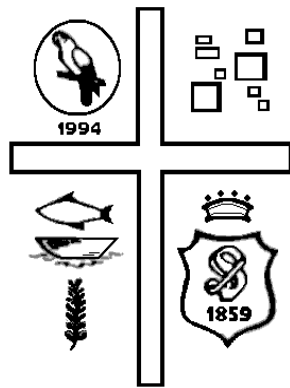


# The Curzon Church of England Primary School



## Anti-Bullying Policy 2026

**January 2026- New Policy adapted**

**Review January 2029**

Our Vision  
'Aspire Believe Care'  
"Let your light shine" Matthew 5:16

At The Curzon Church of England Primary School, we ASPIRE to be the best we can be and reach our full potential. We BELIEVE in our abilities to learn and flourish together. We CARE for one another as the Curzon family. Our vision is underpinned by our school's core values of, Friendship, Forgiveness, Perseverance, Respect, Truthfulness and Compassion. Individuals flourish in a school which is a safe, respectful and welcoming Christian community.

### **Principles and values**

As a school we take bullying seriously. Pupils and parents/carers should be assured that they will be supported when bullying is reported. Bullying will not be tolerated and will be dealt with, with severe consequences. The school will seek ways to encounter the effects of any bullying that may occur within the school or in the local community. Our school has high expectations of outstanding behaviour and we will challenge any behaviour that falls below this.

### **Objectives of this policy**

All teaching and non-teaching staff, pupils, parents and governors:

- Should have an understanding of what bullying is;
- Should know what the school policy is on bullying and follow it consistently when bullying is reported;
- Should assist in creating an ethos of respect and support for all;
- Should feel safe while at school because all members of the school community are responsible for combating bullying.

Many of us have encountered bullying at some point in our lives, but we all deal with it differently. The aim of this policy is to work together to ensure that the school is a safe place for children and adults to be.

### **What is bullying?**

Bullying is behaviour by an individual or group, usually repeated over time, that hurts another individual or group either physically or emotionally. Bullying can be short term or take place over long periods of time.

## **Bullying can be:**

<b>Emotional / Indirect</b>	spreading hurtful rumours, socially excluding people, sometimes through silent bullying, from groups and activities to hurt and lower their self esteem
<b>Physical</b>	kicking, hitting, pushing, fighting, taking or damaging belongings, stealing money with threats
<b>Racial</b>	Racial taunts, graffiti, gestures
<b>Sexual</b>	Unwanted physical contact or sexually abusive comments
<b>Homophobic</b>	Because of, or focusing on the issue of sexuality
<b>Verbal</b>	name-calling, taunting, mocking, making offensive comments, gossiping, mimicking, spreading hurtful and untruthful rumours
<b>Cyber</b>	sending inappropriate text messaging and email through websites; abuse via social networking sites, chat rooms and Instant Messenger; sending offensive or degrading images by phone or via the internet, and bullying via online gaming

Bullying can take place in the classroom, playground, corridors, toilets, on the journey to school, on residential trips and in cyberspace.

Staff must remain vigilant about bullying and approach it in the same way as any other category of Child Abuse; that is, do not wait to be told before you raise concerns or deal directly with the matter. Some children may not be aware that they are being bullied.

Staff should be able to identify children who may be vulnerable and who could fall victim to bullying as well as those who may be likely to demonstrate bullying behaviour.

## **Why is it important to respond to bullying?**

Bullying hurts. No one deserves to be on the receiving end of bullying. Bullying has the potential to damage a person and everybody has a right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

## **Signs and symptoms of bullying**

Children may indicate by signs or behaviour that they are being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Is frightened of walking to or from school;
- doesn't want to go to school;
  - changes their usual routine;
  - begins to truant;

- becomes withdrawn, anxious or lacking in confidence;
- self-harms;
- cries themselves to sleep at night or has nightmares;
- feels ill in the morning;
- begins to do poorly in school work;
- has possessions which are damaged or “go missing”;
- asks for money or starts stealing money;
- has unexplained cuts or bruises;
- becomes aggressive, disruptive or unreasonable;
- is bullying other children or siblings;
- stops eating;
- is frightened to say what’s wrong;
- is afraid of using digital technologies such as mobile phones, tablets, email;
- avoids eye contact;
- changes their attitude to people at home; • gives improbable excuses for any of the above.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and investigated.

### **Procedures for dealing with bullying**

All known / reported incidences of bullying will be investigated by the class teacher or by a senior member of staff following the procedure detailed on the Anti-Bullying Immediate Response Chart – Appendix 1, and recorded on the Anti-Bullying Report Form 1 and Anti-Bullying Report Form 2 (for confirmed cases).

Found on the Derbyshire Net for Learning or located on the staff server (behaviour Folder).

### **Prevention**

At The Curzon C of E Primary School Primary School we use a variety of methods to help children think about or recognise bullying and therefore ways to prevent bullying. These include:

- Class and school worship;
- An anti-bullying worship at the beginning of each new term
- Personal, Social, Health Education lessons;
- Spiritual, Moral, Social, Cultural provision;
- Whole school worship themes;
- Anti-bullying Week participation;
- Staff training;
- Playtime Buddies / Mini Leaders

Children are also consulted through school questionnaires and School Council meetings.

The ethos and working philosophy of The Curzon C of E Primary School means that all staff will actively encourage children to have respect for each other and for other people's property. Good, kind and polite behaviour is regularly acknowledged and rewarded.

Staff will regularly discuss bullying and this informs children that we are serious about dealing with bullying and leads to open conversations and increased confidence in children to want to discuss bullying.

Staff must be vigilant regarding groups of friends together and will reinforce positive expectations of behaviour as part of daily practice in school. Children need to be supported in understanding that they can have other friends as well as special friends and that they must be respectful of everyone else's feelings.

### **Involving children**

As a school community we will encourage our children to think about positive relationships and how we interact and relate with others through:

- Writing a set of school or class expectations;
- Writing stories, poems, raps or posters about bullying;
- Reading stories about bullying or having them read to a class or assembly;
- Making up role-plays about what to do if bullying occurs;
- Having discussions about bullying and why it matters that bullies are dealt with quickly.
- Working with the NSPCC and other relevant agencies as appropriate including Online Safety Workshops for children in years 5 and 6.

### **What should children do if they are being bullied?**

If a child feels that they are being bullied there are several procedures that they are encouraged to follow:

- Tell a teacher or adult, who they feel they can trust and if it happens again, tell someone again;
- When they talk to an adult be clear about what has happened – when, what, where, how often and who was involved;
- Tell a parent or adult at home who they feel they can trust;
- Discuss it as part of PSHE time in school.

## Recording of bullying incidents

It is a legal requirement for schools to record all incidents of bullying. To meet this requirement we keep a record of bullying incidents and report this to governors.

- When an incident of bullying has taken place, staff must record it on the Online Myconcern system. All Teachers and Teaching Assistants can record an incident on this system.
- An email will be sent by the Class Teacher or Teaching Assistant to Headteacher OR Assistant Headteacher be logged and dealt with further, where appropriate. Further Anti-Bullying Report Forms should be completed by the class teacher or SLT.
- In the case of racist bullying, this will be reported directly to the class teacher and Headteacher to be dealt with. This will be forwarded to the Local Authority.
- Bullying incidents will be discussed with all the relevant staff and parents of the children involved, in order that everyone can be vigilant and that bullying can be prevented from happening in the future.
- Incidents of bullying will be raised with the Governing Body through the Headteacher's reports.

## Advice to parents

- Listen to your children if they raise a concern about being bullied at school.
- Advise your child to tell a trusted adult in school or contact the class teacher yourself to share what you have learnt.
- The bullying behaviour will be investigated.
- The Class Teacher or a member of SLT will make contact with all parents of the children involved to inform them of what the school is doing to resolve the bullying concern.

Please DO NOT take action by yourself by:

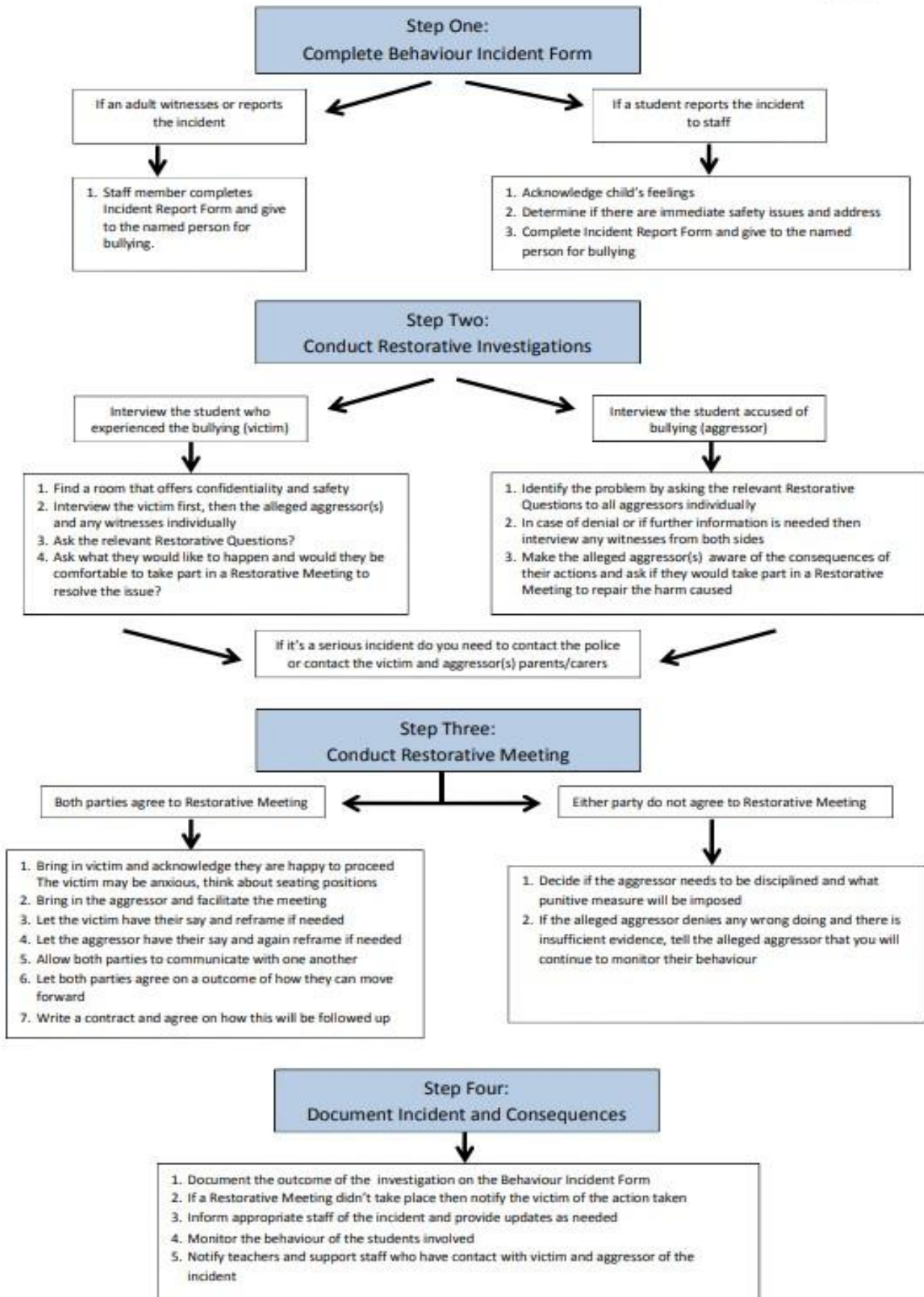
1. Attempting to sort the concern out yourself by speaking to the child who you think may be the bully or by speaking to their parents.
2. Encourage your child to be a 'bully' back.

Both of these will only make the problem much harder to solve.

Further Support can be found on the Derbyshire Schools Net

<https://schoolsnet.derbyshire.gov.uk/keeping-children-safe-in-education/anti-bullying/bullyingbehaviour.aspx>

This policy is to be read in conjunction with the The Curzon C of E Primary School Behaviour Policy, Online Safety Policy and Inclusion Policy.



# Bullying Assessment

## Interview everyone involved in the incident

Use Restorative Practice to interview all involved. Speak with them individually and use restorative questions... What happened? What were you thinking at the time? What have you thought about since the incident? What impact has this incident had on you and others? What do you think needs to happen to make things right?

### Was this possibly a crime?

Was there physical contact or injury, use of a weapon, serious threat of injury or damage to property? \*remember we try not to criminalise young people while at school if it can be avoided.

YES

### Contact the police

Let them investigate and decide if a crime was committed.

### Notify the parents

Let the parents of the injured child know that you have contacted the police.

### Was there aggression?

Physical aggression such as hitting, shoving or threatening injury; verbal aggression such as teasing or name-calling; social aggression such as spreading rumours and shunning.

NO

### Not Bullying

Consider another infraction

### Was there dominance?

Was the aggressor stronger or dominant over the other? Was one side outnumbered?

NO

### Not Bullying

Could be a fight or some other infraction

### Was there persistence?

Was there more than one incident or did the aggressor fail to stop when asked?

NO

### Not Bullying

Consider another infraction. It would be bullying if the behaviour continued

## Respond to the bullying.

1. Conduct a restorative conference to repair the harm caused.
2. Educate any bystanders about bullying.
3. Put together a strategy to get the aggressor the support they need.
4. Monitor the relationship and follow up to make sure the bullying doesn't continue.
5. If the bullying continues implement punitive measures.

# Behaviour Incident Form

**Aggressor Name(s):**

**Target Name(s):**

**Date:**

**Person Completing Form:**

**Type:**

Non-Prejudice - Emotional	
Non-Prejudice - Physical	
Non-Prejudice - Sexual	
Prejudice - Age	
Prejudice - Disability	
Prejudice - Gender Re-assignment	
Prejudice - Marital Status/Civil Partnership	
Prejudice - Pregnancy	
Prejudice - Race	
Prejudice - Religion/Belief/Non Belief	
Prejudice - Sex or Gender	
Prejudice - Sexual Orientation	

**Against an Adult (Y or N):**

**Form of Bullying:**

Actual Physical Assault	
Comment general	
Cyber - text, email, social networking	
Damaging, Hiding or Stealing Property	
Displaying Badges, Slogans or Propaganda	
Excluding from Group	
Extortion	
Graffiti	
Indirect (ignoring)	
Name Calling or Similar	
Physical Contact	

**Session (Time):**

After School	
Before School	
Breaktime	
During Lessons	
Lunchtime	

**Who Reported:**

Parent/Carer	
Pupil at the receiving end	
Witness - Pupil(s)	
Witness - Teacher or other adult	

**How Reported:**

Correspondence	
Email	
In Person	
Telephone	

**Location:**

Classroom	
Corridor	
Dining Room	
On Bus to/from School	
Outside School	

PE Changing Rooms	
Playing Fields	
School Grounds or Playground	
Toilets	
Walking to/from School	

**DSL/HT Intervention**

**Outcome:**

**Action Taken:**

Fixed Term Exclusion	
Group Work	
Individual Work	
Internal Sanction	
No Further Action Required	
Parent/Carer Aggressor Contacted	
Parent/Carer Target Contacted	
Permanent Exclusion	
Restorative Meeting	

Resolved - Bullying	
Resolved - Not Bullying	
Resolved - Prejudice	
Resolved - Not Prejudice	
Resolved - Aggressor Withdrawn	
Resolved - Target Withdrawn	
Unresolved - Bullying	
Unresolved - Prejudice	
Unresolved - Aggressor Withdrawn	
Unresolved - Target Withdrawn	
LA Involvement	
Progressed to Other Agency	
Police Involvement	
Section 47 (Child Protection)	

**Incident Number**

**Staff Member & Role Responsible for outcome:**

**Date:**  /  /

