



CUDDINGTON PRIMARY SCHOOL



ANTI-BULLYING POLICY

Approved: October 2025

Legislation/guidance referenced:

This policy is informed by the following legislation and guidance:

Education Act 1996

School Standards and Framework Act 1998

Education Act 2002

Education and Inspections Act 2006

Education Act 2011

Equality Act 2010

The Education (Independent School Standards) (England) Regulations 2014

Schools (Specification and Disposal of Articles) Regulations 2012

School Behaviour (Determination and Publicising of Measures in Academies) Regulations

Keeping Children Safe in Education

SEND Code of Practice 0 to 25

We provide a safe and inclusive learning environment where everyone is valued and encouraged to aspire to be the best that they can be, with positive relationships at the heart of our approach.

Definition of Bullying

The Anti-Bullying Alliance defines bullying as the repetitive, intentional hurting of one person or group by another person or group, where there is an imbalance of power. Bullying can be physical, verbal or psychological and can take place face to face or online.

At Cuddington Primary School, we use the shared language **STOP, Several Times On Purpose**. This supports pupils to understand that bullying is deliberate, repeated and intended to cause harm.

Principles and Aims

Bullying is not tolerated at Cuddington Primary School. Creating a safe, respectful and inclusive environment is fundamental to our culture and expectations.

Our approach is underpinned by the following principles:

- all pupils have the right to feel safe, valued and respected
- strong relationships and clear expectations prevent bullying
- all concerns are taken seriously and acted upon promptly
- responses are consistent, proportionate and focused on securing change
- leaders monitor patterns and act early to prevent escalation

We actively promote equality, inclusion and respect through all aspects of school life. Pupils are prepared to understand difference, challenge discrimination and contribute positively to modern Britain.

Forms of Bullying

Bullying may include physical harm or intimidation, damage to property, verbal abuse such as name calling or spreading rumours, psychological harm such as exclusion, and online or cyber bullying.

Bullying may be linked to prejudice, including race, religion or belief, culture, sex, sexual orientation, gender identity, special educational needs or disability, appearance or health. These incidents are treated with particular seriousness and are recorded and monitored accordingly.

Prejudicial Language and Behaviour

Prejudicial language, including homophobic, biphobic and transphobic language, is not accepted at Cuddington Primary School. Such language is challenged consistently and immediately by all staff.

We are clear that language often described as banter can cause harm, reinforce negative attitudes and undermine a culture of respect. Pupils are taught why this language is unacceptable and are supported to change their behaviour.

In line with the Equality Act 2010, all incidents relating to protected characteristics are recorded on CPOMS, monitored by senior leaders and reported to governors. Appropriate action is taken for both pupils and, where relevant, staff.

Our work is strengthened by our use of the No Outsiders curriculum, which promotes inclusion, equality and belonging across the school. We also use the CORAM scheme to deliver PSHE curriculum and assemblies.

Roles and Responsibilities

All staff are responsible for maintaining a safe environment, identifying concerns early and acting. Staff will listen, reassure, record and report all incidents using CPOMS.

Senior leaders and the Headteacher ensure that this policy is implemented consistently, that records are monitored and that appropriate action is taken.

Pupils are taught to report concerns and are supported to do so. They are encouraged to speak to a trusted adult, knowing they will be listened to and taken seriously.

Responding to Bullying

When bullying is identified, the priority is to secure the safety of the pupil and to stop the behaviour.

All incidents are recorded on CPOMS and reviewed by senior leaders. Support is put in place for the pupil experiencing bullying to ensure they feel safe and confident in school.

Pupils who display bullying behaviour are supported to understand the impact of their actions and to change their behaviour. Responses may include restorative approaches, clear consequences, involvement of parents or carers and targeted support.

Where necessary, external agencies will be involved. Leaders review patterns of behaviour and take action to prevent recurrence.

Prevention and Culture

Prevention is embedded through our curriculum and daily practice. Pupils are explicitly taught about respectful relationships, difference and inclusion, and how to respond to concerns.

This is delivered through personal development, PSHE, the No Outsiders curriculum, assemblies and wider curriculum opportunities. Anti-Bullying Week provides a focused opportunity to reinforce these messages.

Pupils are taught to be assertive, to seek help, to support others and to take responsibility for their actions. Staff consistently model respectful language and challenge stereotypes.

Creating a culture where bullying is not normalised and where pupils feel confident to speak out is central to our approach.

Bullying Beyond the School Day

Bullying that takes place outside of school, including online, is taken seriously where it impacts on pupils or the school community. This includes incidents before or after school, at weekends or during holidays.

The school will respond in line with this policy and work with families and, where appropriate, external agencies.

Seclusion and Isolation

In exceptional circumstances, a pupil may be supported in a supervised space away from others for a short period. This is used proportionately and in line with safeguarding and welfare requirements. Pupils are supervised at all times and their needs are met.

Use of Reasonable Force

Staff may use reasonable force where necessary to prevent harm, damage or serious disruption. Staff are trained in Team Teach, with a strong emphasis on de-escalation and prevention.