



Anti-Bullying Policy

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Cawston Grange Primary School

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At Cawston Grange Primary School, we recognise that preventing, raising awareness of and responding consistently to bullying is a key safeguarding priority. Bullying can cause significant harm and distress and, if not addressed effectively, may impact a child's wellbeing, mental health and ability to engage fully in school life.

In line with Keeping Children Safe in Education, the Equality Act 2010 and our wider safeguarding responsibilities, the school recognises that bullying is a form of child-on-child abuse. All bullying concerns are therefore treated seriously and considered within a safeguarding framework.

In accordance with the Equality Act 2010, it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act
- Advances equality of opportunity between people who share a protected characteristic and those who do not
- Fosters good relations between people who share a protected characteristic and those who do not

This policy is closely linked with the Relational Behaviour Policy, Safeguarding and Child Protection Policy, School Code of Conduct and the school's Vision, Aims and Values. It also links with the RSE and PSHE curriculum, the Computing curriculum including online safety and the school's annual protective behaviours programme.

Aims

Cawston Grange Primary School is committed to providing a safe, inclusive and respectful environment where bullying behaviour is not tolerated and where every child feels valued, listened to and supported. Through the implementation of this policy, we aim to:

- Create an ethos in which attending school is a positive experience for all members of the school community
- Make it clear that all forms of bullying and child-on-child abuse are unacceptable
- Ensure that pupils feel safe and confident to report concerns
- Respond promptly and effectively to bullying and related safeguarding concerns
- Support and protect children who have experienced bullying and ensure they are listened to
- Support children who display bullying behaviour to understand the impact of their actions and make positive changes
- Work in partnership with parents, carers and other appropriate members of the school community
- Ensure that all members of the school community understand their responsibility in preventing and addressing bullying

Definition of bullying

At Cawston Grange Primary School, we discuss what bullying is, as well as behaviour that would not usually be described as bullying, with all pupils through assemblies and PSHE and RSE lessons. We use the simple, child-friendly acronym STOP to support understanding of bullying:

Several Times On Purpose

The school recognises that bullying is a form of child-on-child abuse. All concerns are therefore considered within a safeguarding framework and responded to in line with this policy and the Safeguarding and Child Protection Policy.

We agree that:

- Bullying is behaviour by an individual or group, repeated over time, that intentionally harms another individual or group either physically or emotionally
- Bullying usually involves a real or perceived imbalance of power within a relationship
- Bullying may be prejudice-based or discriminatory, including behaviour related to race, religion, culture, gender, sexual orientation, gender identity, disability, SEND or other protected characteristics
- Bullying can occur face to face or online, including through social media, messaging platforms, gaming environments or other digital spaces
- Bullying can only be effectively addressed when concerns are shared and acted upon

What bullying is not

It is important to distinguish bullying from other forms of conflict or behaviour which, while they may still require support or intervention, would not usually be considered bullying.

Bullying is not:

- A one-off disagreement or argument between children of equal power or status
- Falling out between friends where there is no pattern of repeated or targeted behaviour
- Accidental or unintentional behaviour
- Rough or energetic play where all children involved are willing participants
- An isolated incident of inappropriate behaviour which is addressed and does not recur

These situations are still taken seriously and are managed through the Relational Behaviour Policy, restorative approaches and appropriate support.

Cawston Grange Primary School recognises that bullying is a form of child-on-child abuse and must always be considered within a safeguarding context. This means that bullying is not viewed simply as behaviour, but as behaviour which may cause harm to a child and which must always be taken seriously.

Bullying can involve physical, emotional, verbal, psychological or online abuse and may occur between individuals or groups of children.

Understanding bullying as a form of child-on-child abuse ensures that concerns are considered in context, with appropriate attention given to impact, vulnerability and safeguarding responsibilities, in line with Keeping Children Safe in Education.

Signs and indicators of bullying

All staff have a responsibility to remain vigilant to signs that a child may be experiencing bullying or other forms of harm. Indicators of bullying may be physical, emotional or behavioural and may change over time. These signs may also be indicative of other safeguarding concerns and should always be considered in context.

Physical indicators may include:

- Unexplained bruises, scratches or cuts
- Missing, damaged or frequently lost belongings, clothing or schoolwork
- Frequent physical complaints such as headaches or stomach aches
- Changes in appetite or sleep patterns, including bedwetting

Emotional indicators may include:

- Withdrawal from friends or activities
- Changes in mood, including anxiety, low mood or tearfulness
- Loss of interest in school or learning
- Increased irritability or emotional outbursts
- Reluctance to talk about what is worrying them
- Reduced confidence or self-esteem

Behavioural indicators may include:

- Reluctance or refusal to attend school
- Asking to be taken to school or avoiding certain times or places
- Changes to usual routines or routes
- Frequent requests for money or resources
- Sudden changes in behaviour, concentration or engagement
- Appearing distressed before or after school

The presence of any of these indicators does not confirm bullying; however, patterns of behaviour or changes over time should always be explored and responded to appropriately.

Preventing bullying

Preventing bullying and promoting positive relationships is a key priority at Cawston Grange Primary School. We take a proactive approach to building a respectful, inclusive and safe school culture in which bullying is less likely to occur.

Through assemblies, Peace Circle sessions and PSHE and RSHE lessons, pupils are given regular opportunities to explore what bullying is and what it is not, to develop empathy and to learn how to manage relationships and conflict appropriately. These messages are reinforced through a regular Anti-Bullying reminders and events.

Online safety is an integral part of the curriculum. Pupils are taught how to stay safe online and how to seek help if they are worried about online behaviour. Information and guidance for parents is shared through newsletters and the school website.

Pupils are encouraged to speak to a trusted adult in school if they are concerned about themselves or others. Each classroom has a worry box, allowing children to share worries anonymously if they find it difficult to speak out.

The school rules to work hard and be kind are consistently reinforced by all staff. Clear expectations, positive role modelling and regular reminders of appropriate behaviour help to reduce the likelihood of bullying.

Our Relational Behaviour Policy sets out a clear framework of rewards and sanctions which are applied consistently. This approach, alongside strong relationships between staff and pupils, supports positive behaviour and helps to prevent inappropriate or harmful behaviour.

Responding to bullying

All concerns relating to bullying are taken seriously and responded to promptly and proportionately. When a bullying concern is reported or identified, staff will:

1. Listen carefully to the child and take the concern seriously
2. Record the concern accurately on CPOMS
3. Establish the facts through appropriate investigation
4. Respond to findings with support and or sanctions as required
5. Monitor the situation to prevent recurrence
6. Inform parents of the outcome and actions taken, unless doing so would place a child at further risk

All cases of alleged bullying must be recorded on CPOMS and shared with the Headteacher, Deputy Headteacher or Designated Safeguarding Lead. A senior leader will decide which member of staff is best placed to respond and, where appropriate, lead the investigation.

The member of staff assigned to investigate will seek to establish a clear and accurate picture of events over time. This may include speaking separately with the children involved, relevant adult witnesses and, where appropriate, parents and pupil witnesses. Care will be taken to ensure that children feel listened to and supported throughout the process.

Where an allegation of bullying is upheld, the Headteacher or Deputy Headteacher will be informed and an appropriate and proportionate response will be agreed in line with the Relational Behaviour Policy. Where it is safe and appropriate to do so, a restorative approach may be used to help children understand the impact of their behaviour and to support positive change. Children will be supported to understand expectations and to recognise that a repeat of the behaviour will not be acceptable.

All bullying incidents and alleged bullying incidents, actions taken and outcomes will be recorded on CPOMS. Parents of all children involved will be informed and kept updated as appropriate.

If bullying behaviour continues or does not improve, a senior leader will meet with parents to agree clear expectations, boundaries and support strategies. Further incidents will result in additional interventions, monitoring and sanctions in line with the Relational Behaviour Policy until the behaviour has stopped.

Mutual allegations of bullying

There may be occasions where allegations of bullying are mutual, with two or more children feeling that they are being bullied by one another. In such cases, the school will not make assumptions and will respond carefully and proportionately.

The views of all children involved will be listened to and recorded on CPOMS. Clear expectations of behaviour will be reinforced and a period of monitoring will be implemented to establish patterns over time. Parents will be kept informed during this period.

If it becomes clear that behaviour is targeted, repeated or harmful, the situation will be addressed as bullying or child-on-child abuse in line with this policy and the Relational Behaviour Policy.

Online and virtual bullying

Pupils have limited access to electronic devices in school and online activity is monitored. However, online or virtual bullying is more likely to occur outside school.

Where the school becomes aware of online bullying, this will be responded to in the same way as any other bullying concern, particularly where it impacts a child's wellbeing, safety or ability to engage in school life.

In addition to individual responses, the school may send online safety reminders to parents, plan additional online safety lessons and, where appropriate, use assemblies or external agencies to reinforce safe and responsible online behaviour.

Supporting children

The school recognises that children who experience bullying may require short- and long-term support. The mental health lead will be made aware of concerns in order to help identify appropriate support.

Children who display bullying behaviour are also supported to understand the underlying reasons for their behaviour. Interventions may include support with social skills, emotional regulation or wellbeing, alongside clear boundaries and expectations.

It is important that children trust that they will be listened to when discussing or disclosing any potential incidents of bullying. We expect all of our staff to:

- Listen to the child
- Take them seriously
- Show empathy
- Let the child know it's not their fault
- Avoid stereotypes or assumptions
- Reassure them they were right to tell you
- Follow the agreed procedure for reporting concerns
- Act on the disclosure in accordance with our Anti-Bullying and Behaviour Management policies

If your child has been bullied or reports that bullying is happening

If your child tells you that they are being bullied or that they are worried about another child, you may find it helpful to:

- Listen calmly and carefully to what your child tells you
- Be aware of your own emotional response and the impact this may have on your child
- Make a note of what your child says, including what happened, where and when it occurred, how often it has happened and who was involved
- Reassure your child that they have done the right thing by speaking out

- Encourage your child to tell a trusted adult in school if anything further happens
- Contact your child's class teacher or the school office to arrange a meeting
- Share the information you have gathered with the school so that the concern can be looked into

When speaking with the school about bullying

When discussing concerns with school staff, it may be helpful to:

- Remain calm and understand that staff may not yet be aware of the situation or may have received different accounts
- Provide clear and specific information, including dates, places and names where possible
- Ask what actions the school will take and how the situation will be monitored
- Discuss how you and the school can work together to support your child
- Stay in contact with the school and let staff know if the situation improves or if concerns continue

If your child has displayed bullying behaviour

If you are informed that your child has displayed bullying behaviour, the school will work with you to address this. You can help by:

- Talking with your child about their behaviour and explaining that it is unacceptable and may cause harm to others
- Reinforcing positive behaviour at home and discouraging aggressive or unkind behaviour
- Supporting your child to develop appropriate ways to manage friendships and conflict
- Meeting with your child's teacher or a senior member of staff to agree next steps and support
- Regularly checking in with your child about how things are going at school
- Recognising and praising positive, cooperative and kind behaviour

The school is committed to working in partnership with parents to support all children involved and to ensure concerns are addressed effectively and sensitively.