

Policy No	Blisworth Community Primary School
Version No 3	(Anti-bullying Policy)



Anti-Bullying Policy

This section should be completed following ratification of the Policy:

Committee Ratifying Policy: FGB	Date of meeting: Email ratification, review meeting March 2025
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Due for review and ratification at the next meeting

	Name	Signature
Chair of Committee's Approval		
Chair of Governor's Approval	H Spurrier	
Recommended Review Date:	September 2027	

Ownership

Blisworth Community Primary School is a Local Authority School. It will be displayed on the policy list whether the policy is Local Authority adopted or school produced. The policy is issued by the Clerk to the Governors, to whom any change requests or queries should be directed by emailing admin@blisworth.northants.sch.uk

Version Control

This document is issued and maintained in accordance with Blisworth Community Primary School's procedures. Any change to the document will increase its version number. It is the responsibility of the reader to check with the Clerk that this is a currently valid copy.

V	Date	Description of Change	Cha
1	Sept 21	Written as new leadership team	Leah Jenkins

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1	Sept 22	Reviewed no changes	Leah Jenkins
1	Sept 23	Reviewed no changes	Leah Jenkins
2	January 2024	Updated with KCSI	Danielle Warren
3	January 2025	Further detail and clarification upon original contents from V2	Leah Jenkins
4	September 2025	Updated with KCSI and any further clarification in other school policy including those updated.	Danielle Warren

Mission

It is the right of all children to feel safe in school. All reported or witnessed bullying incidents including those considered to be child-on-child abuse will be treated seriously and responded to consistently. Intervention will support and empower pupils who experience it and strive to ensure children who bully understand the impact of their actions.

We aim to reduce and eradicate, wherever possible, instances in which pupils are subject to bullying in any form. We aim to establish appropriate means of providing after-care should an incident of bullying occur and ensure all stakeholders are aware of the policy and fulfil their obligations to it.

This policy should be read in conjunction with our Behaviour Policy, Child Protection Policy, Equality Duty and PSHE Policy. We can also discuss this policy with children if required at age-appropriate understanding.

How do we work proactively to reduce bullying?

We deeply instil our school values in all pupils through rewards and recognition and a fully structured curriculum in line with our values. This helps all children to grow into individuals who understand right from wrong and act with integrity. This global understanding acts as a clear deterrent to inappropriate and impactful behaviours. Further, other pupils know that such behaviours are not allowed and understand how and why to tell an adult. The ethos of the school is celebrating everyone's strengths and helping them when they find things hard. The school finds that this significantly reduces jealousy amongst pupils as this aspect can be a factor leading to bullying in general. PSHE openly teaches children about bullying and relationships. The Governing Body has a named values lead who visits, reviews and chats with children about the development of their character.

We are proud our children respect and live by our school values, but we will always seek to fully investigate and resolve concerns around bullying,

What is bullying?

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There is no single definition but is often understood to include behaviour, which is intended to cause distress, is repeated, and where there is an imbalance of power between the perpetrator(s) and the recipient(s).

A more child-friendly definition has been developed by the Anti-Bullying Alliance: people doing nasty or unkind things to you on purpose, more than once, which is difficult to stop.

With pupils, it is referred to as STOP (Several Times On Purpose) should specific bullying content conversations be required.

It should be noted that racist incidents or any are required to be defined by all schools as any incident which is perceived to be racist by the victim or any other person. Some incidents will constitute racist bullying but not all. School does not tolerate racism, and we are an inclusive school. It is acknowledged that there may be age-appropriate misunderstandings around race. If this is the case, we will discuss this with all parties and still seek to correct and develop this understanding beyond the curriculum in a personalised way for that pupil. Further, the school's equality duty outlines the school's aims and intentions to ensure that the protected groups and listed individuals within the diversity statement are recognised throughout this policy.

Bullying behaviour

This can include but not limited to

- Name-calling, taunting, mocking and making offensive comments
- Offensive graffiti
- Excluding people
- Gossiping and spreading hurtful or untruthful rumours
- Kicking, hitting, pushing
- Taking belongings
- Cyber bullying, usually via social media
- Upskirting
- Child-on-child abuse including extra-familial harm

These are examples of individual behaviours which would be investigated within the above definition which can be further explored in our safeguarding policy. Bullying can happen for many reasons. It can be related to the recipient's ethnic background, sexuality, disability, gender, physical appearance, social or economic status, age/maturity, home circumstances etc.

When dealing with the bullying, we consider the impact on the recipient – not just the intention of the perpetrator – when deciding whether to treat an incident as bullying. However, single incidents of hurtful behaviour may still leave the targeted pupil fearful of repetition and will be addressed in line with the behaviour policy and further monitoring is likely to take place. For all incidents, the school will ensure that the age, understanding and pupil voice is a priority and will be taken into account for all parties involved. Further examples can be found in Keeping Children Safe in Education, 2025.

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Roles and Responsibilities of Staff and Governors (which are in addition to those found in the Behaviour Policy)

All staff will act firmly against bullying, promoting the wellbeing and safeguarding of all pupils. Staff work hard to create an environment that is kind and respectful and where reporting incidents to staff is encouraged. Our PSHE provision (developed using the Jigsaw scheme) and our teaching of school values supports this endeavour and staff model good behaviour and attitudes to children. Our school values are on display in all classrooms, and each class develops their own classroom charter at the start of the year where they agree to expectations around behaviour and respectful interactions with each other.

Staff will always step in to prevent, or interrupt, episodes of undesirable behaviour, including being unkind, being racist, sexist or homophobic, being rude or aggressive, physically hurting others or damaging property at the point they see it or are made aware.

All members of the school community receive training, so they understand what constitutes bullying and are alert to signs that bullying is taking place. This too is updated and reviewed inline with any safeguarding changes and updates including child-on-child abuse and extra-familial harm. They will know what measures to take.

The Headteacher reports all bullying incidents to Governors in the Head Teacher's report presented at all full governor meetings. Any urgent situations will be discussed with the Chair of Governors, or other governors if relevant, in a timely manner.

The school recognises their responsibility to ensure that all children are protected from bullying including those vulnerable pupils and those with SEND. School will not tolerate bullying from any pupil regardless of their background, previous experiences or identified needs. All pupils will be supported and school will take appropriate action to support all pupils but will act in line with policy to ensure that everyone is protected from bullying.

Pupils

It is important that pupils should:

- Be involved in the development and reviewing of behaviour and anti-bullying policies and practice via the curriculum committee.
- Learn about what constitutes bullying and what to do about it.
- Learn about what constitutes victim behaviours and how to guard against adopting them.
- Have opportunities to develop the skills to resist bullying and to deal with it by drawing on protective behaviours.
- Be aware that knowing about bullying by others and not doing anything about it is unacceptable.
- Know that telling is the correct action to take.
- They will know that all bullying, including that of via online platforms, social media, will be taken seriously.
- Understand the difference between relationship conflict and bullying at an age-appropriate level

Parents

Parents have a very important role. They should:

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- Discourage their children from bullying behaviour at school and elsewhere
- Make clear to children what the definition of bullying is and how this differs from the upset of falling out with a friend
- Take an active interest in their children's school life and talk to them about friendships and time spent with others.
- Contact their child's class teacher if they are worried that their child is being bullied or bullying others and identify the difference between this and age-expected disagreements
- Demonstrate positive support for the school policies on behaviour and anti-bullying
- Model appropriate behaviour at all times.
- Allow staff to fully investigate and be fair and balanced in all parties involved
- Understand that data protection will prevent us disclosing all information regarding any investigation but that we will provide as much as we are able, to ensure that parents understand actions taken or conclusions drawn (eg – we cannot name other pupils to you).
- Report to the school any concerns regarding bullying.
- Support the school to promote equality, celebrate difference and diversity and to challenge discrimination.
- If parents are concerned an issue is continuing when school believes that steps have resolved it, they should contact school again without delay.

Responding to bullying Incidents

The following steps may be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will usually be dealt with by the member of staff who has been approached or witnessed the concern initially. They will ensure the recipient is safe, gain an understanding of the situation and then discuss next steps with SLT (senior leadership team) as required and as soon as is practical.
- The incident will be thoroughly investigated. The investigation process may vary depending on the age of the child, who is in attendance at school that day and which adults would be best placed to speak with the children and when they are available to act in the children's best interests.
- The school will provide appropriate support for the person who feels that they are being bullied – accounting for their voice, making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- The Designated Safeguarding Lead (or one of the Deputy Designated Safeguarding Leads) will be informed of all bullying issues where there are safeguarding concerns.
- The school will inform other staff members, and parents/ carers, where appropriate.
- Consequences (as identified within the Behaviour Policy) and support for individuals will be implemented if founded as a concern, in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as the police (if a criminal offence has been committed) or other local services including early help or children's social care (if a child is felt to be at risk of significant harm).
- Where the bullying takes place off school site, online or outside of normal school hours (including cyberbullying), the school reserves the right to investigate the situation should it be

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deemed appropriate. Appropriate action can be taken by the school, including providing support and implementing consequences in school, in accordance with the Behaviour Policy where appropriate or contacting the Police.

- A clear and precise account of the incident will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.
- It may be concluded that the incident/s were not bullying, but this does not mean that monitoring and support will not be offered.

Cyberbullying

When dealing with Cyberbullying, school may access the Childnet Cyberbullying and updated Safeguarding Guidance guidelines. Please also see the above about incidents offsite where this type of bullying more frequently takes place nationally at Primary level. Opportunities during school time are not the same as phones are not present. Phones are not permitted on site with children, and these are handed to the front office upon arrival and collected at departure.

When responding to cyberbullying concerns, the school will:

- Consider the reported incident
- Be aware of the implications of AI, deep fakes, disinformation but act accordingly and in line with guidelines, regardless of the viewers opinion
- Advise families and young people that there may be online material that staff are unable to view to investigate and therefore direct and signpost families to the relevant professionals or agencies.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to help ensure that it does not happen again.
- Notify: Parents and carers are responsible for supporting issues around cyber bullying as these will all have taken place outside of school.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation and indicate whether these should also be shared with the Police or MASH by the family of the child.
- Take all available steps where possible to identify the person responsible. This may include:
 - Looking at use of the school systems (though unlikely due to filtering and monitoring)
 - Identifying and interviewing possible witnesses.
 - Contacting the service provider and the police, if necessary.
 - Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
 - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
 - Confiscating electronic devices, such as mobile phones, and asking parents/carers to look through the content of their child's devices.
 - Requesting the deletion of locally held content and content posted online if they contravene school behavioural policies.

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- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
 - Advising those targeted not to retaliate or reply.
 - Providing advice on blocking or removing people from contact lists.
 - Helping those involved to think carefully about what private information they may have in the public domain.
 - Contacting the Police or MASH if necessary.

Monitoring and filtering systems alongside staff training have been implemented in school in line with our safeguarding policy. School staff also receive updated training in line with KCSIE (2025) to ensure that online safety and safeguarding online is fully addressed – see safeguarding policy.

Supporting pupils

Pupils who have been bullied will be supported by:

- Obtaining their pupil voice and giving them opportunities to talk
- Reassuring the pupil and providing continued support.
- Offering an immediate opportunity to discuss the experience with their teacher, the Designated Safeguarding Lead, or another member of staff.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support which may include working and speaking with staff, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services, or support through Child and Adolescent Mental Health Services (CAMHS).

Pupils who have perpetrated the bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Providing consequences in line with the Behaviour Policy.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or Child and Adolescent Mental Health Services (CAMHS) as appropriate.

Further information can be found in the school's Safeguarding Policy and Behaviour Policy. There are supporting references including the Inclusion Policy and SEND Information report.

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