Anti Bullying Policy

'Let your roots grow down into him, and let your lives be built on him'
Colossians 2:7

DATE	REVIEW DATE	COORDINATOR	NOMINATED GOVERNOR(s)
4 October 2026	October 2027	Emma Gilbert	Full Governing Body

Baydon St Nicholas CE VA Primary School fully recognises its responsibilities for promoting positive behaviour and inclusion.

Key Personnel			
Role	**Name**	**Tel.**	**email**
Head teacher	**Emma Gilbert**	**01672 540554**	**head@baydon-st-nicholas.wilts.sch.uk**
SENDCo	**Emma Gilbert**	**01672 540554**	**head@baydon-st-nicholas.wilts.sch.uk**
Pastoral Lead	**Emma Gilbert**	**01672 540554**	**head@baydon-st-nicholas.wilts.sch.uk**
Governor with responsibility for behaviour and safety	**Dave Madden**	**01672 540554**	**chair@baydon-st-nicholas.wilts.sch.uk**

Introduction

Baydon St Nicholas Primary School is committed to creating a culture within our school where children feel confident to speak to staff about their concerns regarding bullying or inappropriate behaviour. We aim to create a safe and supportive environment where children understand that their concerns will be heard and acted upon.
We will fulfil our commitment to this by adhering to practice based on aspects of the following key advisory documents:

- School Vision Statement

Department for Education (DfE) advice on:

- Suspension and Permanent Exclusion, including pupil movement - guidance for maintained schools and academies,
- Mental health and behaviour in schools
- Supporting pupils with medical conditions at school

And on the following statutory documents:

- Keeping Children Safe in Education
- Working Together to Safeguard Children
- Special educational needs and disability (SEND) code of practice.
- The Equality Act

The aim of this policy is to ensure:

- All our children are safe and protected from harm.
- All our children understand that action will be taken if bullying is reported.
- All adults in the school community understand what bullying and child on child abuse is
- All adults in the school community know what to do if bullying or child on child abuse is reported or suspected.

All staff are:

- familiar with this anti bullying policy and have an opportunity to contribute to its review.
- involved in the implementation of the policy as it relates to the school as a whole and through individual education/pastoral programmes, as appropriate.

Scope

This policy is consistent with all other policies adopted by the governing body and operates alongside the following policies relevant to the welfare and safety of our children:

- Safeguarding policy
- SEND policy
- Positive Relationships and Behaviour Policy
- Health and Safety Policy

This policy applies to all staff in our school.

For the purposes of this policy:

- **Staff** refers to all those working for or on behalf of the school, full time or part time, in a paid or regular voluntary capacity.
- **A volunteer** is a person who performs an activity that involves spending time, unpaid within our school (except for approved expenses).

- **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.
- **Child** refers to all children on roll at our school.

Leadership

There is no legal definition of bullying. However, the Department for Education defines bullying as behaviour by an individual or group that is repeated over time and is intended to hurt or harm another individual or group, either physically or emotionally. Bullying is often aimed at certain groups, for example because of their race, religion, gender or sexual orientation, this can include cyber bullying. Staff recognise that children with SEND are also at a higher risk of peer group isolation and can be disproportionately affected by bullying (including prejudiced-based bullying). Staff recognise that children with SEND are also at a higher risk of peer group isolation and can be disproportionately affected by bullying (including prejudiced-based bullying).

As key strategic decision makers and vision setters for the school, the governors will make sure that our policies and procedures are in line with the relevant legislation and guidance documents. Governors will work with the senior leaders to make sure the following essentials are in place:

- curriculum that supports the development of personal social skills, emotional intelligence and positive mental health.
- training for staff about identifying bullying, responding to reports of bullying and recording incidents of bullying.
- policies that complement the school's anti-bullying approach.

It is the responsibility of the head teacher to ensure that this policy is implemented consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.

It is also the responsibility of the head teacher to ensure:

- the health, safety and welfare of all children in the school.
- records are kept of all reported incidents of bullying and the actions taken.
- staff are supported to implement the policy through training, monitoring and feedback.

Mandatory Procedures

The consistent approach to incidents of bullying:

All staff understand what bullying is and know what procedures to follow when bullying is reported or suspected.

When incidents of bullying are reported the age and developmental stage of both the victim and instigator are considered. All staff are aware of child-on-child abuse (also known as peer-on-peer abuse) and know to consider if incidents of bullying fall into this category. [1]

All staff understand the positive impact of certainty as much as consistency on children at Baydon st Nicholas Primary School. While children benefit from encountering different personalities within our staff team, as they will in wider society, each member of staff will retain a high level of predictability when responding to reports of bullying.

Staff ensure:

- that they consistently demonstrate the values of Baydon St Nicholas Primary school and its aim to provide a culture where children can speak out and share concerns with staff. Staff

understand that bullying can happen at any time or place and that even if there are no reported cases of bullying, such behaviour may still be taking place and is simply not being reported

- all reports of bullying, from children, their parents or other adults in school, are recorded and investigated. Those reporting should be kept informed of the progress and outcome of the investigation
- that they demonstrate and highlight prosocial behaviour, considering the age and developmental stage of the children involved
- that all children feel confident to challenge behaviour that they find inappropriate. Children are encouraged to tell others “Stop. I don’t like that” when faced with unwanted behaviours towards them. This will help develop children’ self confidence for now and into adulthood as well as ensuring that instigators are aware of the impact of their actions and will help the school identify incidents of bullying
- that the reasons behind the instigators actions are considered and appropriate support is put in place
- that any inappropriate behaviour is challenged and not downplayed or dismissed as jokes or part of growing up

Rewards and consequences:

Our staff use a range of agreed verbal, non-verbal and tangible rewards and prompts to motivate prosocial behaviour. Any anti-social behaviours, including incidents of bullying, are dealt with consistently and away from peers. There are more details in our Positive relationships and Behaviour Policy.

Children have the right to expect fair and consistent staff responses to incidents of bullying. An appropriate consequence is one that encourages prosocial behaviour in the future and rectifies any harm done where possible.

Staff implement a consistent range of strategies and logical consequences to deal with inappropriate behaviour including bullying by children. In determining whether a consequence is ‘logical’ and 'reasonable', the following must be considered:

- the extent to which the consequence provides an opportunity for the child to rectify harm
- the extent to which the child has an opportunity to learn/rehearse different helpful behaviours
- whether the consequence was proportionate in the circumstances;
- any special circumstances which are known to the person setting the consequence, including:
  - the child's age
  - any special educational needs or disability they may have

In line with our safeguarding policy, all staff consider/assess whether incidences of dangerous, bullying, withdrawn or disaffected behaviour may constitute a safeguarding concern for either the instigator or child subjected to that behaviour and record and report accordingly.

The success of strategies and consequence used is monitored and reviewed within

- this policy’s annual review
- staff performance reviews
- senior leadership team meetings monthly
- key stage team meetings and

- individual child support plans where applicable.

In monitoring this behaviour policy, the leadership team will seek assurance that:

- all reports of bullying are acted upon, and the outcomes shared with all relevant parties
- no punishments are given that are ever degrading or humiliating;

Teaching and the curriculum

Our children access a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental and physical development, and prepares them for the opportunities, responsibilities and experiences of life.

We provide opportunities for children to develop skills, concepts, attitudes and knowledge that promote their safety and well-being. The PSHE and citizenship curriculum specifically includes the following objectives:

- Developing child self-esteem and communication skills
- Developing strategies for self-protection including online safety
- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults and within peer relationships (positive relationships and consent)

Our curriculum promotes children' self-control and ability to self-regulate, and strategies for doing so. We aim to help children to become confident in their ability to achieve well, to persevere and to respond rationally to setbacks and challenges.

Classroom management

Teaching and support staff are responsible for creating a culture within the classrooms and learning spaces where children feel they can speak out and share their concerns with staff.

They will:

- Ensure that Baydon St Nicholas Primary School's Positive Relationship and Behaviour Policy is consistently followed
- Use the school's PHSE curriculum to educate children in prosocial behaviours that are aimed at reducing the risk of bullying
- Listen to any reports of bullying, either from children or their parents, and take action based on those reports, following the school's recording procedures and ensuring that all parties are kept informed of the investigation and subsequent outcomes. It is not necessary to share the details of any consequences issued, sharing that there will be a consequence is sufficient
- Consider the age and developmental stage of all involved in incidents of bullying, seeking advice from the Headteacher/SENCO

Child support systems:

We regularly review the support available to all children associated with bullying. The support offered includes:

- One to one or small group intervention with a focus on prosocial skills and/or self-esteem development

- Teaching strategies – The leadership team will work with/support staff to devise and develop strategies for staff to make reasonable adjustments for children whose behaviour may be the result of a learning difficulty, a disability or a medical condition.
- Referral to and working with external agencies – We work with teams within Wiltshire Council SEND and Targeted Education Service and with Wiltshire Social Care as appropriate to agree additional strategies to support children's social and emotional development.

Liaison with parents:

We work closely with the parents to ensure consistency wherever possible in the response to incidents of bullying. Parents of all parties involved will be kept informed of any investigation and of the outcomes.

Training

Although we aim to reduce the risks of bullying within our school community through our open culture, PHSE curriculum and building the self-esteem of our children, we recognise that incidents may still occur. Consequently, staff who work directly with children are provided with continuous professional development in this area. This includes training in:

- Positive behaviour management and restorative strategies
- Special education needs and disabilities associated with challenging or withdrawn behaviour e.g. autism or ADHD.
- Solution focussed thinking and questioning.
- Safeguarding that covers identifying challenging or withdrawn behaviour as a potential indicator of neglect or harm and identifying and responding to suspected cases of child on child abuse.

We will also:

- Hold regular pupil progress meetings where mental health, wellbeing and behaviour may also be discussed
- Seek advice from other agencies within Wiltshire Council where appropriate

Our training programme is reviewed annually to ensure that it is responsive to the needs of our staff and children.

Staff support

Due to the demanding nature of our work dealing with children who at times display challenging or withdrawn behaviour, we support staff by providing an opportunity to talk through the challenges of this aspect of their role with a senior leader and to seek further support as appropriate.

Monitoring and review

This policy is reviewed annually or earlier as required by changes to legislation or statutory guidance.

Footnote:

1. Safeguarding Unit, Farrer and Co. and Carlene Firmin, MBE, University of Bedfordshire - Peer-on-Peer Abuse toolkit provides practical guidance for schools on how to prevent, identify early and respond appropriately to peer-on-peer abuse Addressing child-on-child abuse: a resource for schools and colleges (farrer.co.uk)