



Bassingbourn
Community Primary School

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Anti Bullying Policy

This policy was ratified on: 25th February 2025

Implemented on: 25th February 2025

Review date: February 2026

Signed by the Headteacher:

Signed by the Chair of Governors:

Introduction

This Anti-Bullying Policy should be read in conjunction with our Relationships Education Policy, Safeguarding and Child Protection Policy, Acceptable Use Policy, PSHE Policy and Behaviour Policy.

Our Anti-bullying policy aims to:

- Create an environment in which everyone agrees that bullying is unacceptable.
- Establish an agreed definition of bullying, so it may be distinguished from relational conflict.
- Outline how we involve the whole school community to developing an Anti-bullying ethos.
- Share the principles behind our programme of preventative education.
- Detail how we respond to instances of bullying behaviour.

Defining Bullying

Although there is no legal definition of bullying, at Bassingbourn Community Primary School, our shared definition of bullying is:

- Repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face to face or online. (Antibullying Alliance Definition)
- Repeated negative behaviour that is intended to make others feel upset, uncomfortable, or unsafe. This can happen both online and offline. (Diana Award Definition)

Four key elements of this definition are that the behaviour is:

- Hurtful/negative
- Intentional
- Repetitive
- *Involves a power imbalance

*Power may relate to physical size or number of people involved in the behaviour. It may also be related to the target being part of a marginalised group e.g. protected characteristic, care experienced, FSM. Power imbalance may also be created by repetition of the behaviour, which disempowers the target.

We will use the terms:

- 'Bullying behaviour' rather than describing a person as a 'bully'. We intend that this will avoid the self-fulfilling effect of labelling.
- 'Target' rather than 'victim'. We intend that this will avoid the self-fulfilling effect of labelling.

Bullying behaviour may be:

- Physical – for example pushing, poking, kicking, hitting, biting, pinching.
- Verbal - for example name-calling, teasing, belittling, threatening.
- Indirect - for example cyberbullying, spreading rumours, exclusion, secret sharing, damaging belongings.
- These different forms of bullying may occur separately or coexist.

We know that experiencing bullying can have a significant, negative and lasting impact on a child's physical, emotional and mental wellbeing. We also recognise the negative impact that engaging in bullying behaviours or witnessing the bullying of another can have.

We recognise that bullying remains an issue in and out of schools. Nationally, [The Good Childhood Report 2020](#)¹ found that 38.6% of children reported having experienced at least one form of bullying in school over the past 6 months. *Locally, the Primary Health-Related Behaviour Survey (2022) found 34% of Cambridgeshire Y5/6 pupils feel afraid of going to school because of bullying at least 'sometimes'. This rises to 57% of gender questioning children and 52% of those with a disability or long-term illness.*

Section 89 of the [Education and Inspections Act \(2006\)](#) states that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils.

[The Education Inspection Framework \(2021\)](#) requires inspectors to make a judgement on the extent to which, “leaders, teachers and learners create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated. If they do occur, staff deal with issues quickly and effectively, and do not allow them to spread.”

This policy outlines both the preventative work we do with the children to reduce the risk of bullying behaviour occurring, and how we respond when incidents of bullying arise. This policy is consistent with the DfE publication [Preventing and Tackling Bullying \(2017\)](#) and the DfE statutory requirements for Relationships Education and Health Education (2020).

We are aware of our responsibilities under the [Equality Act 2010](#) to eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity and foster good relations between people who share a protected characteristic and people who do not share it. The protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

We recognise that any child may be affected by bullying. We also seek to raise awareness via our preventative education programme with the children that sometimes bullying is related to prejudice. This learning aims to support children to recognise the views of others and to help them understand that identities, lifestyle choices and attitudes will differ among people, but that prejudice and intolerance are always unacceptable.

See our Relationships Education Policy for more detail about how our Relationships Education prevents homophobic, biphobic, transphobic, racist, sexist, disablist and faith-based bullying, supporting all pupils but especially those:

- With protected characteristics or who have family members with protected characteristics.
- With Special Educational Needs and Disabilities (SEND).
- Who are care-experienced.
- Who are economically disadvantaged.

[Keeping Children Safe in Education 2024](#) states that all staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that child-on-child abuse includes bullying, both on and offline. When staff have concerns about child-on-child abuse, this information is shared with the Designated Safeguarding Lead in line with our Safeguarding and Child Protection Policy.

We are aware that bullying may also occur between adults and children. If this occurs, responses may go beyond the scope of this policy.

For further information about how our Relationships Education helps us fulfil our statutory safeguarding duties, see the Relationships Education Policy.

The Role of Preventative Education

This Anti-Bullying Policy is set within the wider context of the school's overall aims and values.

We recognise that effective preventative education can reduce the risk of bullying behaviour occurring. We know that children learn about skills which contribute to their ability to build and sustain healthy relationships in a wide variety of ways, not only through planned lessons, but through their everyday experiences at school and at home. Our school ethos, wider enrichment opportunities and the interventions and support offered all contribute to the development of these skills. All members of staff understand their role in supporting our strong anti-bullying culture.

In accordance with the DfE statutory requirements for Relationships Education and Health Education (2020), pupils will learn:

- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.

We will primarily use KAPOW Curriculum and resources when planning and delivering PSHE with an Anti-Bullying focus, which includes their 'Anti-Bullying' units of work.

The Anti-Bullying Units of work provide the opportunity for pupils to learn, in an age-appropriate way, about:

- The sort of behaviour that constitutes bullying, including cyberbullying.
- How people can be affected by bullying.
- The role that bystanders can play in worsening or improving a bullying situation.
- The difference between bullying and falling out, including strategies for resolving a falling-out.
- Which trusted adults they could speak with if they were affected by bullying in school or in the community.
- Assertiveness strategies that could help them in a bullying situation.
- Ways in which pupils, teachers and parents/carers can work together to reduce bullying.

Anti-Bullying will be taught via:

- PSHE through designated lessons, circle time, participation in Anti-bullying week, other focused events and themed weeks.
- Other curriculum areas, especially English, RE and computing.
- Enrichment activities, especially our assembly programme, SEAL programme, Peer Mediation opportunities.

For further information about our PSCE Curriculum, including how we select appropriate teaching resources, see our Relationships Education Policy.

We apply the same principles when teaching about Anti-Bullying as in our wider PSHE teaching and deploy the same range of methodologies. For more information about our PSHE teaching methodologies see our PSHE Policy and Relationships Education Policy.

We recognise that there will be some children within the school who have previously or are currently affected by bullying and we will employ teaching and learning strategies to support all children to access the learning in a way which feels safe for them, including:

- Using Distancing Techniques such as fiction, puppets, case studies, role-play, videos, which enable them to discuss issues without disclosing personal experience.
- Establishing Ground Rules such as not naming others when discussing friendship/bullying experiences, the right to pass during Circle Time activities/drama activities if this feels uncomfortable, using safe language to enable all children to feel safer as they participate in learning in this subject area.

Responding to Bullying

In accordance with our Behaviour Policy, at Bassingbourn we promote a whole setting, holistic response to teaching valued behaviours. Children are explicitly taught about the purpose of a trusted adult which is regularly revisited by all staff. Children are encouraged to name their trusted adults who they feel safe to speak with should the need arise for them to report an incident of bullying.

To ensure we support all learners and take into account their different needs, including communication and language, we use alternative strategies for reporting concerns e.g. use of a worry monster, drawing/writing or use of visual prompts (see restorative debrief conversations, Appendix 1). These are taught explicitly across the school to enable children to effectively and confidently communicate in a safe environment.

Bassingbourn Community Primary School encourages and equips the whole school community to report all incidents of bullying, (including cyberbullying) including children who have experienced being bullied and bystanders who have witnessed an incident. Our preventative curriculum includes helping children to recognise bullying behaviours and identifying their trusted adults in and out of school.

All staff are trained on the need to take reports of bullying seriously, including when to involve a Senior Leader and/or a Designated Safeguarding Lead. All staff will act promptly when responding to reports of bullying. Staff who are not equipped to respond directly, or who do not have a child facing role, will inform a colleague. The first priority is to reassure the child that they have done the right thing by reporting the incident and to have a conversation with the child/ren targeted by the bullying behaviour to establish their views and feelings.

Where parents/carers have concerns about bullying, either because their child has been the target of bullying, is exhibiting bullying behaviours or they have witnessed other children exhibiting bullying behaviours, they are asked to inform the Class Teacher in the first instance. Senior members of staff and/or the Designated Safeguarding Leads will be involved where appropriate.

Staff are also trained to look out for signs/indicators that a child may be experiencing bullying, such as an unexplained change in a child's behaviour or demeanour, and such concerns will always be followed up with a conversation with the child in which the child is given the opportunity to share any worries, or name another staff member they would like to talk with.

We are aware that bullying behaviour is often made up of a series of incidents. See our Behaviour Policy for details of how we recognise, record and address examples of unkind behaviour. We use our definition of bullying to assess situations as they arise and judge whether or not bullying has occurred. We will also review behaviour records regularly to assess whether a pattern of potential bullying behaviour may be developing.

When an incident of bullying (including cyberbullying) is reported the school will endeavour to make a written record of this incident within 24 hours of the incident occurring. Bullying incidents are recorded on our electronic recording system MyConcern. The DSL is responsible for the management of these records.

Our recording system captures if the incident is a Prejudice Related Incident. This information is collated and shared with the Local Authority/Governing Body. We use Prejudice Reporting for Education (PRfE) to report to the Local Authority. We analyse this information at school level to identify any patterns of behaviour and consider tailoring our curriculum provision in the light of this analysis.

After listening to the account of the targeted child, the school will discuss an appropriate course of action with them and their parents/carers.

The school will initially consider the use of a restorative approach to resolve the situation. A restorative approach involves those who have displayed or supported bullying behaviour focusing on their unacceptable behaviour, supporting them to develop empathy towards those involved and recognising their thoughts and feelings. This process ensures children causing harm are held to account for their behaviour by enabling them to:

- Include everyone affected by or involved in the bullying situation.
- Create opportunities for dialogue.
- Enable the perpetrator/s to understand the effect of their actions and acknowledge the harm caused.
- Agree on positive steps to improve the situation.

The priority for staff in supporting a child who has been targeted by bullying is to ensure that they feel safe. We seek to be led by the child's wishes and to be flexible in our approach to enable them to feel safe in and around school. This sort of support may also be offered to bystanders who have witnessed bullying behaviour. There are a range of strategies that may be deployed to support a child affected by bullying behaviours, including:

- Providing a named adult in school with whom the child feels comfortable talking to about the situation to monitor the situation and check in regularly with the child.
- Providing supportive and nurturing structures such as a 'Network of Friends'.
- Providing access to alternative options for some playtime/lunchtimes such as access to play leader run activities.
- Participating in whole class PSHE sessions to access aspects of the Anti-Bullying Preventative Education Curriculum content.
- Accessing support from external agencies and professionals including counselling services, educational psychologists, Child and Adolescent Mental Health Service (CAMHS), Specialist Teaching Services.

As a school, we have a duty of care towards all children and we recognise that children who display bullying behaviours may have significant unmet needs of their own. We seek to support children who have displayed bullying behaviours to develop their empathy skills and make more positive behaviour choices in future. This support might include:

- Restorative work to help the child recognise the harm they have caused, learn from it and repair the harm.
- Attendance at social skills groups to develop skills of listening, negotiating and empathising with others and techniques for managing conflict and peaceful problem solving.
- Providing structured positive playtime/lunchtimes such as access to Midday Supervisor/Play leader run activities.
- Participating in whole class PSHE sessions to access aspects of the Anti-Bullying Preventative Education Curriculum content.
- Accessing support from external agencies and professionals including counselling services, educational psychologists, Child and Adolescent Mental Health Service (CAMHS), Specialist Teaching Services.

In certain cases of bullying, the school will consider the use of disciplinary sanctions *e.g. in serious cases of bullying such as where violence has been used or where a restorative approach has been unsuccessful in preventing further incidents of bullying*. Sanctions will be applied fairly and proportionately in accordance with the school's Behaviour Policy. Disciplinary sanctions are intended to:

- Impress on the perpetrator that what he/she has done is unacceptable.
- Deter him/her from repeating that behaviour.
- Signal to other children that the behaviour is unacceptable and deter them from doing it.

The school will draw upon the school's Behaviour Policy and follow the system for sanctions, which includes:

- Removing/separating the perpetrator from other individuals or groups of children.
- Removing/excluding perpetrator from certain whole school activities or key points in the day e.g. break times/ lunchtimes.
- Withdrawing privileges.
- Use of detention/monitoring forms.

In the case of more serious and persistent bullying, where the perpetrator has not responded to the school's restorative strategies (see above) or sanctions, the school may consider excluding the perpetrator from the school. Some children who have been subjected to bullying can be provoked into violent behaviour. Where an attack has been provoked after months of persistent bullying, the school will view this behaviour differently from an unprovoked attack and will ensure that sanctions are proportionate to the circumstances.

Where the school has become aware of a bullying situation, the parents/carers of the child who is being bullied will be informed and parents/carers will be invited to the school to discuss their child's situation. The school will endeavour to involve parents/carers of children who have been bullied constructively at an early stage to support the process of working together to find ways of resolving the situation and bringing about reconciliation. The outcome of the meeting and agreed actions/responses will be recorded on the school's electronic recording system, MyConcern.

The parents/carers of the child displaying bullying behaviours will also be invited to the school to discuss the situation. The school seeks to work in partnership with parents/carers to help children to learn about the consequences of their behaviour choices and to support them to adopt positive behaviour choices in future. The outcome of the meeting and agreed actions/responses will be recorded on the school's electronic recording system, MyConcern.

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The school recognises that bullying can and does happen outside school and in the community. Bullying is a societal issue and its occurrence reflects the ways in which children socialise in school and in the wider community. The school believes that bullying is unacceptable wherever and whenever it happens. The school has specific powers to intervene in cases of cyberbullying and bullying on the way to and from school.

The school encourages children to seek help and to tell us about incidents of bullying that happen outside the school so that the school can:

- Raise awareness among the whole school community of possible risks within the community.
- Alert colleagues in other schools whose pupils are bullying off the school premises.
- Contact local police officers and representatives from the Youth Service, Locality Teams and other organisations (including sports clubs and voluntary organisations).
- Map safer routes to school in the event of a child being bullied on their journey to school.
- Offer children and parents/carers strategies to manage bullying off the school premises e.g. guidance on how to keep safe online.

Monitoring, Review and Evaluation of Policy

Monitoring, review and evaluation of the Policy is the responsibility of the Headteacher. The governing body will ask for information relating to the effectiveness of the policy when it is monitored every year. Information will be gathered from the Head Teacher, PSHE lead and parents/carers to inform judgements about effectiveness.




























The policy will be comprehensively reviewed with engagement from members of the school community every three years, or sooner if an issue or incident occurs which warrants it.
















Parents/ carers are the first educators of their children about relationships, emotions, empathy and respect and we seek to work in partnership with parents/carers in our approach to Anti-Bullying. We will encourage this partnership by:





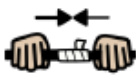

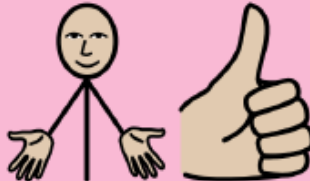







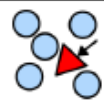
- Sharing details of our Anti-Bullying approach on our website.
- Promoting our definition of bullying, so that all members of the school community are aware of it.
- Informing parents/carers by newsletter or leaflet of forthcoming Anti-Bullying topics, which are predominantly taught through our PSHE curriculum.
- Informing parents/carers about our Anti-Bullying approach as their child joins the school through the school website.
- Inviting parents to discuss their views and concerns about Anti-Bullying on an informal basis through drop ins.
- Signposting parents/carers to sources of support to help them address the needs of their child if their child has been affected by, is engaging in, or has witnessed bullying behaviours.






















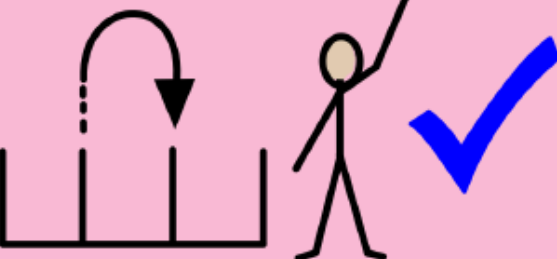








Appendices

Appendix 1 – Restorative Debrief Conversations Example

 broke something	 scribbled on something	 hurt an adult	 hurt a child	 was unsafe
 took my clothes off	 What happened?			 wasn't respectful
 swore at someone				 wasn't ready
 didn't listen to instructions				 threw something
 worried	 fidgety	 confused	 angry	 sad
 anxious	 What were you thinking or feeling?			 excited
 giggly				 distracted
 silly	 fizzy	 anxious	 scared	 something different

 me	 a friend	 a teacher	 an MDS	 my class
 my mum	 Who has been affected?			 other children
 my dad				 group
 my family				 someone else
	 people in the community	 animals	 my carer	

 write it down	 write a letter	 talk with someone	 say sorry to someone	 fix something
 have thinking time	 What needs to happen to put it right?			 tidy up
 make a change				 clean something
 make a plan	 practice	 finish my work	 get dressed	 something different

 sad	 sorry	 guilty	 ashamed	 scared
 fizzy	 How do you feel now?			 worried
 hungry				 unsure
 tired	 calm	 better	 okay	 something different
 talk to a trusted adult	 ask to go outside	 go to my calm space	 go to the regulation station	 get a fiddle toy
 count to 10	 Next time I could...			 use an ALD
 walk away				 tell someone how I feel
 play with someone else	 ask for help	 make a change	 take deep breaths	 something different