Anti-Bullying Policy

2025-2027

This policy was approved as follows:			
Headteacher	Kate Litchfield	Version:	V1
Review frequency:	2 years	Reviewed	November 2025
		Next review date:	November 2027
Status:	Statutory		
This policy applies to the whole school community regardless of whether employees are permanent, fixed term, casual or agency or volunteers.			

Introduction

Our vision at Cobden Primary School is to have high standards of teaching and learning which challenge our pupils to achieve.

Our anti-bullying policy supports this ideal by:

- Promoting respect and tolerance for each other and the school
- Supporting everyone in forming good relationships with adults and peers.

We believe in tackling incidents of bullying by encouraging an environment where individuality is celebrated and individuals can develop without fear. This involves including and engaging everyone's perception of bullying.

Staff with lead responsibility for bullying are Kate Litchfield (headteacher) and Michelle Smith (Deputy Head Teacher)

Aims and objectives

The aim of our anti-bullying policy is to:

- Clarify for pupils, staff, parents and carers what bullying is and isn't and that it is always unacceptable.
- Explain to staff, students and school community why bullying and harassment occur and their impact on individuals and the school as a whole.
- Provide a secure, stimulating, positive and mutually respectful and inclusive environment for learning.

Definition of terms

Cobden Primary School adopts the Anti-Bullying Alliance definition of bullying:

"the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online"

There are 4 types of bullying behaviour:

- Physical – eg hitting, damage to belongings.
- Verbal – eg threats, insults, threats, nasty teasing
- Psychological – eg rumours, social exclusion, gaslighting
- Cyber – all areas of the internet such as email and chat room misuse, mobile phone threats by text message or calls, carried out on electronic devices, such as pcs, laptops, smartphones, tablets, gaming consoles or smartwatches, via apps, AI, gaming and/or social media.

In line with the Equality Act 2010 forms of prejudice-based bullying will not be tolerated by our school. These include age, marriage and civil partnership, pregnancy and maternity, disability, gender reassignment, race, religion and belief, sex and sexual orientation.

Types of prejudice-related bullying

Bullying based on disability (disablist) – is where the motivation for bullying behaviour is based on the target's real or perceived disability, special need, gifted or talented or health conditions or association with someone in those categories or association with someone with a disability/special need.

Bullying based on gender reassignment (transphobic) – is when the motivation for bullying behaviour relates to the target being trans, or perceived to be trans, or their gender or gender identity being seen as different to typical gender norms. A person could also be targeted because they have a trans family member.

Bullying based on race or ethnicity (racist) - is where the motivation for bullying behaviour is based on the target's actual or perceived skin colour, culture, language, ethnicity or national origin. A person could also be targeted because of their association with someone with the protected characteristic of race.

Bullying based on pregnancy or maternity – is where the motivation for bullying behaviour is based on the grounds of actual or perceived pregnancy or maternity. A person could also be targeted based on their association with someone with the protected characteristic of pregnancy or maternity.
(N.B. this definition is for use in secondary school policies only)

Bullying based on religion or belief – is where the motivation for bullying behaviour relates to the target's beliefs, faith, or identity. It may also be because of a perception or assumption about religion, belief or lack of belief (which may or may not be accurate), or because of their association with an individual or group of a particular religion or belief.

Bullying based on sexual orientation (homophobic or biphobic) – is where the motivation for bullying behaviour is based on the target's sexual orientation, or perceived orientation, or that of their family/friends and/or homophobic/biphobic abuse and language used. Bisexual people may experience homophobic bullying, but they are also likely to experience biphobic bullying.

Bullying based on sex (sexist) – is where the motivation for bullying behaviour is based on sexist language, attitudes and behaviours that when expressed demean, intimidate or harm another person because of their actual or perceived sex or gender. A person could also be targeted because of their association with someone with the protected characteristic of sex.

Definitions for other forms of bullying

Bullying based on appearance or health conditions – where the motivation for bullying relates to the target's physical appearance (e.g. hair colour or clothing), or a health condition (e.g. a disfigurement, a traumatic injury, or sever skin condition).

Bullying based on weight – where the motivation for bullying behaviour relates to a target's individual weight or size. It can also stem from negative stereotypes and biases about weight.

Bullying based on home circumstance – where the motivation for bullying is based on the target's living arrangements (e.g. being a young carer or a child in care), geographic locality (i.e. where they live), their class background, whether they are from a low income family or in receipt of free school meals.

Bullying of staff – staff can also experience bullying and if they cannot resolve the issue informally, they are encouraged to discuss it with the Head Teacher or Deputy Head Teacher. All issues will be investigated and support will be provided. This will be logged separately and appropriate consequences will be put in place.

Mobile devices

Cyberbullying - is on the increase and can involve pupils receiving threatening or disturbing messages possibly from anonymous callers or people that they are familiar with. Pupils are not permitted to have electronic devices such as mobile phones with them at school. The Education Act 2011 amended the power in the Education Act 1996 to allow the Head teacher to authorise a member of staff to:

- Examine data or files and
- Delete these (where there is good reason)
- If a suspected offence has been committed the Head Teacher will pass the device on to the police.

Our school intends:

- to involve the School Council in any planning, discussion and dissemination of any work related to anti-bullying
- to have in place an anti-bullying support system, that all staff and pupils understand and to apply the system consistently

We teach children to recognise what bullying is and isn't, using the following statements that have been developed with pupils:

When someone says or does something *unintentionally* hurtful and they do it once, that's **RUDE**.

When someone says or does something *intentionally* hurtful and they do it once, that's **MEAN**.

When someone says or does something *intentionally* hurtful and they keep doing it—even when you tell them to stop or show them that you're upset, that's **BULLYING.**

The **STOP** acronym is taught to all pupils and displayed on our anti-bullying charter (**Several Times On Purpose** and **Start Telling Other People**).

Strategies for preventing bullying

- Our school delivers weekly PSHE lessons. These lessons ensure that statutory curriculum expectations are met. Lessons are used to teach children skills to develop healthy relationships and friendships.
- Throughout the year assemblies are held to develop understanding of key concepts linked to anti bullying eg friendships, mental health, British Values, the impact of bullying and the positive role of Upstanders.
- Engagement in local and national initiatives such as anti-bullying week.
- Providing anti-bullying CPD to all school staff.
- Supporting children in developing positive social skills using Playground Buddies and Mental Health Ambassadors
- Children are encouraged to talk about issues with teachers, other staff members and their parents. Any incidents of bullying are recorded on Arbor, monitored by SLT and trends are reported to LAB members

Bullying outside the school premises

We will investigate any incidents of bullying or anti-social behaviour that is reported to school staff. If both the target and the person displaying the bullying behaviours are from our school, action will be taken as if the incident has occurred within the school; this includes informing parents.

Teachers have the power to discipline pupils for misbehaving outside the school premises (see DFE guidance **Preventing and Tackling Bullying 2017 P.6)** 'to such an extent as is reasonable. The school will work in partnership with parents and carers, with the Head Teacher making the final decision on what is appropriate and reasonable

The school reserves the right to involve other agencies to support their stance on out-of-school behaviour issues eg the police.

Roles and responsibilities

Everyone involved in the life of the school must take responsibility for promoting a common anti-bullying approach by being supportive of each other, providing positive role models and conveying a clear understanding that we disapprove of unacceptable behaviour (but not the pupil), and by being clear across the school that we follow school rules and expectations. All members of the school community are expected to report incidents of bullying as upstanders. The Behaviour Lead will monitor classroom and playtime behaviour (and cases of bullying) and keep the teachers informed.

Staff

Staff have a vital role to play as they are at the forefront of behaviour management and supporting children's sense of well-being in school. They have the closest knowledge of the children in their care and should build up a relationship involving mutual support, trust and respect. We expect that staff will:

- Provide children with a framework of behaviour including class rules which supports the whole school policy.
- Emphasise and behave in a respectful and caring manner to students and colleagues, to set a good tone and help create a positive atmosphere.
- Provide children with a good role model.
- Raise awareness of bullying through stories, role-play, discussion, Peer support, School.
- Raise awareness of non-speaking ways of reporting incidents eg using the class Worry Monsters.
- Council and school curriculum subjects.
- Through the Headteacher and Senior Leaders, keep the Advisory Board members informed regarding issues concerning behaviour management.

Parents/Carers

We expect that parents/carers will:

- Understand and be engaged in everything that is being done to make sure their child. enjoys and is safe at school:
- Support us in helping us meet our aims.
- Feel confident that everything is being done to make sure their child is happy and safe at school.
- Be informed about and fully involved in any aspect of their child's behaviour.
- Have named people who can be contacted if they have any concerns about bullying.
- Be involved in the monitoring and review of this policy

Pupils

We expect that pupils will:

- Support the Headteacher, Senior Leaders and staff in the implementation of the policy. This might involve contributing to agreed approaches designed to reduce bullying or better deal with incidents that arise, e.g. via school council, PSHE lessons, class assemblies etc.
- Feel confident that everything is being done to make school a safe and secure environment for them to achieve and learn.
- Feel supported in reporting incidents of bullying.
- Be reassured that action regarding bullying will take place.
- Have cosy corners where they can go if affected by bullying.
- Have access to regular ELSA support if affected by bullying
- Be involved in the monitoring and review of this policy

Procedures – Responding to a specific incident

Recording

All incidents in or out-of-class should be recorded on file using Arbor. Incidents clearly identified as bullying must be reported to a senior member of staff (Headteacher/ Deputy Headteacher). Parents/carers of the target of bullying behaviour and the person who has engaged in the bullying behaviour will be informed of what has happened, and how it has been dealt with. Records of discussions to be filed and minuted and filed by a third person, whenever possible.

Dealing with an incident

Whenever bullying behaviour is discovered school will go through a number of steps. The exact nature of each step will depend in part on the nature of the incident and those involved.

1. The school community needs to be aware that when a bullying incident has come to the attention of adults in the school it has been taken seriously and action has resulted. The police will be informed where a criminal offence may have been committed.

2. School expects to support all involved by:
    - Talking through the incident with the target of bullying behaviour and the person who has engaged in bullying behaviour.
    - Helping the target of bullying behaviour to express their feelings.
    - Discussing strategies for making amends.
    - Ensuring that the target of bullying behaviour has access to ELSA support.
    - Ensuring that the target of bullying behaviour has access to peer support.
    - Educating the person who engages in bullying behaviour on appropriate behaviours
    - Reinforcing messages at a class, year group, key stage or whole school level as appropriate.
    - Monitoring the situation following the reported bullying incident.

3. Sanctions and consequences may include:
    - Time away from an activity within the classroom.
    - Time out from the classroom.
    - Missing break or another activity.
    - Formal letter home from the Head teacher expressing concerns, where the pattern of behaviour continues.
    - Meeting with staff, parent and child.
    - Pastoral Support.
    - Internal exclusion.
    - Escalated Learning Engagement Plan put in place.
    - Fixed-term exclusion.
    - Permanent exclusion.

4. Parents, of both the target of bullying behaviour and the pupil engaged in bullying behaviour, are informed of what has happened, and how it has been dealt with. Records of these discussions to be minuted by a third person (where possible) and filed. Failing face-to-face discussion, parents/carers will be informed of any incidents by letter.

5. Child Protection and safeguarding procedures should always be followed when concerns arise.

Monitoring

Careful monitoring and analysis provides us with a regular opportunity to link monitoring to action planning and targeted support as necessary.

Policy monitoring and review

Pupils and parents are fully involved in the writing, implementation, monitoring and reviewing of the anti-bullying policy. This is facilitated through regular School Council meetings and termly parent workshops.

Linked policies

Behaviour Policy

Safeguarding Policy

Equality Information