



## Brackley Church of England Junior School

*'We are a Caring, Celebratory, Courageous, Christ-inspired, Community rooted in Love.'*

### Anti-Bullying Policy

Policy Ownership	Ethos Committee
Statutory Requirement	No
Date reviewed by committee	November 2025
Adopted by Full Governing Body	Delegated to committee
Policy Review Date	November 2027

*"Life in all its fullness"*

# Brackley Church of England Junior School

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## Anti-Bullying Policy

### **Statement of Intent**

At Brackley Church of England Junior School, we are committed to creating and maintaining a safe, inclusive environment where every child is loved, respected, and supported to flourish. Bullying of any kind is not tolerated.

Our mission, "Life in all its fullness," underpins this policy, along with our Christian values of Caring, Celebratory, Courageous, Christ-inspired, Community and Love. These guide how we prevent, respond to, and restore relationships when bullying occurs.

This policy should be read alongside our Restorative Approaches & Behaviour Policy, Safeguarding and Child Protection Policy, and Inclusion Policy.

## Defining Bullying

Bullying is behaviour by an individual or group of individuals, repeated over time, that intentionally hurts another child, either physically or emotionally. It often involves an imbalance of power. At Brackley C of E Junior School, we consider that when the same behaviour occurs a minimum of three times in a half term between the same children, it is treated as repeated behaviour and addressed accordingly.

Bullying can take many forms:

- Verbal: name-calling, teasing, threats
- Physical: hitting, kicking, taking belongings
- Emotional/Relational: excluding, spreading rumours, intimidation
- Online (Cyberbullying): using technology to cause harm, including text, images, or social media

Examples include bullying based on appearance, race, faith, gender, disability, additional needs, family circumstances, or socio-economic background.

## Cyberbullying and AI

Cyberbullying includes harmful use of digital platforms, messaging, or images. This may also involve AI-generated content, such as fake images, manipulated voices, or false online messages. All such incidents will be treated with the same seriousness as other forms of bullying.

## Roles and Responsibilities

- Governing Board: Ensure the policy is reviewed, inclusive, and aligned with safeguarding responsibilities.
- Headteacher and Senior Leaders: Implement, monitor, and review the policy; ensure staff training; meet with parents when required.
- Staff: Model respectful behaviour, remain alert to signs of bullying, respond swiftly, complete the bullying form, provide the child with a blank book and give daily time to record incidents, communicate with parents and provide follow-up support.
- Pupils: Show kindness, courage, and respect; tell a trusted adult if they experience or witness bullying.
- Parents and Carers: Support their child, work in partnership with the school, and report concerns promptly following our school communication pathway.

## Prevention

We prevent bullying by:

- Promoting our values through curriculum, collective worships, and daily practice.
- Teaching respectful relationships, diversity, and online safety in PSHE.
- Creating inclusive classrooms with positive behaviour expectations.
- Encouraging children to name and discuss their trusted adult network through our safeguarding curriculum.
- Training staff on recognising and tackling bullying.

## Raising the Matter of Bullying

At Brackley C of E Junior School, we encourage children and parents to speak up quickly if they have any worries about bullying or unkind behaviour. Early communication helps us to resolve issues before they escalate and ensures that every child feels safe and supported.

We follow a clear Communication Pathway so that concerns are dealt with fairly and efficiently:

Speak to the class teacher first.

*“Life in all its fullness”*

The class teacher knows the children best and will listen carefully, record the concern, and take initial steps to investigate or provide support.

If the concern continues, contact the deputy headteacher via the office email address.

They will review the actions taken, gather further information if needed, and coordinate additional support for those involved.

If further escalation is needed, contact the Headteacher.

Serious or ongoing concerns will be investigated in line with the Anti-Bullying Procedures (Appendix i).

If parents remain dissatisfied with how the issue has been handled, they may refer to the school's Complaints Policy for guidance on the next steps.

We ask that all concerns are raised in a spirit of partnership and mutual respect. Working together as a caring and courageous community ensures that every child can thrive in a safe and nurturing environment.

## **Responding to Bullying**

When bullying is reported or suspected, staff will act promptly and fairly. The response will be guided by our Christian values and Restorative Approaches & Behaviour Policy.

Actions will include:

1. Listening carefully to all children involved.
2. Investigating fully, ensuring children feel safe during the process.
3. Recording the incident using the Anti-Bullying Record Form (Appendix iii).
4. Supporting the victim, including use of a worry book (see Appendix i).
5. Working restoratively with the child who has caused harm, alongside proportionate sanctions.
6. Involving parents/carers of both parties.
7. Considering additional support or reasonable adjustments where children have SEND.
8. Giving sanctions in line with our school behaviour policy.
9. Consider referring children to our pastoral and family support worker.
10. Reflecting on whether cases could have been handled better and using these reflections to inform future practice.

Bullying outside of school (e.g. in the community or online) will also be investigated and addressed where it impacts pupils' wellbeing in school.

## **Record-Keeping and Complaints**

- All incidents are recorded and monitored by the Senior Leadership Team.
- Records are reviewed to identify patterns and inform preventative action.
- Where parents are not satisfied with how an incident has been managed, the Complaints Policy should be followed.

## **Monitoring and Review**

This policy will be reviewed annually by senior leaders and governors, with pupil and parent voice considered.

## Appendices

### Appendix i – Anti-Bullying Procedures

#### Step-by-Step Procedure

##### 1. Initial Concern

- Concerns may be raised by a child, parent, or staff member.
- The class teacher or adult informed will listen and reassure.

##### 2. Investigation

- Victim, alleged child causing harm, and any witnesses are spoken to separately.
- Notes are recorded on the Anti-Bullying Record Sheet (Appendix iii).

##### 3. Support for the Victim

- Daily emotional check-ins.
- A worry book kept for 3 weeks: time is given each day to write in it.
- The child will be told that entries may be shared with other staff to keep them safe.
- Restorative practice used to allow the victims voice to be heard and an opportunity for reconciliation.
- Additional support through daily check-ins, trusted adult networks, or referral to pastoral staff.

##### 4. Support for the Child Who Has Caused Harm

- Opportunity to reflect through a restorative conversation.
- Clear explanation of why the behaviour is unacceptable.
- Sanctions applied fairly, considering age, understanding, and any SEND.
- Ongoing monitoring and support to change behaviour.

##### 5. Parent Involvement

- Parents of both parties informed and engaged in supporting solutions.

##### 6. Follow-Up

- Progress monitored for at least half a term.
- Formal review meetings held if concerns continue.



## Appendix ii – Protective Behaviours



**Protective Behaviours (PBs)** is a safety awareness and resilience building programme which helps children and adults to recognise any situation where they feel worried or unsafe, such as feeling stressed, bullied or threatened and explores practical ways to keep safe.

There are two underlying themes to protective behaviours:

**Theme 1: We have the right to feel safe all of the time and others have the right to feel safe with us.**

**Theme 2: We can talk with someone about anything, even if it feels awful or small.**

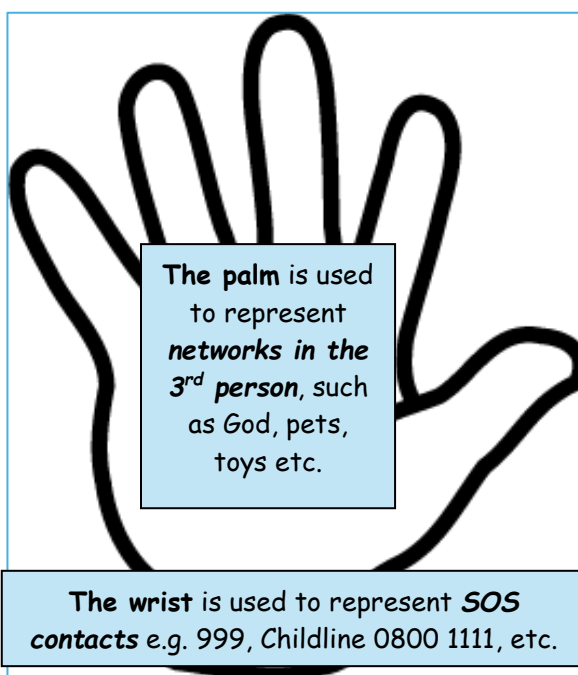
All children at Brackley C of E Junior School are taught through the **Protective Behaviours** programme at the beginning of each school year. This helps them to choose a personal network of people who they trust and can action something on their behalf. The children are encouraged to choose from family members, school staff etc. as the main people in their network.

The **four fingers** should include **four other adults** who the child can trust. Some spaces may be left blank, known as 'situations vacant' which might be filled in at a later date.

### **Important**

Children may also choose to borrow a friend's network if for example, they were on a sleepover; this is known as a **borrowed network**.

In some situations, it might also be appropriate for a child to use an **emergency network** for example, if they got lost in a shop. Children are encouraged to trust their early warning signs and decide who feels like the **safest stranger** to approach for help.



The **palm** is used to represent **networks in the 3<sup>rd</sup> person**, such as God, pets, toys etc.

The **thumb** is used to represent **the main person** in the child's personal network. This is usually a trusted adult at home or at school.

The **wrist** is used to represent **SOS contacts** e.g. 999, Childline 0800 1111, etc.



**Incident was not bullying on this occasion because it was**

- the first reported hurtful incident between these children
- teasing/banter between friends without intention to cause hurt (should not happen again)
- falling out between friends after a quarrel, disagreement or misunderstanding
- conflict that got out of hand (should not happen again)
- activities that all parties have consented to and enjoyed (check for subtle coercion)
  - got out of hand
  - parental concern
- Other (please specify)

**Further action taken (including restorative approach), sanction and support for those harmed and causing the harm:**

<b>Both sets of parents contacted (please tick)</b>		
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**Follow Up/ Monitoring (to be completed for at least 6 weeks after the bullying has been confirmed:**

**Signed and Dated:**

This record will be kept in a file with the Headteacher.