



Bottisham Primary School



Anti-Bullying Policy

Policy was approved on:	11.03.25
Person responsible for this policy:	Head Teacher
Date to be reviewed:	Summer 2026
Distributed to:	All staff, and shared on the website

Aims

The aims of this document are:

- **To provide a clear definition of bullying**
- **To provide whole school strategies to prevent bullying**
- **To provide a clear framework for the management of incidents of bullying**
- **To establish whole school approaches for the monitoring of incidents of bullying**

This policy should be used alongside the Positive Behaviour and E-Safety Policies.

Our Commitment

We are committed to providing a caring, friendly and safe environment for all of our pupils so that they can learn, play and communicate in a secure atmosphere. Bullying of any kind is unacceptable in our school. If bullying does occur, all pupils and adults should know that all incidents will be dealt with promptly and effectively. At Bottisham Community Primary School, we believe that ignoring bullying is unacceptable. Anyone who is aware of or who witnesses an incident of bullying has a duty to intervene, to get help and to report it. We are committed to:

- discuss, monitor and review the school's anti-bullying policy on a regular basis.
- support staff to identify and tackle bullying appropriately.
- ensure that pupils are aware that all bullying concerns will be dealt with effectively and sensitively.
- inform parents and keep them up to date regarding incidents of bullying related to their child.
- seek to learn from anti-bullying good practice elsewhere and use the support of the Trust, Local Authority and other organisations when appropriate.

Definition of bullying

At Bottisham Primary School, bullying is defined as intentional and repeated behaviour that causes harm, fear, or distress to another person or group. This includes name-calling, verbal abuse, or teasing, particularly related to sexism, racism, homophobia, religion, or disabilities, actions motivated by prejudice, such as targeting individuals based on race, religion, gender, sexual orientation, or disabilities. Physical or verbal intimidation designed to hurt, embarrass, or make someone feel insecure.

Three Main Forms of Bullying

- **Physical:** e.g. hitting, kicking, taking belongings.
- **Verbal:** e.g. name-calling, insults, offensive remarks.
- **Indirect:** e.g. spreading rumours, exclusion from social groups, sending malicious messages via social media or mobile devices. This includes online bullying, known as cyber-bullying.

Equality Act 2010

Bottisham Primary welcomes its duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to: disability; ethnicity; sex (gender); religion/beliefs; sexual orientation; transgender identity; age; marriage/civil partnership and pregnancy/maternity.

These duties and intentions reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

What kind of behaviour constitutes bullying behaviour?

Bullying can take many forms; the following is a set of examples but not an exhaustive list:

- Abusive name-calling
- Looks and comments about appearance, attractiveness, emerging puberty
- Inappropriate and uninvited touching
- Sexual innuendos and propositions
- Pornographic material, graffiti with sexual content
- Targeted for representing a group and attacking the individual by sending messages to that group.
- Racist bullying is likely to hurt not only the injured party, but also other members from the same group and their families.
- Verbal abuse by name calling racist jokes and offensive mimicry
- Physical threats or attacks
- Wearing of provocative badges or insignia
- Racist leaflets, comics or magazines
- Inciting others to behave in a racist way
- Racist graffiti or written insults could relate to food, music, dress or costumes
- Refusing to co-operate in work and play
- Comments related to the religious or ethnic group that the pupil belongs to
- Pupils with SEN or disabilities may not be able to articulate experiences as well as other pupils. However, they are often at greater risk of being bullied, both directly and indirectly and usually about their specific difficulties or disability. A child who may find it difficult to verbalise what is happening to them will often communicate in other ways; through, for example, changes in behaviour and attitude.

Cyber Bullying Guidance

Because of the anonymity that new communications technologies offer, anyone with a mobile phone or Internet connection can be a target for cyber bullying. What is more, bullies can reach much larger numbers within a peer group than they can with conventional bullying. Vindictive comments posted on a website, for instance, can be seen by a large audience, as can video clips sent by mobile phone.

Bottisham Primary School takes cyber bullying very seriously and does not tolerate bullying of any account. Online Safety lessons and assemblies are delivered to ensure pupils are aware of cyber bullying, what to do if they are a victim and how to prevent cyber bullying. We have additional information about 'online safety' in our E-Safety policy.

What are the signs to look out for when a child is being bullied?

When a child is being bullied, you may notice changes in their behaviour, attitude, learning and social interactions. The warning signs that someone is being bullied include:

- Not wanting to go out to play
- Deterioration in concentration
- Poor school attendance
- Unexplained changes in behaviour, learning etc.
- Having trouble with work for no apparent reason
- Pupils who seem troubled e.g. irritable, emotional or easily upset
- Pupils who are being ignored or left out
- Pupils being laughed at, teased or called names
- Pupils who present themselves at school with damaged or missing clothes, without money they should have, or with scratches or bruises
- Pupils telling you that they or their friends are being picked on

Risk Factors

Research has indicated that whilst any child can be an injured party of bullying, there are certain risk factors, which will make the experience of bullying much more likely. These include:

- Having special educational needs
- Lacking close friends at school
- Being from different racial or ethnic group to the majority
- Being different in some respect from the majority
- Being shy

How do we promote an anti-bullying culture at Bottisham Primary School?

The school recognises that incidents may occur in all areas of the school, but also online and away from the school grounds. Therefore, we take a range of measures to prevent incidents occurring and promote appropriate behaviours and relationships:

- Using surveys to find out the extent of the problem
- Recording of incidents using My Concern.
- Exploration of issues e.g. diversity, respect, tolerance, sexism and bullying through the curriculum
- Ensuring that the school site is adequately supervised, paying attention to areas where pupils may be vulnerable
- Involvement of parents and the wider community
- Assemblies to promote tolerance and respect and address issues
- Playground equipment is provided, and the school often adopts sports coaches whose role it is to engage, as many children in positive physical activities.
 - “Young Leaders” programme for year 6 pupils to promote positive relationships and support playtime games for younger children.
- Those on duty wear high visibility vests and promote positive behaviour.
- Worry boxes in classes and a culture of pupils reporting incidents are promoted.
- We promote a healthy, safe and caring environment for all pupils and staff
 - We provide a broad and balanced curriculum for all our pupils, having considered gender, ability, ethnicity, religion and culture
 - We promote pupils’ self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community
 - We provide sufficient information and support to enable our pupils to make safe choices
 - Through an enriched curriculum, we provide pupils with opportunities to develop the necessary skills to manage their lives effectively
 - We help our pupils to learn to respect themselves and others.
 - We create a wider awareness of religious, cultural and moral values and respect for different ethnic groups, religious beliefs and ways of life
 - We promote an inclusive ethos and a culture of mutual respect where diversity and difference are recognised, appreciated and celebrated.
- Regular circle time opportunities to discuss issues as these arise.
- Small targeted group work developing friendships and relationships
- Use examples from literature during English lessons to discuss and explore relationships. Many books include characters and scenarios to explore with pupils to promote better understandings of difference and develop empathy.
- Whole school anti bullying events
- A computing curriculum that promotes E-Safety and cyber bullying guidance.
- Raising the profile through school displays

Monitoring

Monitoring helps us to assess progress and evaluate our anti-bullying policy so we can target action where it is most needed and most effective. Teachers log all forms of bullying and harassment. In addition to this, we regularly carry out surveys with the pupils and staff in school asking them for their views and perspectives on bullying.

Responding to bullying

It is important that:

- Staff take all incidents of bullying seriously and respond in a sensitive manner to pupils when they say they have been bullied.
- Pupils' concerns are acted upon in every case according to an agreed procedure.
- All pupils are aware of the procedures for reporting bullying and to whom they can report them to
- All pupils are encouraged to report bullying and are confident that staff will take such reports seriously. This can include reports of adults bullying pupils.
- The pupil who has been bullied should be made to feel safe.
- All pupils should be shown that bullying is taken seriously.
- Any investigation will take into account the needs of both the victim and the perpetrator.

Safeguarding

A bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, school staff should report their concerns to the safeguarding team as a matter of urgency. This will be recorded using the school's electronic logging system – My Concern. The Safeguarding team has responsibility for monitoring ongoing concerns around bullying.

Carrying out an investigation

If a pupil, or a parent/carer, reports bullying. The school will take the following actions:

Stage 1: A reported case of alleged bullying is logged as a concern on My Concern and reported to SLT/the Safeguarding team.

Stage 2: An appropriate member of staff gathers information by interviewing all relevant parties separately. They may need to consult pupil records and consult other member of staff with relevant information.

Stage 3: Then the appropriate member of staff will compile a two-week monitoring form to gather further evidence.

Stage 4: The appropriate member of staff, in consultation with a member of SLT/the safeguarding team, then considers the evidence and reaches a conclusion. They then discuss the findings with all parties, including relevant staff and parents of the pupil being bullied and the pupil carrying out the bullying.

Stage 5: The school then decides upon an appropriate course of action.

This action may include:

- A restorative meeting between all parties
- Appropriate consequences designed to promote pro-social behaviour outcomes
 - Where a restorative and suitable consequences approach has failed to modify the behaviour of a perpetrator and the bullying is continuing, other consequences should be considered including inviting the parents/carers of the perpetrator to the school to discuss their child's behaviour. The outcome of the meeting and agreed actions/responses will be recorded.
- The school will ensure that staff and all parents/carers remain fully aware of the measures that have been put into place to prevent the occurrence of further incidents. Follow up appointments may be made with parent/carers to share these agreed measures and to monitor their success in preventing further bullying.

Whichever action is chosen it is important to continue to monitor both victim's and perpetrator's behaviour for an appropriate period. This may be through meetings and/or observations. SLT and the safeguarding team will assess whether there would be a need for further additional long-term support for the pupil.

Appendix A – Two - week Monitoring Form

Two Week Interaction Log: Week 1 w/c:		Monday	Tuesday	Wednesday	Thursday	Friday
Children's initials, year group and class Alleged perpetrator:	Morning (including morning playtime)					
	Lunchtime					
	Afternoon (including pm playtime KS1)					
Alleged victim:						

Two Week Interaction Log: Week 2 w/c:		Monday	Tuesday	Wednesday	Thursday	Friday
Children's initials, year group and class	Morning (including morning playtime)					
	Alleged perpetrator:					
	Alleged victim:					
	Afternoon (including pm playtime KS1)					

Appendix B – Links to useful resources for parents.

Within Cambridgeshire County Council further information and help is available:

Cambridgeshire Race Equality and Diversity Service (CREDS) (if the bullying is of a racist or sexist nature) tel: 01223 568841

The Parent Partnership Service (for parents and carers of children and young people with special educational needs) confidential advice line tel: 01223 699214

Education Helpline (if parents have a complaint about a school) tel: 01223 706399
Locality Teams Each locality in Cambridgeshire has a multi-disciplinary team that could offer advice and support. Please contact the Education Helpline 01223 706399 for the name and contact number of your locality manager.

A further range of information and advice is available on the Cambridgeshire County Council website: www.cambridgeshire.gov.uk/bullying

Appendix C: Pupil Guidance for incidents of Cyber Bullying

- If you feel you are being bullied by email, text or online, talk to your parent, carer or teacher.
- Never send any bullying or threatening messages. Anything you write and send could be read by an adult.
- Keep and save any bullying emails, text messages or images.
- If you can, make a note of the time and date bullying messages or images were sent, and note any details about the sender.
- Do not reply to bullying or threatening text messages or emails - this could make matters worse. It also lets the bullying people know that they have found a 'live' phone number or email address. They may get bored quite quickly if you ignore them.
- Do not give out your personal details online - if you're in a chatroom, watch what you say about where you live, the school you go to, your email address etc. All these things can help someone who wants to harm you build up a picture about you.
- Do not forward abusive texts or emails or images to anyone. You could be breaking the law just by forwarding them. If they are about you, keep them as evidence. If they are about someone else, delete them and don't reply to the sender.
- Do not ever give out passwords to your mobile or email account.
- Remember that sending abusive or threatening messages is against the law.