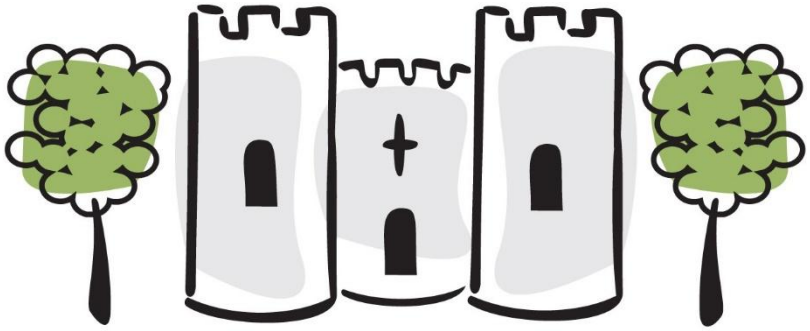
Anti-Bullying Policy

Blaise Primary and Nursery School



Approved by:	Full Governing Board	**Date:** Summer 2009
Last reviewed on:	Spring 2026	
Next review due by:	Spring 2029	

Anti Bullying Policy

History of most recent Policy changes – Must be completed

Date	Page	Change	Origin of Change e.g. TU request, change in legislation
Spring 2026		Total Revamp	
Spring 2011		Total revamp	
Spring 2015		Added new opening para to "What school should do about it?" section.	Discussions with School Council
Summer 2018		Total revamp	
Summer 2022		Review – Changing of wording to fit	

Developed and written by the whole school when participating in the Anti-bullying Alliance programme 2021-2024. The school last completed this programme in 2017 – 2018.

Principles and Values

At Blaise Primary and Nursery School, we take bullying and its impact seriously. Pupils and parents/carers can be assured that all known incidents of bullying will be responded to promptly and effectively. Bullying will not be tolerated.

We are committed to providing a safe, caring and inclusive environment where all children feel respected and able to learn. We recognise that bullying can have a significant impact on a child's wellbeing, confidence, attendance and achievement, and we act early to prevent and address concerns.

This policy reflects our relational approach, where we support all children to develop respectful relationships, while addressing behaviour firmly and fairly when concerns arise.

Aims and Objectives

- To take a whole-school approach in preventing and responding to bullying
- To ensure all members of the school community understand what bullying is and how to respond
- To ensure incidents are reported, recorded and acted upon consistently
- To support both children who are bullied and those who display bullying behaviours
- To promote a culture of respect, inclusion and safety

What is Bullying?

Bullying is the repetitive, intentional harming of one person or group by another, where there is an imbalance of power. It can happen face-to-face or online.

While bullying is typically characterised by repeated behaviour, a single serious incident may be treated as bullying where there is clear evidence of harm, intent, or imbalance of power.

In child-friendly terms, this means behaviour that is “lots of times, on purpose,” and makes someone feel hurt, unsafe or excluded.

Bullying can include:

- Emotional (excluding, tormenting, threatening gestures)
- Physical (hitting, pushing, kicking)
- Verbal (name-calling, teasing, spreading rumours)
- Cyberbullying (messages, online content, social media)

Bullying may occur in school, on the way to and from school, online, or in the community where it impacts on school life.

Prejudice-Based Bullying

Bullying can be motivated by prejudice and may target aspects of a person’s identity.

This includes, but is not limited to:

- Racist bullying
- Bullying related to religion or belief
- Homophobic, biphobic or transphobic (HBT) bullying
- Bullying related to special educational needs or disabilities (SEND)

We recognise that some groups of pupils may be more vulnerable to bullying, and incidents of this nature will be taken particularly seriously, recorded carefully, and responded to appropriately.

Who Can Be Bullied?

Bullying can happen to any child. Some pupils are more vulnerable to being targeted due to the attitudes and behaviours of others, not because of anything about them.

This includes children with special educational needs or disabilities (SEND), those who are looked after or adopted, young carers, children experiencing health or mental health difficulties, and those targeted because of their ethnicity, religion or belief, gender identity, or other aspects of their identity.

Every child deserves equal protection. The school recognises these vulnerabilities and responds with particular care and attention where they are present.

Safeguarding

Bullying is a form of **child-on-child abuse** and will be managed in line with the school's *Safeguarding and Child Protection Policy*.

All incidents will be:

- Taken seriously
- Recorded on CPOMS
- Reviewed by the safeguarding team, including the Designated Safeguarding Lead (DSL)

We recognise that both the child who is being bullied and the child displaying bullying behaviour may require support.

All staff are responsible for identifying and responding to concerns about bullying.

Class teachers will usually lead the initial response and communication with families. Leaders will support this if required.

The leadership team, including the Designated Safeguarding Lead (DSL), will oversee incidents, provide guidance, and ensure appropriate monitoring, escalation and support.

Signs and Symptoms of Bullying

A child may indicate by signs or behaviour that they are being bullied. Staff should be aware of changes such as:

- Becoming withdrawn, anxious or lacking confidence
- Changes in behaviour or attendance
- Reluctance to come to school
- Unexplained injuries or missing belongings

These signs may indicate other concerns, but bullying should always be considered and explored.

Prevention

We take a proactive approach to preventing bullying through:

- PSHE (Jigsaw) lessons and curriculum work on relationships and respect
- Assemblies and whole-school messages

- Clear expectations for behaviour and relationships
- Staff presence and supervision
- Opportunities for pupil voice and discussion
- Creating a culture where children feel safe to speak to adults
- Staff receive regular training on recognising and responding to bullying, including as part of induction and ongoing professional development

Staff actively promote respectful behaviour and challenge unkindness early.

What Pupils Should Do

If a pupil is being bullied, they are encouraged to:

- Tell a trusted adult in school
- Speak to a friend or school council representative
- Use the worry box, which is available in every classroom
- Talk to a parent or carer

How We Support Pupils

We support pupils who are bullied through:

- Regular check-ins with a trusted adult
- Support for friendships (e.g. circle of friends)
- Appropriate interventions where needed
- Whole-class or group work to reinforce expectations

Responding to Bullying

All concerns about bullying will be taken seriously and responded to consistently.

In all cases:

1. The concern is reported to the class teacher or appropriate adult
2. The incident is recorded on CPOMS
3. The situation is reviewed and, where appropriate, an investigation will be opened. This may include gathering pupil voice, reviewing evidence, and discussion with relevant staff
4. Pupils will be added to the safeguarding rolling record.
5. Parents/carers of children involved will be informed at an appropriate stage, in line with safeguarding considerations, and kept updated as necessary during the process. Outcomes and actions will be shared where appropriate
6. Appropriate action will be taken to support all pupils and address the behaviour
7. Incidents will be monitored to ensure the situation is resolved

Monitoring will continue for an appropriate period following an incident to ensure the behaviour has ceased, the situation has stabilised, and any ongoing risk is addressed. This will be reviewed by the safeguarding team as needed.

Where appropriate:

- Pupils will be supported to repair relationships
- Appropriate consequences may be applied in line with the Relational Policy, including reflection, repair, and, where necessary, internal or external suspension
- In more serious or persistent cases, further action may be taken, including involvement of external agencies

Where concerns persist or escalate, the school will take further action, which may include increased involvement from the safeguarding team, external agency support, or more formal consequences in line with the Relational Policy.

We work early and proactively to prevent escalation wherever possible

Examples of Support and Intervention

Responses to bullying will be tailored to the individual circumstances of each case, drawing on a range of established strategies. These may include:

- Regular check-ins with a trusted adult
- Key adult support throughout the day
- Structured peer support
- Restorative conversations and repair work
- Adjustments to routines or increased supervision
- Targeted PSHE or class-based work

The school will use professional judgement to select the most appropriate approach in each case.

Recording of Bullying Incidents

All bullying incidents must be recorded on CPOMS.

Incidents will be:

- Shared with relevant staff
- Monitored over time
- Reviewed by the safeguarding team

This ensures patterns can be identified and further incidents prevented.

Working with Parents and Carers

We ask parents and carers to:

- Report concerns to the school promptly
- Work in partnership with the school to resolve concerns
- Avoid approaching other children or families directly

The school will:

- Take concerns seriously
- Investigate appropriately
- Keep parents informed where appropriate

If concerns remain unresolved, parents/carers should follow the school's complaints procedures.

Linked Policies

This policy should be read alongside:

- Safeguarding and Child Protection Policy
- Relational Policy
- Online Safety Policy
- Complaints Policy