

Girton Glebe Primary

Anti-Bullying Policy

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Document Control

New Version Number	Key changes from previous version	Date of ratification
2	Reviewed to be inline with revised behaviour policy	

Definition of Bullying

At Girton Glebe, we define bullying as **repeated, intentional behaviour** intended to hurt, harm, intimidate, or humiliate another individual or group. Bullying can be direct or indirect and involves an imbalance of power. One-off incidents, though serious, are not classed as bullying but are still addressed through the school's Behaviour Policy.

Bullying may take many forms, including:

- **Emotional** – excluding, tormenting, or manipulation of relationships
- **Physical** – hitting, kicking, pushing, or threatening physical harm
- **Verbal** – name-calling, teasing, sarcasm, or spreading rumours
- **Racist** – racial taunts, graffiti, or discriminatory gestures
- **Sexual** – inappropriate or unwanted physical contact, sexual comments
- **Homophobic/Biphobic** – derogatory language or behaviour based on perceived or actual sexual orientation
- **Transphobic** – discrimination or harassment related to gender identity or gender expression
- **Cyber** – use of digital devices or platforms to cause harm, including online harassment, exclusion, or abuse
- **Prejudicial** – based on differences such as appearance, interests, social class, or SEND (Special Educational Needs and Disabilities)

Our Approach

At Girton Glebe, bullying in any form is **never tolerated**. We are committed to providing a safe, respectful, and inclusive environment where all children can thrive. Our whole-school approach is rooted in the principles of **positive relationships, proactive intervention, and restorative practice**, as outlined in our Behaviour Policy.

Bullying can occur at school, online, or in the wider community. Where incidents outside school are reported to us and affect the welfare or safety of children, we will take appropriate action, which may include contacting families or external agencies.

Prevention Through Curriculum and Culture

Our curriculum explicitly promotes **empathy, inclusion, and mutual respect**, underpinned by the values of our PSHE (Personal, Social, Health and Economic education), RSE (Relationships and Sex Education), and whole-school ethos.

Preventative strategies include:

- PSHE lessons (following the Cambridgeshire Personal Development Programme)
- Use of Zones of Regulation and Emotional Literacy support
- Assemblies promoting respect, diversity, and anti-bullying themes
- Work with external agencies (e.g. The Kite Trust)
- Cross-curricular teaching of British Values and rights-based education
- Use of restorative conversations and peer mediation where appropriate
- Regular staff CPD on relational and inclusive behaviour management

Responding to Bullying

When bullying is reported or suspected, the school acts swiftly, fairly, and supportively for all involved.

Staff will:

- Take all reports seriously and investigate promptly
- Speak with all children involved, including witnesses
- Record incidents in the school's behaviour and safeguarding logs
- Involve parents/carers where appropriate
- Refer to the Senior Leadership Team for persistent or serious issues

Support for Victims includes:

- A safe space to talk and be heard
- Ongoing emotional support and check-ins
- Access to ELSA (Emotional Literacy Support) if needed
- Working with the child to rebuild confidence and relationships

Support for those engaging in bullying behaviour:

- A restorative conversation to understand impact and motivation
- Behaviour targets set in partnership with child and parent/carer
- Referral to internal pastoral support or ELSA
- Monitoring and follow-up to promote behavioural change

Disciplinary actions may include:

- Loss of privileges or unstructured time (e.g. playtime exclusions)
- Restorative actions (e.g. writing an apology, circle time discussion)
- Behaviour contracts or individual support plans
- Fixed-term exclusion in serious or repeated cases

All incidents are monitored by SLT to identify trends or repeat patterns, ensuring accountability and consistent intervention.

Monitoring and Review

- Incidents of bullying are logged and reviewed regularly by SLT and governors.
- The policy is reviewed annually to reflect changes in practice, statutory guidance, or school context.
- Pupil voice is collected through surveys and School Council discussions to inform school action and priorities.

Links to Other Policies

- Behaviour Policy
- Safeguarding & Child Protection Policy
- E-Safety Policy
- Equalities Policy
- PSHE and RSE Policy