



Policy for Anti-Bullying

**Adopted : Oct 2025
Review : Oct 2026**



At Crossdale Primary School we aim to provide a supportive, caring and safe environment in which all pupils can learn in an atmosphere focused on improving life chances and helping them to reach their potential. We expect pupils to act safely, and to feel safe, in and outside school. Bullying of any kind is unacceptable. If bullying does occur, pupils, parents/carers and staff should feel confident to report it and know that it will be dealt with promptly and effectively.

At Crossdale we encourage open discussions around differences between people, we actively challenge prejudice, and we celebrate diversity. We adopt a contextual-safeguarding, trauma-informed and strengths-based approach to bullying and child-on-child abuse, and we are committed to working with families and outside agencies where appropriate.

This policy reflects: Keeping Children Safe in Education (2025), Preventing and Tackling Bullying (2017), Behaviour in Schools (2024), Searching, Screening and Confiscation (2023), DfE Filtering and Monitoring Standards, the Equality Act 2010, and Nottinghamshire Safeguarding Children Partnership and Family Hub procedures.

Policy Development

This policy was formulated in consultation with staff, governors, parents/carers and pupils (e.g. Anti-Bullying Week activities and pupil surveys). It is reviewed annually and updated earlier if national or local guidance changes.

Policy Availability

The policy is published on the school website. A paper copy is available on request from the school office.

Roles and Responsibilities

All staff at our school are aware that children may bully other children, and that this can happen both inside and outside school, and online. All staff understand the school's Anti-Bullying strategy and approach, and know the important role they each play in preventing and tackling bullying.

The Executive Headteacher – has overall responsibility for this policy and its implementation, liaising with the Governing Body, parents/carers, the Local Authority and relevant outside agencies. The Executive Headteacher appoints an Anti-Bullying Coordinator, who has day-to-day responsibility for ensuring the effective implementation of this policy.

Designated Safeguarding Lead (DSL): Peter Cresswell

Deputy Designated Safeguarding Leads (DDSLs): Sam Seedhouse

Safeguarding is the responsibility of all staff. However, everyone in our community — staff, parents/carers and pupils — must know who to report concerns to and how to report them.

The Anti-Bullying Coordinator for our school is Sam Seedhouse (Head of School). She leads the day-to-day coordination of this policy and ensures that practice remains consistent across the school.

Core responsibilities

- 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 future policy review.
- Managing bullying incidents.
- Managing the reporting and recording of bullying incidents (via CPOMS).
- Assessing and coordinating training and support for staff and parents/carers where appropriate.
- Coordinating strategies for preventing bullying behaviour.

The nominated Governor with responsibility for Safeguarding and Anti-Bullying is Helen Holmes. She meets termly with the Headteacher or Anti-Bullying Coordinator to review data, policy effectiveness and emerging issues.

What is bullying and how does it differ from relational conflict?

We have adopted the definition of bullying provided by the Anti-Bullying Alliance (ABA):

“Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal, or psychological. It can happen face to face or online.”

We recognise that bullying can take many forms and can affect any child. It is often motivated by prejudice against particular groups — for example, on the grounds of race or ethnicity, religion or belief, gender identity, sex, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care, or has caring responsibilities. Bullying can be motivated by actual differences or by perceived differences between children.

At the same time, we acknowledge that some incidents between pupils may not meet the definition of bullying but still require adult support or intervention. These are often described as relational conflicts or falling out.

Relational conflict differs from bullying in that:

- it usually occurs between pupils or groups with a balance of power and status;
- the behaviour or incident is occasional or accidental, not repeated or deliberate; and
- pupils typically show remorse and a willingness to repair the relationship.

Not all relational conflict leads to bullying. However, our staff are mindful that unresolved conflict or lingering negative feelings can develop into bullying if left unaddressed. For this reason, we monitor and support pupils after any conflict to ensure it is properly resolved.

Although bullying and relational conflict can occur between individuals, they often happen in front of others — whether in person or online. Pupils who witness such behaviour are known as bystanders, and we help them understand how to respond safely and responsibly.

Whether an incident is considered bullying or relational conflict, our school will:

- take it seriously;
- listen to everyone involved;
- support pupils to repair relationships and rebuild trust; and
- monitor carefully to ensure that the situation is resolved and does not escalate.

We will always challenge, address and monitor any incidents of bullying to ensure they do not continue, and that all pupils — including the target, the alleged perpetrator, any bystanders and the wider school community — feel supported, safe and respected.

What does bullying behaviour look like?

At Crossdale we consider the context within which any incident or behaviour of concern occurs. We take into account the motivations behind the behaviour and the age and stage of development of the pupils involved. Our primary focus is always the safety and welfare of all children affected.

Bullying behaviour may include, but is not limited to:

- Physical – pushing, poking, kicking, hitting, biting, pinching or other physical harm.
- Verbal – name-calling, sarcasm, spreading rumours, threats, teasing or belittling.
- Emotional – isolating others, tormenting, hiding belongings, making threatening gestures, ridicule, humiliation, intimidation, exclusion, manipulation or coercion.

- Sexual – unwanted physical contact, inappropriate touching, abusive comments or exposure to sexualised content.
- Online / Cyber – posting on social media, sharing images or personal information, sending unkind messages, or deliberately excluding others online.
- Indirect – exploiting others through ‘false friendships’, or involvement in criminal or sexual exploitation, or radicalisation.
- Prejudice-related – using derogatory or discriminatory language or behaviour that is racist, sexist, homophobic, biphobic, transphobic or disablist in nature. This includes language or actions directed at someone because of their sex, race, ethnicity, religion or beliefs, or because they are lesbian, gay, bisexual, trans, perceived to be, or have a family member or friend who is. Such behaviour often implies that the targeted person or group is inferior.

There is no hierarchy of bullying — all forms are taken equally seriously and dealt with appropriately.

Banter and bullying

We recognise that banter can form part of friendly interaction between pupils, but we also know that some bullying is wrongly dismissed as “just banter”. Banter can quickly escalate into harmful exchanges and bullying.

At Crossdale we define pro-social banter as *“playful, typically friendly teasing between peers where there is mutual understanding and no intent to harm.”* Prosocial banter can occur both online and offline and may include verbal, physical or digital exchanges.

Staff distinguish between banter and bullying by considering:

- the intention behind the behaviour — is it meant to amuse or to hurt?
- the content and topic — does it target a personal vulnerability or protected characteristic?
- the pattern — is it a one-off or repeated over time?

Where there is any doubt, staff challenge the behaviour, record it on CPOMS, and monitor closely.

Where does bullying take place?

At Crossdale we recognise that bullying is not confined to the school premises. It can occur on the journey to and from school, within the local community, or online (often referred to as *cyberbullying*).

We understand that harmful behaviours can spread rapidly through digital platforms, social media, or messaging groups. Because of this, staff take reports of off-site or online bullying just as seriously as those that occur within school.

We provide support and guidance to pupils, parents/carers and families who experience bullying of any kind — whether inside school, outside school or online. Where necessary, we work in partnership with outside agencies such as the Local Authority, Family Hub Network or the Police to help prevent and address bullying behaviour.

How to report bullying concerns

At Crossdale we want pupils, parents/carers, staff and visitors to feel confident in reporting any concerns about bullying and to know that these will always be taken seriously.

We are committed to supporting and safeguarding all children involved — including the target, the alleged perpetrator, any bystanders or witnesses, and the wider school community.

We have clear and accessible reporting systems for every member of our community. The effectiveness of these systems is reviewed throughout the academic year and adapted as needed to ensure that all pupils and families can raise concerns easily and safely.

Pupils, including bystanders/witnesses

All pupils are encouraged to report any concerns about bullying or bullying behaviour to a member of school staff — this can be any member of teaching or non-teaching staff, including a class teacher, teaching assistant, Headteacher, lunchtime supervisor, or member of the office team.

We talk about trusted adults regularly in class and assemblies to remind pupils who they can turn to if they are worried.

The member of staff will listen carefully, make an initial note of the concern, explain the next steps, and reassure the pupil that they will be supported. The member of staff will then make a formal record on the school's recording system (CPOMS), alerting relevant colleagues. The Designated Safeguarding Lead will be informed immediately if the report is urgent or if a pupil is considered at risk.

We understand that some pupils find it difficult to speak directly to staff, so we provide additional ways to report concerns. Each classroom has a 'worry box' where pupils can write their name and a brief note, or draw a picture, to explain their concern. Worry boxes are introduced at the start of each year and pupils are reminded of them regularly.

Even if an incident is assessed as relational conflict rather than bullying, school staff will support the pupils involved and help them to resolve the situation.

Parents/carers

We recognise that it can be distressing for parents/carers to learn that their child may be the target of bullying, has shown bullying behaviour, or has witnessed it.

If parents/carers have concerns, they should contact school staff directly — preferably their child's class teacher — by emailing contact@crossdale.notts.sch.uk or phoning 0115 974 8088 to leave a message outlining their concern. The class teacher will make an initial note and may arrange a meeting to discuss the issue in more detail. A formal record will then be made on CPOMS, and other relevant staff will be informed. The Designated Safeguarding Lead will be alerted immediately if the report is urgent or if a pupil is at risk.

We ask that parents/carers raise concerns directly with school, rather than discussing them with others in person or online. Parents should never approach another pupil about a concern.

A member of the Senior Leadership Team is available outside each morning for parents wishing to raise an issue in person.

Our school is committed to supporting pupils and families in all instances of bullying or relational conflict and will respond promptly.

While we will keep parents informed of progress and outcomes, there may be occasions when GDPR and confidentiality limit what information we can share about other pupils.

School staff

Our staff work closely with pupils and may notice changes in behaviour or attitude before receiving a formal report. If staff are concerned that a pupil may be experiencing bullying or displaying bullying behaviour, they should act immediately rather than wait to be told.

Staff must report concerns to a Designated Safeguarding Lead. The staff member receiving the report should make an initial note, then record the details on CPOMS, alerting other relevant colleagues. Urgent cases must be brought to the attention of the DSL without delay.

Visitors

All visitors are made aware of the school's Child Protection and Safeguarding procedures and are informed which staff to contact if they have any concerns.

If a visitor witnesses or is told about bullying behaviour, they should report their concern in person to the Designated Safeguarding Lead or a teacher before leaving the premises — it would not be appropriate to wait until the next day or leave a written note. The staff member receiving the report will make an initial note and record it on CPOMS, alerting relevant colleagues. The DSL will be informed immediately if a pupil is deemed to be at risk.

How our school will respond to reports of bullying

At Crossdale, all reports of bullying or concerns about bullying behaviour are taken seriously and investigated promptly. Even when an incident is assessed as *not bullying* or as a *relational conflict*, we remain committed to supporting all pupils involved and affected.

Our school keeps detailed records of all reports of bullying on our recording system (CPOMS). These records are reviewed regularly to identify patterns and inform preventative work. Trends and learning points are shared with staff through briefings and meetings to ensure everyone remains alert to ongoing issues.

Staff adopt a contextual safeguarding approach, dealing with each case on its own merits and with consideration of the individual needs of those involved.

Responses may include, but are not limited to:

- Speaking with all pupils involved in the incident — including the target, the alleged perpetrator and any witnesses or bystanders.
- Meeting with parents/carers of the target and/or alleged perpetrator to discuss concerns and agree next steps.
- Implementing appropriate sanctions in line with the school's Behaviour Policy. Sanctions are proportionate to the seriousness of the incident and send a clear message that bullying is unacceptable.
- Discussing the case with, and making referrals to, other agencies or organisations where appropriate.
- Liaising with the wider community if the bullying occurs off school premises (for example, the Police or District Council).
- Keeping in touch with the person who reported the incident — whether a pupil, parent/carer, staff member or visitor — to confirm that action has been taken. We will keep all parties updated on progress while maintaining confidentiality and complying with GDPR; this may mean that some information cannot be shared.
- Providing a range of follow-up support or interventions appropriate to the situation. This may include restorative work between the target and alleged perpetrator, solution-focused meetings, small-group sessions for pupils involved, or class and whole-school activities to rebuild relationships and reinforce expectations.
- Monitoring the impact of actions taken and reviewing or extending support where necessary.
- Liaising with the Designated Safeguarding Lead if there are safeguarding concerns. The DSL may consult or refer to the Nottinghamshire Multi-Agency Safeguarding Hub (MASH).
- Referring to the Nottinghamshire County Council "Pathways to Provision" document and completing an Early Help Assessment Form (EHAF) if appropriate.

If a parent or carer is not satisfied with the school's response, they should follow the Complaints Policy and Procedures, available on the school website or from the school office.

Strategies for preventing bullying

At Crossdale we are committed to the safety and welfare of all pupils. We promote friendly, respectful and positive relationships and actively discourage bullying of any kind.

Throughout each academic year, we review the effectiveness of our prevention strategies and adapt or extend them to address emerging themes, pupil feedback and community needs.

The strategies we use include, but are not limited to:

- An active School Council with representatives from every year group, ensuring pupil voice influences policy and practice.
- Participation in Anti-Bullying Week each November and Safer Internet Day each February.
- A robust R(S)HE curriculum delivered through *Jigsaw*, including the Anti-Racist Education Programme (AREP).
- Specific curriculum inputs on online safety and cyberbullying across all year groups.
- Regular pupil surveys and discussion opportunities to share opinions and evaluate school culture.
- Targeted initiatives and mentoring for identified individuals or groups who may be vulnerable to bullying or isolation.
- Accessible parent information and signposting via the school website and newsletters.
- Ongoing staff training and professional development for all staff, including lunchtime supervisors and support staff.
- All adults in school model the respectful behaviour expected of pupils in their interactions with others.

These approaches help ensure that positive, inclusive behaviour is explicitly taught, modelled and reinforced across the whole school community.

Breaches / Complaints

Breaches of this policy will be managed in the same way as breaches of other school policies, in accordance with the school's Behaviour Policy and any relevant disciplinary or governance procedures, as determined by the Headteacher and Governing Body.

If a parent or carer is not satisfied with the school's response or actions, they should follow the Complaints Policy and Procedures, available on the school website or on request from the school office.

Links with other policies

It may be helpful to read this Anti-Bullying Policy alongside the following school policies:

Policy	How it may link
Child-on-Child Abuse Policy (previously named <i>Peer-on-Peer Abuse</i>)	Explains how the school prevents, identifies and responds to child-on-child abuse, including sexualised bullying and exploitation.
Behaviour Policy	Sets out the rewards and sanctions for pupils and the school's approach to promoting positive behaviour.
Safeguarding and Child Protection Policy	Details child protection procedures and contextual safeguarding practices.
Online Safety / E-Safety / Acceptable Use Policies	Explain expectations for pupils' online behaviour and outline how the school addresses online bullying and cyberbullying.

Policy	How it may link
RSHE / PSHE Policy	Describes how the school teaches about relationships, friendships, respect and bullying through the curriculum.
Complaints Policy	Explains how to raise a concern or complaint if you are not satisfied with the school's response.

Monitoring and Review

This policy is reviewed and evaluated throughout the academic year to ensure that it remains effective, relevant and in line with current statutory guidance.

It is formally updated and approved annually by the Governing Body, or sooner if there are significant national or local changes in guidance.