Cropredy C of E Primary School

ANTI-BULLYING POLICY

This policy was agreed by the governing body on:

Date ……November 2026……..

To be reviewed…….November 2028……..

Chair of Governing Body…….Maria Morris……..

Headteacher……Will Reeves……..

CROPREDY CHURCH OF ENGLAND PRIMARY SCHOOL
Anti-Bullying Policy

Review date: September 2026

Aims:
The aim of Cropredy Church of England Primary School is to ensure that our children learn in a supportive, caring and safe environment without fear of being bullied. We want every member of our school community to feel valued and respected, and for all persons to be treated fairly both inside and outside of school.

- All staff, governors, pupils and parent/carers should have an understanding of what bullying is
- All staff and governors should know what the school's policy on bullying is and should act on it when bullying is suspected or reported
- All pupils and parent/carers should know what the school's policy on bullying is, and what they should do if bullying arises

Responsibility:

Headteachers have a legal duty under the School Standards and Framework Act **(1998)** to ensure staff are aware of procedures. Governors are responsible for regular reviewing of the policy.

Definitions:

At Cropredy Church of England Primary School, we define bullying as - *'Repeated (systematic) aggressive verbal, psychological or physical conduct by an individual or group against another person or persons'*

Child friendly definition - *Bullying is when you keep picking on someone because you think you're cooler, smarter, stronger or better than them.*

What is bullying:
- Behaviour by an individual or group, usually repeated over time that intentionally hurts another individual or group either physically or emotionally
- Bullying is the use of aggression or intimidation with the intention of hurting another person
- Bullying results in pain and distress to the target of the bullying
- Bullying is **NOT** having a single argument or fight with someone
- Bullying goes on deliberately, over a period of time
- Bullying can happen to anyone

Types of bullying include:
- Physical: pushing, hitting, kicking, pinching or any use of violence
- Verbal: name-calling, spreading rumours, constant teasing, sarcasm
- Emotional: tormenting, ridiculing, humiliating, excluding, ignoring
- Related to race, religion or culture: racial taunts, graffiti and gestures
- Related to special educational needs and/or disabilities
- Related to appearance or health conditions
- Sexual: unwanted physical contact or sexually abusive comments
- Homophobic and biphobic: because of, or focussing on the issue of sexuality
- Gender based
- Transphobic
- Sexist
- Young carers or looked after children or otherwise related to home circumstances
- Cyber: all areas of internet, such as email, internet chat rooms, including mis-use of Google Classrooms
- Mobile threats by text messaging and calls
- Misuse of associated technology: i.e. camera and video facilities

Discriminatory language:

A culture where discriminatory language goes unchallenged is likely to be a culture where bullying is more prevalent. Due to this, discriminatory language is not acceptable and will be challenged ie. using language such as ''you're so gay'' or ''that's so gay'' will not be accepted and will be challenged by staff.

How the school may respond (taken from Stonewall - Challenging Homophobic Language):

- A pupil makes a homophobic remark (or any other discriminatory language)
- Tell the pupil that homophobic language is not acceptable in school. Explain that this language is offensive
- The pupil continues to make comments, as does the rest of the class. Explain in more detail the effect of discriminatory/homophobic language and behaviour. Like racist language, this will not be tolerated
- If it continues, remove the pupil from the classroom and talk to them in more detail
- Involve senior leaders. The pupil should understand the sanctions that will apply if they continue
- Invite parents/carers to discuss the attitude of the pupil
- Take time to explain to parents why this is part of the anti-bullying policy. All pupils should feel safe at school

Racist Language and Racist Incidents

The school has a zero-tolerance approach to racism and racist language. Any language, behaviour, gestures, or actions that discriminate against, demean, or target an individual or group because of their race, ethnicity, nationality, culture, skin colour, religion, or heritage will be taken seriously and addressed promptly.

Examples of racist behaviour may include:

- The use of racist slurs, insults, stereotypes, or derogatory comments.
- Mocking a person's accent, language, cultural practices, or appearance.
- Excluding or intimidating others because of their race, ethnicity, nationality, or religion.
- Sharing or displaying racist material, symbols, images, or messages.

Any racist incident will be recorded and investigated in line with school procedures and reported to senior leaders. Parents/carers will normally be informed, and appropriate sanctions will be applied.

At Cropredy School:

- All staff must be alert to the signs of bullying and take immediate action in line with this policy
- Staff promote positive relationships between students as well as with students
- Staff ensure that pupils are aware that all bullying concerns are taken seriously and are dealt with sensitively and effectively
- Parent/carers of all involved are kept informed and reassured that any issues of bullying are dealt with sensitively and effectively
- We support all parties involved in any incidents of bullying
- We positively encourage children to speak out if they, or someone else, is the target of bullying
- Children will be strongly encouraged to report any known bullying to an adult they trust
- We learn from good practice elsewhere and utilise support from other agencies when appropriate

Indicators of bullying:

Pupils who are being bullied may show changes in behaviour. Adults should be aware of these signs and should investigate if a child:

- is frightened of walking to or from school
- changes their usual routine
- is reluctant to go to school
- shows signs of EBSA (Emotional Based School Avoidance)
- becomes withdrawn, anxious, or lacking in confidence
- starts stammering
- attempts, or threatens suicide
- runs away
- cries themselves to sleep or has nightmares
- feigns illness in the morning
- comes homes with ripped /damaged clothes, books etc
- asks for money or starts stealing
- has unexplained cuts or bruises
- continually loses or misplaces money
- becomes aggressive, disruptive or unreasonable
- begins to do poorly at school
- stops eating
- won't say what is wrong
- is nervous and /or jumpy

These signs and behaviours could be indicators of other problems, but bullying should be considered and investigated.

Cyber Bullying

As children use technology more for their education, including for use of homework, it is important that the school supports children through appropriate use of technology. The school will teach children about how to stay safe online as part of the curriculum, but also about ways they can identify online bullying. The school will treat any form on online bullying seriously, and following the same procedures as if it was physical bullying. If the incident has happened outside of school, we will make parents aware of the inappropriate use of technology.

Procedures:

The following steps should be taken when dealing with incidents

- All adults have support in dealing with the incident by following the 'Checklist for managing a bullying incident' (appendix 1) as a guideline.
- Any reported or suspected incidents of bullying are recorded clearly on CPOMS, assigned to a DSL or DDSL and any actions logged clearly
- The completed form is also alerted to a member of SLT
- A member of SLT interviews all concerned and contacts all parents as appropriate
- A record of all conversations is kept on CPOMS
- Appropriate measures to be agreed
- Additional staff are informed as appropriate
- If a criminal offence has been committed the police/PCSO will be contacted and advice followed by the school
- The situation is monitored and a review date is set

Children who have been bullied will be supported through:

- Offering an immediate opportunity to discuss the experience with a trusted member of staff and their class teacher or headteacher.
- Reassurance
- Offering on-going support to restore confidence
- Informing and working in partnership with the parents/carers
- Offered the opportunity to take part in nurture groups (where appropriate and possible)

Children who have bullied will be helped through:

- The opportunity to discuss what has happened and to reflect on their behaviour and actions
- Being encouraged and supported to reconcile and rebuild the relationship
- Establishing the wrong behaviour of others and the need to change
- Informing parent/carers and working in partnership with them
- Use resources such as 'It's all about me' and 'I am' (designed for young people to complete to help with self-awareness, personal issues and to enhance the development of life skills)

Outcomes:

- Consequences will be put in place as appropriate. These could include: being asked to apologise; time off the playground
- In serious cases, an internal, fixed term or permanent exclusion may be applied

After the incident has been dealt with it will continue to be monitored to ensure repeated bullying does not occur.

Prevention:

- The school participates in a focused anti- bullying week including assemblies and individual lessons for classes
- Additional lessons/assemblies take place as appropriate
- There is a focus on positive reinforcement
- Adults act as positive role models
- The school actively promotes anti-bullying
- Children are well supervised in and around the school
- There are clear procedures for dealing with incidents
- All incidents of poor behaviour are tracked weekly (patterns of poor behaviour are investigated)

Liaison with parents/carers:

We will:

- Ensure parents/carers know who to contact if they are worried about bullying including organisations (appendix 2)
- Ensure parents/carers have access to information about bullying and how they should support their child
- Work with parent/carers and the local community to address issues beyond the school gates that give rise to bullying
- Make parents/carers aware of how to access independent advice about bullying as available from www.oxfordshire.gov.uk/anti-bullying

Bullying incidents outside of school:

The Education and Inspections Act 2006 gives Head teachers the power "to such an extent as is reasonable to regulate the behaviour of pupils when they are off the school site (which is particularly pertinent to regulating cyberbullying)".

DfE cyberbullying guidance states that "All forms of bullying (including cyberbullying) should be handled as a community issue for the whole school". The guidance also states that "where bullying outside school is reported to school staff, it should be investigated and acted on" https://www.gov.uk/government/publications/preventing-and-tackling-bullying .

If incidents of bullying outside the school premises are witnessed by school staff, or reported to the school, the school will follow the same procedures as if the incident had happened within the school grounds. The school will work with other schools and agencies as appropriate to resolve the matter.

AI-Related Incidents Outside of School

Where AI-generated bullying takes place outside school, including through social media platforms, messaging services, gaming platforms or AI applications, the school may investigate and take action where there is a clear impact on the wellbeing, safety or education of pupils or staff.

In line with the school's approach to cyberbullying:

- Any report of AI-related bullying will be taken seriously and investigated appropriately.
- Staff will gather information and preserve evidence where possible, including screenshots or copies of content.
- Parents/carers will be informed where appropriate.
- Sanctions may be applied in accordance with the school's behaviour policy.
- Serious incidents may be referred to external agencies, including the police, children's social care, local authority services or online safety organisations where necessary.
- The school will work with pupils to develop their understanding of responsible and ethical use of AI technology.
- The school will educate pupils about the risks of AI-generated content, including misinformation, impersonation, digital manipulation and online harm.

The school expects all pupils to use technology responsibly and respectfully. The misuse of AI to bully, intimidate, discriminate against or harm others is unacceptable and will be treated as a serious breach of the school's behaviour and anti-bullying policies.

Appendix 1

Checklist for Managing a Bullying Incident

NB: Follow the interview guidelines for all parties – see below

	Initial and date

Young person tells you he/she is being bullied or incident is observed	
Report to a responsible member of staff	
Record incident following Oxon guidelines	
Ensure that an appropriate adult meets with the target of the bullying. Follow interview guidelines and record.	
Listen to other young people who may have observed the incident. Follow interview guidelines and record.	
Ensure that appropriate adult meets with the young person alleged to be responsible. Follow interview guidelines and record.	
If there is evidence or admission of bullying, issue appropriate sanctions following anti-bullying policy and behaviour policy. If you are using a restorative approach provide opportunity for young person to reflect and consider how they might make amends.	
If no bullying has taken place, or there is insufficient evidence, consider what further action is needed to reassure and meet the needs of those concerned	
Inform the target of outcomes and actions taken. Keep them informed throughout. Provide on-going support	
Inform the young person responsible of outcomes and actions taken, Keep them informed throughout. Provide on-going support	
Contact the parent/carers of the target of the bullying. Inform them of the incident and offer appropriate support. Keep them informed throughout.	
Contact the parent/carers of the young person responsible for the bullying. Inform them of the incident and offer appropriate support. Keep them informed throughout.	
Where a criminal offence has been committed, consider reporting the incident to the police or inform parents of the target that they may want to do so	
Consider what additional input is required in terms of: proactive work to address prejudice or promote diversity, work with class or year group, assembly, individual or group work with young people concerned, referral to outside agencies etc.	
Monitor the situation and review with all parties to ensure the bullying has stopped.	
Review how successful your approach has been. What additional preventative measures need to be in place?	
Complete all elements of Bullying Incident Record, including a follow-up meeting (recorded on CPOMS)	

Guidelines for interview with all parties:

- Allocate sufficient time to listen
- Take the incident seriously and reassure them
- Take steps to make sure they feel safe (particularly target and young people who may have observed the incident)
- Offer confidentiality (with usual child protection exceptions)
- Listen to the details of what happened and record
- Consult the target about how the incident should be dealt with as far as is appropriate. NB informed choice is an essential part of any restorative input involving the young person responsible.
- Consult the young person responsible about how they might make amends. NB Informed choice is an essential part of any restorative work.
- Inform and consult parents/carers of both parties about management of the incident including offer of appropriate support. Ensure that you label the behaviour not the child.
- Keep everyone informed of the outcomes of action and discussions

Importance of monitoring and review:

- How effective was your response?

- Has the bullying stopped?
- Does the target feel safe?
- Did the behaviour of the child doing the bullying change?
- What did we learn?
- Are current systems for responding effective?
- Do we need additional preventative measures in place?

Appendix 2

Helpful organisations:

Advisory Centre for Education (ACE)
0808 800 5793

Children's Legal Centre
0845 345 4345

KIDSCAPE
Parents Helpline
0845 1 205 204

Parentline Plus
0808 800 2222

Youth Access
020 8772 9900

Bullying Online
www.bullying.co.uk

Kidscape
0207 730 3300
www.kidscape.org.uk

Childline
0800 1111
www.childline.org.uk