

ANTI-BULLYING POLICY

BROCKWOOD PARK SCHOOL & INWOODS SMALL SCHOOL (including EYFS)

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1) Statement of intent and introduction

Brockwood Park School and Inwoods Small School are committed to providing a caring, friendly, and safe environment for all students so they can learn in a relaxed and secure atmosphere with respect for themselves and others. Students and parents are treated fairly and with consideration by the school, and are expected to reciprocate this. Bullying, cyberbullying, harassment, victimisation and discrimination will not be tolerated. Incidents of bullying of any kind will be dealt with promptly and effectively.

In developing our approach to prevent bullying and formulating this policy, we have given due regard to the [latest guidance from the Department for Education, issued in 2017](#) as well as [Keeping Children Safe in Education](#) (2025), the [Education \(Independent School Standards\) Regulations 2014](#) (Part 3, paragraphs 9 and 10), the [National Minimum Standards for Boarding Schools](#) (2022), the [Equality Act 2010](#), and the [EYFS Framework](#) (2025) for Early Year Education. This advice outlines the Government's approach to the prevention of bullying, legal obligations and the powers schools have to tackle bullying, as well as the principles which underpin the most effective anti-bullying strategies in schools. It also lists further resources through which school staff can access specialist information on the specific issues that they face.

2) Objectives of this policy

- To ensure Inwoods Small School and Brockwood Park School remain caring, safe and welcoming environments for all students, staff, parents and visitors, where there is mutual respect and kindness, and where any form of bullying is not tolerated.
- To ensure that all students, parents, staff and governors understand what bullying is and how to recognise it.
- To ensure that all students, parents, staff and governors are aware of what the school's anti-bullying procedures are, and what actions to take and how to support victims if they become aware of incidents.

3) Definition of bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. .

Put another way, bullying is the intentional hurting, harming, or humiliating of another person. It may take many forms, including physical (including any threat of or use of violence of any kind), sexual (including the sharing of nudes/semi-nudes), verbal (including cyberbullying via text messages, email, social media, gaming, or other instant messages, and can include the use of images and video), and/or emotional (including by excluding, being sarcastic, name-calling, tormenting or spreading malicious rumours). It can involve

manipulating a third party to tease or torment someone, or actions that fall short of direct participation, where someone encourages others to bully, or joins in with laughing at a victim. Bullying is often hidden and subtle. It can also be overt and intimidating, and often involves an imbalance of power between the perpetrator(s) and the victim(s) whether that be a physical, psychological (knowing what upsets someone), or intellectual imbalance, or by the perpetrator(s) having access to the support of a group, or the capacity to socially isolate the victim(s).

Bullying can sometimes amount to child on child abuse, which is defined as abuse by one or more pupils against another pupil. It can be standalone or as part of wider abuse and can happen both inside and outside of school, and online. Further information about child on child abuse, including the procedures to follow when an incident of child on child abuse is reported can be found in the School's Safeguarding Policy and Child Protection.

Bullying is often motivated by prejudice against particular groups, and may involve actions or comments regarding a person's race, religion, sex, gender, sexual orientation, special education needs or disabilities (SEND) or certain health conditions, or because of a child's familial circumstances, such as they are adopted, in care or that they have caring responsibilities. Bullying may be motivated by actual differences between children, or perceived differences. For example, bullying can still be homophobic if directed towards a child that is perceived to be gay, whether or not this is the case.

Bullying can happen anywhere and at any time and can involve anyone - pupils, other young people, staff, and parents.

Where an incident of bullying causes or is likely to cause significant harm to a pupil, the School will follow the procedures set out in the School's Safeguarding Policy and Child Protection.

4) Cyberbullying

Cyberbullying is deliberate, usually repeated bullying carried out via electronic devices and services – phones, computers, tablets, gaming platforms, social media, messaging and image/video sharing. Because it happens online, it can occur 24/7, reach a wide audience, persist or be hard to remove, and may involve anonymous accounts.

For more definitions and examples, please refer to:

<https://www.nationalbullyinghelpline.co.uk/cyberbullying.html>

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/>

5) Signs and symptoms of bullying

Signs of bullying can be subtle, varied and hard to spot. They may present differently by age, SEND/neurodiversity, EAL/culture, and in boarding. Staff should stay curious about sudden changes (mood/behaviour, engagement, attendance/avoidance), unexplained injuries or missing belongings, and distress linked to phone/device use, and record and tell the DSL about any concern.

For fuller indicators, see:

- [NSPCC — Bullying & cyberbullying: signs](#) (clear list for practitioners and parents).
- [Anti-Bullying Alliance — Spotting the signs](#) (UK national coalition guidance).

6) Bullying preventive measures

Unkindness and bullying create fear, and an atmosphere of fear does not nurture development and growth. The School's response to bullying does not start at the point in which a student has been bullied. The school takes preventative measures in order to create an environment that prevents bullying from becoming a problem at the School.

We expect students and staff to treat each other with respect and care. An atmosphere where individuality and tolerance is supported diminishes the occurrence and power of unkind behaviour, cutting off bullying at the outset. Also, as many incidents occur where the intention was not to hurt, unkind behaviour may be able to be understood and diffused early on.

However, as bullying flourishes in secrecy, an atmosphere where all relationships are looked at openly increases safety and encourages cooperativeness. Our intention is to create a climate where students intervene themselves and will tell staff of any uncomfortable issues with other students or staff. To maintain this atmosphere and to prevent bullying, we have many methods in place:

- Maintaining a set of school agreements that encompass ways of treating people with respect.
- Encouraging self-awareness and respectful interactions with others.
- Establishing and maintaining a general atmosphere of openness, honesty and inquiry.
- At Brockwood having discussions about bullying, how it occurs and how to keep it from happening; this happens in smaller forums such as Core Group and Floor Meetings, as well as in whole school activities such as Inquiry Times and ATWAMs
- Having clear filtering and monitoring procedures in place on our school networks to ensure that an effective and appropriate filtering on what the students view is in place.

All staff will be trained and aware of what these procedures are. Please read our *Online Safety Policy* for more details.

- Educating students about how to remain safe online and how to respond if cyberbullying does occur. This includes announcements or presentations about the topic in School Meetings.
- Open and factual discussions and lessons about the body.
- Having stories to read about bullying or having them read to a class or assembly. (Inwoods)
- Making up role-plays to look at possible bullying situations. (Inwoods)

Staff are made aware of the *Anti-Bullying Policy* so that the principles of the policy are understood, legal responsibilities are known, action is defined to resolve and prevent problems, and sources of support are available; where appropriate, our schools invest in specialised skills to understand the needs of their students, including those with special educational needs or disabilities, and lesbian, gay, bisexual and transgender (LGBTQ+) students. Staff are aware of their responsibility to ensure respect for all students with protected characteristics under the *Equality Act 2010*.

7) School procedures

The School ensures that all instances of, or concerns about bullying and cyberbullying, both on and away from school premises are easy to report and that they are recorded properly.

The School recognises that pupils are likely to report bullying to someone they trust: this could be any member of staff. The School also recognises that children may not find it easy to tell staff about bullying verbally and that instead they may show signs or act in ways they hope adults will notice and react to. It is also recognised that an incident may come to a member of staff's attention through a report of a friend, or by overhearing conversations.

Staff must always respond to any bullying behaviour, even apparently minor incidents such as remarks from one student to another, as these may accumulate and become an unbearable load. Staff are made aware of what bullying is, its potential impact, and appropriate responses through annual safeguarding training and pastoral refresher sessions. All new staff receive this training as part of their induction. Where appropriate, the School also consults external professional agencies to provide additional expertise and support.

The School also recognises that a first disclosure to a trusted adult may only be the first incident reported. It is not necessarily representative of a singular incident. Staff will take all reports seriously regardless of how long it has taken for the child to come forward. Staff will act immediately and will support the student when they raise a concern.

All bullying incidents at both schools must be initially reported to the Designated Safeguarding Lead (DSL), who will assess the situation and liaise with the Pastoral Team at Brockwood and the School Coordinator at Inwoods on the most appropriate course of action.

Where an issue of pupil behaviour or bullying gives ‘reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm’, the incident will follow the school’s safeguarding procedure in recording and storing the incidents. In other cases, the incident will follow the pastoral procedure in recording and storing the incident. This is assessed and decided by the DSL.

Usually the member of staff to whom the incident was reported, or who first discovers the situation, will lead the situation and will be involved in dealing with the bullying incident as well as the Pastoral Team. The actions could involve meeting and holding discussions with the involved students, informing the parents, informing the other relevant staff, any relevant consequence/sanctions, putting in place support systems.

8) Roles and responsibilities

8.1) The responsibilities of staff

- All bullying incidents at both schools must be reported to the Designated Safeguarding Lead (DSL), who will assess the situation and liaise with the Pastoral Team at Brockwood and the School Coordinator at Inwoods on the most appropriate course of action.
- Staff are made aware of what bullying is, its potential impact, and appropriate responses through annual safeguarding training and pastoral refresher sessions. All new staff receive this training as part of their induction. These training ensure they:
 - Foster in the students and children self-respect and respect for others.
 - Discuss bullying so that every student and child learns about the damage it causes to both the student or child who is bullied and to the bully and emphasise the importance of telling a staff member about bullying when it happens.
 - Be alert to signs of distress and other possible indications of bullying.
- Boarding staff receive training on recognising and responding to bullying in residential settings
- The DSL is responsible for recording incidents of bullying in the Safeguarding Overall Log and on the safeguarding drive, and monitoring these records.
- All staff members are responsible for paying attention to potential bullying behaviour and discussing incidents with the DSL, as well as recording their concerns into our school database (Salesforce) if the information can be shared.
- Ensure that the school’s Trustees, the DSL and all staff hold a clear understanding of their responsibilities on monitoring bullying both online and offline.

8.2) The responsibilities of students and children (including EYFS)

- Refrain from becoming involved in any kind of bullying, even at the risk of incurring unpopularity.
- Intervene to protect the student who is being bullied, unless it is unsafe to do so.
- Report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances.

Anyone who becomes the target of bullies should not suffer in silence and are encouraged to speak out, to put an end to their suffering and that of other potential targets. Students are encouraged to speak of any concerns with the DSL, Pastoral Team, their student adviser, independent listener or any other member of staff who they wish to choose. At Brockwood, there are regular forums in which students and boarders can share concerns — about themselves about other students. These include floor meetings, Core Group meetings, and other whole-school or small-group discussions. These forums provide a structured opportunity for students to raise worries and staff are alert to disclosures that may arise in this context.

This above applies to the School's youngest children at Inwoods who are encouraged to behave towards each other with kindness and consideration. They are encouraged to learn to look after their own possessions and to respect others' possessions. We expect them to be honest, helpful, and polite, and to work hard and to listen to others. They should respect everyone and learn to value differences and diversity. The School Coordinator is in charge of the management of behaviour in the EYFS setting. We explain to our EYFS children why some forms of behaviour are unacceptable and hurtful to others. We rarely need to impose sanctions in the EYFS setting; but sometimes we may remove a privilege for hurtful behaviour. Occasionally, one of the teachers or the School coordinator will speak to a child and explain the inappropriateness of a particular action and introduce a more appropriate action; but such instances are rare. Parents are always informed when any sanction is needed towards their child, and in cases of repeated instances of hurtful or inappropriate behaviour, parents will be invited into the School to discuss the situation with the child's teacher and the School Coordinator to agree on a joint way of handling the difficulty.

8.3) The responsibilities of parents

- Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying.
- Advising their children to report any bullying to their adviser, the DSL, the Pastoral Team or another staff member, and explaining the implications of allowing the bullying to continue unchecked, for themselves and for other students.
- Advising their children not to retaliate violently to any forms of bullying.

- Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken.
- We welcome feedback from parents and guardians on the effectiveness of our preventative measures and all other aspects and implementation of this anti-bullying policy.

8.4) The role of parents at Inwoods

Parents have an important part to play in our anti-bullying policy. We ask parents to:

- Look out for unusual behaviour in their children (see signs and symptoms above).
- Always take an active role in their child's education. Enquire how their day has gone, who they have spent their time with, etc.
- If they feel their child may be a victim of bullying behaviour, they are expected to inform the school. Their complaint will be taken seriously and appropriate action will follow.
- If they feel their child has been bullied by another child, they are asked not to approach that child or the child's parent, but to inform the school immediately.
- It is important that they do not advise their child to fight back. It can make matters worse.
- To tell their child that it is not their fault that they are being bullied, and that help is at hand.
- To reinforce the school's policy concerning bullying and make sure their child is not afraid to ask for help.

9) Complaint procedure

If for any reason parents feel that an issue is not being addressed in a way that deals with it adequately, we ask them to get in touch with the school urgently. Should an issue remain unresolved, parents can refer to the *Complaints Procedure* that covers both Inwoods and Brockwood Park School.

10) Useful links and numbers

Childline - 24/7 support for young people	childline.org.uk
Anti-Bullying Alliance UK - clear advice for children/young people on getting help	anti-bullyingalliance.org.uk
Kidscape – Parent Advice Line (PAL) - practical support for parents/carers	kidscape.org.uk/parent-advice-line

Report Harmful Content - help reporting online bullying/abuse to platforms	reportharmfulcontent.com
Report Remove (Childline & IWF)	childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/report-remove