



The Cowplain School

Work hard. Enjoy learning. Achieve highly.

Anti-Bullying Policy

Adopted: Summer 2026

Review date: Summer 2028

Introduction.

This policy is underpinned by our vision for behaviour, which drives every interaction and sustains and develops our school culture:

You deserve disruption free learning.

- Treat everyone with respect and kindness.
- Do your best.
- Follow instructions.

Learning to understand and manage conflict is an important part of growing up. Bullying is not simply a 'falling out'. Research shows that experiencing bullying can have a significant impact on a child's life well into adulthood.

The Cowplain School is committed to providing a caring, friendly and safe environment for all our students so they can learn in a happy and secure atmosphere.

Bullying of any kind is unacceptable at our school and this policy sets out what bullying is and what it is not.

We encourage students to tell someone in school when they are in difficulty, without fear of repercussions. A student can report a concern to any member of staff. To mitigate and support safety in the school, duty points are reviewed termly and CCTV cameras record all areas of the school to support our safe culture.

Our priorities are to prevent bullying, act quickly when it takes place and avoid misidentifying bullying. We use the Anti-Bullying Alliance definition of bullying and work hard to ensure this is understood by the whole school, including parents, young people and all staff.

Responsibilities

Staff

All staff are responsible for promoting a safe and respectful environment, challenging bullying behaviour, recording concerns appropriately and acting in accordance with this policy.

Students

All students are expected to treat others with respect and kindness, report concerns about bullying and support the creation of a safe school environment.

Parents and Carers

Parents and carers are encouraged to work in partnership with the school, report concerns promptly and support the school's efforts to resolve incidents appropriately.

Principal and Head of School

The Head of School is responsible for ensuring this policy is implemented consistently, monitored regularly and reviewed in line with statutory requirements.

Trustees

Trustees are responsible for ensuring appropriate policies are in place and that the school fulfils its statutory duties in relation to bullying, safeguarding and equality.

Section 1

1.1 Aims of the Policy

This policy aims to:

- Prevent or reduce incidents of bullying
- Provide a clearly defined framework for dealing with the victims and the perpetrators of the incidents of bullying
- Ensure that this framework is understood and trusted by students, all members of staff, parents and carers.

The aims of the school within this policy are:

1. To provide a happy and caring environment in which to learn and work where everyone in the school community is valued.
2. To encourage everyone in the school to treat each other with respect, courtesy and consideration – regardless of differences in race, gender, culture, religion or position within the school.
3. To ensure that students develop social skills and attitudes relevant to their future adult lives and are helped to understand the consequences of their actions.

4. To ensure that everyone is protected from deliberate attempts to harm or distress them and that each individual feels able to turn to others for support when it is needed.

The Anti-Bullying Policy should mean:

For students who experience bullying:

- they are heard
- they know how to report bullying and get help
- they are confident in the school's ability to deal with the bullying
- steps are taken to help them feel safe again
- they are helped to rebuild confidence and resilience
- they know how they can get support from others.

For students who engage in bullying behaviour:

- sanctions and learning programmes hold them to account for their behaviour and help them to face up to the harm they have caused
- they learn to behave in ways which do not cause harm in future because they have developed their emotional skills and knowledge
- they learn how they can take steps to repair the harm they have caused.

For the school:

- the whole school community is clear about the anti-bullying stance the school takes
- students, as well as staff and other members of the school, are fully engaged in developing and reviewing anti-bullying work in the school
- every chance is taken to celebrate the success of anti-bullying work
- all students are clear about the roles they can take in preventing bullying, including the role of bystanders.

For heads, trustees and other school staff:

- they promote a school climate where bullying and violence are not tolerated and cannot flourish
- they continually develop best-practice based on knowledge of what works
- there is a review of the school anti-bullying policy every two years and, as a result, the policy and procedures are updated as necessary
- curriculum opportunities are used to address bullying
- pupil support systems are in place to prevent and respond to bullying
- they have addressed school-site issues and promote safe play areas
- all staff take part in relevant professional development, and are clear about their roles and responsibilities in preventing and responding to bullying
- all staff are aware of the importance of modelling positive relationships
- data systems gather useful information about the effectiveness of the anti-bullying work, and this data is used for monitoring and evaluation, and is shared with the school community
- they work in partnership with parents, other schools and with Children's Services and community partners to promote safe communities.

For parents:

- they are clear that the school does not tolerate bullying
- they are aware of procedures to use if they are concerned their child is being bullied or does not feel safe to learn

- they have confidence that the school will take any complaint about bullying seriously and investigate/resolve as necessary, and that the school systems will deal with the bullying in a way which protects their child
- they are clear about ways in which they can complement the school on the anti-bullying policy or procedures.

This policy recognises the importance of tackling bullying issues robustly and promoting anti-bullying for the Social, Moral, Spiritual and Cultural (SMSC) development of students. It is informed by the Equality Act 2010, the SEND Code of Practice, Keeping Children Safe in Education, the Online Safety Act 2023 and relevant Department for Education guidance relating to behaviour, safeguarding and bullying.

1.2 Rationale

At The Cowplain School, we believe that all members of the community are valued and, as such, will achieve together and care for each other. Any type of behaviour that prevents a student from learning or a member of staff doing their job will not be tolerated. Bullying is one such undesirable activity, and it is for the school as a whole, and for all students, staff, parents and carers to overcome bullying.

1.3 Definition

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. ANTI-BULLYING ALLIANCE

From time to time, students fall out with their friends. When some of these falling outs occur it can end up in a disagreement, argument or even fight. This is not bullying, but the school will seek to address any incident in a restorative way before the behaviour policy is applied.

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

1.4 Categories of Bullying

Bullying can be:

- Physical (this may include punching, striking, spitting, damaging property)
- Verbal (this may include name calling, teasing, threats, and spreading rumours)
- Sexual (this may include inappropriate sexual behaviour or comments)
- Social (this may include being left out of groups)
- Technological (this may involve social networking sites, messaging services)
- Psychological (Leaving students out, gas-lighting)

1.5 Types of Bullying

Bullying includes:

- name-calling
- taunting
- making offensive remarks
- kicking
- hitting
- pushing
- taking belongings

- inappropriate text-messaging and emailing
- sending offensive or degrading images by phone or via the internet, including the use of 'deepfakes' where AI is used to create images, audio or video hoaxes that look real.
- creating or sharing fake social media accounts, edited images, manipulated content, anonymous messages, AI-generated content or online material intended to embarrass, threaten, isolate or harm another person.
- producing offensive graffiti
- excluding people from groups
- spreading hurtful and untruthful rumours or gossip.

Bullying can seriously damage a young person's confidence and sense of self-worth, and they will often feel that they are at fault in some way. It can lead to serious and prolonged emotional damage for an individual. Those who conduct the bullying or witness the bullying can also experience emotional harm, and the impact on parents and school staff can be significant.

Bullying behaviour may take place in person, online, or through a combination of both. Behaviour that takes place outside school, including online activity, may still be investigated and sanctioned where it impacts the safety, wellbeing or education of members of the school community.

1.6 Prejudicial language and behaviour

Prejudicial language and behaviour are not acceptable at The Cowplain School. The school has a statement (see Appendix 4) which is shared with students, parents and staff. The school will ensure:

- The approach outlined in the statement is regularly explained and reinforced to students through assemblies, Reflection Time and lessons.
- Staff model the required behaviour and attitudes.
- Any occurrence of prejudicial language or behaviour is dealt with as a matter of priority. It is investigated, recorded and reported as both a behaviour and safeguarding issue via CPOMs.
- Students using prejudicial language or displaying prejudicial behaviour will be sanctioned up to and including fixed term exclusion.
- The victims of prejudicial language and behaviour will receive pastoral care and support to ensure their welfare is nurtured.
- Explanation and education will follow to ensure that perpetrators of prejudicial language and/or behaviour understand the school's position, the 2010 Equality Act and protected characteristics.
- Data relating to prejudicial language and behaviour will be analysed in order to inform interventions with individuals and with groups of students via assemblies, Reflection Time and lessons.

1.7 Vulnerable Students and SEND

The school recognises that some groups of students may be more vulnerable to bullying than others. This may include students with special educational needs and disabilities (SEND), students with social, emotional and mental health needs, looked after children, young carers, students with protected characteristics, and students who may be perceived as different by others.

The school will take reasonable steps to ensure these students feel safe, included and supported. Where appropriate, additional pastoral support, safeguarding intervention, SEND support or reasonable adjustments may be implemented.

The school recognises that bullying involving prejudice, disability, race, religion, sex, gender identity or sexual orientation can have a particularly significant impact on students and will be treated seriously.

The school recognises that some behaviours may be linked to additional needs or vulnerabilities. This will be considered when planning support and intervention, whilst maintaining high expectations for all students.

Section 2

2.1 Operating the policy

2.1.1 Awareness raising through the Curriculum

Students will be made aware of the types of bullying which exist through work in RSHE, in Reflection Time and through informal teaching, both in and out of lessons. We also engage in national anti-bullying week each November with a series of assemblies and poster campaign.

In addition to this, Assemblies will regularly focus on reinforcing positive roles of behaviour expectations of pupil behaviour and possible outcomes linked to a variety of bullying.

Parents and students are to be informed about the school's procedures for dealing with bullying through the school induction programme or when they enrol at the school.

This will also be reinforced with various activities during the National Anti-Bullying Week, held in November.

2.1.2 Student Responsibility, Bystanders and Kindness Champions

All students have a responsibility to contribute to a safe and respectful school environment. Students who witness bullying should not ignore it or assume somebody else will report it. Students are encouraged to report concerns to a member of staff, even if they are not directly involved.

The school recognises the important role of bystanders in preventing bullying and promoting positive behaviour.

The school supports a team of Kindness Champions. These students help promote kindness, inclusion and respectful relationships across the school. They raise awareness of bullying, encourage students to seek support when needed, signpost concerns to staff and contribute to the ongoing development of anti-bullying work within the school.

Students may approach a Kindness Champion if they are worried about bullying, friendship issues or concerns about another student. Kindness Champions will listen, offer encouragement and help students access support from an appropriate member of staff. Kindness champions can be found in the library at most breaks.

Kindness Champions do not investigate incidents, keep safeguarding concerns secret or replace the role of staff. Their role is to promote a positive culture, support their peers and help ensure that all students feel welcomed, respected and safe.

Kindness Champions will contribute to the review of this policy and wider anti-bullying work through student voice activities and feedback opportunities.

2.1.3 What the school will do

Procedures and responsibilities for reporting and dealing with incidents of school bullying:

Students can report concerns about bullying to:

- their Tutor
- any teacher
- their Head of Year
- their Assistant Head of Year
- a member of the Safeguarding Team
- a Kindness Champion
- a parent or carer who can contact the school on their behalf

Students are encouraged to report concerns even if they are unsure whether the behaviour meets the definition of bullying.

- Incidents of bullying should be reported to **any** member of staff who will log written details on CPOMs, which will automatically alert the appropriate Head of Year, Assistant Head of Year and our Deputy Designated Safeguard Lead immediately.
- Appropriate enquiries will be undertaken to establish the facts. This may include written statements, staff accounts, witness accounts, CCTV, screenshots, restorative discussions or other relevant evidence.
- Details of the incident, including actions taken to ensure this is not repeated are retained on CPOMs and linked to both the victim and alleged perpetrator.
- Students reporting bullying incidents should be assured of anonymity wherever possible.
- All incidents of bullying will be dealt with **promptly and consistently** and may include one or several of the following:
 - If possible, and with the full agreement of the victim, the students may be reconciled within our restorative practice sessions.
 - The bully/bullies will be asked to genuinely apologise and assure the victim and member of staff that it will not happen again, and if it does reoccur, sanctions will escalate.
 - Placed on report
 - Detention
 - Time in our Learning room
 - Actions explained to the police
 - In a more serious or continued case suspension will be considered
 - Victims will receive appropriate support and strategies to help them feel safe, confident and able to access learning.
- Each half term, records and analysis of bullying incidents are scrutinised by the senior leadership team and pastoral teams to identify trends and consider any potential improvements to our practice.

- The school will regularly seek feedback from students regarding bullying, safety and the effectiveness of anti-bullying measures. Feedback may be gathered through surveys, focus groups, student leadership groups and Kindness Champions. This feedback will be used to review practice, identify areas for improvement and inform future developments to the school's anti-bullying strategy.
- Each half term the pastoral team will check in on any victims of bullying in that half term, to find out how things are now going for them. They will also update parents following this conversation.
- After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure the bullying is not repeated and parents will be kept informed. Any repeated incidents of bullying may result in additional measures being taken by the school using other sections of the Behaviour Policy, as indicated above.
- Issues of child on child sexual abuse/ harassment are treated under our safeguarding policy.

2.1.4 Restorative Practice.

After an incident of bullying has been investigated and appropriate sanctions imposed the school will, in some cases and with the full agreement of the victim, offer the students a chance to complete a 'restorative meeting'. The students involved will be invited to attend a meeting to share how they feel and talk openly to each other. These sessions will be moderated by a member of staff.

- The environment will be conducive to discussion, openness and transparency.
- Once all parties have had an opportunity to speak, actions will be agreed and recorded as action points on CPOMS.

2.1.5 Advice to students.

What do I do if I feel that I am being bullied?

- Tell someone – the more people you tell, the more the message will be understood. Do not give up on this.
- Tell your tutor, teacher, parent/carer, or other responsible adults that you trust. If the person you want to tell is very busy (this does happen), arrange a time and a place for you to meet with them.
- Remain calm and avoid retaliating.
- Minimise opportunities, such as by surrounding yourself with friends, or standing near a member of staff on duty during break or lunch.

2.1.6 Advice to parents / carers

How do I know if my child is being bullied?

- You will know your child better than anyone else. Whilst, as parents/carers, you should trust your instincts, the following list may help you identify a problem:
- Sudden desire to stay at home (claims of illness, frightened)
- Truancy (from school or lessons)

- Calls from teachers informing you of a slip in academic achievement
- Emotional outbursts that are out of character
- Lacking confidence/becoming withdrawn
- Sleepless nights connected to tiredness in the morning
- Self-harming, or unexplained marks on the body
- Ongoing requests to provide more pocket money than normal
- Body language becomes defensive
- Unexpected personality change
- Reports that they are bullying others
- Refusal to say what is wrong
- Shows a lack of interest in using their mobile phone or the internet
- Theft
- Weight loss, or weight gain
- Hides behind 'stories' instead of the truth

What can I do if my child is being bullied?

- Contact your child's tutor or Head of Year – please bear in mind that this may be the first time that they have been made aware of the concern-You must therefore, as far as possible:
- Provide any details you can (e.g. names/descriptions, times, locations, frequency).
- Provide any evidence you can (e.g. text messages, reliable witnesses)
- Reassure your child that it is not their fault. It is never the fault of the victim
- Encourage your child to extend their friendship group, by attending one of our many extra-curricular clubs
- Encourage your child to do something that they feel good at and build up their self-esteem
- Calmly talk to them about their feelings and how they feel
- Encourage your child NOT to retaliate: it will not help the situation and may encourage behaviour different to their nature

What can I do if my child is bullying other students?

- Explain to your child that their actions are unacceptable
- Remember that bullies need help too, so encourage them to be honest
- Talk to them: Why do they do it? How do they feel about themselves? How would they feel if they were treated this way?
- Establish when the bullying takes place, who is being targeted, why they are being targeted, what happens
- Arrange to meet with your child's tutor or Head of Year to discuss how this can be managed. To contact the school, follow this link: <https://www.cowplainschool.co.uk/about-us/pastoral-structure/>
- Remember that children copy behaviour.
- Treating your child severely, to make them conform, may make the situation worse
- Chat to your child when they return home from school each day and praise their positive actions (e.g. where they have been kind to others)

Engaging with parents and carers

We believe it is important for our school to work with parents/carers to help them to understand our approach with regards to bullying and to engage promptly with them when an issue of bullying comes to light, whether their child is the student being bullied or the one doing the bullying. We will ensure parents/carers are made aware of how to work with us on bullying and how they can seek help if a problem is not resolved. Some parents may need specific support to help deal with their child's behaviour. Where our school identifies that this is the case, we will initially provide support ourselves or signpost the parents to appropriate channels of help.

We will:

- make sure that key information (including policies and named points of contact) about bullying is available to parents/carers.
- ensure that all parents/carers know who to contact if they are worried about bullying.
- ensure all parents/carers know about our complaints procedure and how to use it effectively.
- ensure all parents/carers know where to access independent advice about bullying.
- work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.

Particularly during a lengthy investigation, or when there is a repetition of bullying, a target's parents may feel very anxious. It is very important that the investigator and the parents keep in contact but parents must understand that form tutors, Heads of Year and Senior Staff do have other demands on their time. We will always endeavour to ring parents on the same day that the incident occurred; however, phone calls may not always be able to be made as soon or as frequently as the parent would ideally like.

Absence

Under no circumstances should a child be kept off school if they are a victim of bullying or a parent disagrees with a sanction. All parents/ carers are required to keep communications open and to work with the school for a return. Where students are kept off school without agreement, this will be unauthorised.

2.1.7 Supporting organisations and guidance.

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Beat Bullying: www.beatbullying.org
- Childline: www.childline.org.uk
- DfE: "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies", and "Supporting children and young people who are bullied: advice for schools" March 2014: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: "No health without mental health":
<https://www.gov.uk/government/publications/nohealth-without-mental-health-a-cross-government-outcomes-strategy>
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk

- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBT

- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-ofpractice-0-to-25>

Racism and Hate

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: www.srrc.org/educational

Appendices

Appendix 1 – Prejudicial Language and Behaviour Statement

Training and Professional Development

All staff receive training and guidance regarding bullying, safeguarding, prejudicial behaviour and child-on-child abuse through induction and ongoing professional development.

Staff are expected to understand the signs of bullying, the procedures for reporting concerns and the support available to both victims and perpetrators. Training and guidance will be updated where necessary to reflect emerging issues, including cyberbullying, online safety and the misuse of artificial intelligence.

Students undertaking leadership roles linked to anti-bullying, such as Kindness Champions, will receive appropriate guidance and support to fulfil their role effectively.

Monitoring, Evaluation and Review

The Policy is reviewed every two years by the Senior Leadership Team and Trustees as part of the self evaluation cycle. Appropriate action is taken if changes are required.

In reviewing the effectiveness of this policy, the school will consider:

- bullying incident data
- safeguarding data
- attendance data
- student voice
- parent feedback
- staff feedback
- feedback from Kindness Champions

Trends identified through monitoring will be used to inform staff training, curriculum content, assemblies, student leadership activities and future anti-bullying initiatives.

Other Relevant Policies

This Policy should be used with reference to one or more of the following policies:

Behaviour Policy

Child Protection and Safeguarding Policy

Single Equality and Equalities Objectives

Exclusion Policy

Special Educational Needs (SEN) Policy

A copy of the School's Anti-Bullying Policy is available online at www.cowplainschool.co.uk

Date Reviewed and approved:	Summer 2026	Reviewed by:	JCK	Next Review:	Summer 2028
Summary of changes made:	• Responsibilities section added. • 1.1. This policy recognises... added. • 1.5. creating or sharing fake social media accounts bullet point added. • 1.7 Vulnerable Students and SEND Added. • 2.1.2 Student Responsibility, Bystanders and Kindness Champions. Added. • 2.1.3, first bullet point, Students can report concerns about bullying to added. • 2.1.3 The school will regularly... bullet point added. • Training and Professional Development Added. • Monitoring... In reviewing the effectiveness of this policy, the school will consider: <i>(Added.)</i>				
Approved by Academy Trustees on:	7 th July 2026				

Appendix 1:

The Cowplain School

Statement on Prejudicial Language and Behaviour – November 2021

Prejudicial language and behaviour - racist, sexist, homophobic, ableist - is not acceptable at our school.

This includes the use of slurs – racial, such as “paki”, “chink” or “nigger”; sexist or gender related such as “slut” or “slag”; or relating to a person’s sexuality – the use of the word “gay” or “lesbian” as a derogatory term, for example – or statements which belittle the life choices, religion, ethnicity, beliefs, cultures or abilities of others. Some do this without really thinking; worse still are those who do this purposefully to hurt, harass or victimise others.

Whether through ignorance or through racism, homophobia, sexism or ableism, this behaviour will NOT be tolerated. Our school has shared values which include kindness and mindfulness and the attitudes already described are the opposite of what we stand for as a school.

In a variety of lessons (especially Personal Development ones) and in Reflection Time, we provide students and teachers with the opportunity to safely discuss current issues, and areas which may be controversial. Such discussions must be conducted with absolute respect for the thoughts, feelings and welfare of others. At no point in such discussions is prejudicial language acceptable.

Rest assured that the casual use of prejudicial language, or the purposeful use of it, in lessons, around the school, towards students or adults will be called out and sanctioned, up to and including exclusion. Outside school, such public expressions related to Protected Characteristics are against the law under the Equality Act, and would lose people their jobs in society.

Any such prejudicial behaviour is displayed by a minority at our school. The vast majority of you will be shocked at hearing that this happens in our school. Learn to understand and recognise prejudicial behaviour and language, and do not allow it to happen within your hearing. Challenge those who say such things; make sure you report such incidents to a member of staff. We need to work together to be the harmonious school we can be, and to support every member of our school to thrive.

Actions for staff:

The use of prejudicial language in our school must not be accepted or tolerated.

1. If you hear or see (written) evidence of prejudicial language being used it must, at the very least, be sanctioned with a warning. “You are using prejudicial language which goes against our school values of kindness and mindfulness. This is not acceptable in our school.”
2. For a **serious incident** of the use of prejudicial language (racial, sexist, homophobic or ableist slurs, or statements which belittle the life choices, religion, ethnicity, beliefs, cultures or abilities of others, especially where this is done purposefully to hurt, harass or victimise others) this necessitates a Learning Room send. Please do this in the usual way.
3. For a **serious incident**, full details of exactly what was said MUST be added as quickly as possible as a safeguarding concern on CPOMs. The Pastoral Team will discuss these incidents with SLT and external exclusions may follow.

4. One to one conversations with students who have used prejudicial language, by the person who heard them make the comment, are incredibly powerful. We need to have the confidence to explain the school's statement (above) regarding such language, but such a conversation does not mean that a sanction is not imposed.
5. We must all be extremely vigilant for the use of prejudicial language, to call it out, not to dismiss it as unintentional, a mistake, a misunderstanding, or "banter" etc. We must be ready to undertake the actions above.

Our statement and these actions are powerfully supported by the Understanding Diversity strand of our curriculum. All departments and staff need to ensure that through what is taught and how it is taught, through displays, students voice etc. we create and sustain a welcoming and inclusive environment to support all students and staff.