



Covingham Park Primary School

Anti-Bullying Policy

Caring for Pupils, Promoting Success

At Covingham Park Primary School we value each child's individuality and aim to ensure that every child feels happy, safe, secure and empowered to realise their full potential. We believe that we should take care of our children, so that they not only feel safe but are inspired to learn. Pupils are encouraged to be Curious, Resilient and Inspired.

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To be read in conjunction with:	Behaviour for Learning Policy, Relational Policy, The Covingham Playbook of Routines

1 Introduction

1.1 Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms and includes both face-to-face interactions and behaviour online (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video), and it can be motivated by prejudice and discriminatory bullying against particular groups – for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

This policy sits alongside our Behaviour for Learning Policy, our Relational Policy and the Covingham Playbook of Routines. Where the Behaviour Policy sets out how we respond, and the Relational Policy and Playbook set out the values and everyday routines that keep our school calm, safe and connected, this policy sets out our specific approach to preventing and responding to bullying and child-on-child abuse.

2 Aims and Objectives

2.1 Bullying is wrong and is damaging. We therefore do all we can to prevent it, by developing a school ethos in which we have a zero-tolerance policy to bullying.

2.2 We aim, as a school, to produce a safe and secure environment where all can learn free from anxiety.

2.3 This policy aims to produce a consistent school response to any bullying incidents that may occur – a response that is consistent with the relational, restorative approach set out in our Behaviour for Learning Policy and Relational Policy.

2.4 We aim to make all those connected with the school aware of our opposition to bullying, and we make clear individual responsibilities with regard to the eradication of bullying in our school.

2.5 We encourage children to report any concerns about bullying (see introduction for definitions).

We recognise that children are capable of abusing other children. This can happen both inside and outside of school and online. A child may not find it easy to report child-on-child abuse, and we recognise that they might show signs or act in ways that they hope an adult will notice, including a change in behaviour. Even if there are no reported cases of child-on-child abuse, we recognise that abuse may still be taking place but not being reported. We understand that the pupil who is perpetrating the abuse may also be at risk of harm, and we will make every effort to ensure that the perpetrator is supported appropriately. (For further information please see KCSiE 2026, Part 1 pg 13–14, Part 5 pg 112–133.)

Procedures in place to minimise the risk

- The school's ethos encourages pupils to raise concerns with staff, knowing that they will be listened to, believed and valued. We have posters and displays around school giving children contact details for the NSPCC; each class has a 'worry box' where children can post concerns at any time; all staff are trained to listen to children's concerns; children are reminded regularly about how to report concerns.
- Systems are in place for pupils to confidently report abuse, knowing their concerns will be taken seriously.
- We deliver a Relationships Education and Health Education curriculum through the Jigsaw scheme, in line with DfE statutory guidance. This develops pupils' understanding of healthy relationships, acceptable behaviour and keeping themselves safe. This curriculum is broad, balanced and covers a range of safeguarding themes, and is progressive across the year groups. E-Safety is included in every computing lesson.

- Staff receive regular training to ensure they know the signs and indicators which may suggest a pupil is at risk of child-on-child abuse, and understand their role and responsibilities to report to the safeguarding team as soon as possible.
- Our school has a zero-tolerance approach to abuse, and regular staff training ensures that incidents of child-on-child abuse are never passed off as ‘banter’, part of growing up, or ‘boys being boys’. All incidents of child-on-child abuse are reported to the safeguarding team.
- Our Behaviour for Learning Policy sets out the expectations about appropriate behaviour, and is itself underpinned by our Relational Policy (PACE – Playful, Accepting, Curious, Empathetic – and ‘connection before correction’) and the shared language of the Covingham Playbook of Routines (including CARE). This consistency of approach – the same calm, relational language used everywhere in school, every day – makes it clear that child-on-child abuse is not acceptable, will never be tolerated and is not an inevitable part of growing up.
- Set out below are the different types of child-on-child abuse and the systems in place to respond to these.

Child-on-child abuse can take the form of:

1. Bullying (including cyberbullying)

There is no legal definition of bullying. However, it is usually defined as behaviour that is repeated, intended to hurt someone either physically or emotionally, and often aimed at certain groups, for example because of race, religion, gender or sexual orientation. This can include:

- Physical assault
- Teasing
- Making threats
- Name calling
- Cyberbullying – bullying via mobile phone or online (for example via email, social networks and chat rooms on gaming platforms)
- Racist and Religious Bullying – 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, culture, faith community, national origin or national status
- Sexual, Sexist and Transphobic Bullying – any behaviour, physical or non-physical, where sexuality is used as a weapon by boys or girls
- Homophobic Bullying – targets someone because of their sexual orientation (or perceived sexual orientation)
- Disablist Bullying – targets a young person based on their disability, special needs or health needs; this can include manipulative bullying where a perpetrator forces the victim to act in a certain way, or exploits a certain aspect of the victim’s disability

3 Roles and Responsibilities of All Staff and DSL/DDSLs

Responding to concerns about bullying

Pupils who attend our school have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

Staff in our school take all forms of bullying seriously and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class and that they are aware of in the school. If

teachers witness an act of bullying, they do all they can to support the child who is being bullied. We record incidents of bullying on our CPOMS system.

For incidents that occur either near the school or on the children's way home or to school, the police or other agencies may be contacted.

If, as staff, we become aware of any bullying taking place, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and a sanction for the child who has carried out the bullying, applied in line with the consequence staircase in our Behaviour for Learning Policy. In every case, before any sanction, we spend time talking with the child who has caused harm – leading with PACE and connection before correction, as set out in our Relational Policy – to understand what sits behind the behaviour, explain why the action was wrong, and help the child change their behaviour in future. Where appropriate, this conversation follows the same Recalling, Reflecting, Taking Responsibility structure used for restorative conversations in the Behaviour for Learning Policy.

If a child is repeatedly involved in bullying other children, we inform the headteacher. We record the incident and contact parents; we may invite parents into school to discuss the situation. In more extreme cases – for example where these initial actions and discussions have proven ineffective – the headteacher may contact external support agencies such as social services.

Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children – including through the CARE language and positive narration used throughout the Playbook of Routines – we aim to prevent incidents of bullying before they happen.

Throughout the year, through PSHE and E-Safety, teachers teach children about positive relationships and acceptable, appropriate behaviour. We teach children tolerance and respect for others. During November's national Anti-bullying Week and February's E-Safety Week, the whole school concentrates on celebrating friendships and works to raise awareness of bullying, giving children specific guidance about what to do if they think they are being bullied.

Any reports about bullying are recorded on our designated form and on CPOMS, and investigated. Parents/carers are informed.

KCSiE 2026 – pg 14: Child-on-child abuse is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth-produced sexual imagery)
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or to cause the victim humiliation, distress or alarm

- Initiation/hazing-type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element)

Staff working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child.

Responding to concerns about child-on-child sexual abuse

Sexual violence and sexual harassment can occur between two or more children of any age and sex, from primary through to secondary stage and into college. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face-to-face (both physically and verbally) and are never acceptable.

KCSiE 2026 – pg 119 – responding to a report

Step 1

Immediate consideration should be given as to how best to support and protect the victim and the alleged perpetrator(s) (and any other children involved/impacted upon). Victims should feel they are being taken seriously.

Step 2

Record the incident using the school's safeguarding recording procedures and report to the DSL/deputy in line with safeguarding and child protection procedures, as soon as possible. Is information about the incident first-hand, or do other individuals need to be spoken to, to confirm?

Step 3 – the DSL will consider the following:

- The wishes of the victim in terms of how they want to proceed. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and the support they will be offered. This will, however, need to be balanced with the school's duty and responsibilities to protect other children.
- Has a criminal offence been committed? If yes, contact the police (see also 'When to Call the Police', NPCC).
- Ages of pupils / developmental stage.
- Whether there is a power imbalance between the children.
- Whether the alleged incident is a one-off incident or there is a sustained pattern.
- Any ongoing risks to the victim, other children, or staff.
- Other related issues and the wider context, including whether there is evidence of the victim(s) being exploited, criminally and/or sexually.

Step 4

If there is no evidence to suggest that a criminal offence has taken place, the DSL will consider next steps, in discussion with parents/carers, unless to do so would increase the risk to the pupils involved. If there is evidence to suggest that a criminal offence has taken place, the DSL will follow the guidance in Part 5 of KCSiE, pg 112–133. Any report to the police will be made in parallel with a referral to children's social care.

This will typically involve:

- Considering support, including Early Help support, for both the victim and perpetrator (does the perpetrator have unmet needs?).
- Making a referral to children's social care if the victim has been harmed or is at risk of harm.
- Making a referral to children's social care if the perpetrator is at risk of harm / being harmed (underlying welfare and safety concerns which may have triggered the behaviour).

- Writing a risk assessment for pupils who have been identified as being at increased risk of peer-on-peer abuse (considered for both the pupil perpetrating the abuse and the pupil who is the victim), to include protection and support.
- Considering targeted education about healthy relationships for the perpetrator – delivered, as elsewhere in school, through PACE and a connection-before-correction approach – and any additional sanctions under the Behaviour for Learning Policy’s consequence staircase.

Additional guidance: consensual and non-consensual sharing of nude and semi-nude images, videos and/or livestreams

The key consideration is for staff not to view or forward illegal images of a child.

Step 1

- Report to your DSL immediately.
- Never view, copy, print, share, store or save the imagery yourself, or ask a child to share or download it – this is illegal.
- If you have already viewed the imagery by accident (for example, if a young person has shown it to you before you could ask them not to), report this to the DSL (or equivalent) and seek support.
- Do not delete the imagery, or ask the young person to delete it.
- Do not ask the child/children or young person(s) involved in the incident to disclose information regarding the imagery – this is the responsibility of the DSL (or equivalent).
- Do not share information about the incident with other members of staff, the young person(s) it involves, or their or other parents/carers.
- Do not say or do anything to blame or shame any young people involved.
- Do explain to them that you need to report it, and reassure them that they will receive support and help from the DSL (or equivalent).

(Taken from UKCIS guidance.)

Step 2

The DSL will hold an initial review meeting with appropriate staff. This may include the staff member who was initially made aware of the incident/concern and the leadership team. The following risk factors will be considered:

- Significant age difference between the sender/receiver involved.
- If staff recognise the pupil as more vulnerable than is usual (i.e. at risk).
- If the image is of a severe or extreme nature.
- If the situation is not isolated and the image has been more widely distributed.
- If this is not the first time the pupil has been involved in a sexting act.
- If other knowledge of either the sender/recipient may add cause for concern (e.g. difficult home circumstances).

Step 3

A referral will be made to children’s social care and/or the police immediately if there is a concern that a child or young person has been harmed or is at risk of immediate harm at any point in the process.

Step 4

Interviews will take place with those involved.

Step 5

Parents/carers should be informed at an early stage and involved in the process in order to best support the child or young person, unless there is good reason to believe that involving them would put the child or young person at risk.

Step 6

Safeguarding records will be updated using the school's safeguarding recording procedures, including actions taken/not taken and the justification for these decisions (linked to the points above).

4 The Role of Governors

4.1 The governing body supports the headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with quickly and appropriately.

4.2 The governing body will monitor the incidents of bullying that occur, and review the effectiveness of the school policy. The governors require the headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

5 The Role of the Headteacher

5.1 It is the responsibility of the headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

5.2 The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments; for example, if an incident occurs, the headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being sanctioned.

5.3 The headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying, including training in the relational, PACE-based approach described in our Relational Policy.

5.4 The headteacher sets the school climate of mutual support and praise for success – reinforced daily through the shared language and routines in the Covingham Playbook of Routines – making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

6 The Role of Parents

6.1 Parents who are concerned that their child is being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

6.2 Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

7 Monitoring and Review

7.1 This policy is monitored by the headteacher, who reports to governors about the effectiveness of the policy on request.

7.2 This anti-bullying policy is the governors' responsibility, and they review its effectiveness annually. They do this by discussion with the headteacher and analysing information with regard to bullying incidents.

Read this policy alongside:

Behaviour for Learning Policy – sets out our consequence staircase, sanctions and restorative conversation model.

Relational Policy – sets out PACE and 'connection before correction', the mindset behind every conversation in this policy.

The Covingham Playbook of Routines – sets out the shared, everyday language (including CARE) that keeps our school calm, predictable and safe.