



Caldecote Primary School Anti-Bullying Policy September 2026

Approved by:	Governing Board	Date: September 2026
Last reviewed on:	September 2025	
Next review due by:	September 2027	

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1. Purpose

At Caldecote Primary School, every child has the right to feel safe, valued and respected.

We are committed to creating an inclusive school community in which positive relationships flourish and where bullying is not tolerated. We recognise that bullying can have a significant impact on children's wellbeing, attendance, engagement and achievement, and may, in some cases, constitute a safeguarding concern. Our approach is rooted in prevention, early intervention, support and accountability.

This policy should be read alongside the school's:

- Behaviour Policy
- Safeguarding and Child Protection Policy
- Online Safety Policy
- SEND Policy
- Relationships, Sex and Health Education (RSHE) Policy
- Complaints Policy

This policy has been developed in accordance with Keeping Children Safe in Education 2026 and relevant Department for Education guidance.

2. Our Principles

At Caldecote Primary School we will:

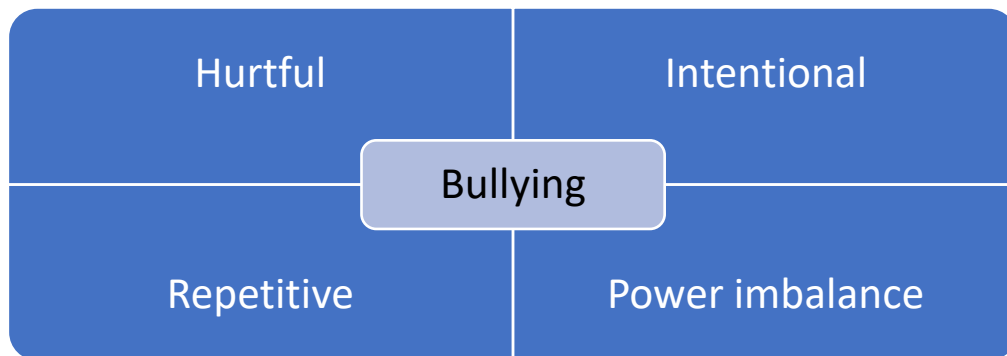
- Promote a culture of kindness, respect, inclusion and belonging.
- Take all reports of bullying seriously.
- Respond promptly, proportionately and fairly.
- Listen to and act upon the views and experiences of pupils.
- Support pupils who experience bullying.
- Help pupils who display bullying behaviour understand its impact and make positive changes.
- Work in partnership with parents and carers.
- Recognise that bullying may be linked to wider safeguarding needs.
- Monitor incidents carefully to prevent recurrence.
- Continually review practice to ensure all pupils feel safe.

3. Definition of Bullying

We recognise that friendship difficulties and relational conflict are a normal part of growing up. Such incidents require support and resolution but are not necessarily bullying.

At Caldecote Primary School, bullying is defined as:

The repetitive, intentional hurting of one person or group by another person or group, where there is an imbalance of power. Bullying can occur face-to-face or online.



A power imbalance may be physical, social, emotional, intellectual, based on group size, access to technology or knowledge of personal information.

A serious one-off incident may also be managed as bullying where there is evidence of:

- significant harm
- prejudice or discrimination
- intimidation through power or status
- sexual harassment or abuse
- online abuse

Any incident that meets the threshold for child-on-child abuse will be managed in accordance with the school's Safeguarding and Child Protection Policy.

4. Equality and Inclusion

Caldecote Primary School is committed to fostering an environment where every member of the school community is valued and respected. We recognise that bullying may be linked to prejudice, discrimination or perceived difference. We will actively challenge discriminatory language, behaviour and attitudes and promote equality, diversity and inclusion through all aspects of school life.

5. Forms of Bullying

Bullying may be:

- **Physical:** hitting, pushing, damaging belongings or intimidation.
- **Verbal:** name-calling, insults, threats or discriminatory language.
- **Emotional or relational:** exclusion, humiliation, manipulation or spreading rumours.
- **Online (cyberbullying):** bullying through social media, messaging, gaming or digital technologies.
- **Prejudice-based:** targeted because of race, religion or belief, disability, sex, sexual orientation, gender reassignment or another protected characteristic.

- **Sexual bullying:** unwanted sexual comments, behaviour or harassment.

The school may respond to online bullying that takes place outside school where it affects the wellbeing, safety or education of members of the school community.

6. Prevention

Preventing bullying is the responsibility of the whole school community.

We prevent bullying by:

- Promoting a positive and inclusive school culture.
- Teaching respectful relationships, equality, diversity and online safety through our curriculum.
- Helping pupils understand the difference between conflict and bullying.
- Celebrating diversity and promoting belonging.
- Developing pupils' social and emotional skills.
- Providing structured opportunities for pupil voice.
- Monitoring behaviour and wellbeing information to identify emerging concerns.
- Training staff to recognise and respond to bullying (Please see **Signs and Symptoms of Being Bullied - Appendix 1**).
- Ensuring positive experiences during playtimes and lunchtimes.
- Understanding vulnerabilities (Please see – Appendix 2)

Particular consideration will be given to pupils who may be more vulnerable to bullying, including pupils with SEND, young carers, looked-after and previously looked-after children, pupils from minority groups and pupils experiencing mental health difficulties.

7. Responding to Bullying

All allegations of bullying will be investigated thoroughly.

Our response will focus on:

- securing the immediate safety of pupils;
- understanding what has happened;
- stopping the behaviour;
- repairing relationships where appropriate;
- supporting all pupils involved; and
- preventing recurrence.

When bullying is identified, staff will:

1. Listen carefully to all pupils involved.

2. Gather information from witnesses, staff and parents where appropriate. Parents and carers of pupils directly involved will normally be informed and involved at an early stage unless doing so presents a safeguarding risk.
3. Assess any safeguarding risks and consult the Designated Safeguarding Lead if required.
4. Support the pupil experiencing bullying.
5. Work with the pupil displaying bullying behaviour to understand the impact of their actions, repair harm where appropriate and develop more positive ways of meeting their needs.
6. Apply appropriate educational and protective consequences in line with the Behaviour Policy.
7. Communicate outcomes with parents.
8. Monitor the situation and review support arrangements.

Our procedure for **Responding to a Bullying Allegation** is outlined in detail in **Appendix 3**. Our approach reflects Therapeutic Thinking principles by seeking to understand behaviour, restore relationships and reduce the likelihood of future harm, whilst maintaining clear expectations and consequences.

8. Safeguarding

Bullying should never be viewed in isolation.

Some incidents may constitute:

- child-on-child abuse;
- sexual harassment;
- sexual violence;
- discriminatory behaviour;
- harmful online behaviour; or
- criminal behaviour.

Where appropriate, incidents will be managed in accordance with safeguarding procedures and external agencies may be involved.

9. Roles and Responsibilities

Staff

Staff will:

- model respectful relationships;
- identify and report concerns promptly;
- investigate allegations fairly;
- support all pupils involved;
- communicate effectively with families; and
- implement this policy consistently.

Pupils

Pupils will:

- treat others with kindness and respect;
- report concerns to a trusted adult;
- challenge bullying by seeking help; and
- contribute to a positive school culture.

Parents and Carers

Parents and carers will:

- work in partnership with the school;
- report concerns promptly;
- support their child to behave respectfully; and
- model constructive communication.

10. Recording Bullying Incidents

All substantiated bullying incidents will be recorded in accordance with school and Local Authority procedures. Incidents motivated by prejudice or discrimination will be monitored to identify trends and inform preventative action.

11. Monitoring and Review

The Headteacher, Senior Leadership Team and Designated Safeguarding Lead will monitor bullying incidents and emerging trends throughout the year.

Information gathered will be used to:

- evaluate the effectiveness of prevention strategies;
- identify vulnerable groups;
- inform staff training;
- shape curriculum provision; and
- report anonymised trends to governors.

Bullying data will be reviewed at least termly by the Senior Leadership Team and summarised within safeguarding reports to governors.

The effectiveness of this policy will be evaluated through pupil voice, behaviour records, safeguarding data, attendance information and stakeholder feedback.

This policy will be reviewed annually, or sooner if legislation, guidance or local circumstances require.

12. Appendices

Appendix 1: Signs and Symptoms of being Bullied

Appendix 2: Why Pupils May Bully & Vulnerabilities of Victims

Appendix 3: Procedure for Responding to Bullying Incidents

APPENDIX 1: Signs and Symptoms of being Bullied

The following physical signs and behaviour could indicate other problems but bullying will be considered as a possibility:

- being frightened of walking to or from school
- losing self-confidence and self-esteem
- being frightened to say what's wrong
- developing unexplained cuts, bruises and other injuries
- unwilling to go to school, development of school phobia and unusual
- patterns of non-attendance
- failing to achieve potential in school work
- becoming withdrawn, nervous and losing concentration
- becoming isolated and disengaged from other pupils
- developing changes in physical behaviour such as stammering and
- nervous ticks
- regularly having books or clothes destroyed
- having possessions go 'missing' or 'lost' including packed lunch and
- money
- starting to steal money (to pay the perpetrator)
- becoming easily distressed, disruptive or aggressive
- developing problems with eating and food
- running away
- developing sleep problems and having nightmares
- developing suicidal thoughts or attempting suicide

APPENDIX 2: Why Pupils May Bully & Vulnerabilities of Victims

Recognising why pupils bully supports the school in identifying those who are at risk of engaging with this type of behaviour. Pupils may bully for a variety of reasons. Some of these include:

- peer pressure and/or wanting the approval of others
- wanting to feel powerful over someone with a perceived disadvantage
- being bullied or cyberbullied themselves
- being worried, unhappy or upset about something
- lacking social skills or not understanding how others feel. (NSPCC 2026)

Any child can be bullied or cyberbullied. Children who are seen by others as 'different' in some way may be targeted (Children's Commissioner for Wales, 2017). This might be because of their:

- physical appearance
- race
- faith or culture
- gender identity
- sexuality
- disability or additional needs. (Ditch the Label, 2019)

Or it could be because they:

- appear anxious or have low self-esteem
- lack assertiveness
- are shy or introverted.

It may also be because of a child's family circumstances or home life. (NSPCC)

APPENDIX 3: Procedure for Responding to a Bullying Allegation



STEP 1: CONCERN RAISED

Concern or Allegation of Bullying Received

 Pupil

 Parent/Carer

 Staff Member

 Other Person

STEP 2: IMMEDIATE SAFETY CHECK

Is any pupil at risk of harm, significant distress or abuse?

SAFEGUARDING CONCERN IDENTIFIED?

YES

 Refer immediately to the Designated Safeguarding Lead (DSL)

 Follow safeguarding procedures

NO

 Continue to investigation

STEP 3: INVESTIGATE

GATHER INFORMATION

✓ Speak with all pupils involved

✓ Speak with witnesses where appropriate

✓ Review behaviour records

✓ Gather staff observations

✓ Contact parents/carers where appropriate

STEP 4: ASSESS THE INCIDENT

DOES THE BEHAVIOUR MEET THE SCHOOL'S DEFINITION OF BULLYING?

Hurtful • Intentional • Repetitive • Power Imbalance

OR

A serious one-off incident causing significant harm

IF NO

 RELATIONAL CONFLICT / PEER DISPUTE

 Restore relationships

 Teach conflict-resolution skills

 Provide support as required

 Monitor and review

 INCIDENT CLOSED

IF YES

 BULLYING IDENTIFIED

STEP 4: RESPOND TO BULLYING

 Secure the safety of the pupil experiencing bullying

 Stop the behaviour

 Support all pupils involved

 Apply educational and protective consequences

 Repair harm where appropriate

- ★ Promote positive behaviour change

STEP 5: INFORM PARENTS/CARERS

(Unless doing so creates a safeguarding risk)

STEP 6: IMPLEMENT SUPPORT PLAN

Support may include:

- ♥ Pastoral support
- 🤝 Restorative work
- 📚 Additional PSHE input
- 🎯 SEND support
- 🏢 External agency involvement

STEP 7: MONITOR AND REVIEW

HAS THE BULLYING STOPPED?

☒ YES

■ RECORD OUTCOME AND CLOSE INCIDENT

- ✓ Continue routine monitoring
- ✓ Review effectiveness of support
- ✓ Close incident when appropriate

✗ NO

■ ESCALATE

➡ Review with SLT and/or DSL

- ➔ Revise support plan
- ➔ Consider additional interventions
- ➔ Consider external agency involvement
- ➔ Continue monitoring
- 🔄 Return to Support Plan and Review Cycle

Throughout the process staff will:

- Prioritise pupil safety
- Listen to and take concerns seriously.
- Secure the safety and wellbeing of all pupils involved.
- Work in partnership with parents and carers.
- Consider safeguarding implications at every stage.
- Record actions and outcomes in line with school procedures.
- Seek to repair relationships and reduce the likelihood of recurrence.
- Apply appropriate consequences where bullying behaviour is confirmed.