



Bathford Church School Anti-Bullying Procedure

1. Statement of Intent

Our Trust and schools are committed to providing a safe, caring, and inclusive environment where all pupils feel respected and valued. Bullying of any kind is unacceptable and will not be tolerated. This procedure aligns with our Trust wide Behaviour Policy. Actual, practical applications of these procedures are the responsibility of the Executive Head/Headteacher/Head of School, who will view each case considering this model procedure, associated toolkits (links below) and any relevant policies.

2. Definition of Bullying

Bullying is defined as:

“Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.”

(DfE, Preventing and Tackling Bullying)

Types of bullying include:

- Physical: hitting, kicking, pushing
- Verbal: name-calling, threats, teasing
- Indirect: spreading rumours, exclusion
- Cyberbullying: online abuse via social media, messaging, or gaming platforms
- Prejudice-based: targeting race, religion, gender, disability, or sexual orientation

3. Aims

- Prevent bullying through a whole-school approach
- Respond promptly and effectively to incidents
- Support victims and address the behaviour of perpetrators
- Promote a culture of respect, kindness, and inclusion

4. Prevention Strategies

- Curriculum: Anti-bullying themes embedded in PSHE, RSHE, and Koinonia
- Pupil Voice: Pupil leaders and year group partners are involved in promoting kindness
- Staff Training: Regular CPD on identifying and responding to bullying
- Supervision: Adult presence in high-risk areas (e.g., playgrounds)



- Online Safety: Teaching digital citizenship and responsible internet use

5. Reporting Bullying

- Pupils can report bullying to any trusted adult
- Anonymous reporting options (e.g., worry boxes)
- Parents/carers encouraged to report concerns to the class teacher or Designated Safeguarding Lead (DSL)
- Staff must log all concerns and investigations on the school's safeguarding system (CPOMS)

6. Responding to Incidents

- All reports are taken seriously and investigated promptly
- DSL or senior leader leads investigation; this may include a period of monitoring by all staff and speaking separately with all parties involved
- Keep written records of next steps and outcomes
- If there is bullying behaviour, the HT/DHT meet with both the victim and perpetrator and an action plan is agreed by both parties.

For the perpetrator, this step will align with 'medium plus' in the behaviour response and escalation table.

- Senior leaders inform parents/carers of both victim and perpetrator, including sharing the action plan
- A confidential monitoring brief is sent to all relevant staff; this may include a daily check in with the victim

• A review meeting will be arranged for the victim. If there has been successful resolution everyone involved will be thanked. If the bullying behaviour has not been resolved, a further action plan will be drawn up and the senior leaders may decide to consult with external professionals to meet the needs of all children. *If bullying behaviour continues despite intervention, senior leaders will consider further action in line with the school's Behaviour Procedures, including escalation to 'high' in the behaviour response and escalation table where appropriate.*

7. Support for Pupils

- Victims: Emotional support, restorative conversations, safe spaces, agreed action plans.
- Perpetrators: Behaviour interventions, mentoring, reflection tasks, agreed action plans.



- Peer Support: Buddy systems or peer mediation (if appropriate)

8. Sanctions

All incidents of bullying are addressed in line with the school's behaviour procedures, which is part of the wider Trust Behaviour Policy. Sanctions are applied proportionately and consistently to reinforce expectations and promote a safe learning environment.

Bathford Behaviour Procedures

Response and Consequences Escalation table

Behaviour	Adult response and consequences
Low-level e.g. not complying with adult request, not 'ready for learning', one-off unkind comment/action	Follow the stepped consequences as far as necessary such that behaviour expectations are being met. Stepped Consequences for Individuals 1. "Drive by" –offer words of encouragement & ask if need help or equipment. 2. Reminder of one of 4 rules. 3. Verbal warning to turn it around (delivered privately/quietly using 30 second micro script) 4. Crossroads (delivered privately/quietly using Crossroads script) 5. Time Away from group which could be missing part/all of playtime/activity
Medium Level e.g. repeated low level behaviour, not respecting property	Support the time away with a restorative conversation using restorative questions supported by class teacher. Allow for take up time in between each stage.
Medium plus e.g. repeated low/medium behaviour, deliberately hurting someone (physically or verbally), swearing	When children are dysregulated, minimise verbal interaction. Keep language succinct and clear. Introduce an activity such as a creative or physical activity to facilitate regulation. 1. Time Away from group which could be missing part/all of playtime/activity 2. A member of the Senior Leadership Team (SLT) informed 3. Parents/carers informed 4. Recorded on CPOMS, our behaviour management and safeguarding system. Support the time away with a restorative conversation using restorative questions If repeated behaviour SLT will consider the appropriate next step. In partnership with parents/carers, individual behaviour targets may be introduced until a sustained pattern of appropriate behaviour returns.
High Level e.g. deliberate physical violence intended to hurt others, disrespect towards any adult, deliberate physical or verbal intimidating behaviour, dangerous behaviour, stealing, racism or prejudice	Move other children away from area swiftly. Intervene using reasonable force if safe to do so and if a child or adult is at risk of being hurt. When children are dysregulated, minimise verbal interaction. Keep language succinct and clear. Introduce an activity such as a creative or physical activity to facilitate regulation. 1. Headteacher/Deputy Headteacher immediately informed 2. Time Away from group which could be missing play/activities possibly over a period of days. 3. Parents/carers informed 4. Recorded on CPOMS, our behaviour management and safeguarding system. 5. Internal or external suspension or exclusion may be considered. In determining the most appropriate sanction, the antecedent to the behaviour, the behaviour itself and the consequence of the behaviour will be considered.



9. Monitoring and Review

- DSL monitors bullying trends termly
- Trust Local Committees receive termly Headteacher Reports
- Trust wide Behaviour and Safeguarding Policies are reviewed annually

Recommended Toolkits

School leaders access practical anti-bullying toolkits to support pupils when bullying is identified or under investigation. These toolkits provide structured guidance, scripts, and pupil-focused resources to ensure a consistent and compassionate response. For example, the [Mentally Healthy Schools Anti-Bullying Toolkit](#) offers staff scripts and lesson plans to address emotional wellbeing; the [Anti-Bullying Alliance Primary School Resources](#) include restorative approaches and pupil voice tools; and the [Merton Best Practice Toolkit](#) provides clear procedures for managing incidents and engaging families. These resources are typically accessed online and integrated into safeguarding practice, pastoral support, and curriculum planning to ensure pupils feel safe, heard, and supported.