# Anti-Bullying Policy

## Document Summary

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| **Staff Lead:** | Debbie Fisher |
| **Link Governor:** | Mark Toogood |
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| **Model Policy?** | No |
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| **On School Website?** | Yes |

| **FYI: Version control should be used for all formal documents and managed as:-** |
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| ▸ **0.1 (1st draft version)**<br>▸ **0.2 (2nd draft and so on….. 0.3. 0.4 etc)**<br>▸ **1.0 (Once document has been approved)**<br>▸ **1.2 (during review/approval of a lifecycle document i.e. policies)**<br>▸ **2.0 (2nd approved document) and so on.** |

## Amendment History

| Version | Amendment Date | Author | Amendment Summary |
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| **1.0** | **011116** | **Mo Jones** | **Reformatting Only** |
| **2.0** | **200217** | **Mo Jones** | **Reformatting Only** |
| **2.1** | **08/10/18** | **Pete Barnard** | **Reviewed policy** |

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| **2.2** | **15/10/18** | **Pete Barnard** | **Included Cyber bullying in 'what is bullying'** |
| **3.0** | **19/10/18** | **Ruth Owen** | **Formatting and updating website following approval** |
| **3.1** | **22/02/21** | **Gen Houston** | **Review due** |
| **4.0** | **21/05/21** | **Ruth Owen** | **Final formatting following approval** |
| **4.1** | **22/05/24** | **Ruth Owen** | **Updated front sheet with Link Governor & Model Policy fields** |
| **4.2** | **1/12/25** | **Debbie Fisher** | **Review of policy – changes to introduction, ethos, definition, forms of bullying, prevention, responding and reporting. Addition of separate cyberbullying.** |
| **5.0** | **13/01/26** | **Ruth Owen** | **Final formatting following governor approval** |

## Introduction

At Frampton Cotterell CofE Primary School, our approach to safeguarding and pupil wellbeing is grounded in our shared commitment to creating a safe, supportive and respectful environment for every member of our community. Our Christian vision is to enable all members of our school community to become the best we can, by being an inclusive, vibrant, aspirational school. Our school is a place where all individuals are accepted, nurtured, encouraged and celebrated.

This anti-bullying policy sets out how we uphold this vision in practice, by both preventing bullying and responding effectively when concerns arise. We are committed to ensuring that all pupils feel safe, valued and able to learn without fear of bullying or discrimination. Bullying of any kind is unacceptable in our school and we take all concerns seriously. Through clear procedures, preventative education and consistent responses, we aim to promote positive relationships, build resilience and foster a culture where kindness, respect and inclusivity are central to everyday school life.

## School Ethos

Frampton Cotterell CofE Primary School recognises that all forms of bullying, especially if left unaddressed, can have a devastating impact on individuals. Bullying can create a barrier to learning and have serious consequences for a child's mental health and wellbeing. By effectively preventing and tackling bullying, our school aims to create a safe, supportive and disciplined environment where all pupils can learn, grow and become the best they can.

## Aims and objectives

- To provide a consistent and effective school response to any bullying incidents that may occur.
- To ensure that the whole school community understands that bullying is not tolerated.

- To make clear the responsibilities of staff, pupils, parents and governors in preventing and addressing bullying.
- To ensure that everyone knows what to do if an incident of bullying occurs.

## What is bullying?

We use the Anti-Bullying Alliance definition of bullying, which is, 'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.' (Anti Bullying Alliance.org.uk)

## Forms and Types of Bullying Covered by this Policy

Bullying can happen to anyone. This policy covers all types and forms of bullying including but not limited to:

- Bullying related to physical appearance
- Bullying of young carers, children in care, or bullying linked to home circumstances
- Bullying related to physical or mental health conditions
- Physical bullying
- Emotional/psychological bullying
- Sexualised bullying or harassment
- Bullying via technology (online bullying/cyberbullying)
- Prejudiced-based and discriminatory bullying (against people/pupils with protected characteristics) which may include:
  - Bullying related to race, religion, faith and belief and for those without faith
  - Bullying related to ethnicity, nationality or culture
  - Bullying related to Special Educational Needs or Disability (SEND)
  - Bullying related to sexual orientation (homophobic/ biphobic bullying)
  - Gender based bullying, including transphobic bullying
  - Bullying against teenage parents (pregnancy and maternity under the Equality Act).

## Prevention Strategies

Preventing and raising awareness of bullying is essential in keeping incidents to a minimum. Through PSHE lessons (Jigsaw), assemblies and everyday classroom practice, pupils are regularly taught what bullying is, how it differs from friendship problems or one-off disagreements and how to seek help if they are worried.

We promote positive relationships and respect through our school values and curriculum. Pupils are encouraged to speak openly about their feelings, to treat others with kindness and to report concerns promptly to a trusted adult.

Online safety forms an important part of our curriculum. Pupils learn how to stay safe online, how to recognise unkind behaviour on digital platforms and how to report online concerns. Guidance for parents is provided through newsletters, workshops and our school website. We also take part in national events such as Anti-Bullying Week to reinforce key messages and ensure pupils understand that bullying is never acceptable.

Staff are proactive in noticing patterns of behaviour and intervening before issues arise. We provide pastoral support, where appropriate, such as ELSA and Friendship Formula

interventions. We also work closely with parents and ensure that pupils' voices are heard through opportunities such as the School Council.

## Reporting Bullying

At Frampton Cotterell CofE Primary School, we encourage pupils, parents and staff to report any concerns about bullying as early as possible so that issues can be addressed quickly and effectively. All reports are taken seriously and dealt with in line with our safeguarding and behaviour procedures.

How Pupils Can Report

- Speaking to any trusted adult in school, such as their class teacher, teaching assistant, ELSA, lunchtime supervisor or a member of the Senior Leadership Team.
- Using worry boxes in classrooms
- Asking a friend to help them tell an adult if they feel nervous or unsure.
- Sharing concerns through School Council representatives, who will pass general issues (not personal disclosures) to staff.

We make it clear to pupils that they will be listened to, taken seriously and supported.

How Parents Can Report

Parents and carers are encouraged to contact the school promptly if they are concerned that their child is being bullied or may be involved in bullying. They may report concerns by:

- Speaking to the class teacher at drop-off/pick-up (if appropriate)
- Phoning or emailing the school office
- Requesting a meeting with the class teacher or a member of the Senior Leadership Team

We aim to respond to parental concerns quickly and keep families informed as we investigate and resolve issues.

How Staff Record Concerns

- All concerns or disclosures relating to bullying are recorded on the school's safeguarding/behaviour recording system (CPOMs)
- Records include what happened, who was involved, any witnesses, actions taken and follow-up plans.
- Staff alert the leadership team and/or DSL if there are safeguarding implications or if patterns of behaviour emerge.
- Records on CPOMs are monitored to track incidents, identify trends and ensure consistent responses across the school.

Confidentiality and Safeguarding Links

- Information is shared with relevant staff on a need-to-know basis to ensure pupils are kept safe and supported.
- Reports of bullying that suggest a child may be at risk of harm are treated as safeguarding concerns and managed in accordance with the school's Child Protection and Safeguarding Policy.
- Where appropriate, the DSL will liaise with external agencies to secure additional support for pupils involved.

## Responding to bullying:

If bullying is suspected or reported, the incident should be reported to the Headteacher, Deputy Headteacher, or another senior member of staff. The school will provide appropriate

support for the person who has been bullied, ensuring they are not at risk of immediate harm. The DSL will be informed of all bullying concerns, particularly where there may be safeguarding issues.

In any case of alleged bullying, the Headteacher, or senior member of staff should first establish the facts and build an accurate picture of events over time by speaking to the alleged perpetrator(s), people/person who have/has been bullied and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate. Another member of staff may be asked to conduct this aspect, with records being taken.

A clear and precise account of bullying incidents will be recorded on CPOMS, including details of decisions and actions taken. The school will inform other staff members where appropriate and ensure parents/carers are kept updated about the concern and any action taken, as appropriate, in line with child protection and confidentiality policies.

If the allegation of bullying is upheld, the Headteacher (or senior leader) should seek to use a restorative approach with the person/people who have bullied and the people/person who has been bullied. The consequences of their actions on the other person should be fully explained to the perpetrator(s), and both parties should understand that repeated behaviour is not acceptable. Further sanctions may be applied if appropriate, such as missed playtimes/lunchtimes or adult supervision during breaks. Additional support, such as ELSA, may also be provided. The Headteacher (or senior leader) will meet with the parent(s) of the pupil(s) displaying bullying behaviour to agree clear expectations and boundaries, which will be shared with the pupils involved.

Any further incidents should lead to additional intervention, which may include outside agencies, closer monitoring, further support, and/or punitive sanctions as deemed necessary. Action will continue until the bullying has stopped.

Where bullying occurs off school premises or outside normal school hours, including cyberbullying, the school will ensure that the concern is fully investigated and addressed in line with this policy, the Online Safety Policy, and the Behaviour Policy. The DSL and/or Headteacher will liaise with DSLs/Headteachers at other settings as required.

Staff will respond to bullying in different ways depending on the seriousness of the incident, ensuring that actions are proportionate and appropriate to the circumstances. Sanctions and interventions will be applied in line with the school Behaviour Policy, taking into account the age, understanding, and any special educational needs of the pupils involved.

## Responding to Cyberbullying

Cyberbullying is treated with the same seriousness as any other form of bullying. Staff will respond promptly to any reports of online bullying to ensure the safety and wellbeing of pupils.

- Pupils are encouraged to report any concerns about online bullying to a trusted adult in school.
- The Headteacher/Deputy or other senior member of staff will investigate incidents thoroughly, including gathering evidence such as screenshots or messages, and speaking with the pupils involved.
- Parents/carers will be informed of any confirmed incidents, and guidance will be provided to help support the pupil at home.

- Sanctions and interventions will be applied in line with the school Behaviour Policy, taking into account the age, understanding, and any special educational needs of the pupils involved.
- Where appropriate, the school may involve external agencies, such as the police or online safety experts, particularly if there is a risk of harm or illegal activity.
- The DSL and/or Headteacher will liaise with DSLs/Headteachers at other settings as required.
- Pupils will receive education on safe and responsible use of technology through the curriculum and e-safety lessons to help prevent future incidents.

## Supporting Pupils

At Frampton Cotterell CofE Primary School, we recognise that both the pupil who has been bullied and the pupil displaying bullying behaviour may require support to address the situation and prevent further incidents. Staff will respond to bullying in different ways depending on the seriousness of the incident, ensuring that actions are proportionate and appropriate to the circumstances.

Pupils who have experienced bullying will be supported through:

- Reassurance and appropriate pastoral support.
- The opportunity to discuss the experience with their class teacher or a member of staff of their choice.
- Interventions aimed at restoring self-esteem and confidence.
- Ongoing support, which may include engagement with staff, parents/carers, and relevant pastoral or therapeutic services.
- Where necessary, collaboration with wider community or specialist organisations for further advice and guidance, such as CAMHS or PMHS.

Pupils who have displayed bullying behaviour will be supported through:

- Discussing the incident, clarifying the concerns, and helping the pupil understand the need to change their behaviour.
- Involving parents/carers to support behavioural change at home and reinforce school expectations.
- Providing appropriate education and guidance about the impact of their behaviour.
- Where online behaviour is involved, working with parents/carers to review technology use and implement appropriate online safety measures.
- Applying sanctions where necessary, in line with the school Behaviour Policy. Staff will ensure that sanctions take into account any Special Educational Needs (SEN) or additional vulnerabilities that the pupils involved may have, and will adapt interventions accordingly.

## Confidentiality

We are a telling school. When a child speaks to a member of staff about an incident related to bullying, the member of staff will need to explain that they might have to share the information in order to resolve the situation.

## Roles and Responsibilities

## The role of governors

The governing body supports the headteacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously and dealt with appropriately.
The governing body monitors incidents of bullying that do occur and reviews the effectiveness of this policy regularly. The governors require the headteacher to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies. One way that this is done is through the use of CPOMs (Child Protection Online Monitoring System) which allows all members of staff to log and monitor any acts of bullying in our school.

## The role of the headteacher

It is the responsibility of the headteacher to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to identify and deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher may decide to use worship as the forum in which to discuss with other children why this behaviour was wrong.

The headteacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.

The headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

## The role of the teacher and support staff

All the staff in our school take all forms of bullying seriously and seek to prevent it from taking place.  All staff make the Head teacher/Deputy or other senior member of staff aware of any incidents of bullying (whether alleged or proven by placing incidents on the CPOMs platform). Incidents of bullying are recorded in the bullying log within the CPOMs program. We also record incidents that occur near the school, or on the children's way between school and home. Any adult who witnesses an act of bullying should report it to the Head teacher immediately.

Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. We actively promote an anti-bullying culture through our whole-school worships, PSHE programme, Anti-Bullying Week, circle time, behaviour management and exploration of British Values, particularly mutual respect.

## The role of parents and carers

Parents and carers who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact the school immediately. If they are not satisfied with the response, they should follow the school's complaints procedure, as found on the website.

Parents and carers have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

## The role of pupils

Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.

Pupils are invited to tell us their views about a range of school issues, including bullying, through the School Council. Children are also encouraged to speak to a trusted adult about any concerns they may have.

## Recording, Monitoring and Review

Accurate recording and monitoring of bullying incidents is essential to ensure effective intervention, support, and prevention. At Frampton Cotterell CofE Primary School, we use CPOMs to record alleged and confirmed incidents of bullying, including details of the pupils involved, the nature of the incident, actions taken and outcomes.

The school monitors recorded incidents to identify patterns, such as repeated behaviour by the same pupil(s) or bullying related to a particular protected characteristic. Patterns are reviewed regularly to inform preventative strategies and ensure interventions are targeted effectively.

Any bullying incidents that raise safeguarding concerns are immediately escalated to the Designated Safeguarding Lead (DSL). Incidents are managed in line with the school's Safeguarding and Child Protection Policy to ensure pupils are kept safe.

The Headteacher provides regular reports to the governing body on bullying incidents, including trends, outcomes and actions taken. Governors review these reports to ensure the school's anti-bullying policy is effective and that appropriate resources and interventions are in place.

This policy will be reviewed every two years.

*Other related policies include:*
*Online Safety Policy*
*Behaviour Policy*
*Exclusions Policy*
*Positive Handling Policy*