



Elm C of E Primary School & Preschool

Anti-bullying Policy

September 2025

Statement of intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly, severely and effectively. This means that anyone who knows that bullying is happening is expected to inform members of staff.

This Anti-Bullying Policy is set within the wider context of the school's overall aims and values. At Elm C of E Primary School:

'We can all Grow Great in God's Love '

1. Definition

Bullying is defined as "behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally" (DfE definition).

It can be inflicted on a child by another child or an adult.

It can take many forms, but the three main types are:

- Physical – for example, hitting, kicking, shoving, theft;
- Verbal – for example, threats, name calling, racist or homophobic remarks;
- Emotional – for example, isolating an individual from activities/games and the social acceptance of their peer group.

Cyber bullying / online bullying is defined as "the use of Information Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else" (DfE definition).

Bullying often starts with apparently trivial events such as teasing and name calling which nevertheless rely on an [abuse](#) of power. Such abuses of power, if left unchallenged, can lead to more serious forms of [abuse](#), such as domestic violence, racial attacks, sexual offences and self-[harm](#) or suicide.

2. The Child

2.1 The Child Victim

The damage inflicted by bullying can often be underestimated. It can cause considerable distress to children, to the extent that it affects their health and development or, at the extreme, causes depression and self-[harm](#).

Children are often held back from telling anyone about their experience either by threats or by a feeling that nothing can change their situation.

Parents, carers and agencies need to be alert to any changes in behaviour such as refusing to attend school or a particular place or activity, becoming anxious in public places and crowds and becoming withdrawn and isolated. Parents should be provided with information as what they should do if they are worried that their child is being bullied – i.e. where they can obtain advice and support including keeping safe on the internet.

Any child may be bullied, but bullying often occurs if a child has been identified in some ways as vulnerable, different or inclined to spend more time on his or her own. Bullying may be fuelled by prejudice – racial, religious, homophobic and against children with special education needs or disabilities or who are perceived as different in some way. In cases of sexist, sexual and transphobic bullying, schools must always consider whether safeguarding processes need to be followed. This is because of the potential for this form of bullying to be characterised by inappropriate sexual behaviour and the risk of serious violence (including sexual violence).

Children living away from home are particularly vulnerable to bullying and [abuse](#) by their peers.

2.2 The Child Bully

Children, who bully, have often been bullied themselves and suffered considerable disruption in their own lives. The bullying behaviour may occur because the child is unhappy, jealous or lacking in confidence.

Work with children who bully should recognise that they are likely to have significant needs themselves.

3. Action and Prevention

At Elm C of E anti-bullying strategies are rigorously enforced.

- A sense of community will be achieved only if all staff take seriously behaviour which upsets children;
- Promotion of all children within Elm C of E counters isolation of individuals by others, nurtures friendships between children and, where it is a residential setting, supports them to adapt to their living arrangements;
- Support should be offered to children for whom English is not their first language to communicate needs and concerns;
- Children should be able to approach any member of staff within Elm C of E with personal concerns.

In order to maintain an effective strategy for dealing with bullying, the traditional ideas about bullying should be challenged, e.g.

- It's only a bit of harmless fun;
- It's all part of growing up;
- Children just have to put up with it;
- Adults getting involved make it worse.

At Elm C of E clear messages are given that bullying is not acceptable and children must be reassured that significant adults involved in their lives are dealing with bullying seriously. Some acts of bullying could be a criminal offence.

We work tirelessly to establish a climate of openness in which children are not afraid to address issues and incidents of bullying.

Consideration should always be given to the existence of any underlying issues in relation to race, gender and sexual orientation. This should be addressed and challenged accordingly.

Where a child is thought to be exposed to bullying, action should be taken to assess the child's needs and provide support services.

Prevention

The school believes that the whole school community should work together to reduce bullying as part of our efforts to promote a positive and inclusive whole school ethos and create a safe, healthy and stimulating environment. Alongside the school's responsive strategies for dealing with incidents of bullying, the school adopts, as part of our pastoral support system, a whole school approach to implementing proactive and preventative interventions to reduce bullying. These interventions are implemented at a school, class and individual level. Our approaches include:

- Implementing an effective school leadership that promotes an open and honest, caring and protective whole school ethos

- Adopting positive behaviour management strategies as part of the school's Behaviour Management Policy
- Implementing a whole school approach to the teaching of PSHE and Citizenship and the implementation of the Social and Emotional Aspects of Learning Programme (SEAL)
- Implementing a Personal Safety Programme as identified in the Cambridgeshire Personal Development Programme
- Ensuring that the school's anti-bullying approach or charter is actively promoted in assemblies and other formal occasions, as well as displayed around the school – The Three Wise Monkeys!

Providing training on behaviour management and anti-bullying for all relevant staff including midday supervisors

- Providing a school council and regular Circle Time, enabling pupils to talk about their feelings and concerns in a safe environment and to enable them to share concerns about bullying
- Providing peer support systems such as playground buddies/Friendship Bench
- Participating in the annual national Positive Friendship/Anti-Bullying Week and supporting learning on bullying through whole school activities, projects and campaigns
- Peer mediators
- Positive relationships promoted through association and work with the Random Acts of Kindness Foundation, Thrive Approaches and MindUp curriculum
- Reviewing the development and supervision of the school inside and outside including the outdoor areas and playground to ensure provision is safe, inclusive and supports pupil's emotional wellbeing.
- Providing confidential communication systems such as Listening Boxes, counselling services and working with pupils to identify key individuals with whom they can confide
- Providing publicity including information leaflets for pupils and parents/carers to raise awareness of bullying and support those who are being bullied or have witnessed bullying to report incidents and seek help
- Providing social skills groups for vulnerable individuals and groups
- Providing cross year group family/house systems
- Providing a transition programme to support pupils moving across year groups and key stages
- Providing information on support agencies such as ChildLine, Kidscape and Beatbullying including telephone numbers for help lines and addresses for supportive websites
- Liaising with members of the community e.g. transport service providers, and engaging in community initiatives and safer school partnerships
- Working in partnership with other schools/local authority services on antibullying initiatives

Delivering the Curriculum for Positive Relationships and Anti-Bullying in our school

The school acknowledges the role of the PSHE and Citizenship curriculum in preventative work on bullying. The PSHE and Citizenship curriculum supports the development of pupil's self esteem and their emotional resilience and ability to empathise with others. The curriculum provides opportunities for PUPILS to learn and develop the skills to identify manage and challenge incidents of bullying as well as providing opportunities for PUPILS to learn about bullying in relation to the wider context of diversity and inclusion. From September 2020 our anti-bullying work will fall within statutory Relationships Education. We are working to ensure our curriculum covers the statutory requirements.

- The school adopts the Primary Cambridgeshire Personal Development Programme for PSHE and Citizenship in which learning related to bullying, diversity and difference is covered within themes such as Myself and My Relationships, Citizenship and Healthy and Safer Lifestyles
- The school also uses the Cambridgeshire Education Child Protection Service's Personal Safety units of work as part of the Cambridgeshire Primary Personal Development Programme

- The school recognises and participates in the national Positive Friendship/AntiBullying week, which provides an annual intensive focussed week on the subject of recognising and combating bullying and promoting positive relationships.

Work on bullying as part of the PSHE and Citizenship curriculum is taught through:

- Designated lesson times/focussed events/ health weeks
- Other curriculum areas such as Citizenship, Religious Education, Humanities, History Enrichment activities such as visits from the Life Education Centre, drama groups/ Theatre in Education, outside agencies.

See the school's PSHE and Citizenship Policy for further detailed information on curriculum planning, teaching methodologies and teaching resources.

A range of active listening techniques which provide a more helpful response include:

Technique	Suggested Response
THE LISTENER:	Listening patiently with full attention, encouraging, clarifying, restating, reflecting, validating, summarising.
THE DETECTIVE:	Investigating the situation sensitively and patiently.
THE SUPPORTER:	Seeing their side, acknowledging and allowing expression of their feelings.
THE COACH:	Checking out what help is being asked for and offering practical, realistic help.

Where appropriate, parents should be informed and updated on a regular basis. They should also, when applicable, be involved in supporting programmes devised to challenge bullying behaviour.

If the bullying involves a physical assault, as well as seeking medical attention where necessary, consideration should be given to whether there are any child protection issues to consider and whether there should be a referral to the Police where a criminal offence may have been committed.

Dealing with Incidents of Bullying by Children

At Elm C of E we have created an Anti-Bullying climate that is conducive to equality of opportunity, co-operation and mutual respect for differences can be achieved by, for example:

- Low Tolerance of Minor Bullying – “Nipping in the bud” the incidents at the earliest sign;
- Never ignoring victims of bullying, always showing an interest/concern;
- Publicly acknowledging the bullied child's distress;
- Organising quality groups/circles, which allow children to work together to identify their own problems, the causes and the solutions, with sensitive facilitators.

It is important when addressing bullying behaviour by another child to avoid accusations, threats or any responses that will only lead to the child being uncooperative, and silent.

The focus should be on the bully behaviour rather than the child and where possible the reasons for the behaviour should be explored and dealt with. A clear explanation of the extent of the upset the bullying has caused should be given and encouragement to see the bullied child's points of view.

The children (bully and bullied) should be carefully assessed and closely monitored. The times, places and circumstances in which the risk of bullying is greatest should be ascertained and action taken to reduce the risk of recurrence.

Whatever plan of action is implemented after the above issues have been identified, the plan must be reviewed with regular intervals and amended if necessary to ensure that the bullying has ceased.

A Restorative Approach

Where appropriate and in most cases of bullying the school will initially consider the use of a Restorative Approach to resolve the situation. A Restorative Approach involves perpetrators of bullying, focusing on their unacceptable behaviour in an emotionally intelligent way and ensures PUPILS causing harm are held to account for their behaviour by enabling them to:

- Accept responsibility for the harm caused to the individual being bullied
- Accept responsibility for the harm caused to others (for example staff, friends or family)
- Recognise the need to take action to begin to repair the harm caused
- Agree a range of helpful actions to repair the harm caused, which will be monitored over an agreed period of time.

This approach supports the person who is doing the bullying through a process of mediation to help them to understand and accept that it is wrong to bully, take responsibility for their behaviour and make amends. This involves the person focusing on their unacceptable behaviour in an emotionally intelligent way.

The school believes that all bullying is unacceptable but that many PUPILS who display anti social behaviour and lack empathy for others can be helped to understand the consequences of their actions and change their behaviour for the long term.

Use of Sanctions

In certain cases of bullying, the school will consider the use of sanctions e.g. in cases of serious 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, taking account of any special educational needs or disabilities that PUPILS may have and taking into consideration the needs of vulnerable PUPILS. Bullying by children with disabilities or SEN is no more acceptable than bullying by other children. However, for a sanction to be reasonable and lawful the school will take account of the nature of the PUPILS's disability or SEN and the extent to which they understand and are in control of what they are doing. 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 PUPILS that the behaviour is unacceptable and deter them from doing it.

The consequences of bullying should reflect the seriousness of the incident. The school takes verbal and indirect bullying as seriously as physical bullying. When deciding upon appropriate sanctions for bullying the school will ensure that the sanctions address bullying behaviour in a way which does not lead to an escalation of the behaviour but instead supports a resolution to the problem. As with the school's restorative approach, sanctions for bullying are intended to hold PUPILS to account for their behaviour and ensure that they face up to the harm they have caused and learn from it. They also provide an opportunity for the PUPILS to put right the harm they have caused. Where appropriate the school may use sanctions in conjunction with the school's restorative approach.

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

- Involving pupils in developing appropriate 'fair punishments' for those who have been involved in bullying
- Removing/ separating PUPILS from other individuals or groups of PUPILS
- Removing/excluding PUPILS from certain whole school activities or key points in the day e.g. break times/ lunchtimes
- Withdrawing privileges
- Confiscating personal property in accordance with the school's agreed criteria, particularly where the item is being used to cause harm to others.

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. Some pupils who have been subjected to bullying can be provoked into violent behaviour. Where an attack has been provoked after months of persistent bullying, the school will view this behaviour differently from an unprovoked attack and will ensure that sanctions are proportionate to the circumstances.

Communicating with the whole school community. The school will communicate to the school community that the bullying has been taken seriously and has been responded to well. This will include talking to parents/carers. The timing of this communication will depend on the agreed responsive approach.

Monitoring and following up with all parties concerned, including parents/carers to ensure that the bullying has stopped. Part of the school's process of responding to an incident is to seek an agreement to meet at some point in the future to see whether the situation has been resolved or whether further work needs to take place. This will include evaluating the effectiveness of the follow up strategies that have been put in place to ensure that the bullying has stopped. The school does not assume that a situation requires no further attention simply because a pupil has made no further complaints. Where a problem has not been resolved to the satisfaction of all parties the follow up strategies will be reviewed and/or further advice sought. The timing of this monitoring will depend on the agreed responsive approach.

Responding to incidents of cyberbullying. The school will follow the above procedures and will seek guidance on responding to different forms of cyberbullying via organisations which provide information on the safe and responsible use of technology.

Responding to incidents of bullying which occur off the school premises.

The school recognises that bullying can and does happen outside school and in the community. Bullying is a relationship issue and its occurrence reflects the ways in which pupils socialise in school and in the wider community. The school believes that bullying is unacceptable wherever and whenever it happens.

When an incident of bullying is reported and has occurred off the school site and out of school hours e.g. walking to and from school, on the school bus, the school will follow the guidance in the Behaviour Management/Discipline

Policy on regulating the conduct of Pupils at times when they are not on the premises of the school and/or not under the lawful control or charge of a member of staff.

The school encourages pupils 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 e.g. trouble spots/ gang,
- Alert colleagues in other schools whose pupils are bullying off the school premises
- Make contact with local police officers and representatives from the Youth Service and other organisations (including sports clubs and voluntary organisations)
- Offer pupils and parents/cares strategies to manage bullying off the school premises
e.g. guidance on how to keep safe on the internet and when using their mobile phones.

Working with Parents/Carers

Where the school has become aware of a bullying situation, parents/carers of the child/young person who is being bullied 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 on CPOMS. The school will work alongside those parents/carers whose children have been bullied to support them in developing their children's coping strategies and assertiveness skills where appropriate.

The school takes parents/carers reporting bullying seriously. Parents/carers are initially encouraged to refer their concerns to the class teacher. Senior members of staff such as the Head/Deputy Head and PSHE Coordinator will be involved where appropriate. Parents/carers are encouraged to note details of the incident to share with the class teacher/member of staff. Again, a record of the incident and the agreed actions/response made at the meeting will be recorded by the school and added to CPOMS. The school will discuss the possible responsive options with the parents/carers and the bullied child and agree a way forward.

Where a Restorative Approach has failed to modify the behaviour of a perpetrator and the bullying is continuing or when sanctions are to be used, the parents/carers of the perpetrator will be invited to the school to discuss their child's behaviour. The outcome of the meeting and agreed actions/responses will be recorded by the school on the school's Bullying Incident Report Form. The school adopts a problem solving approach with parents/carers e.g. 'It seems your son/daughter and (other child) have not been getting on very well' rather than 'your son/daughter has been bullying....' While the school firmly believes that all bullying is unacceptable and that the perpetrators should be made to accept responsibility for their behaviour and make amends, the school understands that a cooperative ethos is desirable when trying to reach a resolution that is effective and long lasting. Parents/carers of those causing the bullying will also have support to come to a balanced view of what is happening and appreciate their role in helping their children to learn about the consequences of their actions and adopt alternative ways of behaving.

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.

Guidance for parents/carers regarding advice on recognising the signs and symptoms of bullying in PUPILS and how to approach the school to register concerns/incidents and seek support is available via the:

- School's/ local authority anti-bullying leaflet for parents/carers
- School's website
- School's positive relationships/behaviour and anti-bullying awareness events

Following Up / Supporting and Monitoring

After following the school's procedures for responding to an incident of bullying, the school will consider employing further longer term measures/strategies to minimise the risk of bullying occurring in the future and to ensure that pupils feel safe. Strategies include longer-term support for all parties including the person being bullied, bystanders and the person who has perpetrated the bullying. Many of the school's strategies include problem solving processes, which enable on-going situations to be disentangled and explored, and help to reveal underlying issues. Many of the following strategies involve active participation from pupils and involve pupils helping themselves and each other. Some strategies form part of the school's anti-bullying preventative work. Our strategies include:

- Providing opportunities for class, circle or SEAL time where PUPILS can explore the needs of their peers. These are planned sessions in which the teacher facilitates a safe and positive environment for PUPILS to take turns, if they choose, to talk about an issue of concern. The whole group is encouraged to listen carefully and discuss ways to help the individual in a problem solving way
- Accessing support from our Thrive Lead and/or external agencies and professionals including educational psychologists, Child and Adolescent Mental Health Service (CAMHS), the Cambridgeshire Specialist Teaching Service, the Cambridgeshire Race Equality and Diversity Service.
- Providing opportunities for PUPILS who have been bullied or are bullying to attend social skills groups to develop emotional resilience and learn skills in assertiveness, listening, negotiating and empathising with others.
- Providing supportive and nurturing structures such as a 'Circle of Friends' for identified vulnerable individuals

Children and Young People's Consultation and Participation

The school considers listening to the voices of pupils and actively seeking their views and opinions regarding bullying as an important part of our preventative work. The school regularly audits the way in which bullying is being addressed which includes, listening to pupils and ensuring they are given the opportunity to speak out, and have their voices heard on their experiences of bullying. Pupils are actively encouraged to participate in identifying both the problems and solutions to bullying; reviewing and developing the school's Anti-Bullying Policy and practice and engaging in initiatives to support an anti-bullying ethos in school. Pupils actively participate in:

- Identifying when and where the bullying happens
- Identifying new forms of bullying e.g. types of cyberbullying
- Making decisions about how to address and tackle bullying
- Reviewing the development and delivery of the taught curriculum focusing on aspects of bullying and discrimination
- Learning how to play an active role in challenging bullying such as engaging in peer support schemes such as buddying, mentoring and mediating.

The school adopts a number of democratic methods/systems for promoting pupil consultation including:

- Class and school councils, house groups,

- Active learning and interactive learning techniques included in PSHE and Citizenship such as mind mapping sessions, role play, puppets, group work and creative arts.
- Surveys including questionnaires, draw and write and research designed and carried out by PUPILS.
- Systems such as listening boxes.

Whole Staff Awareness and Training Opportunities

The school endeavours to ensure that teachers and other adults working with Pupils are equipped with the necessary skills and knowledge to identify and address all types and forms of bullying effectively and safely. Training will include recognising the signs of bullying in Pupils and how to identify vulnerable Pupils who may be susceptible to being bullied or becoming actively involved in bullying and bullying type behaviour. Training for staff is provided to ensure that they feel competent and confident in appropriately challenging bullying. Training also provides staff with a clear understanding of the school's Policy and procedures on preventing and responding to incidents of bullying, including providing short and long term support to those affected by bullying. The school's approach to anti-bullying work is included within induction programmes for new staff (including temporary and supply staff). The views of staff are sought as part of the school's review and evaluation of the Anti Bullying Policy and used to inform developments and enhance the school's anti-bullying ethos and practice.

Involving Outside Agencies

The school seeks the support and guidance from relevant local and national agencies and organisations that work collectively to ensure that those who work with and support Pupils are equipped with the skills and knowledge to address bullying effectively. Local support and guidance is accessed from county wide services and through liaison with the school's multidisciplinary Locality Team and voluntary agencies.

Monitoring and Evaluating the Anti-Bullying Policy

The school's Anti-Bullying Policy and practice is regularly monitored and evaluated to ensure its effectiveness. This process includes reviewing the school's definition of bullying and identifying new types and forms of bullying as they emerge. The Policy review is coordinated by the PSHE Coordinator, SMT and Child Protection governor and involves monitoring and evaluating anti-bullying preventative and responsive strategies to ensure the school's practice is effective and successful in fostering an ethos that inhibits bullying and promotes inclusion and respect for diversity.

The review process involves collecting data on the prevalence of bullying at the school and gathering the views and different perceptions of the whole school community including staff, governors, PUPILS (see section 3i) and parents/carers using a range of methods such as:

- Surveys and questionnaires
- Focus groups and interviews

The school regularly analyses behaviour records and records of bullying incidents to identify patterns of behaviour regarding individuals and groups of pupils, and places and times where bullying may be occurring. Other informative data includes:

- Parental complaints to the school or local authority regarding bullying
- Records of peer support initiatives
- Records of the Educational Welfare Service identifying where bullying is a factor in non attendance
- Exclusion data relating to bullying
- Risk assessment for pupils who exhibit sexually inappropriate or harmful behaviours
- Transfer and admissions data, specifically requests for transfer due to bullying or harassment
- Outcomes achieved as part of the school's work on promoting children's wellbeing

- Information contained in School Development Plans.

The results of the review are used to inform areas for school development, which are included in the School Development Plan and other appropriate actions plans.