

CORSHAM PRIMARY SCHOOL

Anti-Bullying Policy



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Policy Ratified by the LGC: January 2026

Next Review Date: January 2029

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Statement of Intent

Corsham Primary School recognises that all pupils whatever their creed, ethnicity/race, sexual orientation or academic ability have the right to feel safe and secure when they come to school. Everyone in the school community has the right to feel free from any threat of bullying or harassment. Pupils should also feel safe when reporting incidents to members of staff without fear of reprisal. It is necessary that we at Corsham Primary School operate the Anti-Bullying Policy pro-actively, fairly and consistently to all pupils.

Objectives of this Policy

This Anti-Bullying Policy outlines what Corsham Primary School will do to prevent and tackle bullying. The policy has been drawn up through the involvement of the whole school community.

Our school community

- Discusses, monitors and reviews our Anti-Bullying Policy on a regular basis.
- Supports staff to promote positive relationships and identify and tackle bullying appropriately.
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the Anti-Bullying Policy.
- Reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/carers in turn work with the school to uphold the Anti-Bullying Policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate.

Aims of this Policy

The aim of this policy is to try and prevent and deal with any behaviour deemed as bullying. The implementation of this policy will create an ethos where bullying is regarded as unacceptable so that a safe and secure environment is created for everyone to learn and work in. All members of the school have a responsibility to recognise bullying when it occurs and take appropriate action in accordance with the school policy.

In order to achieve this, the school will:

- Meet the legal requirement for all schools to have an Anti-Bullying Policy in place.
- Ensure all governors, pupils and parents/carers have an understanding of what bullying is and what they can do if bullying occurs.
- Assure pupils and parent/guardians that they will be supported when bullying is reported.
- Ensure that there is a procedure to follow when incidences of bullying occur and that this procedure is made clear to all staff and pupils (see School Behaviour Policy).

- Follow up every incident of alleged bullying to ensure that the victim is given as much support as possible.
- Inform parents/carers of both the victim and bully of the action being taken by the school and what they can do to reinforce and support this.
- Ensure that all pupils have a person (class teacher) to talk to confidentially. Pupils need to know that something will be done if they report any bullying and are reassured that the incident will be handled in a sensitive manner.
- Ensure that all areas of school are patrolled during play/lunch times and where possible at the end of the day.
- Set out procedures for dealing effectively with specific complaints from parents/carers (please refer to the Complaints Procedure).
- Provide a pastoral support programme that enables pupils to have easy access to their teachers where they can discuss issues of concern, such as bullying, in a confidential setting.
- Use whole school initiatives (family assemblies, celebration assemblies, FAB contract etc) and teaching strategies (PSHE Jigsaw lessons and circle time) as a positive means of combating bullying.
- Endeavour to create a positive, caring ethos within the school environment where everyone can work, play and express themselves, free from the fear of being bullied.

What is Bullying?

We have defined bullying as

..... any deliberate, hurtful, upsetting, frightening or threatening behaviour by an individual or a group towards other people. It is repeated over a period of time and it is very difficult for the victims to defend themselves. We use the acronym 'STOP' to summarise this as 'Several Times On Purpose'.

Bullying can be

Physical

Assault, pushing, shouldering, elbowing, tripping, slapping, kicking, hair pulling, unacceptable touching (including that of a sexual nature), throwing missiles, blocking i.e. preventing movement through an access point, pinching, stabbing, burning, spitting or any other form of physical activity that makes another person feel threatened or intimidated.

Verbal

Racist, sexual, homophobic words, any words used in a sexual or aggressive manner designed to hurt or cause deliberate offence, comments about size, appearance, odour, clothing, academic or other abilities, home life, social circumstances, spreading rumours or any other comments designed to be hurtful or used to intimidate.

Written

Any insults contained in note-passing, threatening letters, graffiti, defacing any property belonging to another individual.

Interference with another individual

Theft, extortion, vandalism, defacing property, ruling games, blackmail or any other activity designed to intimidate or hurt.

Psychological pressure – silent bullying

Social exclusion, rude gestures, lying, slander, passing or starting rumours, name calling, reorganising or pressurising friendship groups or any other activity designed to intimidate or hurt an individual.

Cyber bullying

Emailing or posting comments on virtual learning environments or social networking sites, texting about a person or to a person, spreading rumours or defacing or corrupting work.

Racist bullying

Name calling, incitement, making comments about a person's country or culture or appearance, commenting on parents/carers, spreading rumours.

Homophobic bullying

Name calling, making hurtful comments regarding a particular lifestyle, commenting or slandering parents/carers or other relations/friends, spreading rumours.

Gender based and transphobic bullying

Name calling, harassing behaviour based on gender, enforcement of gender role expectations, behaviour or language that makes a child or young person feel unwelcome or marginalised because of their perceived or actual gender identity.

Subtle bullying

Looking at a person in a particular way, swearing at or about a person.

Incitement of others

To become involved e.g. by blackmailing, excluding, or threatening behaviours.

Bullying is not

It is important to understand that bullying is not the *odd* occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. It is bullying if it is done several times on purpose (STOP).

Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise, it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

Signs and Symptoms of Bullying

A child may indicate, by different signs of behaviour, that he or she is being bullied. Adults should be aware of these possible signs and investigate further if a child:

- Is frightened of walking to or from school
- Begs to be driven to school
- Changes their usual routine/route to school
- Begins truanting

- Becomes withdrawn, anxious or lacking in confidence
- Starts stammering
- Attempts or threatens suicide or runs away
- Cries themselves to sleep or has nightmares
- Feels ill in the morning
- Begins to underperform in school learning
- Comes home with clothes torn or books damaged
- Has possessions go 'missing'
- Asks for money or starts stealing money (to pay the bully)
- Has dinner or other monies continually 'lost'
- Has unexplained cuts or bruises
- Comes home starving (money/snack/sandwiches have been stolen)
- Becomes aggressive, disruptive or unreasonable
- Starts swearing or using aggressive language for no apparent reason
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what's wrong
- Gives improbable excuses for any of the above
- Becomes isolated from friends
- Stays close to adults

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be taken seriously and investigated as soon as possible.

Preventative Policy

The whole school policy is underpinned by a proactive, preventive approach which has proven highly successful in further improving the school's already low incidents of bullying.

At Corsham Primary School we involve all stakeholders at all levels of policy making. Our initiatives include, but are not limited to, the following:

Prevention

- a) Use of Jigsaw PSHE across all year groups
- b) Training of Peer mediators
- c) Playground Buddies
- d) Calm Me time, Connect Us activities and Circle Time activities
- e) Breakfast Clubs to support vulnerable children
- f) FAB contracts and the discussions that take place to support this
- g) Huff and Puff activities for all children at lunchtimes
- h) Friendship Stops
- i) Feelings Monsters (KS1) and 'I Wish My Teacher Knew...' boxes (KS2) in all classrooms
- j) Pupil feedback forms accessible for all students
- k) Ivern's Feeling Monster (KS1) and Ivern's Feelings Wheel (KS2) are displayed in all classrooms to reflect children's feelings and for the children to interact with
- l) Kindness Tree in EYFS
- m) Learning Partners in all classes
- n) Use of the 4Rs – Being Reflective, Resourceful, Resilient and using Relationships
- o) Curriculum Enrichment Assemblies
- p) The Golden Rules
- q) STOP posters displayed clearly
- r) Child Friendly Anti-Bullying Policy which was created by the children

Vulnerable Groups

Children, if identified as belonging to a vulnerable group, receive highly effective and personalised intervention and support. This is further enhanced by integration whenever possible with mainstream classes.

Examples of specialised groups include:

- a) Military children
- b) Children on the SEN register
- c) Looked After Children
- d) Travellers
- e) Children of Faith
- f) Children from families of same sex parents/carers
- g) Pupil Premium

Class teachers, support staff, management and governors all meet with relevant key staff, e.g. Inclusion Managers, to discuss provision and monitor impact. CPOMS is used to log any incidents on a daily basis.

Policy

The Anti-Bullying Policy has been written in collaboration with all relevant stakeholders. When the policy was first written, the children discussed the policy and feedback to the School Council who then reviewed and made alterations to the policy. A working party of parents/carers reviewed the policy and all members of the community were asked for their views. All of the feedback was included in the formation of this policy. If significant changes are made to this policy in the future, then it will be sent out to the school community for a consultation.

Link Governor

The Chair of Governors is the link governor for anti-bullying and this is shared with all members of the community via our newsletter.

Procedures and Dealing with Incidents

a) Role of pupil being bullied

Nobody has the right to make you feel unhappy. If someone is bullying you, it is important to remember that it is not your fault and there are people who can help you.

Below are some strategies that pupils in our school have suggested to help you if you are being bullied:

- Try not to let the bully know that they are making you feel upset.
- Try to ignore them.

- Be assertive – stand up to them, look at them directly in the eye, tell them to stop and mean it.
- Say 'No'.
- Practise confronting the bully in front of a mirror.
- Stay in a group, bullies usually pick on individuals.
- Be brave.
- Get away as quickly as you can.
- Change a routine or route and walk with others.
- Tell someone you can trust – it can be a teacher, member of staff at school, a parent, a friend, a brother, a sister or a relative.
- Believe what the bully says is not true.
- Ask them why they are bullying you.
- If you are scared, ask a friend to go with you when you tell someone.
- If you don't feel you can talk to someone about it, use the Feelings Monster (KS1) or the 'I Wish My Teacher Knew...' Box (KS2)
- When you tell an adult about the bullying give them as many facts as you can (What? Who? Where? When? Why? How?).
- Keep a diary of what's been happening and refer to it when you tell someone.
- Keep on speaking out until someone listens and helps you.
- Never be afraid to do something about it and quick.
- Don't suffer in silence.
- Don't blame yourself for what is happening.
- Call a helpline.

b) Role of a pupil who sees someone being bullied

Ignoring bullying is unfair to the victim. Staying silent means the bully has won and gives them more power. There are ways you can help without putting yourself in danger.

Below are some strategies that pupils in our school have suggested to help you if you see someone being bullied:

- Don't smile or laugh at the situation.
- Don't rush over and take on the bully yourself.
- Don't be made to join in.
- Ask the victim to play with you.
- If safe to do so, encourage the bully to stop bullying.
- If you can, let the bully know you do not like his or her behaviour.
- Shout for help.
- Let the victim(s) know that you are going to get help.
- Tell a member of staff as soon as you can.
- Try and befriend the person being bullied.
- Encourage the person to talk to someone and get help.
- Ask someone you trust about what to do.
- If you don't feel you can talk to someone about it use the worry box.
- Call a helpline for some advice.

c) Guidance for parents/carers

If your child has been bullied:

- Calmly talk with your child about his/her experiences.

- Make a note of what your child says including who was involved, how often the bullying has occurred, where it happened and what happened.
- Reassure your child that they have done the right thing to tell you about the bullying.
- Explain to your child that should any further incidents occur, they should report them to a teacher immediately.
- Make an appointment to see your child's teacher.
- Explain to the teacher the problems your child is experiencing.

When talking with teachers about bullying:

- Try to stay calm and bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident.
- Be as specific as possible about what your child says has happened, give dates, places and names of other children involved.
- Discuss what action the school intends to take.
- Ask if there is anything you can do to help your child or the school.
- Stay in touch with the school and let them know if things improve as well as if problems continue.

If your child is bullying others:

- Talk with your child and explain that what they are doing is unacceptable and makes other children unhappy.
- Discourage other members of your family from bullying behaviour or from using aggression or force to get what they want.
- Show your child how they can join in with other children without bullying.
- Make an appointment to see your child's teacher and explain the problems your child is experiencing as well as discussing how you can work together to stop them bullying others.
- Regularly check with your child how things are going at school.
- Give your child lots of praise and encouragement when they are co-operative or kind to other people.
- Information about cyber-bullying and e-safety is sent out to parents/carers at least once a year.

d) Role of staff

Staff should:

- Watch for signs of distress in pupils. Any concerns should be discussed with the class teacher, key stage co-ordinators, Deputy Head of School or the Headteachers.
- Investigate any allegations of bullying. A full record of all incidents should be kept.
- Respond to the victim, offer them help and put the school's Behaviour Policy into operation.
- Make it clear to both the bully and their parents/carers that this kind of behaviour is not accepted at our school.
- Use all pupils as a positive resource in the stopping of bullying. Peer groups will often be willing to help and support victims once recognized by a teacher.

The following steps should be followed in recording incidents of bullying and should act as a means to conveying to everyone how seriously the school regards bullying behaviour.

- The bullied pupil should record the events in writing with dates.

- The bully should record the events in writing with dates.
- The teacher should record their discussions with both parties.
- The parents/carers of the pupils should be contacted and a meeting arranged to discuss the incident.
- All written records of the incident should be kept in the Headteacher's office using the 'School Bullying Incident Form' (see appendix 1) and on Safeguard.
- The teacher or Headteachers should use the Behaviour Policy when dealing with the bully.
- Any bullying that includes racist elements will be logged using the school's Single Equalities Scheme.
- Any bullying incident that includes homophobic elements will be logged using the school's Single Equalities Scheme.

Links with other school policies and practices

This policy links with a number of other school policies, practices and action plans including:

- Complaints Policy
- PSHE and Citizenship Policy
- Behaviour Policy
- Acceptable Use Policy

Monitoring & review, policy into practice

We will review this policy at least once every three years as well as if incidents occur that suggest the need for review. The school uses the guidance by the DfE and the Bullying Intervention Group to inform its action planning to prevent and tackle bullying.

Responsibilities

This policy only works if it ensures that the whole school community understands that bullying is not tolerated and understands the steps that will be taken to both prevent and respond to bullying.

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy. Governors also monitor records of bullying.
- Governors, the Headteachers, Senior Leaders, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly.
- The Headteachers to communicate the policy to the school community.
- Pupils to abide by the policy.

Success Criteria

- The school's behaviour policy and its procedures are used by the Heads of School to monitor the number of bullying incidents.
- School Council representatives report that pupils across the school are happy with the way teachers and senior staff are managing bullying incidents.
- That the results of staff and parent questionnaires do not highlight discipline in the school as a problem.

Equal Opportunities

When first writing and reviewing this policy, staff completed an Equality and Diversity Impact Assessment in order to ensure it complied with equality obligations outlined in anti-discrimination legislation. We believe the policy positively reflects the aims and ambitions identified in Corsham Primary's Single Equality Scheme.

UNICEF

Corsham Primary is a UNICEF *Rights Respecting School* which promotes the Convention of the Rights of the Child. This policy underpins:

Article 2 of the convention:

No Discrimination: All children have all these rights, no matter who they are, where they live, what language they speak, what their religion is, what they think, what they look like, if they are a boy or girl, if they have a disability, if they are rich or poor, and no matter who their parents/carers or families are or what their parents/carers or families believe or do. No child should be treated unfairly for any reason.

Article 8 of the convention:

Identity: Children have the right to their own identity – an official record of who they are which includes their name, nationality and family relations. No one should take this away from them, but if this happens, governments must help children to quickly get their identity back.

Article 19 of the convention:

Protection from Violence: Governments must protect children from violence, abuse and being neglected by anyone who looks after them.

Article 29 of the convention:

Aims of Education: Education shall aim at developing the child's personality, talents and mental and physical abilities to the fullest extent. Education shall prepare the child for an active adult life in a free society and shall foster in the child respect for his or her parents/carers, for his or her cultural identity, language and values and for the cultural background and values of others.

Sources of further information, support and help:

There is a vast amount of information and guidance available about bullying that can provide a wide range of support and help. The following list is just a small selection of the support available that teachers, parents/carers and children have found useful.

Name of Organisation	Tel No.	Website
Act Against Bullying	Not available	www.actagainstbullying.com
Advisory Centre for Education (ACE)	0808 800 5793	www.ace-ed.org.uk
Anti-Bullying Alliance (ABA)	No available	www.anti-bullyingalliance.org.uk

Bullying UK	Not available	www.bullying.co.uk
Childline	0800 1111 Helpline for children open 24 hours a day	www.childline.org.uk
Kidscape	020 7730 3300 (General enquiry numbers)	www.kidscape.org.uk
NSPCC	0808 800 5000	www.nspcc.org.uk
Parentline Plus	0808 800 2222	www.parentlineplus.org.uk
Think U Know Website: KS1 – Hector’s World: KS2 – Cyber Café:		http://www.thinkuknow.co.uk/5_7/hectorsworld/ http://www.thinkuknow.co.uk/8_10/cybercafe/

Corsham Primary School
Bullying Incident Form

Name of Victim: Name of Perpetrator:

Date of Incident: Time of Incident:

Ethnic Origin of Victim: Ethnic Origin of Perpetrator:

Indicate type of incident – please tick

Name calling	<input type="checkbox"/>	Teasing	<input type="checkbox"/>	Physical Abuse	<input type="checkbox"/>
Having personal possessions taken	<input type="checkbox"/>	Cyber bullying	<input type="checkbox"/>	Being forced to hand over money	<input type="checkbox"/>
Being forced into something against their will	<input type="checkbox"/>	Being ignored or left out	<input type="checkbox"/>	Other (please specify)	<input type="checkbox"/>

If you feel the bullying incident was in any way motivated by any of the following, please indicate with a tick.

- Appearance
 - Disability
 - Gender
 - Race/ethnic origin
- Please complete Racial Incident form

- Religion
 - Sexuality
- Please complete Homophobic Bullying form

Brief description of incident

Action taken

Please tick if the incident led to perpetrator being excluded

Have you had contact with the victim's parent/guardian? Yes/No
 Have you had contact with the perpetrator's parent/guardian? Yes/No
 Have you reported this incident to any other agencies? Yes/No

If 'Yes' which agencies?

Signed:

Designation:

Please return to the Headteacher