

KS2: Recognising, Preventing and Responding to Bullying Behaviour

Be Safe • Be Respectful



Bassingbourn
Community Primary School



What is bullying behaviour?

Bullying behaviour is defined as:

"Repeated, intentional behaviour that causes harm and involves a power imbalance"

Key features:

- Hurtful
- Intentional
- Repeated
- Power imbalance (age, group size, popularity, strength, online reach)

Types:

- Physical
- Verbal
- Relational (exclusion, rumours)
- Cyberbullying



Bullying or falling out?

Conflict:

- Equal power
- One-off
- Both share responsibility
- Can be resolved

Bullying behaviour:

- Repeated
- One person/group has power
- One person is targeted
- Needs adult intervention





What should you do?

- 
- Speak up early
 - Tell a trusted adult
 - Save evidence (online)
 - Support others
 - Keep reporting until safe

Bystanders have responsibility.





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Who can you talk to?

- Any trusted grown-up in school
- You can talk to the schools trusted adult such as Mr Mikelson, Ms. Luu or Mrs Titchmarsh.



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What will adults do?

Adults will:

- Take concerns seriously
- Investigate patterns
- Put safety plans in place
- Use restorative and protective consequences
- Work with families
- Monitor behaviour over time



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Bullying or Conflict?

Scenario 1 – Online

- A group repeatedly posts unkind comments about one pupil in a group chat.

Scenario 2 – Relational

- A pupil is repeatedly excluded and others are told not to play with them.

Scenario 3 – Conflict

- Two friends argue and both say unkind things once.

Discuss:

- Which are bullying?
- Which are conflict?
- What action is needed?
- How can harm be repaired?



Discussion prompts

Why power imbalance matters

Why bullying behaviour often builds over time

Why adults must step in

How responsibility links to *Be Safe* and *Be Respectful*

