Hardwick and Cambourne Community Primary School

Anti-Bullying Policy

Date Written: Autumn 2025
Reviewed by: Governing Body
Next Planned Review: Autumn 2027

Safeguarding Statement

At Hardwick and Cambourne Community Primary School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Hardwick and Cambourne Community Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

1. **CONTEXT**

This Anti-Bullying Policy should be read in conjunction with our Relationships Education Policy, Safeguarding and Child Protection Policy, Acceptable Use Policy, PSHE Policy and Positive Behaviour Management Policy.

1.1 Aims

As a school, we believe that all children have the right to learn in an environment where they feel safe. The aims of this policy are to:

- create an environment in which everyone agrees that bullying is unacceptable.
- establish an agreed definition of bullying, so it may be distinguished from relational conflict
- outline how we involve the whole school community in developing an Anti-bullying ethos
- share the principles behind our programme of preventative education
- detail how we respond to instances of bullying behaviour.

1.2 Defining Bullying

At our school we define bullying as:
- Repetitive, intentional hurting of one person or group by another person or group. Bullying can be physical, verbal or psychological. It can happen face to face or online. (Antibullying Alliance)
- Repeated negative behaviour that is intended to make others feel upset, uncomfortable, or unsafe. This can happen both online and offline. (Diana Award Definition)

The four key elements of this definition are that the behaviour is:

- hurtful/negative
- intentional
- repetitive (NB: when a bullying incident is first reported, teaching staff will ascertain whether the same or similar incidents have occurred prior to this first reported incident)

We will use the terms:

- 'Bullying behaviour' rather than describing a person as a 'bully'. We intend that this will avoid the self-fulfilling effect of labelling.
- 'Target' rather than 'victim'. We intend that this will avoid the self-fulfilling effect of labelling.

Bullying behaviour may be:

- Physical- for example pushing, poking, kicking, hitting, biting, pinching
- Verbal – for example name-calling, teasing, belittling, threatening
- Indirect – for example cyberbullying, spreading rumours, exclusion, secret sharing, damaging belongings

These different forms of bullying may occur separately or coexist.

We know that experiencing bullying can have a significant, negative and lasting impact on a child's physical, emotional and mental wellbeing. We also recognise the negative impact that engaging in bullying behaviours or witnessing the bullying of another can have.

1.3 Wider Context

We recognise that bullying remains an issue in and out of schools. Nationally, [The Good Childhood Report 2020](1) found that 38.6% of children reported having experienced at least one form of bullying in school over the past 6 months. Locally, the Primary Health-Related Behaviour Survey (2022) found 34% of Cambridgeshire Y5/6 pupils feel afraid of going to school because of bullying at least 'sometimes'. This rises to 57% of gender questioning children and 52% of those with a disability or long-term illness.

Section 89 of the [Education and Inspections Act (2006)](#) states that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils.

[The Education Inspection Framework (2021)](#) requires inspectors to make a judgement on the extent to which, "leaders, teachers and learners create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated. If they do occur, staff deal with issues quickly and effectively, and do not allow them to spread."

This policy outlines both the preventative work we do with the children to reduce the risk of bullying behaviour occurring, and how we respond when incidents of bullying arise. This policy is consistent with the DfE publication [Preventing and Tackling Bullying (2017)](#) and the DfE statutory requirements for Relationships Education and Health Education (2020).

1.4 Inclusion

We are aware of our responsibilities under the [Equality Act 2010](#) to eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity and foster good relations between people who share a protected characteristic and people who do not share it. The protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

We recognise that any child may be affected by bullying. We also seek to raise awareness via our preventative education programme with the children that sometimes bullying is related to prejudice. This learning aims to support children to recognise the views of others and to help them understand that identities, lifestyle choices and attitudes will differ among people, but that prejudice and intolerance are always unacceptable.

See our Relationships Education Policy for more detail about how our Relationships Education prevents behaviours such as homophobic, biphobic, transphobic, racist, sexist, disablist and faith-based bullying, supporting all pupils but especially those:

- with protected characteristics or who have family members with protected characteristics
- with Special Educational Needs and Disabilities (SEND)
- who are care-experienced
- who are economically disadvantaged.

1.5 Safeguarding

[Keeping Children Safe in Education 2023](#) states that all staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that child-on-child abuse includes bullying, both on and offline. When staff have concerns about child-on-child abuse, this information is shared with the Designated Safeguarding Lead in line with our Safeguarding and Child Protection Policy.

We are aware that bullying may also occur between adults and children. If this occurs, responses may go beyond the scope of this policy.

For further information about how our Relationships Education helps us fulfil our statutory safeguarding duties, see the Relationships Education Policy.

2. INVOLVING THE WHOLE SCHOOL COMMUNITY

2.1 Development of the Policy

This policy has been developed in consultation with pupils, governors and parents/carers. Parent/carer and pupil views have been taken from surveys and other indirect feedback.

2.2 Engaging with Pupils

We will involve pupils in the evaluation and development of the Anti-Bullying Policy in ways appropriate to their age.

- We will obtain pupils' views about which parts of school feel safe to them and how pupils could be helped to feel safer in school.

- We will ask pupils to reflect on their learning and set goals for future learning.

- We will consult pupils (e.g. through School Council) about their perception of the strengths of our Anti-Bullying provision and the areas to be further developed.

2.3 Working with Governors

This policy has been developed with governor involvement, so that the governors are able consider the extent to which leaders, teachers and learners create an environment where bullying, child-on-child abuse or discrimination are not tolerated, and establish whether staff deal with bullying issues quickly and effectively when they do arise. In order to facilitate this process, the Anti-bullying Policy appears annually on the agenda of one governors' meeting. The policy is available on the school's website. Anti bullying monitoring sits within the safeguarding remit.

2.4 Communicating with Parents/carers

Parents/carers are the first educators of their children about relationships, emotions, empathy and respect and we seek to work in partnership with parents/carers in our approach to Anti-Bullying. We will encourage this partnership by:

- Sharing details of our Anti-Bullying approach on our website including our definition of bullying, so that all members of the school community are aware of it.

- Informing parents/carers of forthcoming Anti-Bullying topics, which are predominantly taught through our PSHE curriculum, e.g. Anti-bullying, Diversity and Communities, Personal Safety

- Informing parents/carers about our Anti-Bullying approach as their child joins the school through the school brochure/prospectus/website

- Signposting parents/carers to sources of support

3. THE ROLE OF PREVENTATIVE EDUCATION

3.1 Principles

This Anti-Bullying Policy is set within the wider context of the school's overall aims and values, our Rules for Respect and the 4 R's (At HCCPS we all have a right to learn, be safe, be happy, be included)

We recognise that effective preventative education can reduce the risk of bullying behaviour occurring. We know that children learn about skills which contribute to their ability to build and sustain healthy relationships in a wide variety of ways, not only through planned lessons, but through their everyday experiences at school and at home. Our school ethos, wider enrichment opportunities and the interventions and support offered all contribute to the development of these skills. All members of staff understand their role in supporting our strong anti-bullying culture.

3.2 Curriculum Organisation

In accordance with the DfE statutory requirements for Relationships Education and Health Education (2020), pupils will learn:

- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help (Respectful Relationships-Relationships Education).
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing (Mental Wellbeing- Health Education).
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health (Internet Safety and Harms – Health Education).

We will primarily use the Cambridgeshire Primary Personal Development Programme and the resources recommended within it when planning and delivering PSHE with an Anti-Bullying focus, which includes their 'Anti-Bullying' units of work.

The Anti-Bullying Units of work provide the opportunity for pupils to learn, in an age-appropriate way, about:

- the sort of behaviour that constitutes bullying, including cyberbullying
- how people can be affected by bullying
- the role that bystanders can play in worsening or improving a bullying situation
- the difference between bullying and falling out, including strategies for resolving a falling-out
- which trusted adults they could speak with if they were affected by bullying in school or in the community
- assertiveness strategies that could help them in a bullying situation
- ways in which pupils, teachers and parents/carers can work together to reduce bullying.

Other topic areas which support learning about Anti-Bullying are:

- Diversity and Communities - learning about the breadth of different family structures, lifestyles, religions and cultures and understanding how to show respect and celebrate difference.
- Digital Lifestyles - learning about how to navigate their online relationships positively and access help if they are worried about something online.
- Family and Friends - learning skills for developing and sustaining healthy friendships, including how to apply principles of mutuality, equality, respect and loyalty across different types of relationships
- Personal Safety - learning how to recognise when they are feeling unsafe, and how to ask for help and support.

Anti-Bullying will be taught via:

- PSHE through designated lessons, circle time, participation in Anti-bullying week, other focused events and themed weeks,
- Other curriculum areas, e.g. RE and computing
- Enrichment activities, especially our assembly programme, Anti-Bullying week and other whole school campaigns and initiatives.

For further information about our PSHE Curriculum, including how we select appropriate teaching resources, see our PSHE policy and Relationships Education Policy.

3.3 Teaching Methodologies

We apply the same principles when teaching about Anti-Bullying as in our wider PSHE teaching and deploy the same range of methodologies. *For more information about our PSHE teaching methodologies see our PSHE Policy and Relationships Education Policy.*

We recognise that there will be some children within the school who have previously or are currently affected by bullying and we will employ teaching and learning strategies to support all children to access the learning in a way which feels safe for them, including:

Using **Distancing Techniques** such as *fiction, puppets, case studies, role-play, videos,* which enable them to discuss issues without disclosing personal experience.

Establishing **Ground Rules** such as *not naming others when discussing friendship/bullying experiences, the right to pass during Circle Time activities/drama activities if this feels uncomfortable, using safe language* to enable all children to feel safer as they participate in learning in this subject area.

4. RESPONDING TO BULLYING

4.1 Receiving a Report of Bullying

The school encourages and equips the whole school community to report all incidents of bullying, (including cyberbullying) including children who have experienced being bullied and bystanders who have witnessed an incident. Our preventative curriculum includes helping children to recognise bullying behaviours and identifying their trusted adults in and out of school.

All staff are trained on the need to take reports of bullying seriously, including when to involve a Senior Leader / Designated Safeguarding Lead. This training take place at the beginning of each academic year as part of annual safeguarding training and further CPD is delivered at appropriate times of the year e.g. safeguarding spotlights and during Anti-Bullying week. All staff will act promptly when responding to reports of bullying. Staff who are not equipped to respond directly, or who do not have a child facing role, will inform a colleague. The first priority is to reassure the child that they have done the right thing by reporting the incident and to have a conversation with the child/ren targeted by the bullying behaviour to establish their views and feelings.

Where parents/carers have concerns about bullying, either because their child has been the target of bullying, is exhibiting bullying behaviours or they have witnessed other children exhibiting bullying behaviours, they are asked to inform the Class Teacher in the first instance. Senior members of staff such as Key Stage Leaders/Heads of Campus/ Designated Safeguarding Lead/ Headteachers will be involved where appropriate.

4.2 Identifying Bullying

Staff are also trained to look out for signs/indicators that a child may be experiencing bullying, such as an unexplained change in a child's behaviour or demeanour, and such concerns will always be followed up with a conversation with the child in which the child is given the opportunity to share any worries, or name another staff member they would like to talk with.

We are aware that bullying behaviour is often made up of a series of incidents. See our Positive Behaviour Management Policy for details of how we recognise, record and address examples of unkind behaviour. We use our definition of bullying to assess situations as they arise and judge whether or not bullying has occurred. We also review behaviour records each half term to assess whether a pattern of potential bullying behaviour may be developing.

4.3 Recording Bullying Incidents

When an incident of bullying (including cyberbullying) is reported, the school will endeavour to make a written record of this incident within 24 hours of the incident occurring**.** Bullying incidents are recorded using a Bullying Incident Report Form (See Appendix A) and/or on the schools termly behaviour log. The Headteacher/Heads of Campus, DSLs are responsible for the management of these records.

Our records will be reviewed half termly in SLT meetingd and annually with governors to ensure patterns of behaviour are identified and suitable interventions put in place where needed.

If the incident is a Prejudice Related Incident, this will be recorded on a separate form (see Appendix B). This information is collated and shared with the Local Authority/Governing Body. We use Prejudice Reporting for Education (PRfE) to report to the Local Authority. We analyse this information at school level to identify any patterns of behaviour and consider tailoring our curriculum provision in the light of this analysis.

4.4 Restorative Approaches

After listening to the account of the targeted child, the school will discuss an appropriate course of action with them and their parents/carers.

The school will initially consider the use of a restorative approach to resolve the situation. A restorative approach involves those who have displayed or supported bullying behaviour focusing on their unacceptable behaviour, supporting them to develop empathy towards those involved and recognising their thoughts and feelings. This process ensures children causing harm are held to account for their behaviour by enabling them to:

- Include everyone affected by, or involved in, the bullying situation
- Create opportunities for dialogue
- Enable the perpetrator/s to understand the effect of their actions and acknowledge the harm caused
- Agree on positive steps to improve the situation.

The restorative approach will be overseen and monitored by the Class Teacher/Senior Leader/Designated Safeguarding Lead, depending on what is most appropriate

4.5 Supporting Those Affected by Bullying Behaviours

The priority for staff in supporting a child who has been targeted by bullying is to ensure that they feel safe. We seek to be led by the child's wishes and to be flexible in our approach to enable them to feel safe in and around school. This sort of support may also be offered to bystanders who have witnessed bullying behaviour. There are a range of strategies that may be deployed to support a child affected by bullying behaviours, including:

- Providing a named adult in school with whom the child feels comfortable talking to about the situation to monitor and check in regularly with the child.
- Providing access to alternative options for some playtime/lunchtimes such as a Friendship Club, access to play leader run activities
- Participating in whole class PSHE/Circle Time sessions to access aspects of the Anti-Bullying Preventative Education Curriculum content.
- Accessing social skills groups to develop emotional resilience and learn skills in assertiveness.
- Accessing support from external agencies and professionals including counselling services, educational psychologists, Child and Adolescent Mental Health Service (CAMHS), Specialist Teaching Services.

As a school we have a duty of care towards all children and we recognise that children who display bullying behaviours may have significant unmet needs of their own. We seek to support children who have displayed bullying behaviours to develop their empathy skills and make more positive behaviour choices in future. This support might include:

- Restorative work to help the child recognise the harm they have caused, learn from it and repair the harm.
- Attendance at social skills groups to develop skills of listening, negotiating and empathising with others and techniques for managing conflict and peaceful problem solving
- Providing structured positive playtime/lunchtimes such as access to Midday Supervisor/Play leader run activities
- Participating in whole class PSHE/Circle Time sessions to access aspects of the Anti-Bullying Preventative Education Curriculum content
- Accessing support from external agencies and professionals including counselling services, educational psychologists, Child and Adolescent Mental Health Service (CAMHS), Specialist Teaching Services.

In certain cases of bullying, the school will consider the use of disciplinary sanctions e.g. in serious cases of bullying such as where violence has been used or where a restorative approach has been unsuccessful in preventing further incidents of bullying. Sanctions will be applied fairly and proportionately in accordance with the school's Behaviour Management Policy. Disciplinary sanctions are intended to:

- Impress on the perpetrator that what he/she has done is unacceptable
- Deter him/her from repeating that behaviour
- Signal to other children that the behaviour is unacceptable and deter them from doing it.

The school will draw upon the school's Behaviour Management Policy and follow the system for sanctions, which includes:

- Removing/ separating the perpetrator from other individuals or groups of children
- Removing/excluding the perpetrator from certain whole school activities or key points in the day e.g. break times/ lunchtimes
- Withdrawing privileges

In the case of more serious and persistent bullying, where the perpetrator has not responded to the school's restorative strategies (see above) or sanctions, the school may consider excluding the perpetrator from the school. The school is aware that some children who have been subjected to bullying can be provoked into violent behaviour. Where an attack has been provoked after a period of persistent bullying, the school will view this behaviour differently from an unprovoked attack and will ensure that sanctions are proportionate to the circumstances.

4.6 Working with Parents and Carers

Where the school has become aware of a bullying situation, the parents/carers of the child who is being bullied will be informed via a phone call and parents/carers will be invited to the school to discuss their child's situation. The school will endeavour to involve parents/carers of children who have been bullied constructively at an early stage to support the process of working together to find ways of resolving the situation and bringing about reconciliation. The outcome of the meeting and agreed actions/responses will be recorded by the school's Bullying Incident Report Form.

The parents/carers of the child displaying bullying behaviours will also be invited to the school to discuss the situation. The school seeks to work in partnership with parents/carers to help children to learn about the consequences of their behaviour choices and to support them to adopt positive behaviour choices in future. The outcome of the meeting and agreed actions/responses will be recorded by the school's Bullying Incident Report Form.

The school ensures 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 are made with parent/carers to share these agreed measures and to monitor their success in preventing further bullying.

4.7 Out of School Bullying/Cyberbullying

The school recognises that bullying can and does happen outside school and in the community. Bullying is a societal issue and its occurrence reflects the ways in which children socialise in school and in the wider community. The school believes that bullying is unacceptable wherever and whenever it happens. The school has specific powers to intervene in cases of cyberbullying and bullying on the way to and from school.

The school encourages children to seek help and to tell us about incidents of bullying that happen outside the school so that the school can:

- Raise awareness among the whole school community of possible risks within the community
- Alert colleagues in other schools whose pupils are bullying off the school premises
- Contact local police officers and representatives from the Youth Service, Locality Teams and other organisations (including sports clubs and voluntary organisations)
- Offer children and parents/carers strategies to manage bullying off the school premises e.g. guidance on how to keep safe online.

5 MONITORING AND EVALUATION

Monitoring, review and evaluation of the Policy is the responsibility of the Headteacher. The governing body will ask for information relating to the effectiveness of the policy when it is monitored every two years. Trends and the impact and effectiveness of the Policy wil be reviewed and discussed annualy with SLT and governors through a bulliyng report, provided by the Headteacher. Reported incidents of bullying will be reviewed every half term. Information will be gathered from the Head Teacher, the PSHE Leader, parents/carers and pupils to inform judgements about effectiveness.

Appendix A – Bullying Incident Report Form
This form should be completed within 24 hours of the incident's being reported. Due consideration should be given to issues of confidentiality, including third party information

HCCPS BULLYING INCIDENT REPORT FORM

CAMPUS ....

SECTION A: ALLEGED BULLYING INCIDENT
Target Name(s):   Age: Year group: Class:
Ethnicity: Gender: M / F   SEN Stage: Home language: Looked-after child: Y / N   Young Carer: Y / N
Member of staff to whom the incident was reported:
Date of incident:
Time of incident:
Location of incident:
Target's Account / Concern of parents/carers: Alleged perpetrator(s): Name(s):   Age: Year group: Class: Nature of incident including details of any injury or damage to property, etc: Circle any elements that apply: Form: Physical   Verbal   Indirect   Cyberbullying Is this a prejudice related incident related to a protected characteristic (i.e. age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation)? YES/NO

Is this a prejudice related incident **not related to a protected characteristic** (e.g. linked to home circumstances, related to appearance)? YES/NO **IF YES TO EITHER OF THE ABOVE, PLEASE COMPLETE A PREJUDICE-RELATED INCIDENT FORM**
Parents/carers of alleged target(s) informed: Date: Time:

SECTION B: ACCOUNTS OF THOSE INVOLVED

Alleged perpetrator(s) account of the incident Name(s):   Age: Year group: Class:
Bystanders'/ witnesses' accounts of the incident Name(s):   Age: Year group: Class:
Parents/carers of alleged perpetrators informed: Date: Time:

SECTION C: ACTION TAKEN

Details of immediate action taken:
Monitoring of action taken and details of follow up and longer-term action taken:

HCCPS PREJUDICE-RELATED INCIDENT REPORT FORM

CAMPUS ....

Date and time of incident..

Type of Incident: racist / homophobic / biphobic / transphobic / religious / disability or SEN related / sexist / social class / combination of 1 or more

The above categories (all, apart from social class are identified as 'protected characteristics' by the Equality Act 2010) are available on the PRIDE website drop-down menu for logging incidents

Target's Name……………………………………….	**Perpetrator's Name……………………………………..**
Year Group/Age ❑	Year Group/Age ❑
Outside Person inc Parents/Carers ❑	Outside Person inc Parents/Carers ❑
Teaching Staff ❑	Teaching Staff ❑
Support Staff ❑	Support Staff ❑
Unknown ❑	Unknown ❑

Nature of Incident (tick any that apply):

Comments and Language ❑   Ridicule/ostracism ❑   Provocative behaviour ❑

Verbal abuse and threats ❑   Graffiti ❑   Written abuse ❑

Physical assault ❑   Damage to property ❑   Other ❑

Possession/distribution of offensive material ❑

Perpetrator's ethnic origin (including Traveller or Refugee) ……………………………………

Target's ethnic origin (including Traveller or Refugee)……………………………………………..

Have parent(s)/carer(s) of target being informed?   YES ❑   NO ❑

Have parent(s)/carer(s) of perpetrator being informed?   YES ❑   NO ❑

Details of incident and action taken

………
………
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………
………
………

Record completed by:……………………………………………………………………………..

To be completed by designated member of staff:

Further action taken by designated member of staff

………
………
………
………
………
………

Logged on PRIDE ❑

Outcome recorded in target's/ perpetrator's files YES ❑   NO ❑

Record completed by : …………………………………….

Signature of designated member of SLT:………………………………………………

Date: …………………………………….