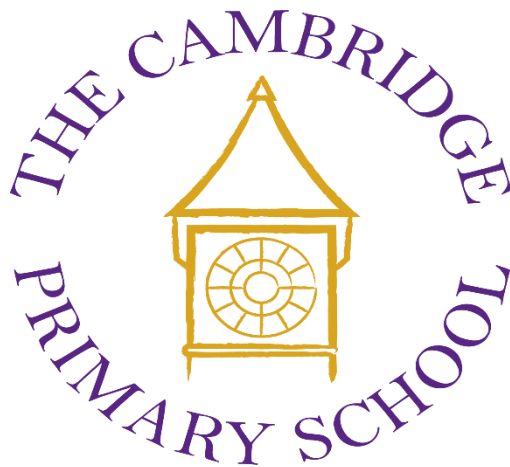


THE CAMBRIDGE PRIMARY SCHOOL

ANTI-BULLYING POLICY

2025



Date of Approval:	October 2025
Date of Next Review:	October 2026

The Cambridge Primary School

Anti-Bullying Policy

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INTENT

At the Cambridge Primary School, we strive to embed a culture and environment which promotes an attitude of mutual respect and care for others built on an understanding of everyone's worth as an individual. The primary aim of this policy, which is supported by the Behaviour and Relationships Policy, is to ensure all members of our school community understand what bullying is, what it looks like, our consistent response to it and preventative measures which can be put in place to reduce the likelihood of bullying occurring.

Our Behaviour and Relationships Policy is firmly established and understood by the whole school community. The ethos and culture of the school, as reflected in the Vision Statement and our Behaviour and Relationships Policy, incorporates measures that we hope will prevent bullying. However, all the members of our community recognise that bullying can still occur and when it does we aim to;

- Provide a secure environment in which incidents can be reported confidentially.
- Ensure the pupil who was been bullied should be made to feel safe.
- Demonstrate to all pupils that bullying is taken seriously.
- Ensure that all teachers respond calmly and consistently to incidents of bullying.
- Protect and support all parties while the issues are resolved.
- Encourage the person who has done the bullying, and those who have colluded, to behave in a more acceptable way.
- Monitor interventions and follow-up appropriately at the individual, group and whole school level.

This policy is for the information of staff, Local Advisory Committee Members, parents and all those concerned with the welfare of children at The Cambridge Primary School.

IMPLEMENTATION

A consistent, clear understanding of the definition of bullying

Bullying assumes a form of Child-on-Child abuse and recognise that this may be the reason, or a contributing factor, for Emotional Based School Avoidance. Child-on-Child abuse, as defined in Keeping Children Safe in Education 2024 (KCSiE) is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also

known as sexting or youth produced sexual imagery)

- upskirting which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

At The Cambridge, we define bullying to the children as behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group, either emotionally or physically, often when it is difficult for the person or group being bullied to defend themselves (**Several Times On Purpose**).

Conversely, bullying is **not**:

- Teasing and 'banter' between friends where there is no intent to cause harm or distress
- Falling out between friends after a quarrel or disagreement
- Behaviour that all parties have enjoyed or agreed to

Types of Bullying

Bullying can take many forms, including:

1. Physical – pushing, kicking, hitting, punching or any use of violence
2. Emotional – being unfriendly, excluding or tormenting e.g. hiding property, gesturing
3. Prejudice-based and discriminatory - relating to perceived or actual differences. This can lead to prejudice and discriminatory language or behaviour, including racism, sexism, homophobia, biphobia or transphobia.
4. Racist – racial derogatory comments, taunts, graffiti or gestures
5. Sexual – unwanted physical contact or sexually abusive comments
6. Homophobic - bullying of or focusing on the issue of sexuality
7. Gender – negative comments attributed to gender including transgender
8. Verbal – name-calling, sarcasm or spreading a rumour
9. Identity-based – negative attitudes towards a sub-group and their 'identity'
10. Online – cyberbullying - all areas of the internet, such as email and social media misuse. Mobile threats by calls or messages. Misuse of technology e.g. use of video/photographic facilities including the misuse of AI.

Legal Context

All schools must have a behaviour policy which includes measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying. This is outlined in Keeping Children Safe in Education, 2025.

The Equality Act 2010 places a duty on schools to have due regard to the need to eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Act, to advance equality of opportunity, and to foster good relations between those who share a protected characteristic and those who do not.

The Children Act 1989 states that ‘a bullying incident should be addressed as a child protection concern where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm’.

Criminal Law: although bullying in itself is not a specific offence in the UK some types of harassing or threatening behaviour could be e.g. under the **Malicious Communications Act 1988** it is an offence to send an electronic communication to another person with the intent to cause distress or anxiety.

A Consistent Approach to Bullying Allegations

When a bullying allegation is made, we will respond promptly and appropriately, taking into account the nature, severity and context of the incident. Our approach prioritises the safety and wellbeing of all children involved.

Initial Response and Assessment (ALL incidents)

1. Report and Record
 - Any report of bullying (verbal or written) may be given to any member of staff.
 - All reports must be recorded on CPOMS immediately, including the date, time, nature of the incident, and individuals involved.
 - The class teacher and Designated Safeguarding Lead (DSL) must be informed.
2. Safeguarding Assessment: The class teacher, in consultation with the DSL, will immediately assess whether the incident constitutes a child protection concern. A bullying incident should be addressed as a child protection concern where there is "reasonable cause to suspect a child is suffering, or is likely to suffer, significant harm".

The incident MUST be treated as a safeguarding concern if it involves:

- Sexual violence or sexual harassment (including sexual comments, unwanted physical contact, or online sexual harassment)
- Physical violence causing or likely to cause injury
- Discriminatory abuse related to protected characteristics (race, religion, sex, sexual orientation, gender reassignment, disability)
- Criminal behaviour (e.g., threats, malicious communications, sharing of images)
- Persistent or severe bullying causing significant emotional or psychological harm
- Online abuse involving sharing of nude/semi-nude images or serious harassment
- Initiation/hazing type violence and rituals

If the incident IS a safeguarding concern:

- The DSL will follow the school's Child Protection Policy immediately.
- A referral to local authority children's social care and, if appropriate, the police will be made immediately.
- Parents of all children involved will be informed immediately (unless this would place the child at risk)
- The school will work with external agencies as required.
- The response will follow safeguarding procedures rather than the graduated response below

If the incident is NOT a safeguarding concern:

The school will proceed with the graduated response outlined below

Graduated Response to Bullying

Our response is proportionate to the severity, frequency and nature of the bullying behaviour.

Level 1: Low-Level Incidents

(e.g., first-time unkind behaviour, minor name-calling, one-off exclusion from play)

When this approach is appropriate:

- First occurrence of unkind behaviour
- No significant harm caused
- Both children willing to engage in resolution
- No power imbalance or vulnerability concerns

Process:

1. Interview with the victim.

When the teacher finds out that the incident has happened, the starting point is to talk to the child who has been affected about their feelings. The teacher will:

- Establish who was involved and what happened
- Reassure the child that they have done the right thing by reporting
- Explain what will happen next
- Make clear that the behaviour is unacceptable

2. Interview with the child/children who engaged in the behaviour.

The teacher will speak to the child/children individually to:

- Understand what happened from their perspective
- Help them understand the impact of their behaviour on others
- Make clear that the behaviour is unacceptable and will not be tolerated
- Discuss what they could do differently

3. Meeting with those involved (Restorative Approach)

Where appropriate and safe, the teacher may arrange to meet with the children involved together.

This may include:

- Allowing the child who engaged in the behaviour to apologise and understand the harm

caused

- Using a poem, piece of writing or drawing to help express feelings
- Encouraging each child to suggest ways to repair the relationship
- Agreeing on positive actions and clear expectations for future behaviour
- Not extracting promises but encouraging responsibility

4. Record on CPOMS and add a time-bonded action to review.

All details will be recorded on CPOMS immediately, including:

- What happened
- Who was involved
- Actions taken
- Review date (within 2 weeks)

5. Inform parents.

Parents of all children involved will be informed within 24 hours about:

- What happened
- How the school has responded
- What will happen next
- How they can support at home

6. Monitor and review.

The class teacher will:

- Check in with the child who was affected within one week
- Monitor the behaviour of all children involved
- Review the situation after 2 weeks
- Record outcomes on CPOMS

This approach will NOT be used for:

- Repeated incidents
- Incidents involving sexual harassment or violence
- Incidents with significant power imbalance
- Where the victim does not feel safe
- Serious or persistent bullying

Level 2: Moderate Incidents

(e.g., repeated unkind behaviour, discriminatory language, online bullying, persistent exclusion)

When this approach is appropriate:

- Repeated incidents of unkind behaviour
- Discriminatory language or behaviour
- Online bullying (not involving illegal content)
- Behaviour causing moderate distress
- Previous low-level interventions have not been successful

Process:

1. Immediate action

- Incident recorded on CPOMS immediately with full details
- DSL informed to confirm this is not a safeguarding concern
- Separate interviews conducted with the victim and those involved
- Witnesses interviewed separately
- Evidence gathered (e.g., screenshots for online bullying)

2. Contact parents.

Parents of all children involved will be contacted on the same day to:

- Inform them of the incident
- Explain the school's response
- Arrange a meeting if appropriate
- Discuss how they can support

3. Investigation.

The class teacher or a member of SLT will conduct a thorough investigation:

- Review any previous incidents on CPOMS
- Consider any patterns or triggers
- Assess the impact on the victim
- Determine appropriate consequences

4. Intervention for the child who engaged in bullying behaviour.

- Meeting with the child and their parents
- Clear explanation that the behaviour is unacceptable and will not be tolerated
- Appropriate consequences in line with our Behaviour and Relationships Policy, which may include:
 - Loss of privileges (e.g., playtime activities, positions of responsibility)
 - Time out from certain activities
 - Restorative work (e.g., letter of apology, act of kindness)
 - Internal reflection time

Development of a behaviour support plan if needed, including:

- Specific targets for improvement
- Support strategies
- Rewards for positive behaviour
- Regular review meetings

5. Support for the victim

- Regular check-ins with a trusted adult (at least weekly)
- Designated safe person to talk to
- Peer support arrangements where appropriate
- Strategies to build confidence and resilience
- Academic support if the bullying has affected their learning
- Referral to ELSA if needed

6. Risk assessment.

The class teacher, in collaboration with a member of SLT, will complete a risk assessment if deemed appropriate. This will:

- Outline measures to minimise the risk of the behaviour recurring
- Include reflection on antecedents to incidents
- Consider arrangements such as:
 - Supervised break and lunch times
 - Seating arrangements in class
 - Support during unstructured times
- Be reviewed and updated when appropriate

7. Monitoring

- Behaviour of all children involved monitored
- Weekly check-ins with both the victim and the child who engaged in the behaviour
- Regular review meetings with parents
- Updates recorded on CPOMS
- Review meeting after one month to evaluate effectiveness

Level 3: Serious Incidents

(Always treated as safeguarding concerns)

These incidents include:

- Sexual violence or sexual harassment
- Physical violence causing or likely to cause injury
- Severe or persistent bullying causing significant harm
- Criminal behaviour
- Discriminatory abuse
- Online abuse involving illegal content

Process:

1. Immediate safeguarding action

- DSL informed immediately
- Incident recorded on CPOMS with full details
- Child Protection Policy procedures followed
- Referral to local authority children's social care and, if appropriate, the police made immediately
- Parents contacted immediately (unless this would place the child at risk)
- Child who has been harmed made safe

2. Formal investigation

- Led by DSL or member of SLT
- Detailed statements taken from all parties
- All evidence preserved (particularly for online incidents and potential criminal matters)
- Consideration of whether a crime has been committed

- Liaison with external agencies (police, children's social care)

3. Serious consequences

Sanctions in line with our Behaviour and Relationships Policy, which may include:

- Internal exclusion
- Fixed-term suspension
- In exceptional cases, permanent exclusion (following consultation with Local Advisory Committee)
- Multi-agency support plan developed

4. Comprehensive support for the victim

- Designated key adult for daily support
- Safety plan developed and implemented, which may include:
 - Supervised movement around school
 - Safe spaces identified
 - Trusted adults available
 - Arrangements for break and lunch times
- Referral to specialist support services (e.g., ELSA, counselling, CAMHS)
- Ongoing monitoring and regular check-ins (at least daily initially)
- Academic support if needed
- Regular communication with parents

5. Intervention for the child who engaged in bullying behaviour

- Investigation of underlying causes
- Behaviour support plan with clear targets
- Possible referral to external support services (e.g., educational psychology, behaviour support)
- Work with parents to ensure consistent approach
- Regular monitoring and review
- Restorative work only when appropriate, safe and in the victim's best interests

6. Risk assessment and safety planning

- Comprehensive risk assessment completed by SLT
- May include arrangements such as:
 - Supervised break and lunch times
 - Staggered movement around school
 - Temporary changes to class arrangements if necessary
 - Separate entrances/exits if required
- Regular review (at least weekly initially, then fortnightly)
- Adjustments made as needed

7. Ongoing monitoring

- Situation monitored for remainder of academic year at minimum
- Regular meetings with parents

- Updates to Local Advisory Committee
- Review of effectiveness of interventions
- Long-term support plan if needed

Special Considerations

Sexual violence and sexual harassment:

Sexual violence and sexual harassment can occur between two or more children of any age and sex, from primary through to secondary stage. We have a zero-tolerance approach to sexual violence and sexual harassment, that it is never acceptable, and it will not be tolerated. It is never passed off as "banter", "just having a laugh", "a part of growing up" or "boys being boys". (Keeping Children Safe in Education, 2025)

These incidents will always be treated as safeguarding concerns and handled in accordance with Part 5 of Keeping Children Safe in Education and our Child Protection Policy.

Online bullying (cyberbullying):

- All evidence (screenshots, messages) will be preserved
- Parents will be advised on online safety measures and how to report to platforms
- Consideration of whether content should be reported to social media platforms
- Police involvement if illegal content is involved (e.g., sharing of nude/semi-nude images)
- Education provided on safe and responsible online behaviour

Recording and Reporting

All bullying incidents will be:

- Recorded on CPOMS immediately with full details including:
 - Date, time and location
 - Children involved
 - Nature of the incident
 - Type of bullying (physical, verbal, online, discriminatory, etc.)
 - Actions taken
 - Outcomes
- Monitored by the DSL and SLT in weekly safeguarding meetings
- Analysed for patterns and trends (e.g., particular children, locations, times, types)
- Reported to the Local Advisory Committee termly, including:
 - Number and nature of incidents
 - Types of bullying
 - Actions taken
 - Outcomes and effectiveness of interventions
 - Any patterns or trends identified
 - Actions taken to address pattern

A Collaborative Approach: Working with Parents

It is the responsibility of the class teacher to inform the parents of the parties involved as soon as possible and meet with them to ensure that they are confident with how it is being dealt with. The Headteacher and the Senior Leadership Team, will be made aware of the incident, level of response and the proposed strategies. If the situation becomes very difficult, mentors will be appointed and, where necessary, outside agencies will be consulted for advice and support. All strategies will be carefully monitored and reviewed, and progress reported to the relevant parents. We ask parents to work with us to reinforce expectations at home, attend meetings when requested and support any behaviour plans or strategies that are put into place.

A clear and consistent school position on the use of force to control or restrain pupils.

Very occasionally physical restraint may be required to control a pupil. Staff may use reasonable force to control a pupil from:

- Injuring themselves or others
- Causing damage to property
- Engaging in behaviour prejudicial to maintaining good order and discipline.

Further guidance is found in the Touch and Physical Intervention Policy.

Preventative measures in place to reduce the opportunity for bullying to occur

The pro-active strategies are:

- To provide a happy and caring environment in which to learn and work, where each member of the school community is personally valued and where pupils are able to develop self-respect and self-control.
- To help pupils acquire attitudes and skills relevant to their adult and working life and be able to adapt confidently to a changing society.
- To develop physical and social skills and aesthetic appreciation.
- To encourage moral values.
- To engender respect for and tolerance of others, regardless of differences of race, gender, culture or religion, upholding fundamental British values.
- To encourage pupils to work together and participate fully in the life of the school and the community.
- To make pupils aware of the types of bullying which exist through the formal subjects on the curriculum, including drama, English, PSHE and RE, as well as the occasional presentation as available by outside companies and in addition, by staff contributions in assemblies which illustrate the types of bullying and some possible outcomes. The E-Safety Policy addresses the area of e-bullying.
- To inform parents about the school's procedures for dealing with bullying through the publication of this policy on the school website.
- To teach children to live by our school values: Respect, Responsibility, Teamwork, Honesty, Excellent and Happiness.
- To teach children how to keep themselves and others safe and happy, and actions to take if

ever this isn't the case.

- To teach children about positive and healthy relationships, as well as negative and unhealthy relationships – including how to identify these and actions to take to safeguard themselves.
- To display the child friendly anti-bullying poster so children are able to identify bullying and know what to do.

Efficient and effective responses to bullying behaviour & those affected

The re-active strategies come into play when an incident of bullying occurs. The process would be as follows:

- A verbal or written report of an incident of bullying may be given to any member of staff.
- All incidents adjudged to be bullying in accordance with the definition set out in this policy will be reported to the class teacher or Headteacher, who will then interview separately the children involved. If there is thought to be a merit in interviewing them together, then this will also be done. The details of these interviews will be recorded and kept on file.
- Depending on the nature, frequency and severity of the bullying incident, the class teacher or Headteacher will decide on an appropriate course of action in accordance with the school's Behaviour Policy.
- "Circle Time" may be used as a method of drawing out the causes of and solutions to the bullying behaviour from the children themselves. This involves the teacher or Headteacher bringing together a small group of the affected child's friends to talk about how they can help. This group may also include the child who is bullying.
- The subsequent behaviour of the child affected and the child who is bullying will be monitored for a period of not less than one month.
- Depending on the nature and frequency of the bullying incidents, the class teacher or Headteacher may contact the parents both of the child affected and the child who is bullying with the intention of trying to eliminate the repetition of such incidents.
- If necessary, the class teacher or Headteacher will seek further support from the school Local Advisory Committee and in severe cases the Local Advisory Committee Members may take further action in accordance with Government regulations.
- There will be a section every term within the Headteacher's Report given to the Local Governing Body stating the number and nature of the bullying incidents and actions taken to prevent further incidents.

Equal Opportunities for All

All pupils and parents will have this policy explained to them (and reminded of each academic year). There is a child-friendly version (see Appendix) to support the children's understanding. Our Equality Policy explains the ways in which we promote the protected characteristics of the Equality Act.

With all incidents we will consider every aspect prior to making a decision. We address bullying behaviour rather than labelling children, while ensuring that victims are supported and perpetrators are held accountable for their actions and we encourage our parents to do the same. If it is proven that a child has exhibited bullying behaviour we will work with the child and family to support their development.

IMPACT

At the Cambridge Primary School, we have a zero tolerance approach to bullying. Our consistent approach to behaviour ensures the staff and children know what is expected of them and feel part of a safe learning environment, in which they know what is right and wrong and have the confidence and a voice to raise concerns, including concerns regarding bullying as either the victim or a witness. The impact of this will be seen through:

- Learning walks and observations, which demonstrate a consistent approach to bullying, with school attitudes and culture promoting mutual respect and care.
- Weekly monitoring of behaviour logs and tracking sheets in safeguarding meetings, ensuring early help, support and conversations are put in place, where necessary.
- A half-termly behaviour report for the Local Advisory Committee, including a review of bullying, racial and exclusion incidents.
- Pupil conferencing and parent surveys, indicating that children and parents feel safe at The Cambridge and that negative behaviour and bullying is challenged and dealt with.

This policy is subject to an annual review by the Local Advisory Committee

Appendix: Child Friendly Anti-Bullying Policy



The Cambridge Primary School Anti-Bullying Policy

A piece of paper
explaining what we
think about bullying

What is bullying?

SEVERAL
TIMES
ON
PURPOSE

Bullying is when someone hurts someone else and it is repeated.

This can be:

Online: Hurtful actions towards someone on social media, phones or gaming.

Emotional: Making someone feel scared, embarrassed or intimidated.

Physical: Repeated behaviors may include hitting, kicking, pushing.

Verbal: Name-calling, gossiping or threatening.

I think I am being bullied...
What shall I do?

START TELLING OTHER PEOPLE



- Tell them to **STOP**
- Tell someone you trust
This may be a friend, family member or teacher.
- Your teacher will talk to you to find out more.
- Be open and honest.
- The adults will support you to feel happier and safer.

