

Blossom Lower School and Upper House



ANTI-BULLYING POLICY

EYFS, Adapted Curriculum, Primary, Secondary, Post 16

Motspur Park | Euston | Wimbledon| Farm

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This policy has been written in collaboration with the Phase Behaviour Leads for Primary, Secondary and Post 16 across sites, as well as the Euston and Wimbledon annexes

About this Policy

Blossom House School's approach to bullying takes into account the latest DfE guidance:

- [Keeping children safe in education \(2025\)](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people \(2024\)](#)
- [Teaching Online Safety in School \(2023\)](#)
- [Preventing and tackling bullying: Advice for headteachers, staff and governing bodies \(2017\)](#)
- [Cyberbullying: advice for headteachers and school staff \(2014\)](#)
- [Crime and Policing Act, 2026](#)

Definition

According to the DfE:

“Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.”

Anti-Bullying Ethos

At Blossom House School, staff, parents and guardians, and pupils work together to create a happy, caring, learning environment. An ‘anti-bullying’ ethos is embedded into the whole school approach. It is integral to the

school's SMSC provision. 'Behaviour and Safety' are incorporated into the school's Evaluation and Development Plans. Deliberate bullying, either verbal, physical or indirect will not be tolerated. It is everyone's responsibility to aim to prevent occurrences of bullying and to respond to any incidents quickly and effectively.

Research has shown that the extent of bullying in schools is greatly underestimated. We also understand that bullying is intentional and not to be confused with dysregulated behaviour which can also lead to verbal outbursts or unkind comments to others (as a result of distress). In the aforementioned cases, these incidents will be managed according to our emotional regulation and restorative practices, whereby the dysregulated pupil will repair with the victim once he/she is calm, alongside input from key adults. We understand that this type of behaviour is not the same as deliberate bullying, and that bullying is ongoing and intentional in nature. This approach is in line with recent research, such as Lloyd-Esenkava et. al., (2021), who found that:

"Children with language disorders have difficulties understanding emotions, difficulties understanding their peer's intentions and difficulties resolving conflict situations independently according to their parents and practitioners working with these children"

Research Paper

Blossom House School strives to provide pupils with a safe environment for learning, in terms of academic development, social awareness and wellbeing. All teachers and therapists ensure lessons and sessions do not tolerate or facilitate any discriminatory views, including those considered racial, sexist, homophobic, bi-phobic or transphobic. If pupils exhibit or demonstrate views or opinions of an offensive or concerning nature, these will be responded to immediately and reported via Bromcom. The pupil/s will then be given access to 1:1 SLT or 1:1 discussion with a trusted adult, to help broaden their views, understand the impact on another/s, and reduce this behaviour. This may include referral to one of the school's own RSE mentors. Positive attitudes are supported through assemblies, displays, Group Times and SMSC days

etc. as well as capturing and reinforcing this at any opportunities throughout the school day, to deepen understanding and generalisation.

Blossom House Culture of Vigilance

In order to identify incidents of bullying and the identities of bullies, at Blossom House School we have agreed to carry out the following strategies:

- All staff watch for early signs of distress in pupils
- All staff listen, believe, act
- Circle times, Group Times, assemblies, SLT sessions, 'Talk and chats' and PSHE are used to talk about bullying.
- All incidents/concerns/misconceptions leading to an act which may be perceived or thought of as bullying are carefully logged by relevant staff member
- An Anti-Bullying Week is held annually
- All staff aware of the process for acting upon bullying
- All staff aware and confident in implementing policies specific to a given cohort relating to specific issues and able to seek help from senior staff
- Liaison with the Designated Safeguarding Lead (DSL) where necessary

Strategy for dealing with bullying in school

DfE's Anti-bullying pack provides the basis for the Blossom House strategy. The emphasis is always on a caring, listening approach as bullies are often victims too – that is why they bully. However, they should also be made clearly aware of the seriousness of their behaviour as well as the impact which it has/had upon the victim.

Bullying will often be dealt with using our restorative practice approach to help the perpetrator take responsibility for their actions and have a chance to repair the situation. By using this approach, we also help the children and young people to think about what could be done differently next time, understand the impact on other/s, and how the situation can be dealt with appropriately. If children are willing to engage with these restorative follow-ups, then their natural and/or logical consequences may be lessened or adapted. This usually includes the following steps:

- Bullying may be observed by staff, or may be brought to the attention of staff either by the victim(s), their friend(s), their parent(s) and guardian(s) or other associated people
- Discussions with the victim (as is appropriate to the pupil's level of understanding). This will require patience and understanding. Remember – listen, believe, and act. The events that led up to a bullying incident may need to be drawn out on paper in order to aid the pupil's understanding and recognition of his or her behaviour, and different choices which could have been made (Behaviour Mapping). It should involve a member of staff with whom the pupil feels comfortable as well as the person responsible for behaviour and/or the Principal
- Discussions with the alleged perpetrator(s) of bullying behaviour. Explain the details clearly and ask them to tell the truth about the situation/incident use the restorative practice questions to structure this conversation

N.B It is important to establish whether there was '**intent**' behind the behaviour/s. It is common for pupils with language and communication problems to experience confusion about the effect of their behaviours on others. This is continually targeted through a whole school, multi-disciplinary approach. However, once staff are sure that a pupil or pupils have been made explicitly aware of the unacceptability of certain actions/behaviours, anti-bullying policies will be implemented

- If the pupil takes responsibility, provide support for both the victim and perpetrator through onsite resources such as restorative practice, speech and language therapy input (with regards to social interaction/communication issues) and arts therapy provision (for emotionally related issues)
- If the pupil does not take responsibility, investigate further. It may be that the perpetrator is unaware of the seriousness of their behaviour and the impact that it has upon the victim, due to their social interaction and language problems

- Separate discussions with parents of perpetrator and victim. This may involve phone call/s and/or meetings in school
- Logical consequences for the perpetrator may include withdrawal from favoured activities, loss of playtimes, exclusion from playground during lunchtimes, exclusion from school, depending on the perceived severity of the incident(s). These consequences may decrease if the child is willing to participate in our restorative practice chats and 'repairing' the situation
- Continue monitoring the situation by observing and monitoring at lesson times, playtimes/ lunchtimes and having discussions with victim to ensure no repetition
- As the behaviour of the perpetrator (hopefully) improves, then favoured activities etc. can be reinstated, and the child should be praised for good behaviour. This will help rebuild the pupil's self-esteem, which may have been damaged after being identified as bullying, or could have been low anyway, hence the bullying behaviour

Prejudice Based and Discriminatory Bullying

Blossom House School is committed to being an anti-racist and diversity aware school. One of the whole school aims is to provide multisensory and creative opportunities for all pupils to learn about and experience other cultures and religions, as well as neurodiversity and the LGBTQ+ community.

In line with these we have put in place a specific protocol when dealing with racist, ableist or homophobic, biphobic and transphobic (HBT) behaviour. Along with the assistance of the Diversity Lead, we have adapted our online logging system to include racist and HBT behaviours within behaviour logs as well as creating a flowchart in order to deal consistently with any incidents of racism. The flowchart clearly lays out how to deal with the incident depending on the root of the behaviour and the understanding and knowledge of the pupils involved. The incident will then be dealt with accordingly with follow up restorative practice and 1:1 work where necessary.

Cyber Bullying

The school's policy with regards to Anti-Bullying also includes any form of Cyber Bullying. Cyber Bullying could include use of text messaging, email, Messenger, social media, Internet, chat rooms and online games.

The latest DoE guidance states that:

“Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click”

The school recognises the importance of teaching pupils about online safety, and helping them to be clear about what is expected of them online as offline.

We follow the latest Government guidance: [Teaching online safety in school 2023](#). In addition:

- The school will ensure that the curriculum teaches pupils about the risks of new communications technologies, the consequences of their misuse, and how to use them safely. Some of these applications are not available to the pupils in school
- Internet blocking technologies are continually updated and harmful sites blocked (overseen by the I.T. manager in liaison with key staff)
- Clear policies are set about the use of mobile phones at school and at other times when pupils are under the school's authority
- Pupils will be given key guidance on: *personal privacy rights; material posted on any electronic platform; photographic images, online safety*
- The curriculum will cover the value of e-communications and the risks and consequences of improper use, including the legal implications in lessons such as Life Skills, PSHE, assemblies with local police and ICT lessons
- A dialogue will be kept up with parents about emerging technologies their child might be using, as well as reminding parents are the support the school requires in order to implement policies
- The school will ensure that parents know what steps to take if they suspect that their child is being cyber-bullied or is bullying someone else.

Parents are invited to a talk at the school on this subject by a specialist national charity. Letters are sent home by the Principal

- Internet safety week involving in school activities with the pupils and after school training sessions available for all parents
- Annual awareness training sessions delivered by Childnet UK Safer Internet Centre
- Liaison with the Designated Safeguarding Lead (DSL) where necessary

Please also refer to the **Online Safety Policy** which sets out a clear process for tackling issues related to digital devices and social networking sites (e.g., Xbox chat, Snap Chat). This process needs to be supported by parents in the home.

Bullying outside school premises

The DfE's 2011 guidance states that:

“Teachers have the power to discipline pupils for misbehaving outside the school premises “to such an extent as is reasonable”. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.”

Any suspected bullying that takes place outside of school premises should follow the same procedures as set out in this policy.

Child on Child Abuse (please refer to our *Safeguarding Children and Child Protection Policy*)

Where child on child abuse is suspected, or where an allegation has been made, **the DSL must be informed immediately, and safeguarding procedures will be followed.**

Hate Crimes

This policy has been updated to include the updated ‘**hate crime**’ categories as set out in the [Crime and Policing Act, 2026](#).

The new categories are:

- Disability
- Sexual orientation
- Transgender identity
- Sex (for specified offences)

Alongside existing categories:

- Race
- Religion

As with other forms of bullying, it is always important that we carefully consider our pupils' SLCN needs in the context of viewing certain behaviours as hate crimes, as well as our follow-up actions.

This includes taking in account:

- Impact on the victim
- Language levels
- Social communication difficulties
- Level of intention to cause harm
- Level of flexible thinking and perspective taking
- Age on the moral reasoning trajectory (not chronological age)
- Understanding of what a hate crime is
- Level of ability to inhibit
- Level of ability to emotionally regulate
- When and where it happened (at school, at home, in the community)
- Single incident or repeated