Believe Grow Achieve

Copmanthorpe Primary School

Inspiring Everyone to Thrive

Anti-Bullying Policy

Approved by:	Pupils and Curriculum Working Group	**Date:** Autumn 2026
Last reviewed:	Autumn 2025	
Next review due by:	Autumn 2027	

Introduction
At Copmanthorpe Primary School, we are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils.

In line 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 people who do not share it; and
- Fosters good relations between people who share a protected characteristic and people who do not share it.

At Copmanthorpe Primary School, we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment. Under the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to the Designated Safeguarding Lead (DSL) and, where appropriate, to the Local Authority's safeguarding team.

This policy is closely linked with our Behaviour Policy, our Safeguarding and Child Protection Policy, our School Code of Conduct and the School's Vision, Aims and Values.

Principles
It is the responsibility of the governing body and the Headteacher to ensure that all members of the school community work within a safe and enabling environment. Our core purpose is to 'inspire children to thrive throughout their lives'.

The four guiding principles of the Early Years Foundation Stage underpin our Anti-Bullying Policy from the moment a pupil enters our school, and throughout their time at Copmanthorpe Primary School:
- Every pupil is a unique pupil, who is constantly learning and can be resilient, capable, confident and self-assured;
- Pupils learn to be strong and independent through positive relationships;
- Pupils learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers;
- Pupils develop and learn in different ways and at different rates including pupils with special educational needs and disabilities.

We support the Bullying Charter for Action from the Anti-Bullying Alliance.

Definition of Bullying
At Copmanthorpe Primary School, bullying is defined as behaviour that is deliberate, repeated or persistent, and intended to cause emotional or physical harm, where there is an imbalance of power between the children involved. This imbalance may be related to age, size, social status, confidence, communication needs or perceived difference.

We agree that:
- Bullying is usually physical hurting, name calling, giving unkind looks or leaving people out of activities/games.
- Bullying usually happens when the relationship is imbalanced.
- Bullying is usually on-going.

Bullying behaviour may include, but is not limited to:

- repeated name-calling, taunting or mocking
- threats or intimidation
- deliberately making offensive or discriminatory comments
- repeated exclusion from activities or groups
- physical aggression or intimidation
- damaging or taking belongings
- spreading rumours or encouraging others to exclude a child
- online or cyber-related harassment

Bullying is **not the same as**:

- isolated or one-off unkind comments
- friendship disagreements
- social misunderstandings
- poor choices that are addressed and do not continue
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However, **any unkind or inappropriate behaviour is taken seriously**, investigated proportionately, and addressed in line with our Behaviour and Anti-Bullying Policies.

Online Bullying
Bullying may take place online as well as face-to-face and may occur both during and outside the school day. This can include abusive or threatening messages, exclusion, sharing rumours or harmful content, impersonation and the creation or sharing of manipulated or AI-generated images or videos. Online incidents may reach a wider audience and content can be shared rapidly. Where online behaviour affects the safety or wellbeing of pupils in school, the school will respond in accordance with this policy, the Behaviour Policy and the Safeguarding and Child Protection Policy.

Prejudice-Based and Discriminatory Bullying
Bullying may be motivated by prejudice or hostility relating to a person's actual or perceived characteristics or differences. This may include race, religion or belief, disability, sex, sexual orientation, gender reassignment or other aspects of identity or circumstance. It may also include sexist, misogynistic or homophobic language or behaviour.
The school will challenge discriminatory behaviour and language whether or not it meets the definition of bullying.

Child-on-Child Abuse
The school recognises that children can abuse other children and that this can happen inside or outside school and online. Child-on-child abuse may include bullying, physical abuse, sexual harassment, sexual violence, harmful sexual behaviour or online abuse, including the consensual or non-consensual sharing of nude or semi-nude images, including AI-generated images or deepfakes.

Such behaviour will never be tolerated or dismissed as 'banter', 'part of growing up' or similar. Staff will challenge inappropriate behaviour, including sexist or misogynistic behaviour, and recognise that even where there are no reports, this does not mean that abuse is not taking place. Concerns will be managed in accordance with the school's Safeguarding and Child Protection Policy and *Keeping Children Safe in Education 2026*. Staff must report safeguarding concerns to the DSL.

At Copmanthorpe Primary School, we discuss what bullying is, as well as incidents we would not describe as bullying, with all pupils through assemblies and PSHE lessons.

Aims

We are determined to promote and develop a school ethos where bullying behaviour is regarded as unacceptable, to ensure a safe and secure environment is sustained for all pupils. We aim for all pupils to reach their potential academically, socially and personally through learning and playing in a safe and secure environment.

Vulnerable Groups

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After Children
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children entitled to Free School Meals
- Children for whom English is an Additional Language
- Children and the parents of children who are perceived to be part of the LGBTQ+ community

Bullying Prevention

Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. Through assemblies, as well as PSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. An annual Anti-Bullying Week is held to further raise awareness. Online safety is an important part of the curriculum and information for parents is included in newsletters and on the school's website. Online safety workshops are held to raise parents' awareness of cyber-bullying. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

Behaviour Policy

Our Behaviour Policy includes rewards and sanctions which are used consistently, alongside positive relationships, to prevent inappropriate behaviour and promote positive behaviour. Our expectations are for children to be Ready, Respectful and Kind at all times. Time is spent discussing these in class and during assemblies so all our pupils are aware of our expectations and values. We have a 'No Outsiders' theme to our assemblies each week to promote 'All different, All welcome' throughout school.

Responding to Bullying

All cases of alleged bullying should be reported to the Headteacher/Assistant Headteachers and all concerns, incidents and actions recorded on CPOMS.

In any case of alleged bullying, either the Classteacher, the Headteacher, or a senior member of

staff should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate.

If the allegation of bullying is upheld, appropriate action will be taken in accordance with the Behaviour Policy. Support will be provided to the child who has experienced bullying and appropriate work undertaken with the child or children responsible for the behaviour. Restorative approaches may be used where appropriate and where this is considered safe and in the interests of the children involved. Parents of both parties should be informed.

If the situation does not improve, the Headteacher (or senior leader) should meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the pupils involved. Any further incidents should lead to intervention (e.g. through outside agencies), further monitoring, support and punitive sanctions as deemed necessary. Any necessary action should be taken until the bullying has stopped.

Recording and Monitoring
All alleged and confirmed bullying incidents must be recorded using the school's Bullying Incident Log (see Appendix A). The initial incident must be logged on CPOMS with an action set for investigation and a Bullying Incident Log opened.

Where bullying is alleged but not proven, staff will carry out regular check-ins with the alleged victim for a two-week period. At the end of this monitoring period, findings and next steps will be collated with the Headteacher/DSL. The completed Bullying Incident Log will then be uploaded to CPOMS as part of the safeguarding record.

Where bullying is confirmed, the incident and all actions will be recorded in the Bullying Incident Log and CPOMS. Both the victim and perpetrator will be supported, and the case reviewed until resolution. Closure will be recorded and parents informed.

Logs are monitored by the Headteacher and DSL, with anonymised data reviewed by governors to identify patterns and evaluate effectiveness.

Signs of Bullying
Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.
Emotional: losing interest in school, being withdrawn or secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, signs of depression.
Behavioural: asking to be taken to school, taking longer to get home, asking for more money, using different routes to school, ‘losing’ more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

Roles and Responsibilities
- The Headteacher has overall responsibility for this policy and for ensuring bullying is monitored and addressed.

- The DSL oversees cases where bullying constitutes a safeguarding concern.
- All staff are responsible for preventing, identifying and responding to bullying.
- Governors monitor bullying incidents and the effectiveness of this policy.
- Pupils are encouraged to speak out against bullying and support their peers.
- Parents/carers are expected to work in partnership with the school to tackle bullying.

Policy Review

This policy will be reviewed annually by the Headteacher and governors, with input from staff, parents and pupils. It will be updated sooner if there are changes to legislation or guidance. Anonymised bullying incident data will be used to inform the review.

Appendix A: Bullying Incident Log

The Bullying Incident Log form is to be completed for all reported bullying incidents. This log should be used by staff when investigating and responding to bullying, and retained securely. See the attached template (Copmanthorpe Primary School Bullying Incident Log).

Copmanthopre Primary School Bullying Incident Log

Date incident reported:

Reported by:

Alleged Victim (s):

Type of bullying:

Those displaying alleged bullying behaviour	Bystanders/Witnesses (did not get involved)

Initial notification of alleged incident (by whom i.e. parent/child/member of staff, time and date)

Summary of incident – what happened, place, time, date, pupil voice etc

Record of parent/carer involvement (dates, outline of discussion, outcomes)

Record of review and follow up work (include those involved, outline of actions/discussions, any required further actions (include pupil voice)

Date closed:

Signed: