CROW ORCHARD

Primary School and Nursery

Anti-Bullying Policy

Policy Lead	Miss J Hollings HT
Agreed by Governing Body	June 2026
Next review	June 2029 (or sooner if legislation or guidance changes)

'We learn with love, grow with purpose and stand strong through every challenge'. At Crow Orchard, we want *every* child to feel known, safe, valued and inspired. We are a *family* that supports and nurtures each other, celebrates learning and believes that every child can thrive.

This policy is underpinned by our core values of **Love, Growth, and Strength**, which guide every aspect of our practice:

This policy reflects our school values:

1. Love

We treat one another with kindness, empathy and respect.

2. Growth

We help children learn from mistakes, repair relationships and develop positive social skills.

3. Strength

We empower children to stand up to bullying, seek help when needed and demonstrate resilience.

4. Policy Statement

Crow Orchard Primary School is committed to providing a safe, caring and inclusive environment where all members of the school community are treated with dignity and respect.

We recognise that bullying can have a significant impact on children's emotional wellbeing, self-esteem, attendance, achievement and mental health.

All allegations and reports of bullying will be:

- Taken seriously
- Investigated thoroughly
- Recorded appropriately
- Addressed promptly
- Monitored carefully

Bullying behaviour is unacceptable and will be challenged consistently.

5. Legal Framework

This policy has been developed with reference to:

- Education and Inspections Act 2006
- Children Act 1989
- Children Act 2004
- Equality Act 2010
- Human Rights Act 1998
- Keeping Children Safe in Education (KCSIE)
- Preventing and Tackling Bullying (DfE)

- Working Together to Safeguard Children
- SEND Code of Practice
- Lancashire Safeguarding Procedures

6. Links to Other Policies

This policy should be read alongside:

- Positive Behaviour and Attitudes Policy
- Safeguarding and Child Protection Policy
- Online Safety Policy
- SEND Policy
- Equality Policy
- Attendance Policy
- RSHE Policy
- Complaints Policy

7. Aims

The aims of this policy are to:

- ✓ Prevent bullying in all forms.
- ✓ Promote a culture of kindness and respect.
- ✓ Ensure pupils know how to seek help.
- ✓ Ensure staff respond consistently.
- ✓ Support victims effectively.
- ✓ Challenge and change bullying behaviour.
- ✓ Fulfil safeguarding duties.
- ✓ Promote equality and inclusion.
- ✓ Create a school where everyone feels safe and valued.

8. Definition of Bullying

This policy adopts the same definition as outlined in the Positive Behaviour and Attitudes Policy:

"Bullying is the repetitive, intentional harming of one person or group by another person or group where there is an imbalance of power."

Bullying is therefore:

- Deliberately hurtful
- Repeated over time
- Difficult for the victim to defend themselves against

All three elements must usually be present for behaviour to be classified as bullying.

9. What Bullying Is Not

The following behaviours may still require intervention but are not automatically bullying:

- One-off disagreements

- Friendship difficulties
- Isolated incidents of unkindness
- Accidental hurt
- Falling out between friends
- Single incidents of inappropriate behaviour

These behaviours will still be addressed through the school's behaviour procedures.

Types of Bullying

10. Physical Bullying

Examples include:

- Hitting
- Kicking
- Pushing
- Tripping
- Spitting
- Damaging property

11. Verbal Bullying

Examples include:

- Name calling
- Insults
- Threats
- Taunting
- Mocking

12. Emotional Bullying

Examples include:

- Intimidation
- Manipulation
- Exclusion
- Humiliation
- Deliberately isolating others

13. Social Bullying

Examples include:

- Spreading rumours
- Friendship manipulation
- Encouraging others to exclude someone
- Deliberate social exclusion

14. Cyberbullying

Examples include:

- Hurtful messages
- Sharing images without permission
- Online threats
- Group chat abuse
- Fake accounts
- Gaming platform harassment

15. Prejudice-Related Bullying

Bullying may be motivated by prejudice relating to:

- Race
- Religion or belief
- Disability
- Special Educational Needs
- Sex
- Sexual orientation
- Gender reassignment
- Family circumstances

Such incidents will be recorded separately and may also be treated as discriminatory incidents.

16. Child-on-Child Abuse

Bullying can sometimes constitute child-on-child abuse.

This may include:

- Sexual harassment
- Sexual violence
- Online abuse
- Prejudice-based abuse
- Exploitation
- Coercive behaviour

Where safeguarding concerns are identified, staff will follow the Safeguarding and Child Protection Policy immediately.

17. Preventing Bullying

Crow Orchard promotes positive behaviour through:

18. Curriculum

- RSHE lessons (Scarf- Coram Education)
- Online safety education
- PSHE themes (Scarf- Coram Education)

- ‘No Outsiders’
- British Values

19. Assemblies

- Anti-Bullying Week
- Respect
- Diversity
- Inclusion

20. School Culture

- Ready, Respectful, Safe expectations
- Positive relationships
- Restorative approaches
- Celebration of diversity

21. Pupil Voice

- School Council
- Leadership opportunities
- Wellbeing discussions

22. Recognising Signs of Bullying

Staff remain vigilant for signs including:

- Reluctance to attend school
- Increased absence
- Anxiety
- Withdrawal from peers
- Changes in behaviour
- Declining academic performance
- Unexplained injuries
- Loss of possessions
- Emotional distress

23. Reporting Bullying

Pupils

Children are encouraged to:

- Speak to any trusted adult.
- Tell their class teacher.
- Tell a member of the pastoral team.
- Tell a parent or carer.
- Report concerns for a friend.

Parents

Parents should contact school promptly if concerns arise.

All concerns will be investigated fairly and thoroughly.

Staff

All staff must:

- ✓ Listen carefully.
- ✓ Take concerns seriously.
- ✓ Record information accurately.
- ✓ Inform senior leaders where appropriate.

24. Investigation Procedures

Stage 1 – Initial Report

A concern is raised by:

- Pupil
- Parent
- Staff member
- Visitor

Immediate reassurance is provided.

Stage 2 – Investigation

The investigating adult will:

- Speak to all parties.
- Gather witness statements.
- Review evidence.
- Consider context.
- Consider safeguarding concerns.

Stage 3 – Decision

A decision will be made regarding whether the behaviour meets the definition of bullying.

Stage 4 – Action

Appropriate support and consequences will be implemented.

Stage 5 – Review

Review meetings will take place after:

- One week
- Two weeks
- Four weeks

where appropriate.

25. Recording Procedures

All confirmed bullying incidents must:

- Be recorded on CPOMS.
- Be categorised correctly.
- Include actions taken.
- Include parent communication.
- Be reviewed by senior leaders.

Patterns and trends will be monitored regularly.

25. Supporting the Child Being Bullied

Support may include:

- Daily check-ins
- Safe spaces
- Trusted adults
- Friendship support
- Emotional wellbeing support
- ELSA interventions
- Early Help referrals
- External agency support

26. Supporting the Child Displaying Bullying Behaviour

Support may include:

- Restorative conversations
- Reflection work
- Behaviour support plans
- Individual Behaviour Plans
- Social skills interventions
- Parent meetings
- External agency referrals

NB Not all of the approaches above will be appropriate for children with trauma or SEND complexities. It may be that a series of interventions are needed to reach these points.

The aim is not only to sanction behaviour but to change behaviour.

27. Consequences

In line with the Positive Behaviour and Attitudes Policy, confirmed bullying will usually be treated as a:

Behaviour Step 6 Incident

Consequences may include:

- Loss of privileges
- Loss of playtimes
- Separated learning spaces
- Removal from activities
- Behaviour contracts
- Individual Behaviour Plans
- Suspension (age and stage appropriate)
- Police involvement where appropriate

All decisions will consider:

- Age
- SEND needs
- Safeguarding concerns
- Individual circumstances
- Developmental phase/stage

28. Cyberbullying

The school may take action where online behaviour:

- Impacts pupils' wellbeing.
- Causes conflict in school.
- Harms members of the school community.
- Damages the reputation of the school.

This applies even when incidents occur outside school.

29. SEND and Vulnerable Pupils

We recognise that pupils with SEND may:

- Be more vulnerable to bullying.
- Experience difficulties reporting concerns.
- Require additional support.

Reasonable adjustments will always be made.

30. Roles and Responsibilities

Governors

- Monitor policy effectiveness.
- Review incident data.
- Ensure compliance with legislation.

Headteacher

- Ensure policy implementation.

- Monitor incidents.
- Report to governors.

DSL

- Monitor safeguarding concerns.
- Support investigations.

Staff

- Challenge bullying.
- Record incidents.
- Support pupils.

Parents

- Work in partnership with school.
- Report concerns promptly.
- Engage with follow up check ins.

Pupils

- Treat others respectfully.
- Report concerns.
- Support peers safely.

Monitoring and Evaluation

The Headteacher and Governors will monitor:

- Number of incidents
- Types of bullying
- Protected characteristic incidents
- Outcomes
- Pupil voice
- Parent feedback

The policy will be reviewed every three years or sooner if required.

APPENDIX 1

CROW ORCHARD
Primary School and Nursery

Bullying Investigation Form (internal SLT use only)

Member of staff completing this form:

Date: **Time**:	**Reported by:** • Victim(s): • Alleged perpetrator(s):	**Witnesses?**
Nature of concern	**Investigation notes**	**Outcome**
		• Concern • Frequency • Impact • Evidence • Desired outcome
Support offered	**Consequences applied (note the behaviour Step applied to the situation):**	**Parent contact with perpetrator? Y/N**

Review date (usually 2 weeks' time, same member of staff checking in): / /

APPENDIX 2

CPOMS Recording Guidance

Record:

- What happened
- Who was involved
- Dates and times
- Witnesses
- Actions taken
- Parent communication
- Review arrangements

Tag as:

- Bullying
- Cyberbullying
- Racist Incident
- Homophobic Incident
- Disability Incident
- Safeguarding Concern

APPENDIX 3

CROW ORCHARD
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Bullying- Parent Concern Form

Hand this form to a senior member of staff: Miss Baron, Mrs Smith, Mrs Heath in the first instance.

Date: **Time**:	**Reported by ..... parent/carer** • Victim(s): • Alleged perpetrator(s):	
Nature of concern	**Frequency and Impact**	**Evidence**
	Concern Raised ↓ Listen and Reassure ↓ Gather Evidence ↓ Investigate ↓ Bullying Confirmed? ↓ Support and Consequences ↓ Record on CPOMS ↓ Review ↓ Close or Continue Monitoring	

What is the desired outcome from raising the concern? (This relates to outcome for your child, not desired consequences specifically)		

APPENDIX 4

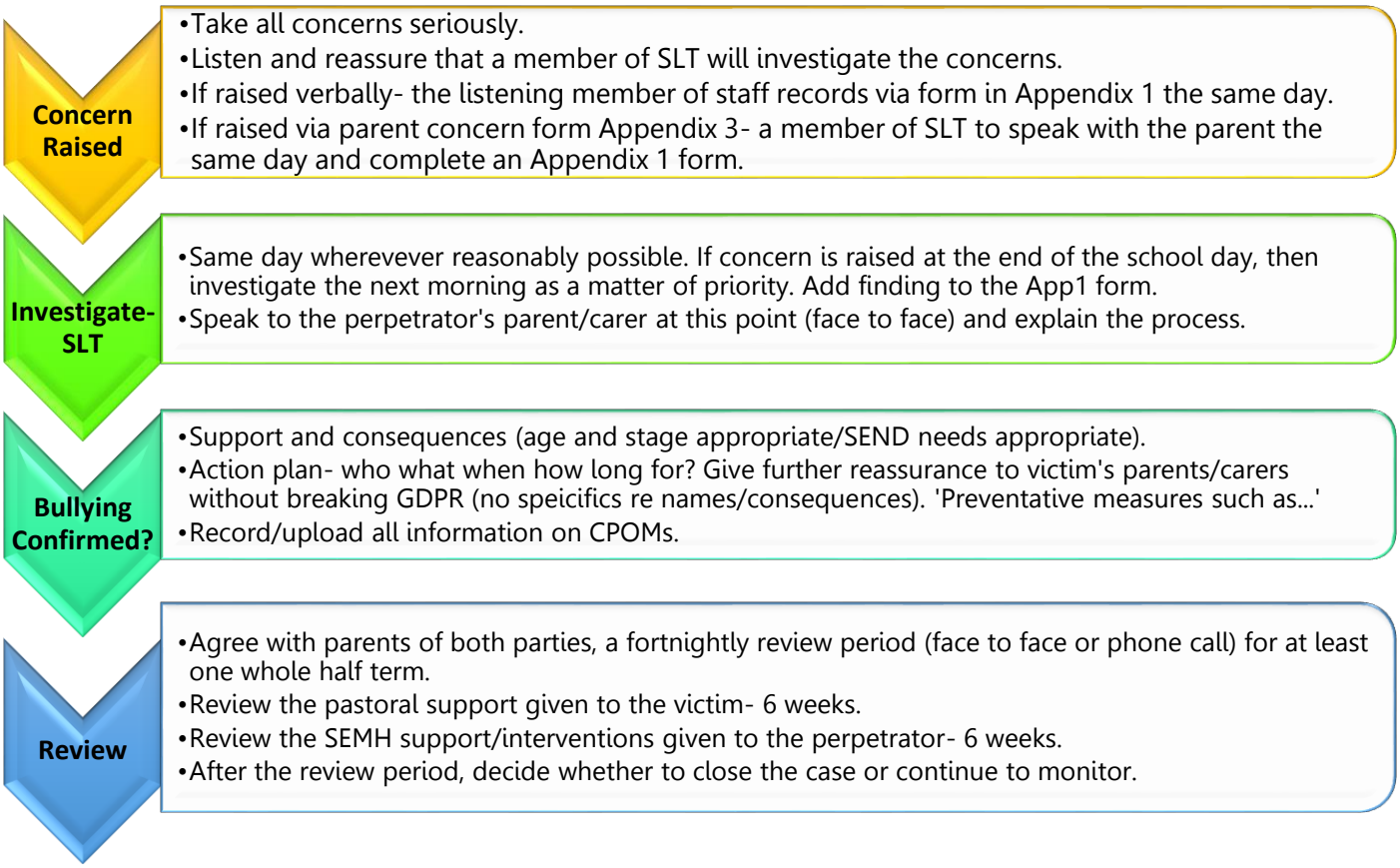
Pupil Reporting Form (to be used in investigation)

"I am worried because..."

- What happened?
- Who was involved?
- Where did it happen?
- Has it happened before?
- How does it make you feel?

APPENDIX 5

Staff Investigation Flowchart



APPENDIX 6

Restorative Questions (if appropriate developmentally for the child).

1. What happened?
2. What were you thinking at the time?
3. What do you think now?
4. Who has been affected?
5. How have they been affected?
6. What needs to happen to put things right?

APPENDIX 7

At Crow Orchard we will:

- Be kind.
- Include others.
- Respect differences.
- Speak respectfully.
- Seek help when needed.
- Support others safely.
- Be Ready, Respectful and Safe.

APPENDIX 8

Annual Bullying Monitoring Report (This forms part of the HT monitoring report for the Governing Body once per term).

Record:

- Number of incidents
- Type of incidents
- Year groups affected
- Protected characteristics
- Outcomes
- Trends
- Actions taken

This policy should be adopted alongside the Crow Orchard Positive Behaviour and Attitudes Policy and forms part of the school's wider safeguarding, behaviour and inclusion framework.