

Anti-Bullying Policy 2025-2026

Adopted by:
Broadmeadow Schools



2025-2026

This policy was reviewed and updated by Mr K Medway, Headteacher and is approved and adopted by the Local Governing Board

Approved by:	Ms D. Latham
Last reviewed:	December 2025
Next review due by:	December 2026

Version Number A2025.1

1. Vision and Principles

At Broadmeadow, our motto is: **Kind hearts, bright minds, big dreams**. We believe that for children to develop bright minds and achieve their big dreams, they must first feel safe and valued. This is rooted in our commitment to kind hearts. We are "United Against Bullying," and this policy aligns with our **Behaviour and Relationships Policy**, which focuses on safety, respect, and restoration.

As a school, we believe in the power of education and restorative practice to transform behaviours. We reject the idea that any child is beyond change, ensuring every child has the opportunity to thrive in a supportive environment.

2. Definition: What is Bullying?

In line with the **Anti-Bullying Alliance (ABA)**, we define bullying as:

"The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online."

Key Components (STOP):

- **Several Times On Purpose.**
- **Imbalance of Power:** The person at the receiving end feels they cannot defend themselves.
- **Intentional:** The behaviour is deliberate.

What Bullying is NOT:

It is important to distinguish bullying from **Relational Conflict** (falling out). One-off incidents, while requiring a response under our Behaviour Policy, are not necessarily bullying unless they are repetitive and involve a power imbalance.

3. Types of Bullying

- **Physical:** Hitting, kicking, theft, or damage to property.
- **Verbal:** Name-calling, insulting, or discriminatory language (including homophobic, biphobic, transphobic, or racist remarks).
- **Indirect/Relational:** Spreading rumours, excluding others, or social manipulation.
- **Cyber-bullying:** Harassment via social media, gaming platforms, or messaging apps. This includes the misuse of technology by pupils or the inappropriate involvement of adults in children's online disputes.

4. Reporting Procedures

We encourage a "telling school" culture where no one should suffer in silence.

- **Pupils:** Should tell any member of staff they trust (e.g., class teacher, Teaching Assistant, or lunchtime supervisor).
- **Parents:** Should contact the class teacher in the first instance. If the matter remains unresolved, it should be escalated to the Senior Leadership Team (SLT).
- **Staff:** Must record all reports of bullying on **CPOMS** to identify patterns and ensure a coordinated response.

5. Parental Conduct and Partnerships

To maintain a safe and respectful community, we require all parents and carers to adhere to our **Parent Code of Conduct**:

- **No Direct Confrontation:** Parents must **never** approach another child or their parents regarding an incident that happened at school. All concerns must be directed to school staff.
- **Professional Boundaries:** Staff must be treated with respect. Aggressive or accusatory language toward staff investigating an incident will not be tolerated.
- **Social Media:** Parents should refrain from discussing individual children or school incidents on social media or group chats (e.g., WhatsApp). Publicly naming children or staff online is a breach of our safeguarding protocols and may be referred to external agencies.
- **The "Restore and Repair" Mindset:** We ask parents to support our restorative approach. Demanding the permanent removal of a child contradicts our school ethos of kind hearts. We focus on the *behaviour*, not the *child*, and work to ensure the behaviour stops while the child learns a better way.

6. Our Response: The "Restore and Repair" Approach

Consistent with our **Behaviour and Relationships Policy**, we use a restorative approach:

1. **Immediate Safety:** Ensure the target feels safe and supported.
2. **Investigation:** Staff will speak to parties involved separately to understand the power dynamic.
3. **Consequences:** We use a tiered approach to consequences. Serious or persistent bullying may result in formal internal or external suspensions.
4. **Restoration:** Where appropriate, restorative meetings help the perpetrator understand the impact and "make it right."
5. **Monitoring:** The situation is monitored for a minimum of one half-term to ensure the bullying has stopped.

7. Prevention and Education

- **Curriculum:** Bullying is addressed through PSHE, RSHE, and regular assemblies.
- **Anti-Bullying Week:** Annual participation in the national ABA campaign.
- **Student Voice:** We use the School Council to ensure children's views on safety are heard.

8. Monitoring and Review

This policy is reviewed annually by the Headteacher and the Local Governing Board. Data is analysed by protected characteristics to ensure our school remains inclusive for all.

Last Reviewed: December 2025

Next Review: December 2026