



# ANTI-BULLYING POLICY

## **Value Statement (who we are):**

Coombe Hill Infants' School is an inclusive, community school with a strong tradition of mutual respect and tolerance within a nurturing family environment.  
We provide an outstanding education for all children.

## **Vision Statement (what we strive for):**

Our vision is to develop strong minds, bodies and spirit in preparation for life. We sow the seeds of curiosity, enthusiasm and resilience to ensure all children continue to delight in their lifelong love of learning.

Responsibility: Headteacher

Reviewed : Summer 2026

Next review Date: Summer 2027

Governor Committee: Community, Children and Safeguarding

**"Safeguarding is everyone's responsibility"**

**Coombe Hill Infants' School complies with the relevant legal duties as set out in the Equality Act 2010 and the Human Rights Act 1998; we promote equality of opportunity and take positive steps to prevent any form of discrimination, either direct or indirect, against those with protected characteristics in all aspects of our work.**

## **Introduction**

Coombe Hill Infants' School is an inclusive community school with a strong tradition of mutual respect and tolerance within a nurturing family environment.

Coombe Hill Infants' is committed to the principle of helping children and adults to achieve their potential. We place the happiness, welfare and safety of the children who attend our school as our highest priority.

Coombe Hill Infants' will endeavour to provide an environment that is safe and free from bullying. Bullying is not tolerated and staff at the school will act swiftly and firmly to deal with any situations which arise.

We would also want parents/carers to feel confident that their children are safe and cared for in school and that incidents when they do arise, are dealt with promptly and well.

This policy is written in conjunction with the Equality Act 2010 and Keeping Children Safe in Education (KCSIE) 2025. It forms part of our whole school approach to safeguarding and should be read alongside our:

- Child Protection and Safeguarding Policy
- Relationship and Behaviour Policy
- Online Safety and Acceptable Use Policy
- Equalities Policy

## **Policy Framework and Staff Awareness**

All staff are made aware of this policy as part of their induction to the school. This policy, along with our behaviour policy and child protection policy, forms part of our safeguarding systems which are explained to all staff when they join our school.

Copies of this policy are provided to all staff at induction. All staff receive appropriate safeguarding and child protection training (including online safety) at induction, which is regularly updated. In addition, all staff receive safeguarding and child protection updates (for example, via email, e-bulletins, and staff meetings), as required, and at least annually.

## **Equality Impact Statement**

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

We recognise that bullying can be a form of child-on-child abuse and will treat serious incidents accordingly, following our child protection procedures where appropriate.

## **Roles and Responsibilities**

**The Headteacher** – Has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies who will have general responsibility for handling the implementation of this policy.

**The Anti-bullying coordinator in our school is: Mrs Claire Cook**

The responsibilities are:

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour
- Monitoring trends and patterns in bullying incidents
- Providing termly reports to governors on bullying incidents, trends and preventative actions

**The nominated Governor with the responsibility for Anti-bullying Behaviour is: Becky Buckley**

The governor will:

- Review the effectiveness of this policy annually
- Monitor bullying incident data and trends
- Ensure the school meets its statutory duties regarding bullying prevention

**All Staff** have a responsibility to:

- Implement this policy consistently
- Report all suspected or actual bullying incidents
- Support victims and challenge bullying behaviour
- Not assume a colleague or another professional will take action and share information that might be critical in keeping children safe
- Understand that early information sharing is vital for effective identification and intervention

## Definition of Bullying

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate
- There is a power imbalance that makes it hard for the victim to defend themselves
- It is usually persistent
- It is repeated over a period of time
- Difficult to defend against

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered. If the victim might be in danger then intervention is urgently required.

### **Bullying as Child-on-Child Abuse**

We recognise that bullying can constitute child-on-child abuse. Where bullying is severe or persistent, or where there are safeguarding concerns, we will follow our child protection procedures and may involve external agencies including children's social care and/or the police.

## What Does Bullying Look Like?

Bullying behaviour can be physical, verbal or emotional and includes:

- Physical assault - hitting, kicking, pushing etc
- Taking or damaging belongings
- Name calling
- Taunting
- Mocking
- Making offensive comments
- Producing offensive graffiti
- Gossiping and spreading hurtful and untruthful rumours
- Excluding people from groups

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

## **Why Are Children and Young People Bullied?**

### **Prejudice Related Bullying**

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- Age
- Being or becoming a transsexual person
- Being married or in a civil partnership
- Being pregnant or having a child
- Disability
- Race; nationality, ethnic or national origin including Gypsy/Roma, Travellers
- Religion, belief or lack of religion/belief
- Sex/gender
- Sexual orientation

These are called 'protected characteristics'.

As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disabilist in nature. We will record these types of bullying, even that which represents a one-off incident, and report them to the local authority for monitoring purposes.

### **Other Vulnerable Groups Include**

- Bullying related to appearance or health
- Bullying of young carers or looked after children or otherwise related to home circumstances
- Children who have a social worker due to safeguarding or welfare needs
- Children with special educational needs and disabilities (SEND)
- Children who are persistently absent or at risk of becoming children missing education

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious. There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

### **Prejudice Related Language**

Racist, homophobic, biphobic, transphobic and disabilist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or transsexual, or are perceived to be, or have a parent/carer or sibling who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or their friends, family members or their parents/carers.

In the case of homophobic, biphobic and transphobic language particularly, dismissing it as banter is not helpful as even if these terms are not referring to a person's sexual orientation or gender identity they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

## Where Does Bullying Take Place?

Bullying is not confined to the school premises. It also persists outside school, on the journey to and from school and in the local community.

The school acknowledges its responsibilities to support families if bullying occurs off the premises.

## Cyberbullying and Online Safety

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims.

Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school.

Whilst most incidents of cyberbullying occur outside school we will offer support and guidance to parents/carers and their children who experience online bullying and will treat cyberbullying with the same severity as any other forms of bullying.

## The 4Cs of Online Safety

We recognise that online safety can be categorised into four areas of risk:

1. **Content:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories

2. **Contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
3. **Conduct:** online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying)
4. **Commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams

## Forms of Cyberbullying

Cyberbullying can include:

- Hacking into someone's accounts/sites
- Posting prejudice/hate messages
- Impersonating someone online
- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking

## Our Approach to Online Safety

We have a clear policy on the use of mobile and smart technology, which reflects the fact many children have unlimited and unrestricted access to the internet via mobile phone networks. We carefully consider how this is managed on our premises and reflect this in our mobile and smart technology policy and our child protection policy.

We have appropriate filtering and monitoring systems in place on school devices and school networks to protect children from harmful content and to identify potential safeguarding concerns.

We ensure that our children are taught safe ways to use the internet (see our Online Safety and Acceptable Use Policy) and encourage good online behaviour through our PSHE curriculum and regular assemblies.

We are in regular contact with parents and carers and use these communications to reinforce the importance of children being safe online. We help parents and carers understand what systems we use to filter and monitor online use, what their children are being asked to do online, including the sites they will be asked to access, and who from the school their child will be interacting with online.

We hold regular parental workshops to help families stay vigilant at home and support their children's online safety.

## **Bullying Can Take Place Between:**

- Young people
- Young people and staff
- Between staff
- Individuals or groups

## **Reporting and Responding to Bullying**

Our school has clear systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders).

## **When Dealing with Suspected Incidents of Bullying, Staff Will:**

1. Never ignore suspected bullying
2. Not make premature assumptions
3. Listen carefully to all people and all sides of the story
4. Use a restorative approach that moves pupils forward and focuses on making things right
5. Follow up the issue to check bullying has not re-occurred
6. Record information in detail outlining any incidents and conversations
7. Not assume a colleague will take action - share information that might be critical in keeping children safe
8. Understand that Data Protection Act 2018 (DPA) and UK General Data Protection Regulation (UK GDPR) do not prevent the sharing of information for the purposes of keeping children safe and promoting their welfare

## **What a Child Being Bullied Should Do:**

1. Say "Please stop, I don't like it" - this is to give the bully a chance to stop, recognise that they are bullying and correct their own behaviour. If it does not stop, try not to retaliate
2. Know that 'it's good to tell'
3. Walk towards a member of staff
4. Seek help - tell a teacher, your parents or a friend. Write your worries down in our worry box
5. Understand that you will be taken seriously, supported and kept safe. You will never be made to feel that you are creating a problem by reporting bullying

## **What Parents/Carers Should Do:**

1. Keep calm

2. See the class teacher, AHT or Headteacher
3. Discuss the facts with the member of staff
4. Keep an open mind
5. Give the member of staff time to investigate
6. Discuss with the member of staff the findings and any follow up action
7. Agree a strategy for preventing a recurrence
8. Reinforce with your child that they must tell the appointed member of staff if anything reoccurs
9. If there is any further occurrence, contact school immediately
10. If you remain concerned, follow our Complaints Policy

## **Procedures**

All reported incidents will be taken seriously and investigated involving all parties. The staff are aware of and follow the same procedures.

### **Investigation Process:**

- Where an allegation of bullying is reported to a member of staff this will always be reported to the Headteacher/Assistant Headteacher
- The Headteacher or AHT will interview all parties concerned to ascertain whether bullying has taken place
- If bullying is deemed to have taken place then the Headteacher or AHT will speak to the perpetrator of this serious behaviour
- Parents of both parties will be notified at this point
- Actions/consequences will take place
- Both parties will be offered support
- If the bullying continues the Headteacher or AHT will hold a meeting with the perpetrator's parents explaining the seriousness of the actions and possible consequences. Support will be given throughout to the child/children being bullied
- All disciplinary actions/consequences are in accordance with the school's Relationship and Behaviour Policy. These should be graded according to the seriousness of the incident but should send out a message that bullying is unacceptable. This may include: time out of class, withdrawal of activities at school, loss of playtime. Please see our Relationship and Behaviour Policy for more information
- This may vary according to the type of bullying and may involve other agencies where appropriate
- At all times communication will be kept with parents/carers
- School will use a range of follow up responses and support appropriate to the situation for all involved such as: emotion coaching, solution focused,

restorative approach, PSHE, individual work with victim, perpetrator and bystanders, referral to outside agencies if appropriate

- School will liaise with the wider community if the bullying is taking place off the school premises i.e. in the case of cyberbullying or hate crime

## **Referral to External Agencies**

Where a child is suffering, or is likely to suffer from harm due to bullying, we will make an immediate referral to local authority children's social care and if appropriate the police.

When making referrals, we will provide as much information as possible to allow any assessment to consider all the available evidence and enable a contextual approach to address harm. This includes information about where children are being harmed in contexts outside of the home.

## **Supporting Vulnerable Groups**

Where children have a social worker, we will use this information to inform decisions about safeguarding (for example, responding to unauthorised absence where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

## **Monitoring Absence**

We recognise that children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including bullying. Our response to persistently absent pupils supports identifying such concerns and helps prevent the risk of them becoming a child missing education in the future.

We will work with local authority children's services where school absence indicates potential bullying concerns.

## **Recording Bullying and Evaluating the Policy**

### **Recording on CPOMS**

**All bullying incidents must be recorded on CPOMS (Child Protection Online Management System).** This is essential for:

- Creating a comprehensive record of incidents

- Enabling effective monitoring and analysis of patterns and trends
- Ensuring all relevant staff have access to important safeguarding information
- Supporting follow-up actions and interventions
- Providing evidence for external agencies if required
- Meeting our statutory recording and reporting obligations

When recording on CPOMS, staff must include:

- Date and time of incident
- Names of all parties involved (victim, perpetrator, bystanders)
- Nature of the bullying (physical, verbal, emotional, cyber)
- Whether it is prejudice-related (and if so, which protected characteristic)
- Detailed description of the incident
- Actions taken
- Support provided to victim and perpetrator
- Whether parents/carers have been informed
- Follow-up actions required and dates
- Any referrals to external agencies

**The importance of accurate and timely recording cannot be overstated.**

CPOMS enables the designated safeguarding lead and senior leadership team to:

- Monitor individual children who may be vulnerable
- Identify patterns of behaviour that may indicate wider safeguarding concerns
- Track the effectiveness of interventions
- Ensure appropriate follow-up occurs
- Share information appropriately with relevant professionals
- Provide evidence if required for child protection investigations

All staff will receive training on how to use CPOMS effectively as part of their induction and ongoing safeguarding training.

## **Monitoring and Analysis**

Information stored on CPOMS will be used to:

- Ensure individual incidents are followed up
- Identify trends and patterns (e.g., hotspots, times, types of bullying)
- Inform preventative work in school
- Inform development of the policy
- Identify training needs for staff
- Evaluate the effectiveness of our strategies

This information will be:

- Discussed by staff in regular staff meetings
- Analysed termly by the Anti-bullying Coordinator

- Presented to governors termly as part of the safeguarding report
- Included in the annual report to governors
- Used to inform our annual online safety review and risk assessment

## Policy Review

This policy will be reviewed and updated annually as recommended by the DfE. The review will include:

- Analysis of bullying incident data from CPOMS
- Feedback from staff, pupils, parents/carers and governors
- Changes to statutory guidance
- Effectiveness of preventative strategies
- Staff training needs
- Updates to our equality impact assessment

## Strategies for Preventing Bullying

As part of our ongoing commitment to the safety and welfare of our pupils we have developed the following strategies to promote positive behaviour.

## Whole School Approach

As part of our whole school approach, we enjoy:

- **PSHE Curriculum/Jigsaw** - including specific units on relationships, bullying, diversity and online safety
- **Learning behaviours** - promoting behaviours we want to see in school
- **Weekly sticker assembly** - celebrating positive behaviour seen around school
- **School Council** - time to discuss concerns with the headteacher
- **Specific curriculum input** on areas of concern such as cyberbullying and internet safety
- **Prioritising and listening to pupil voice**
- **Peer mentoring schemes and/or Playground Buddying**
- **Special assemblies** - NSPCC, anti-bullying week, etc.
- **Playground "watch" list** for children who find playtime difficult
- **Quiet/safe spaces** around school - acorn room, sensory room, log cabin, reading hut etc
- **Diversity, differences and respect for others** is promoted as part of our rich curriculum
- **Opportunities to expand social groups** with adult support; through sport and school performances
- **Our school worry box** is regularly promoted during assemblies, for those children who are finding it difficult to talk about their concerns

- **Rights Respecting School** - we discuss children's rights regularly
- **Attachment aware school** - we understand the importance of relationships. Understanding the "why" is important to help ensure bullying is stopped and does not continue
- **Annual online safety review** using self-review tools to assess and improve our approach
- **Staff training** - regular updates on recognising and responding to bullying, including online safety
- **Parent workshops** - supporting families to keep children safe, particularly online
- **Mixing classes** - Coombe Hill Infant School reserves the right to mix classes if we feel this would have a positive impact on teaching, learning and behavior.

## Reactive Programmes

For vulnerable groups or groups involved in bullying, we provide:

- Nurture groups
- Emotion coaching approach
- Zones of Regulation
- Small group work
- Circle of friends
- Emotional Literacy Support (ELSA)
- Lego therapy
- Play therapy
- Access to translators from the local authority for children whose first language is not English

## Support for Parents/Carers

- Parent groups
- Parent information events/information - for example our internet safety workshops
- Meetings with members of the school leadership team
- Clear information about what their children are doing online at school
- Guidance on filtering and monitoring at home

## Support for All School Staff

- Staff training and development for all staff including those involved in lunchtime and before and after school activities
- Regular policy updates and briefings
- Access to the Anti-bullying Coordinator for advice and support
- Annual staff knowledge checks/quizzes to ensure consistent understanding and application of the policy

- Training on using CPOMS to record bullying incidents effectively

## Information Sharing and Confidentiality

Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. Early information sharing is vital for the effective identification, assessment, and allocation of appropriate service provision.

The Data Protection Act 2018 (DPA) and UK General Data Protection Regulation (UK GDPR) do not prevent the sharing of information for the purposes of keeping children safe and promoting their welfare. If in any doubt about sharing information, staff should speak to the designated safeguarding lead (or a deputy). Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare of children.

When dealing with bullying incidents, staff will:

- Share information on a 'need to know' basis
- Maintain appropriate confidentiality
- Never promise a child that they will not share information about bullying
- Explain to children that information may need to be shared to keep them safe
- Record all incidents on CPOMS to ensure appropriate information sharing within the safeguarding team

## Links with Other Policies

Policy	Relevance
Child Protection and Safeguarding Policy	Bullying as child-on-child abuse, referral procedures
Relationship and Behaviour Policy	Rewards and actions, Codes of conduct
Online Safety and Acceptable Use Policy	Cyberbullying, filtering and monitoring, mobile technology

Equalities Policy	Prejudice related crime (homophobia, race, religion and culture and SEN/disability)
PSHE/Citizenship Policy	Strategies to prevent bullying
Complaints Policy	Guidelines to make a complaint if families are not happy with the school's response
Attendance Policy	Monitoring absence as a potential indicator of bullying
SEND Policy	Support for vulnerable pupils

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## Useful Organisations

**Anti-bullying Alliance (ABA)** - [www.anti-bullying.org](http://www.anti-bullying.org) brings together more than 65 organisations with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.

**Mencap** – [www.mencap.org](http://www.mencap.org) Mencap is a learning disability charity that provides information and support to children and adults with a learning disability, and to their families and carers.

**Stonewall** – [www.stonewall.org.uk](http://www.stonewall.org.uk) the lesbian, gay, bisexual and transgender charity

**Educational Action Challenging Homophobia (EACH)** – [www.eachaction.org.uk](http://www.eachaction.org.uk) Educational Action Challenging Homophobia (EACH) is a charity and training agency helping people and organisations affected by homophobia. The website gives guidance, contact details and a freephone helpline.

**School's Out** – [www.schools-out.org.uk](http://www.schools-out.org.uk)

**Childnet International** – [www.childnet-int.org](http://www.childnet-int.org) Childnet International - The UK's safer internet centre

**NSPCC/ChildLine** - [www.nspcc.org.uk](http://www.nspcc.org.uk), [www.childline.org.uk](http://www.childline.org.uk) ChildLine is a private and confidential service for children and young people up to the age of 19. NSPCC run several campaigns to support young people around bullying and internet safety

**Show Racism the Red Card** – [www.theredcard.org.uk](http://www.theredcard.org.uk)

**UK Safer Internet Centre** - [www.saferinternet.org.uk](http://www.saferinternet.org.uk) Provides resources, advice and support on online safety

**National Cyber Security Centre** - [www.ncsc.gov.uk](http://www.ncsc.gov.uk) Guidance on cyber security for schools

**Internet Watch Foundation** - [www.iwf.org.uk](http://www.iwf.org.uk) Report harmful online content