Anti-bullying Policy 2026/27

Captain Cook Primary School

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Policy prepared by (name and designation)	Mrs V. Emms (Head of School)
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Individual school name	Captain Cook Primary School

Aims of the Policy

We aim as a school to provide a safe and secure environment where all can learn without anxiety, in an atmosphere of mutual respect and where caring attitudes and thoughtfulness are encouraged.

This policy aims to provide a consistent school response to incidents of bullying and make clear that it is unacceptable in any form. It should be read in conjunction with our behaviour policy.

The Role of Senior Leaders

It is the responsibility of the Senior Leadership team to implement the school anti- bullying policy and ensure all staff are aware of it. They report upon its effectiveness to the governing body.
The Senior Leadership team ensures that all children know that bullying in all its forms is wrong and unacceptable in school.
The Senior Leadership team ensure that staff receive adequate training. They establish the climate where bullying is less likely to occur and individuals are respected.

The Role of the Teacher

Teachers are required to record any aspect of bullying which they witness or have reported to them. They deal with it according to the school policy and refer the matter to a member of the Senior Leadership team if it is serious and/or persistent.
Teachers address incidents with individuals, groups and whole classes through PSHE lessons and informal classroom discussions.
Teachers may invite parents to discuss incidents if and when appropriate.
Teachers support the targets of bullying and try to raise their self-esteem. They create an atmosphere of trust and respect within the classroom environment and try to build empathy and develop emotional and social competences. The school operates additional peer mediation systems for friendship issues.

The Role of Parents

Parents who are concerned that their child may be being bullied should contact the class teacher in the first instance.
Parents have a responsibility to support the school's anti-bullying policy and to encourage their child to be a positive member of the school.

What is Bullying?

At Captain Cook Primary School we have arrived at the following definition of 'bullying.'
We have done this through considering the opinions of researchers in the field of education, other schools and consulting our own staff and students.
A person is bullied when he or she is exposed regularly and over time to negative actions on the part of one or more persons.
Olweus 1987

Our definition –Bullying is deliberate and sustained actions designed to cause physical or emotional harm.

Bullying is deliberately hurtful behaviour, often repeated over a period of time. The three main types are:

- Physical (hitting, kicking, theft)
- Verbal (name calling, racist remarks, threats)
- Indirect (spreading rumours, excluding or ignoring someone, sending unpleasant text messages or emails)

Racial Bullying: refers to a range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, community, national origin or national status.

Religion and Belief: refers to someone being verbally or physically abusive because they follow a particular religion or faith

Bullying based on Special Educational Needs and Disabilities: when someone is being verbally, physically or emotionally bullied because of their learning difficulties or disabilities.

Sexist, sexual or Trans-phobic Bullying: refers to bullying when someone (or group), usually repeatedly, harms another person or intentionally makes them unhappy because of their sex or because they may not be perceived to conform to gender norms. The root cause of these forms of bullying is gender inequality. Sexist this bullying is based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender. Sexual-this includes physical, verbal or non-verbal/psychological bullying behaviour e.g. Suggestive sexual comments or innuendo, including offensive comments about sexual reputation; or sexual language that is designed to subordinate, humiliate or intimidate. Trans phobic-bullying behaviour towards someone who is transgender. 'Transgender' is an umbrella term that describes someone whose sense of gender or gender identity is seen as being different to the typical gender norms.

Social/Emotional/Psychological Bullying: when someone is intimidated by another person or group of people; when someone is continually left out of games, deliberately ignored and has bad things spread about them, making them feel like an outsider.

Verbal Bullying: when someone is called names, through teasing, taunting or making offensive remarks. Verbal bullying can also include threatening language or comments. This can also include excluding someone from a group, rumours, dirty looks, whispering and graffiti. Offensive language and 'banter' must not go unchallenged either.

Physical Bullying: when someone is hit, punched, pushed, threatened or has their personal items stolen. It can also include any other kind of physical/aggressive contact.

Cyber Bullying

Mobile, Internet and wireless technologies have increased the pace of communication and brought benefits to users worldwide. But their popularity provides increasing opportunities for misuse through 'cyberbullying'. It's crucial that children and young people, who are particularly skilful at adapting to new technology, use their mobiles and the Internet safely and positively, and that they are aware of the consequences of misuse. School staff, parents and pupils of Captain Cook Primary School have to be constantly vigilant and work together to prevent this form of bullying and tackle it wherever it appears.

What is cyberbullying?

- **Text message bullying** involves sending unwelcome texts that are threatening or cause discomfort.
- **Picture/video-clip bullying via mobile phone cameras** is used to make the person being bullied feel threatened or embarrassed, with images usually sent to other people.
- **Phone call bullying via mobile phone** uses silent calls or abusive messages. Sometimes the bullied person's phone is stolen and used to harass others, who then think the phone owner is responsible. As with all mobile phone bullying, the perpetrators often disguise their numbers, sometimes using someone else's phone to avoid being identified.
- **Email bullying** uses email to send bullying or threatening messages, often using a pseudonym for anonymity or using someone else's name to pin the blame on them.
- **Chat room bullying** involves sending menacing or upsetting responses to children or young people when they are in a web-based chat room.
- **Bullying through instant messaging (IM)** is an Internet-based form of bullying where children and young people are sent unpleasant messages as they conduct real-time conversations online.
- **Bullying via websites/social media/gaming** includes the use of defamatory blogs (web logs), personal websites and online personal polling sites. There has also been a significant increase in social networking sites for young people, which can provide new opportunities for cyberbullying.

School staff, parents and pupils of Captain Cook Primary School need to work together to prevent this and to tackle it whenever it occurs.

The School has a duty to ensure that:

- teachers have sufficient knowledge to deal with cyber bullying in school
- the curriculum teaches pupils about the importance of E-Safety which includes understanding the risks of new communications technologies, the consequences of their misuse, and how to use them safely

- all e-communications used on the school site or as part of school activities off-site are monitored
- Internet blocking technologies are continually updated and harmful sites blocked
- they work with pupils and parents to make sure new communications technologies are used safely, taking account of local and national guidance and good practice
- security systems are in place to prevent images and information about pupils and staff being accessed improperly from outside school

Staff:
Have responsibilities in:

- teaching children safe Internet etiquette
- applying school policy in monitoring electronic messages and images
- giving pupils key guidance on:
    - personal privacy rights
    - material posted on any electronic platform
    - photographic images
- taking action if a pupil is being cyber bullied or is bullying someone else
- teaching pupils the value of e-communications and the risks and consequences of improper use, including the legal implications

Parents of Captain Cook Primary School are encouraged to share these guidelines:

- Don't wait for something to happen before acting. Make sure children understand how to use these technologies safely and know about the risks and consequences of misusing them.
- Make sure children know what to do if they or someone they know are being cyber bullied.
- Encourage children to talk to adults if they have any problems with cyber bullying.
- Parental control software can limit who your child sends emails to and who he or she receives them from. It can also block access to some chat rooms.
- Moderated chat rooms are supervised by trained adults. Your Internet service provider will tell you whether they provide moderated chat services.
- Visit www.nch.org.uk for more information on Internet safety.
- Remember that in most cases social media sites require children to be aged 13+ before having an online account.

Building Positive Relationships

We aim to provide a supportive and caring environment in which pupils can learn without fear of being bullied. Bullying is destructive to the victim and the bully. It undermines the school community and will not be tolerated.
Our PSHE curriculum is an important aspect of our strategy to promote good values and prevent bullying and other forms of anti-social behaviour. Through this, pupils are taught how to explore both positive and negative aspects of relationships. In school we build positive relationships and deter bullying through our curriculum, circle time, assemblies, peer mediation and discussing individual incidents arising in class. By continuing to raise children's self esteem and polite assertiveness we hope to increase each child's self-confidence in dealing with occasional incidents. We encourage children to seek help if this is unsuccessful, by **telling** someone.

Early Strategies and Advice

Initially children are advised to ignore name calling, not to react but to walk away, look confident and perhaps to seek support from a friend. If this is not sufficient they should report their worries to an adult in school. Informing in this way is not telling tales to get someone into trouble but helping to keep someone safe. We believe bullying is situationally specific and not normally a personality defect of a particular character. Most people can become a bully in certain circumstances and most can become a target or victim too.
As a school we have agreed upon the following key principals;

We will not ignore suspected or alleged bullying.

We will not make assumptions of who is to blame.

We will listen carefully to all accounts- several pupils saying the same thing does not mean it is the truth.

We will adopt a problem solving approach (the priority being to solve the problem -alleviate the bullying- not apportion blame).

We will follow up any action/response to see if all is well.

Prevention

- An agreed set of behaviour rules in school that support the prevention of bullying (See Behaviour Policy for full details).
- Children are encouraged to comply with these rules as they are embedded into our rewards and behaviour sanctions.
- Weekly monitoring of children's behaviour in relation to these rules is monitored by our Behaviour assistant; action is promptly taken to ensure that any further instances of poor behaviour are prevented.
- School makes a theme of 'Anti-Bullying Week' through whole school assemblies, whole school projects and class work;

- Lunchtimes are carefully supervised and structured to ensure that children enjoy their free time. A member of our behaviour and welfare team is outside at both ends of the school to deal with any issues.
- During lunchtimes a member of the senior leadership team is on duty each day and are present in the dining hall; they can be contacted via radio should their assistance be required.
- Our pupils are given the opportunity to put forward their views in a range of different ways in during class and school council times; we also conduct an annual survey for pupils to give us their opinions on all aspects of school life.
- Our SLT members as well as our inclusion team meet for a 'Vulnerable Pupils' check-in. During this meeting any welfare concerns (past or present) about children are discussed and reviewed.

Implementing the Policy

Should incidents of bullying arise despite this, the following protocol applies;

- The teacher to whom the incident is reported will record it on CPOMs as a potential bullying allegation. The Head Teacher will decide whether she/he or the class teacher can deal with the incident. (This will depend upon whether other related incidents have been logged). He/she will provide the opportunity for the victim to discuss their experience.

- At the earliest opportunity he/she will work through the 'Support Group Approach' process outlined below.

If this 'one off' response is not successful then the matter will be referred to a member of the senior leadership team who will become the adult mediator. He/she will follow behaviour steps and WARM restorative approach.

Involving Parents

Sometimes incidents come to our attention through parents in which case they are kept informed of actions and progress.

When school instigates the proceedings parents are informed if/when internal measures are not succeeding or where the incident is very serious.

The parents of children who are alleged to be bullies may be invited to discuss this if progress is not satisfactory ie bullying does not cease. A programme of action can then be agreed and set in motion, in which home and school work in partnership to support the necessary change in behaviour. External agencies may be consulted and involved if this is appropriate.

If a parent is not satisfied that school have dealt with an incident of bullying effectively, then they can contact the Chair of Governors to discuss the matter further.

Disciplinary Measures

In extreme cases when the situation has not been resolved through the above measures the following steps may be taken;

- Exclusion from certain areas at particular times eg. play times
- Exclusion from the school site at certain times eg parents to collect for the duration of lunchtime

- Fixed term exclusion
- Permanent exclusion

Monitoring, Evaluation and Review

Children are consulted at intervals through an annual pupil survey. This forms part of our review. It is the day to day responsibility of the Head Teacher to monitor the anti-bullying policy and the governors to review it regularly.

The school will review this policy every two years or in the light of new DfE guidance to assess its effectiveness.

The Anti-Bully Policy should be read in conjunction with the school's behaviour, PSHCE & E Safety Policies.