



Bassingbourn
Community Primary School

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Anti-Bullying Policy

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1. Introduction

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

At Bassingbourn Community Primary School, we are committed to providing a safe, nurturing and inclusive environment where all pupils feel respected, valued and protected. We actively promote positive relationships, celebrate difference and challenge discrimination in all its forms.

Bullying behaviour is not tolerated. Where it does occur, it is addressed promptly, consistently and effectively, with a focus on safety, repair and behaviour change.

We recognise that bullying can have a significant and lasting impact on children's emotional wellbeing, self-esteem, relationships and learning. We also recognise that bullying behaviour can be a sign of unmet need. Our approach therefore supports all pupils involved, including those who have been targeted, those who display bullying behaviour and those who witness it.

2. Aims of the Policy

This policy aims to:

- Create an environment in which bullying behaviour is not accepted or normalised
- Establish a clear, shared understanding of what constitutes bullying behaviour
- Distinguish bullying behaviour from conflict and one-off unkind behaviour
- Prevent bullying behaviour through whole-school culture, curriculum and practice
- Set out how bullying behaviour is responded to using the school's graduated behaviour approach
- Ensure pupils feel safe, listened to and confident that adults will act
- Support the wellbeing and inclusion of all pupils

3. Definition of Bullying Behaviour

Although there is no legal definition of bullying, at Bassingbourn Community Primary School bullying behaviour is defined as:

Repeated, intentional behaviour that causes physical, emotional or psychological harm, where there is a real or perceived imbalance of power.

Bullying behaviour may be:

- Physical – e.g. hitting, pushing, kicking, damaging belongings
- Verbal – e.g. name-calling, threats, derogatory or prejudiced language
- Indirect / relational – e.g. exclusion, spreading rumours, manipulation
- Online (cyberbullying) – behaviour carried out through digital platforms

The four key elements are that the behaviour is:

- Hurtful
- Intentional
- Repetitive
- Involves a power imbalance

Power imbalance may relate to physical size, age, social status, group size, repetition over time, or a protected characteristic (as defined in the Equality Act 2010).

We deliberately use the term “bullying behaviour” rather than labelling a child as a “bully”, and “target” rather than “victim”. This reflects our therapeutic approach and avoids fixed identities.

4. Bullying, Conflict and Unkind Behaviour

Not all negative behaviour is bullying.

- Conflict or falling out: a disagreement between pupils of equal power, usually one-off and resolvable with support
- Unkind behaviour: a one-off incident that is hurtful but not repeated
- Bullying behaviour: repeated behaviour involving a power imbalance

Staff use professional judgement, behaviour records and pupil voice to identify patterns over time. In some cases, a single incident may be treated as bullying behaviour if it is severe, discriminatory or presents a safeguarding concern.

5. Legal, Safeguarding and Inspection Context

This policy reflects statutory duties under:

- Education and Inspections Act 2006
- Equality Act 2010
- Keeping Children Safe in Education
- Relationships Education statutory guidance

Bullying behaviour is recognised as a form of child-on-child abuse. Where concerns meet safeguarding thresholds, they are managed in line with the Safeguarding and Child Protection Policy and referred to the Designated Safeguarding Lead (DSL).

6. Preventing Bullying Behaviour

Bullying behaviour is prevented through a strong, proactive whole-school approach, including:

- A clear ethos based on Be Safe and Be Respectful
- Explicit teaching through PSHE and Relationships Education
- Assemblies and whole-school messages that promote inclusion and kindness
- Positive role modelling by all staff
- Structured support during unstructured times
- Pupil voice, leadership and peer support opportunities
- Celebration of difference and diversity

All staff understand their role in maintaining a culture where bullying behaviour is not tolerated.

7. Recognising Vulnerability and Signs of Bullying

We recognise that some pupils may be more vulnerable to bullying behaviour, including pupils with SEND, those with protected characteristics, care-experienced pupils and those experiencing wider challenges.

Possible indicators that a child may be experiencing bullying behaviour include changes in behaviour, emotional wellbeing, attendance, engagement or friendships. These indicators are always followed up sensitively and appropriately.

8. Reporting Bullying Behaviour

Pupils are explicitly taught:

- What bullying behaviour is
- That reporting concern is the right thing to do
- Who their trusted adults are
- That they should keep telling until they feel safe and supported

Concerns may be reported by:

- Pupils
- Parents/carers
- Staff
- Bystanders

All reports are taken seriously, investigated appropriately and responded to promptly.

9. Responding to Bullying Behaviour

(Aligned with the Behaviour Policy)

Bullying behaviour is addressed through the school's graduated, therapeutic behaviour approach, recognising that it often develops over time.

Initial Response

When bullying behaviour is reported or identified:

- The child who has been targeted is reassured, listened to and supported
- Immediate safety is prioritised
- Staff establish what has happened and how those involved are feeling
- Behaviour records are reviewed to identify patterns or repetition
- Parents/carers are informed where appropriate

Graduated Consequences

Where bullying behaviour is identified, consequences are applied in line with the Behaviour Policy and the Cambridgeshire Therapeutic Thinking approach.

Consequences are:

- Proportionate
- Purposeful
- Intended to support behaviour change
- Applied consistently

They may include a combination of educational consequences and protective consequences.

Educational Consequences

These support understanding, accountability and repair and may include:

- Restorative conversations or circles
- Reflection activities focused on empathy and impact
- Behaviour monitoring or reports
- Targeted PSHE or social skills support
- Adult mentoring or regular check-ins

Protective Consequences

Where necessary to reduce the risk of harm, protective consequences may include:

- Increased supervision
- Separation from specific pupils or groups
- Adjustments to routines, playtimes or activities
- Temporary restriction of certain privileges

Protective consequences are used only when necessary and are reviewed regularly.

Persistent or Serious Bullying Behaviour

Where bullying behaviour is:

- Repeated
- Serious
- Or has not improved following restorative and educational approaches

The school may apply increasingly formal protective consequences, in line with the Behaviour Policy. These may include:

- Internal exclusion
- Fixed-term suspension
- Permanent exclusion (only in exceptional circumstances)

Such decisions are made by the Headteacher and are always:

- A last resort
- Proportionate
- Informed by behaviour and safeguarding records
- Focused on maintaining safety, dignity and wellbeing for all

10. Supporting Pupils

The school has a duty of care to:

- Pupils affected by bullying behaviour
- Pupils who display bullying behaviour
- Pupils who witness bullying behaviour

Support is tailored and may include pastoral, therapeutic, behavioural or external agency involvement.

11. Working with Parents and Carers

The school works in partnership with parents/carers to:

- Share concerns early
- Agree actions and next steps
- Support pupils consistently

Meetings, actions and reviews are recorded appropriately and followed up.

12. Bullying Outside School

The school recognises that bullying behaviour may occur outside school, including online. Where this impacts pupils' safety or wellbeing, the school will take appropriate action in line with statutory powers and safeguarding responsibilities and will work with families and external agencies as appropriate.

13. Teaching Pupils About Bullying Behaviour

At Bassingbourn Community Primary School, pupils are taught about bullying behaviour through a planned, progressive and age-appropriate curriculum, rooted in the school's core expectations of Be Safe and Be Respectful and aligned with the Behaviour Policy and Anti-Bullying Policy.

Understanding of bullying behaviour is developed over time, rather than through one-off lessons, ensuring pupils have repeated opportunities to ask questions, reflect on experiences and raise concerns in a safe and supportive environment.

Progressive Teaching Across the School:

- EYFS – Pupils learn about kindness, feelings and safety through stories, play and discussion. They are taught to recognise unkind behaviour and to tell a trusted adult.
- Key Stage 1 – Pupils learn that bullying behaviour is hurtful, intentional and repeated, and how it differs from falling out or one-off unkindness.
- Key Stage 2 – Pupils deepen understanding of bullying behaviour, including power imbalance, online bullying and bystander responsibility, and how adults respond to concerns.

This progression ensures learning is developmentally appropriate and builds year on year.

Ongoing Reinforcement and Opportunities for Disclosure:

Teaching about bullying behaviour is revisited regularly throughout the year through PSHE, Relationships Education, assemblies, behaviour curriculum teaching and restorative conversations. This repetition helps pupils recognise concerns in their own lives and builds confidence to speak up.

Pupils are consistently reminded:

- Who they can talk to
- That reporting concern is the right thing to do
- That they should keep telling until they feel safe

Safeguarding and Support

Teaching about bullying behaviour is closely linked to safeguarding. Pupils are supported to understand that bullying behaviour is taken seriously and that adults will act to keep them safe. Staff respond in line with the school's graduated, therapeutic approach, supporting all pupils involved and addressing concerns early.

14. Monitoring and Review

This policy is reviewed annually by the Headteacher and Governing Body, informed by:

- Behaviour and safeguarding data
- Pupil voice
- Parent/carer feedback
- Staff training and confidence
- Inspection guidance

Findings inform school improvement planning and ongoing staff training.