



# Anti- Bullying Policy

‘For I know the plans I have for you, declares the LORD, plans for welfare and not for evil, to give you a future and a hope’

(Jeremiah 29:11)

Review Cycle	Date of Current Policy	Author(s) of Current Policy	Review Date
Annual	November 2025	Kate Lewis	November 2026

## Ratification

Role	Name	Signature	Date
Chair of Governors	Janis Dean	Janis Dean	November 2025
Head Teacher & DSL	Kate Lewis	Kate Lewis	November 2025

This policy has been co-written with a group of pupils and forms a key part of our PSHRE curriculum and has been supported by resources from the anti-bullying alliance.

## Statement of intent

**Crowcombe and Stogumber Church of England Primary Schools** are committed to providing a safe and supportive environment for all students. We believe that every child has the right to feel safe and respected, and that bullying behaviour will not be tolerated in any form. Therefore, we have developed this anti-bullying policy, alongside our pupils, to ensure that all members of our school community understand their roles and responsibilities in creating a positive and inclusive school culture.

Our policy is based on the following key principles:

- **Prevention:** We believe that prevention is the best way to address bullying behaviour. Therefore, we will work proactively to create a positive school culture that promotes respect, kindness, and empathy for others. This will include promoting positive behaviour, engaging pupils in discussions about bullying prevention through collective worship, our PSHRE curriculum and recognising anti-bullying week. We also provide staff with training on how to identify and respond to incidents of bullying.
- **Support:** We understand that bullying behaviour can have a lasting impact on pupils who have been targeted. Therefore, we are committed to providing support for those who have experienced bullying. We also recognise that there can be underlying causes that can contribute to someone becoming a bully. Whilst bullying behaviour is never acceptable, it is important to recognise that bullies often have their own underlying issues or challenges that have contributed to their behaviour and require support for this. Support is provided for both bullies and victims and can include access to our ELSA, a reporting system that is easy to use, and interventions that can help address the underlying causes of bullying behaviour.
- **Consequences:** We believe that all members of our school community must be held accountable for their behaviour. Therefore, we will enforce consequences for those who engage in bullying behaviour. This may include disciplinary action, parent conferences, and referrals to outside agencies when appropriate.
- **Inclusivity:** We believe that diversity is a strength, and that everyone deserves to be included and valued in our school community. Therefore, we will work to create a culture that promotes acceptance and celebrates differences.

We are committed to implementing this anti-bullying policy in a consistent and fair manner, and to regularly reviewing and evaluating our efforts to ensure that we are meeting the needs of all our pupils. By working together, we can create a safe, supportive, and inclusive school environment where every child can thrive.

### 1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

Education Act 2002 which place a legal duty on maintained schools and local authorities to safeguard and promote welfare of children.

- Children’s Act 1989 which states that some bullying incidents should be treated as a child protection issues.
- Education and Inspections Act 2006 (Section 89) which states that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying.
- Education Act 2011 which gives additional responsibilities on regards to cyber-bullying
- Equality Act 2010
- Human Rights Act 1998
- DfE (2018) ‘Working together to safeguard children’
- DfE (2022) ‘Keeping children safe in education 2022’

The policy also has regard to the following non-statutory guidance:

- DfE (2017) ‘Preventing and tackling Bullying’
- DfE (2021) ‘Sexual violence and sexual harassment between children in schools and colleges’
- DfE (2020) ‘Sharing nudes and semi-nudes: advice for education settings working with children and young people’
- National Police Chief’s Council (2020) ‘When to call the police: guidance for schools and colleges’

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- Child on Child Abuse Policy
- Exclusion Policy
- Online Safety Policy
- Staff Code of Conduct
- Children Missing Education Policy
- Low-level Safeguarding Concerns Policy

## 2. Definitions

According to the Anti-Bullying Alliance in order to ensure we are able to prevent bullying, act quickly when it takes place and avoid misidentifying bullying, it is vital that schools have a shared definition of bullying. This should be understood by the whole school including parents, pupils and all staff.

The Anti-Bullying Alliance and its members have agreed the shared definition of bullying as:

***‘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’.***

The four key elements of this definition are:

- Hurtful
- Repetition
- Power imbalance
- Intentional

Bullying behaviour can be:

- Physical - pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion  
Indirect - Can include the exploitation of individuals.

### 3. Roles and responsibilities

It is the responsibility of:

- The headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
- Governors to take a lead role in monitoring and reviewing this policy.
- All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the school.
- Pupils to abide by the policy.
- Someone hurting another child sexually.

### 4. A whole-school approach to Anti-Bullying (Prevention and Inclusivity)

#### School culture

The schools will prioritise cultivating safe and respectful environments amongst pupils, and ensure that all pupils are aware that the schools will adopt a **zero-tolerance stance** on bullying of any kind.

The school will promote respectful interactions amongst pupils, and all staff will model appropriate and respectful behaviour. Through our school vision **‘Together, let us love, encourage, achieve and flourish’** and our core Christian values of generosity, optimism, determination, courage and curiosity, we have a clear set of values and standards that will be upheld and demonstrated throughout all aspects of school life. These will be underpinned by the school’s policies, procedures and curriculum.

## Curriculum

The school maintains the position that education surrounding respectful and healthy attitudes and behaviour towards others is the best way to combat bullying in the school. All staff, not just teaching staff, will be responsible for passing this knowledge on to pupils.

In order to prevent bullying and address the wider societal factors that can influence behaviour, the school will educate pupils about bullying, its forms and the importance of discussing any concerns and respecting others through the PSHRE curriculum and collective worship. The school will teach a planned programme of evidence-based PSHRE, delivered in regularly timetabled lessons and reinforced throughout the whole curriculum and through raising awareness during anti-bullying week. Such content will be fully inclusive, age and stage of development appropriate (especially when considering the needs of pupils with SEND). Our regular discussions will include practising skills such as listening to each other, respecting the fact that we are all different, making sure that no one is without friends, dealing with problems in a positive way and checking that our anti-bullying measures are working well through gathering pupil voice and reflection. We value our partnerships with parent/carers and recognise the importance of educating and engaging parents on the principles of online safety so they know the dangers of what unsupervised internet access can create. We will encourage parents to check what their children are doing online and using parental controls on their electronic devices so that they are comfortable that children are not wandering into dangerous territory (see Online Safety policy).

## 5. Responding to bullying (Support and Consequences)

The following steps may be taken when dealing with incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision making, as appropriate.
- The headteacher or another member of leadership staff will interview all parties involved.
- The DSL will be informed of all bullying issues where there are safeguarding concerns.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
- Sanctions, as identified within the school behaviour policy, and support will be implemented in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children's social care, if a child is felt to be at risk of significant harm.
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the DSL will collaborate with other schools. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school's behaviour policy.

- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures within the schools recording system CPOMS. This will include recording appropriate details regarding decisions and action taken.

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (such as screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
  - looking at use of the school systems;
  - identifying and interviewing possible witnesses;
  - contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online.

### **Supporting Pupils**

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
- Being advised that a record of the bullying will be kept and discuss how to respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff, pastoral support such as ELSA, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help.

Pupils who have perpetrated bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.

- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school behaviour policy.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help.

## **6. Monitoring and review**

This policy will be reviewed annually by headteacher alongside pupils.

Appendix A

**REPORT ON A BULLYING INCIDENT BY PARENTS/CARERS.**

**PART ONE – to be completed by the person reporting the incident.**

Full name and address of the person reporting the incident	
Date, time and place of the breach	
Please provide a full description of the incident (specific details rather than general comments are required in order to deal with the reported incident)	
Please use the other side or a separate sheet if required...	
Signature:	Date:

**PART TWO – To be completed by the person investigating the incident**

Names of investigator(s)	Date the investigation took place
Main finding(s)	
Actions taken and support for the subject	
Signature:	Date:

## Appendix B

### Supporting Organisations and Guidance

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Beat Bullying: [www.beatbullying.org](http://www.beatbullying.org)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- DfE: “Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies”, and “Supporting children and young people who are bullied: advice for schools” March 2014: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: “No health without mental health”: <https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)

### Cyberbullying

- Childnet International: [www.childnet.com](http://www.childnet.com)
- Digizen: [www.digizen.org](http://www.digizen.org)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)

### LGBT

- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Pace: [www.pacehealth.org.uk](http://www.pacehealth.org.uk)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

### SEND

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- <https://www.specialneedsjungle.com/keeping-children-with-send-from-getting-lost-in-digital-space/>

**Racism and Hate**

- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)
- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- Show Racism the Red Card: [www.srtrc.org/educational](http://www.srtrc.org/educational)