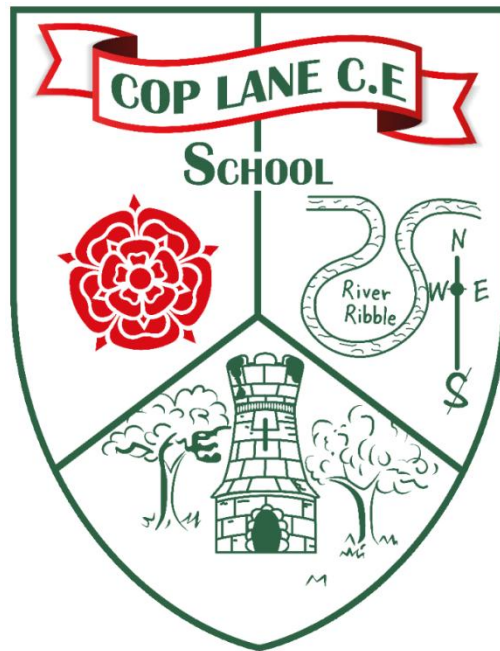


Cop Lane C.E Primary School



Anti-Bullying Policy Spring 2026

This policy is embedded in our school's mission statement and distinctive Christian vision:

A welcoming Christian community, committed to one another, giving our very best at all times.

Our church school is a welcoming and caring Christian family where everyone is valued and supported so that they can flourish. We aim to instill a lifelong love of learning and nurture everyone's individual talents. Through Jesus Christ, our aspirations, hopes and dreams can be achieved.

'I can do all things through Christ who strengthens me.'

Philippians 4.13

At Cop Lane C.E. Primary School it is our intent to nurture and develop the whole child. The mission statement sets out our rationale for life and work in school with reference to;

- The high quality of education and opportunities we offer our pupils
- The commitment, concern and care shown to the whole community involved with the school through a strong sense of Christian values
- The high expectations we have of all in whatever task we undertake.

Aims

Our aims at Cop Lane C.E. Primary School are:

- To deliver a high-quality education in a welcoming, friendly and supportive environment where Christian values are central to the ethos of the school and its teaching
- To have consistently high expectations which encourage each child to achieve their maximum potential, regardless of faith, gender, race or ethnicity
- To provide a stimulating and caring environment where self-discipline, respect for others and good manners are valued and encouraged
- To continually foster positive links with parents, governors, children and staff, enabling the school to play a positive role in the wider community in which it is placed
- To create an ethos where achievement, in its widest sense of the word is celebrated, where individuals are valued and a life-long love of learning is fostered.
- To create a safe, friendly environment for all our pupils, where children know they will be listened to and supported.
- To ensure that all children understand that bullying is unacceptable at our school.
- To create a TELLING school, where everyone knows they are expected to tell someone if they see bullying happening.

This policy should be read in conjunction with the whole school 'Behaviour Policy' and the safeguarding policy in relation to child-on-child abuse. Any actions should be taken in line within the context of the policy for behaviour and discipline. This policy applies to all governors, staff, pupils, parents/carers and visitors to the school, including all contractors.

Purpose

To provide simple, practical procedures for staff, parents and learners that:

- Teach appropriate behaviour through positive interventions.
- Promote self-esteem and self-discipline for all pupils.
- Prevent and de-escalate any continuation of harmful behaviour.
- Develop a consistent approach if incidents of bullying arise.

Anti-Bullying is an important aspect of pupil's education and is concerned with informing children honestly and appropriately so that they make safe choices later in life. Anti-Bullying includes planned opportunities to support the development of their self-confidence and relationships, enabling pupils to participate happily in the wider community. It promotes an understanding of the range of family groups and other people who contribute to providing children with the care, love and support that they need to grow. Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. Schools have a responsibility to respond promptly and effectively to issues of bullying.

Definition of bullying behaviour

For the purpose of this policy, "bullying" is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group. Bullying is generally characterised by:

- Repetition: Incidents are not one-offs; they are frequent and happen over an extended period of time.
- Intent: The perpetrator means to cause verbal, physical or emotional harm; it is not accidental.
- Targeting: Bullying is generally targeted at a specific individual or group.
- Power imbalance: Whether real or perceived, bullying is generally based on unequal power relations.

Vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves. Vulnerable pupils may include, but are not limited to:

- Pupils who are adopted.
- Pupils suffering from a health problem.
- Pupils with caring responsibilities.
- Pupils from socioeconomically disadvantaged backgrounds.

Pupils with certain characteristics are also more likely to be targets of bullying, including, but not limited to:

- Pupils who are LGBTQ+, or perceived to be LGBTQ+.
- Black, Asian and minority ethnic (BAME) pupils.
- Pupils with SEND.

Types of bullying

Many kinds of behaviour can be considered bullying, and bullying can be related to almost anything. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual orientation, home life, culture, or SEND are some of the types of bullying that can occur.

Bullying is acted out through the following mediums:

Emotional bullying: Being unfriendly, excluding, tormenting (hiding books, threatening gestures)

Physical bullying: Pushing, kicking, hitting, punching or any use of violence

Verbal bullying: Name-calling, sarcasm, spreading rumours, teasing

Cyber bullying: The use of technology to harass, threaten, embarrass or target another person.

Homophobic and biphobic bullying: Bullying another person because of their actual or perceived sexual orientation.

Transphobic bullying: Bullying based on another person's gender identity or gender presentation, or for not conforming to dominant gender roles.

Sexist bullying: Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Sexual bullying: Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension or dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

Child on child bullying: Any form of physical, sexual, emotional, financial abuse, or coercive control exercised between children, and within children's relationships, friendships, and wider peer associations.

Prejudicial bullying: Based on protected characteristics as listed in the Equality Act 2010 – based on race, special educational needs and disabilities, religion, sexual orientation including LGBTQ+, ethnicity, gender, religion and those with no faith.

Racist bullying: Bullying another person based on their ethnic background or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

Ableist bullying: Bullying behaviour that focusses on another person's disability or support needs; this can include mocking the individual's disability or their needs, using derogatory words or slurs in relation to an individual's disability, or deliberately excluding an individual because of their disability.

Relational bullying: Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

Socioeconomic bullying: Bullying based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level, or the perceived "quality" of their clothing or belongings.

Racial Equality

Cop Lane C.E. Primary school is an anti-racist establishment and is committed to addressing racism in any form. Racism, in any form is not tolerated at Cop Lane C.E. Primary School. All children have the right to be treated with respect and to feel safe regarding their individual ethnic background and identity. They have the right to receive their education in an environment which is free from humiliation, oppression or abuse on racial grounds. Parents (and pupils) should feel confident that if racist incidents occur, they will be thoroughly investigated and dealt with and that, help and support will be given to all involved.

Friendship issues, relational conflict and bullying behaviour

We acknowledge that friendship problems and bullying behaviour can be upsetting for both pupils and parents and carers, but it is important to distinguish between the two, as the responses to friendship problems will be different to the strategies used to address bullying behaviour. Pupils will fall in and out with each other, have arguments, stop talking to each other and have disagreements. This relational conflict can be a normal part of growing up. During a relational conflict or friendship problem groups of pupils may disagree, be terribly upset and find it difficult to resolve the disagreement without adult help. It is unlikely however, to be repeated behaviour and may even be accidental, but pupils will make an effort to resolve the problem and will want to resolve the problem. However, we recognise that repeated friendship problems or relational conflict can sometimes lead to bullying behaviour particularly when there is an imbalance of power [for example, when a group acts against an individual].

Bullying outside of school

We understand that bullying behaviour can take place on the way to and from school or in the wider community and can have a significant impact on a pupils' wellbeing and their ability to learn. We recognise that cyberbullying, in particular can mean that a child or young person can experience bullying behaviour throughout their day and including when they are at home.

Therefore, we act to prevent and respond to bullying behaviour outside of school as far as we are able to. We may seek support from the Police and/or other agencies to help us to do this effectively.

Roles and responsibilities

The governing board is responsible for:

- Evaluating and reviewing this policy to ensure that it does not discriminate against any pupils on the basis of their protected characteristics or backgrounds.
- The overall implementation and monitoring of this policy.
- Ensuring that all governors are appropriately trained regarding safeguarding and child protection at induction.
- Ensuring that the school adopts a tolerant and open-minded policy towards difference.
- Ensuring the school is inclusive.
- Analysing any bullying data to establish patterns and reviewing this policy in light of these.
- Ensuring the DSL has the appropriate status and authority within the school to carry out the duties of the role.
- Appointing a safeguarding link governor who will work with the DSL to ensure the policies and practices relating to safeguarding, including the prevention of cyberbullying, are being implemented effectively.
- Ensuring that pupils are taught how to keep themselves and others safe, including online.

The headteacher is responsible for:

- Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.
- Keeping a log of all reported incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected.
- Analysing the data in the bullying record at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented.
- Arranging appropriate training for staff members.

Teachers are responsible for:

- Being alert to social dynamics in their class.
- Being available for pupils who wish to report bullying.
- Providing follow-up support after bullying incidents.
- Being alert to possible bullying situations, particularly exclusion from friendship groups, and informing the pupil's heads of year of such observations.
- Refraining from stereotyping when dealing with bullying.
- Understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bullying.
- Reporting any instances of bullying once they have been approached by a pupil for support.

Parents are responsible for:

- Informing their child's class teacher if they have any concerns that their child is the victim of bullying or involving in bullying in anyway.
- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.

Pupils are responsible for:

- Informing a member of staff if they witness bullying or are a victim of bullying.
- Not making counter-threats if they are victims of bullying.

- Walking away from dangerous situations and avoiding involving other pupils in incidents.
- Keeping evidence of cyberbullying and informing a member of staff should they fall victim to cyberbullying.

Statutory implications

Cop Lane C.E. Primary School understands that, under the Equality Act 2010, it has a responsibility to:

- Eliminate unlawful discrimination, harassment, including sexual harassment, victimisation and any other conduct prohibited by the act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.

Cop Lane C.E. Primary School understands that, under the Human Rights Act (HRA) 1998, it could have charges brought against it if it allows the rights of pupils to be breached by failing to take bullying seriously. The headteacher will ensure that this policy complies with the HRA; the headteacher understands that they cannot do this without fully involving their teaching staff.

Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:

- Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or in a way which conveys a message which is indecent or grossly offensive, a threat, or contains information which is false and known or believed to be false by the sender.
- The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
- Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.
- Other forms of bullying which are illegal and should be reported to the police include violence or assault, theft, repeated harassment or intimidation, and hate crimes.

Prevention

Cop Lane C.E. Primary School will clearly communicate a whole-school commitment to addressing bullying and have a clear set of values and standards which will be regularly promoted across the whole school.

All members of the school will be made aware of this policy and their responsibilities in relation to it. All staff members will receive training on identifying and dealing with the different types of bullying.

Children are regularly told through worships, One Decision (Personal, social, Health and Economic) programme, My Happy Mind (a whole school programme grounded in science and dedicated to building positive mental wellbeing, My Happy Mind helps children understand how their brains work) and the curriculum, of the appropriate people to tell if they are being bullied. This is to create a culture where pupils know that bullying will be dealt with properly. Victims need to be confident that the bullying will stop without any further repercussions. Whole school initiatives and proactive teaching strategies will be used throughout the school to develop a positive learning environment with the aim of reducing the opportunities for bullying to occur. These can include:

- Encouraging the whole school community to model appropriate behaviour towards one another.
- Undertaking questionnaires and surveys to monitor the extent of bullying in the school and the effectiveness of the anti-bullying policy.
- Making national Anti-Bullying Week a high-profile event each year and whole-school participation in annual activities of other events such as Black History Month, International Women's Day, Safer Internet Day and Diversity Week.
- Online-safety being taught across the curriculum and through worships and visual reminders around the school community.
- Small group work interventions are used to support those who need extra help to develop their social and emotional aspects of learning.
- Awareness raising through regular anti-bullying worships.
- Circle time on bullying issues.
- Using drama activities and role-plays to help children be more assertive and teach them strategies to help them deal with bullying situations.
- Introducing playground improvements and initiatives such as peer mentors or play leaders as support to children in the playground.

Staff will encourage pupil cooperation and the development of interpersonal skills using group and pair work. Diversity, difference and respect for others will be promoted and celebrated through various lessons. Opportunities to extend friendship groups and interactive skills will be provided through participation in special events, e.g. drama productions, sporting activities and cultural groups.

Seating plans will be organised and altered in a way that prevents instances of bullying. Potential victims of bullying will be placed in working groups with other pupils who do not abuse or take advantage of others.

A safe place, supervised by a teacher, will be available for pupils to go to during free time if they feel threatened or wish to be alone. The teacher supervising the area will speak to pupils to find out the cause of any problems and, ultimately, stop any form of bullying taking place.

Before a new pupil joins the school, particularly when this happens in-year, the pupil's class teacher and the DSL will implement a strategy to prevent bullying from happening – this will include Cop Lane's strategy for integrating new pupils. Where a new pupil is deemed vulnerable, this strategy may involve further observation or intervention on the part of the DSL.

The school will be alert to, and address, any mental health and wellbeing issues amongst pupils, as these can be a cause, or a result, of bullying behaviour.

The school will ensure potential perpetrators are given support as required, so their educational, emotional and social development is not negatively influenced by outside factors, e.g. mental health issues.

Signs of bullying

Staff will be alert to the following signs that may indicate a pupil is a victim of bullying:

- Being frightened to travel to or from school
- Unwillingness to attend school
- Repeated or persistent absence from school
- Becoming anxious or lacking confidence
- Saying that they feel ill repeatedly

- Decreased involvement in school work
- Leaving school with torn clothes or damaged possessions
- Missing possessions
- Asking for extra money or stealing
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home

Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating. Pupils who display a significant number of these signs will be approached by a member of staff to determine the underlying issues causing this behaviour.

Staff will be aware of the potential factors that may indicate a pupil is likely to exhibit bullying behaviours, including, but not limited to, the following:

- They have experienced mental health problems, which have led to them becoming more easily aggravated
- They have been the victim of abuse
- Their academic performance has started to fall and they are showing signs of stress

If staff become aware of any factors that could lead to bullying behaviours, they will notify the pupil's class teacher, who will investigate the matter and monitor the situation.

Staff principles

Cop Lane C.E. Primary School will ensure that prevention is a prominent aspect of its anti-bullying vision.

Staff will treat reports of bullying seriously and will not ignore signs of suspected bullying. Staff will act immediately when they become aware of a bullying incident. Unpleasantness from one pupil towards another will always be challenged and will never be ignored.

Staff will always respect pupils' privacy, and information about specific instances of bullying is not discussed with others, unless the pupil has given consent, or there is a safeguarding concern. If a member of staff believes a pupil is in danger, e.g. of being hurt, they will inform the DSL immediately.

Follow-up support will be given to both the victim and perpetrator in the months following an incident to ensure all bullying has stopped.

Child-on-child abuse

All concerns around child-on-child abuse will be taken seriously, reported, investigated, recorded and managed in line with the procedures outlined in our Safeguarding and Child Protection Policy. Staff will follow guidance in our Behaviour Policy (Spring 2026) to respond to incidents of child-on-child abuse and they will do this immediately and sensitively. Staff will talk to children in a calm and consistent manner; they will not be prejudiced, judgemental, dismissive or irresponsible in dealing with such sensitive matters.

Staff members responding to such incidents will alert the DSL's by speaking to them face to-face. It is the responsibility of the member of staff who is the first responder to ensure that a CPOMs log

is made to record the incident and to ensure that the class teacher is aware of any incidents which have happened outside of the classroom.

In responding to incidents of child-on-child abuse staff will consider the following:

- Age of children involved
- Any aspects of power imbalance
- All aspects of the incidents (physical and verbal)
- The degree of physical aggression, intimidation, threatening behaviour or bribery.
- The effect on the victim
- Any attempts to keep the incident a secret
- The motivation or reason for the behaviour
- Whether it was a one-off incident or if it is a repeated incident

In recording incidents of child-on-child abuse staff will:

- Be clear in their wording and not give an opinion
- Speak to the DSL's face-to-face immediately if they feel a child is at risk of significant harm
- Log the incident to CPOMs as soon as possible
- Use proper names for body parts, but record exactly what the child said
- Note where and when the incident happened

Cop Lane C.E. Primary School's 'Child-on-Child Abuse Policy (September 2025)' outlines the school's stance on addressing child-on-child abuse, including sexual abuse, and the procedures in place will be adhered to if any instances are uncovered or disclosed. More information on the school's approach to preventing and managing instances of child-on-child abuse can be found within this policy.

Filtering and monitoring

In light of updates within Keeping Children Safe in Education (KCSIE) 2025 and the Department for Education's statutory guidance on filtering and monitoring, Cop Lane recognises the increased expectations placed on schools to ensure effective oversight, safety and governance of our digital environment. These responsibilities form a core safeguarding duty and are essential to protecting all pupils from online harm.

Staff Training and Responsibilities

All staff at Cop Lane receive safeguarding and child protection training which now includes explicit instruction on their roles and responsibilities in relation to filtering and monitoring. This reflects the strengthened requirement in KCSIE 2025 that staff understand how filtering and monitoring systems support the identification of risk and contribute to safe online practice.

Governor and Proprietor Oversight

Our Governors and proprietors receive safeguarding training that includes their oversight responsibilities and expectations related to filtering and monitoring. KCSIE 2025 emphasises that governing bodies must ensure appropriate filtering and monitoring systems are in place and regularly review their effectiveness, including considering the age range of pupils, those at greater risk of harm, how often pupils access the school's IT systems and the proportionality of costs versus safeguarding risk.

Leadership Oversight and System Review

The Computing Subject Leader, Senior Leadership Team (SLT), and Governing Body will work together to review our filtering and monitoring provision at least annually. This includes:

- Evaluating whether systems are working effectively in practice.

- Discussing with staff and service providers what further improvements may be needed.
- Ensuring senior leaders understand how filtering and monitoring systems operate, how concerns are escalated and how alerts are acted upon, as required under KCSIE 2025.

Emerging Technology and AI-Related Risks

We recognise that KCSIE 2025 now requires schools to consider the risks associated with generative AI and dynamic online content. Our filtering and monitoring processes therefore include an assessment of risks presented by AI-generated material and other evolving technologies.

Cop Lane's safeguarding and child protection policy does reflect our approach to filtering and monitoring on school devices and networks.

Cyberbullying

At Cop Lane, we understand cyberbullying to be when someone uses technology to harass, threaten, embarrass, or target another person. It can happen on devices like smartphones, computers, tablets, and gaming systems. Cyberbullying hurts people, and in some cases is against the law. Cyberbullying can take many forms and can go even further than face to face bullying by invading personal space and home life, and can target more than one person. It can also take place across age groups and target pupils, staff and others.

Cyberbullying can include the following:

- Threatening, intimidating or upsetting text messages
- Threatening or embarrassing pictures and video clips
- Disclosure of private sexual photographs or videos with the intent to cause distress
- Silent or abusive phone calls
- Using the victim's phone to harass others, to make them think the victim is responsible
- Threatening or bullying emails, possibly sent using a pseudonym or someone else's name
- Menacing or upsetting responses to someone in a chatroom
- Unpleasant messages sent via instant messaging
- Unpleasant or defamatory information posted to blogs, personal websites and social networking sites, e.g. Facebook

NB. The above list is not exhaustive, and cyberbullying may take other forms.

The school has a zero-tolerance approach to cyberbullying. The school views cyberbullying with the same severity as any other form of bullying and will follow the sanctions set out in this policy if they become aware of any incidents.

All members of staff will receive training on an annual basis on the signs of cyberbullying, in order to identify pupils who may be experiencing issues and intervene effectively.

Many of the signs of cyberbullying will be similar to those found in the 'Signs of bullying' section of this policy; however, staff will be alert to the following signs that may indicate a pupil is being cyberbullied:

- Avoiding use of the computer
- Being on their phone routinely
- Becoming agitated when receiving calls or text messages

Staff will also be alert to the following signs which may indicate that a pupil is cyberbullying others:

- Avoiding using the computer or turning off the screen when someone is near
- Acting in a secretive manner when using the computer/iPad
- Spending excessive amounts of time on the computer/iPad

- Becoming upset or angry when the computer/iPad is taken away

Parents will also be invited to attend annual training sessions in order to educate them on the signs and symptoms of cyberbullying, and will be advised to report to the headteacher if their child displays any of the signs outlined in this section.

During times when remote education is being utilised, the school will frequently be in contact with parents to make them aware of their activities online, but also to reinforce the importance of pupils staying safe online, and explaining how filtering and monitoring procedures work.

Staff will be aware that a cyberbullying incident might include features different to other forms of bullying, prompting a particular response. Significant differences may include the following:

- **Possible extensive scale and scope** – pupils may be bullied on multiple platforms and using multiple different methods that are made possible by virtue of the bullying taking place online
- **The anytime and anywhere nature of cyberbullying** – pupils may not have an escape from the torment when they are at home due to the bullying continuing through technology at all times
- **The person being bullied might not know who the perpetrator is** – it is easy for individuals to remain anonymous online and on social media, and pupils may be bullied by someone who is concealing their own identity
- **The perpetrator might not realise that their actions are bullying** – sometimes, the culture of social media, and the inability to see the impact that words are having on someone, may lead to pupils crossing boundaries without realising
- **The victim of the bullying may have evidence of what has happened** – pupils may have taken screenshots of bullying, or there may be a digital footprint that can identify the perpetrator

Cop lane C.E. Primary School will support pupils who have been victims of cyberbullying by holding formal and informal discussions with the pupil about their feelings and whether the bullying has stopped, in accordance with this policy.

Procedures

Minor incidents will be reported to the victim's class teacher, who will investigate the incident, set appropriate sanctions for the perpetrator, and inform the headteacher of the incident and outcome. When investigating a bullying incident, the following procedures will be adopted:

- The victim, alleged perpetrator and witnesses are all interviewed separately
- Members of staff ensure that there is no possibility of contact between the pupils being interviewed, including electronic communication
- The headteacher will gather evidence of a cyberbullying incident; this may involve text messages, emails, photos, etc. provided by the victim
- Premature assumptions are not made, as it is important not to be judgemental at this stage
- Members of staff listen carefully to all accounts, being non-confrontational and not assigning blame until the investigation is complete
- All pupils involved are informed that they must not discuss the interview with other pupils

Due to the potential for some specific forms of bullying to be characterised by inappropriate sexual behaviour, staff members involved in dealing with the incident are required to consider whether there is a need for safeguarding processes to be implemented.

Sanctions

If the headteacher is satisfied that bullying did take place, the perpetrator will be helped to understand the consequences of their actions and warned that there must be no further incidents. The headteacher will inform the perpetrator of the type of sanction to be used in this instance.

If possible, the headteacher will attempt reconciliation and will obtain an apology from the perpetrator. This will either be in writing to the victim, and/or witnesses if appropriate, or face-to-face, but only with the victim's full consent. Discretion will be used here; victims will never feel pressured into a face-to-face meeting with the perpetrator.

Parents are informed of bullying incidents and what action is being taken.

All staff involved in managing instances of bullying will be aware that taking disciplinary action and providing support are not mutually exclusive actions, and should be conducted simultaneously to encourage more positive behaviour in future.

The school will avoid unnecessarily criminalising pupils for bullying or abusive behaviour where possible. The school's focus when handling perpetrators will be supporting them to develop more positive behaviours and to refrain from abusive and bullying behaviours in the future.

The class teacher informally monitors the pupils involved over the next half-term.

The school will remain cognisant of the fact that continued access to school can be important for rehabilitation of harmful behaviour, and will not exclude pupils unless as a last resort – where there have been serious or consistent incidents of bullying, the school will act in line with the Suspension and Exclusion Policy.

Support

In the event of bullying, victims will be offered the following support:

- Emotional support and reassurance from the school counsellor
- Reassurance that it was right to report the incident and that appropriate action will be taken
- Liaison with their parents to ensure a continuous dialogue of support
- Advice not to retaliate or reply, but to keep the evidence and show or give it to their parent or a member of staff
- Advice on aspects of online safety, in the event of cyberbullying, to prevent re-occurrence, including, where appropriate, discussion with their parents to evaluate their online habits and age-appropriate advice on how the perpetrator might be blocked online
- Discussion with their parent on whether police action is required (except in serious cases of child exploitation or abuse where the police may be contacted without discussion with parents)

The headteacher will carefully consider in each instance of bullying that is handled whether it is appropriate to split up the victim(s) and perpetrator(s), e.g. preventing them sharing classes or spaces where possible, and will split up other harmful group dynamics to prevent further occurrences where necessary. Victims will be encouraged to broaden their friendship groups by joining lunchtime or after-school clubs or activities.

Staff, particularly the DSL's, will work with the victim to build resilience, e.g. by offering emotional therapy.

Follow-up support

The progress of both the perpetrator and the victim will be monitored by their class teachers. One-on-one sessions to discuss how the victim and perpetrator are progressing may be appropriate. If appropriate, follow-up correspondence will be arranged with parents after the incident.

Pupils who have been bullied will be offered continuous support. The DSLs will hold a formal meeting, on a regular basis, to check whether the bullying has stopped – these formal meetings will continue to take place until headteacher and victim are confident the bullying has stopped. The victim will be encouraged to tell a trusted adult in school if bullying is repeated.

Pupils who have bullied others will be supported in the following ways:

- Receiving a consequence for their actions
- Being able to discuss what happened
- Being helped to reflect on why they became involved
- Being helped to understand what they did wrong and why they need to change their behaviour
- Appropriate assistance from parents

Record keeping

The DSL's will ensure that robust records are kept with regard to all reported or otherwise uncovered incidents of bullying – this includes recording where decisions have been made, e.g. sanctions, support, escalation of a situation and resolutions.

The headteacher and DSL will ensure that all decisions and actions recorded are reviewed on a regular basis for the purposes of:

- Identifying patterns of concerning, problematic or inappropriate behaviour on the part of certain pupils that may need to be handled.
- Reflecting on whether cases could have been handled better and using these reflections to inform future practice.
- Considering whether there are wider cultural issues at play within the school, e.g. whether school culture facilitates discriminatory bullying by not adequately addressing instances, and planning to mitigate this.
- Considering whether prevention strategies could be strengthened based on any patterns in the cases that arise.
- Responding to any complaints about how cases have been handled.

Useful Links and Supporting Organisations

The following links may provide additional support to children, staff or families.

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk

- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet: www.childnet.com
 - Internet Watch Foundation: www.iwf.org.uk
 - Report Harmful Content: <https://reportharmfulcontent.com/>
 - UK Safer Internet Centre: www.saferinternet.org.uk
 - The UK Council for Internet Safety (UKCIS):
www.gov.uk/government/organisations/ukcouncil-for-internet-safety
 - DfE 'Cyberbullying: advice for headteachers and school staff':
www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE 'Advice for parents and carers on cyberbullying':
www.gov.uk/government/publications/preventing-and-tackling-bullying

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/at-risk-groups/sen-disability
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Race, Religion and Nationality

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srtrc.org/educational

LGBTQ+

- Barnardo's LGBTQ Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual Harassment and Sexual Bullying

- NSPCC 'Report Abuse in Education' Helpline: 0800 136 663 or help@nspcc.org.uk
- Ending Violence Against Women and Girls (EVAW): www.endviolenceagainstwomen.org.uk
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaignposters
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying:
www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying
- Anti-bullying Alliance: advice for school staff and professionals about developing effective

anti-bullying practice in relation to sexual bullying: <https://anti-bullyingalliance.org.uk/toolsinformation/all-about-bullying/sexual-and-sexist-bullying/investigating-and-respondingsexual>

Childnet Project DeShame (Online Sexual Harassment and Bullying):
www.childnet.com/our-projects/project-deshame

Monitoring, evaluation and review

This policy was formulated by Mr I.P Ashmore and Mrs K. Bell. Cop Lane C.E. Primary School will ensure that they regularly monitor and evaluate mechanisms to ensure that this policy is being consistently applied. Any issues identified will be incorporated into the school's action planning. The headteacher will be informed of bullying concerns, as appropriate. Incidents of bullying are reported to the governing board on a termly basis.

This policy was reviewed by Mrs K. Bell and Mr Ian P. Ashmore in Spring 2025.

It will be reviewed again in Spring 2027.

Signed: Mrs K. Bell

Signed: *I. P. Ashmore*