a safeguarding concern, especially where it involves child-on-child abuse, online harm, sexual harassment, discrimination or exploitation.
- DfE Preventing and Tackling Bullying guidance, updated GOV.UK page July 2026.
- DfE Behaviour in Schools guidance, February 2024.
- DfE guidance on preventing and tackling bullying and harassment of school staff, July 2026.
- Working Together to Safeguard Children 2026 and local safeguarding procedures.

2. Definition of bullying

Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group physically, emotionally, socially or online. Bullying involves an imbalance of power. It may be direct or indirect, obvious or hidden, face-to-face or online.

A one-off incident may not always be bullying, but it may still be serious, harmful and require action. Repeated low-level incidents, exclusion, name-calling, online messages or social manipulation may amount to bullying when seen as a pattern.

Type	Examples
Physical	Hitting, kicking, pushing, damaging belongings, intimidation or blocking movement.
Verbal	Name-calling, threats, insults, teasing, racist, sexist, homophobic, biphobic, transphobic, disablist or faith-based language.
Social / emotional	Excluding, spreading rumours, humiliation, controlling friendships, coercion, peer pressure or isolating a child.
Cyberbullying	Abusive messages, group chats, image sharing, impersonation, threats, exclusion, AI-generated or manipulated content, harmful posts or gaming abuse.
Prejudice-based	Bullying linked to race, religion, disability, SEND, sex, sexual orientation, gender reassignment, family circumstances, appearance, poverty, care status or any protected characteristic.
Sexual bullying/harassment	Sexual comments, jokes, gestures, unwanted attention, image-based abuse, upskirting, misogynistic language or harmful sexual behaviour.

3. What bullying is not

Not every disagreement, falling out or one-off unkind act is bullying. Children can have conflict, make mistakes and need support to repair relationships. However, adults must not dismiss harm too quickly. Where there is repetition, power imbalance, fear, humiliation, discrimination, sexual content, online harm or a vulnerable child, the school will treat the matter seriously and consider safeguarding action.

4. Whole-school prevention

- clear behaviour expectations taught and revisited;
- visible adult supervision in classrooms, corridors, toilets, playgrounds, lunch hall, clubs and trips;
- RHE/PSHE teaching on respect, kindness, consent in everyday contexts, online safety, stereotypes, prejudice and bystander behaviour;
- restorative and relational practice where appropriate, without replacing safeguarding action;
- pupil voice systems and trusted adults;
- staff training on bullying, child-on-child abuse, discrimination, online harm and safeguarding;
- clear reporting routes for pupils, parents and staff;
- regular review of behaviour, attendance, safeguarding and incident data to identify patterns;
- support for vulnerable groups, including SEND, children in care, young carers, pupils with a social worker and children experiencing poverty or family stress.

5. Reporting bullying

Pupils may report bullying by speaking to any member of staff, class teacher, pastoral staff, DSL/DDSL, lunchtime supervisor, office staff, or through agreed pupil reporting systems such as worry boxes, feeling pots or school reporting routes.

Parents/carers should report concerns to the class teacher, pastoral/behaviour lead or senior leader. Staff must pass concerns on promptly and must not wait to see if bullying resolves where a child may be unsafe.

6. Responding to bullying

1. Listen to the child and reassure them that they have done the right thing by telling an adult.
2. Record the concern factually, including dates, times, location, witnesses, online evidence and impact.
3. Assess immediate safety and whether safeguarding, discriminatory, sexual, criminal or online risk is present.
4. Inform relevant staff and the DSL where there is safeguarding concern.
5. Speak to children involved separately and fairly. Do not force reconciliation where it may increase harm.
6. Inform parents/carers as appropriate, unless doing so creates safeguarding risk.
7. Agree protective action for the child who has been bullied.
8. Address the behaviour of the child or children who have bullied, including sanctions, education, repair and support.
9. Monitor and review. Bullying is not resolved because one conversation has happened.
10. Record outcomes and check whether patterns indicate wider culture, supervision or curriculum action is needed.

7. Support for pupils who are bullied

- a named trusted adult and regular check-ins;
- safety planning for lessons, playground, lunch, toilets, clubs, journeys or online spaces;
- support to restore confidence, friendships and wellbeing;
- pastoral support, mental health support or external referral where needed;
- adjustments for SEND or communication needs;
- clear action to prevent retaliation;
- review with parents/carers and staff.

8. Responding to pupils who bully others

The school will address bullying behaviour firmly and fairly. Sanctions may be used in line with the Behaviour Policy, but sanctions alone are not enough. Staff will consider why the behaviour happened, whether the pupil has unmet needs, whether they are also experiencing harm, and what education, supervision or support is needed to prevent recurrence.

- clear explanation of harm caused;
- proportionate behaviour response or sanction;
- restorative work only where safe and appropriate;
- education about respect, prejudice, online harm and empathy;
- parent/carer involvement;
- risk assessment where needed;

- safeguarding referral where behaviour indicates abuse, exploitation, sexual harm, serious violence or discriminatory harm.

9. Cyberbullying and online harm

Cyberbullying can happen at any time and can follow a child home. The school will respond where online behaviour affects pupils' safety, wellbeing, relationships or education, even if it happens outside school hours or off school premises.

- pupils should not retaliate or forward harmful content;
- staff should preserve factual information without asking to view illegal images;
- nude/semi-nude image concerns must go directly to the DSL;
- AI-generated or manipulated images are treated seriously;
- parents/carers may be asked to support evidence preservation and removal;
- police or social care may be involved where threats, hate crime, harassment, sexual offences or illegal images are involved.

10. Prejudice-based and discriminatory bullying

Bullying linked to protected characteristics or perceived differences will be treated seriously. This includes racist, faith-based, sexist, misogynistic, homophobic, biphobic, transphobic, disablist or appearance-based bullying, and bullying linked to poverty, family circumstances, care status or SEND.

The school will record discriminatory incidents, consider safeguarding implications, inform parents/carers where appropriate, educate pupils, use sanctions where needed and review whether wider curriculum or culture work is required.

11. Child-on-child abuse and safeguarding

Bullying may be child-on-child abuse. It may involve physical abuse, emotional abuse, sexual violence, sexual harassment, harmful sexual behaviour, coercion, exploitation, intimidation or online abuse. Where safeguarding concerns exist, the Safeguarding and Child Protection Policy take priority.

Staff must never dismiss sexual harassment or abusive behaviour as banter, part of growing up or normal childhood behaviour. The DSL must be involved where bullying includes sexual content, discrimination, serious violence, exploitation, coercion, significant emotional harm, online risk or repeated targeting of a vulnerable child.

12. Bullying outside school premises

The school may respond to bullying outside school where it affects pupils in school, involves pupils from the school, happens on the way to or from school, takes place online, occurs on trips or clubs, or affects the safety, wellbeing or education of pupils. The school may work with parents/carers, transport providers, police, social care and other agencies where needed.

13. Bullying and harassment of staff

Brickhouse Primary School will also act to prevent and tackle bullying and harassment of school staff, in line with DfE July 2026 guidance. Abuse, threats, intimidation or harassment of staff by pupils, parents/carers, online users or other adults will not be tolerated. Staff should report concerns to a senior leader. Leaders will consider support, recording, communication boundaries, behaviour action, police advice, legal routes or site restrictions where appropriate.

14. Recording and monitoring

All bullying concerns and outcomes must be recorded. The school will monitor patterns by pupil, group, location, time, type of bullying, protected characteristic, SEND, attendance, online incidents and repeat behaviour. Leaders and governors will use this information to improve supervision, curriculum, staff training, safeguarding and behaviour practice.

What we monitor	Why it matters
Repeated names	Shows victimisation, retaliation or persistent harmful behaviour.
Locations	Identifies unsafe spaces such as toilets, corridors, lunch hall, playground or online spaces.
Time of day	Shows risk points such as transitions, lunch, clubs or journeys.
Type of bullying	Guides curriculum, safeguarding, behaviour and parental work.
Protected characteristics / SEND	Supports equality duties and identifies discriminatory patterns.
Outcome and review	Prevents “one conversation” responses without follow-up.

15. Roles and responsibilities

Role	Responsibility
Headteacher	Sets culture, ensures policy implementation, monitors serious or repeated bullying, reports to governors and ensures staff act consistently.
Governing Body	Approves policy, monitors effectiveness, checks equality and safeguarding duties are met.
DSL / DDSL	Leads where bullying is safeguarding, child-on-child abuse, online harm, sexual harassment or discriminatory harm.
All staff	Notice, listen, record, report and follow up. Do not dismiss bullying as banter or friendship issues.
Pupils	Report concerns, seek help, act as positive bystanders and follow school expectations.
Parents/carers	Report concerns early, work with school and support safe online/offline behaviour.

16. Staff quick route

If you see/hear...	Do this
A child says they are being bullied	Listen, reassure, record and pass to class teacher / senior leader / DSL if safeguarding concern.
Bullying includes sexual comments, images, threats, coercion or discrimination	Report to DSL immediately.

Online bullying	Do not ask to view illegal material. Record facts and report to DSL/online safety lead.
A repeated pattern	Escalate. Repetition means risk is increasing.
Immediate danger	Call senior support and emergency services if needed.

17. Review

This policy will be reviewed annually or earlier if statutory guidance changes, bullying patterns show concern, or governors/senior leaders identify a need for review.

Date	**July 2026**
Review	July 2027
Signed	Headteacher: Nyoka Lawrence

Sources used for 2026 update

- DfE Preventing and Tackling Bullying guidance, GOV.UK page updated 9 July 2026.
- Keeping Children Safe in Education 2026.
- DfE Behaviour in Schools guidance, February 2024.
- Equality Act 2010 and Public Sector Equality Duty.
- Education and Inspections Act 2006.
- DfE guidance: Preventing and tackling bullying and harassment of school staff, July 2026.
- DfE online safety, filtering and monitoring guidance where cyberbullying and online harm are relevant.

Appendix: Brickhouse reporting hierarchy and pupil-friendly procedure

This appendix preserves the school-specific procedure from the original policy and should be shared with pupils, parents/carers and staff in plain language.

A. Examples of bullying behaviour from the original policy

- Physical: pushing, kicking, hitting, punching or any use of violence.
- Racist: racist taunts, name-calling, gestures or ridicule linked to skin colour or ethnicity.
- Sexual: unwanted physical contact or sexually abusive comments.
- Homophobic: because of, or focusing on, sexuality.
- Verbal: name-calling, sarcasm, spreading rumours or teasing.
- Cyberbullying: bullying that takes place using electronic technology.

B. School aims

- Staff, governors, pupils and parents/carers are committed to preventing bullying and unacceptable behaviour.
- All staff, governors, pupils and parents/carers understand bullying behaviour and its consequences.
- Clear procedures for reporting bullying are understood and followed.
- Clear guidance is available for staff and children on how incidents of bullying should be dealt with.

C. Contact hierarchy for parents/carers

Parents/carers wishing to contact the school about bullying should use the following route:

- Class Teacher
- Key Stage Leader / Assistant Headteacher
- Deputy Headteacher
- Headteacher

D. What it looks like for children

- Tell a teacher or an adult in school if you think you are being bullied or if someone at home or a friend says they can tell a teacher or adult in school.
- Use the SAY NOW boxes if you need to share a worry and do not feel able to speak straight away.
- Explain exactly what has happened and talk with the teacher to see if it is bullying or a one-off bad behaviour incident.
- The teacher will check both sides of the story.
- Any incidents saying that a child feels they are being bullied will be recorded, so repeated incidents can be tracked.
- Bad behaviour will be addressed according to the school policy.

E. First response for adults when a child reports bullying

- All incidents will be investigated and records kept.
- Serious or persistent incidents of bullying will be referred to the Deputy or Headteacher.
- Where children are in a vulnerable group, the relevant key stage manager will also be informed so support can be planned.
- Parents/carers will be informed and relevant next steps agreed, including attending meetings where needed.
- The SENCo and pastoral team may become involved to support the situation and children involved.
- Each case will be treated separately and the appropriate action or sanction applied.
- The bully will be helped to understand the wrongdoing and distress caused, and will be supported to appreciate the impact of their behaviour.

F. Leadership assurance

Leaders will not close a bullying concern until there has been a follow-up check with the child, a record of action taken, and consideration of whether further supervision, pastoral support, curriculum work or safeguarding action is needed.