

ANTI-BULLYING POLICY

BROCKWOOD PARK SCHOOL

Last Review Date	12 Aug 2026
Policy endorsed by	The Trustees & School Management Committee
Policy is maintained by	DSL and DDSLs
Next review date	August 2027
Review body	DSL, School Management Committee, Pastoral

Table of contents

1 Statement of intent and introduction.....	2
2 Objectives of this policy.....	2
3 Definition of bullying.....	3
4 Cyberbullying.....	4
5 Signs and symptoms of bullying.....	4
6 Bullying preventive measures.....	4
7 School procedures.....	5
8 Roles and responsibilities.....	6
8.1 The responsibilities of staff.....	6
8.2 The responsibilities of students.....	7
8.3 The responsibilities of parents.....	7
9 Complaint procedure.....	8
10 Useful links and numbers.....	8

1 Statement of intent and introduction

Brockwood Park School is 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](#) (2026), the [Education \(Independent School Standards\) Regulations 2014](#) (Part 3, paragraphs 9 and 10), the [National Minimum Standards for Boarding Schools](#) (2026), and the [Equality Act 2010](#). 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.

This policy is also to be read in conjunction with other school policies, in particular;

- The *Safeguarding and Child Protection Policy 2026-27*
- The *Taking, Storing and Using images of Student Policy 2026-27*
- The *Behaviour of Students Policy 2026-27*
- The *Staff Behaviour Policy (Code of Conduct) 2026-27*
- The *Safer Recruitment Policy 2026-27*
- The [Teachers' Standards](#)

2 Objectives of this policy

- To ensure Brockwood Park School remains a caring, safe and welcoming environment 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 trustees 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, hazing / initiation-type rituals 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. We take a zero-tolerance approach to bullying and it is never dismissed as “banter”. 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, such as allergies 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 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.
- 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 on the boarding wings, as well as in whole school activities such as Inquiry Times and ATWAMs.
- As a boarding school we are aware that boarders can't withdraw from incidents of bullying by leaving at the end of each day and so we ensure that on each wing staff are present and available if any incidents were to occur. If incidents do occur support will be offered to resolve these as sensitively and as quickly as possible.
- 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.

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 must be initially reported to the Designated Safeguarding Lead (DSL), who will assess the situation and liaise with the Pastoral Team 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 must be reported to the Designated Safeguarding Lead (DSL), who will assess the situation and liaise with the Pastoral Team 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

- 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.

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.

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* for Brockwood Park School.

Any student that also has a concern that they feel hasn't been adequately addressed can also refer to and follow the *Concerns Procedure for Students* if all other forms of communication have been attempted.

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