CUBITT TOWN PRIMARY SCHOOL

Anti-Bullying Policy

2026/27

Every child grows • Every voice matters • Every day counts

This policy applies to all pupils from Nursery to Year 6, and to staff, governors, parents and carers

Date agreed	[September 2026]
Review	Annually (next review September 2027)
Headteacher and DSL	Robyn Bruce
Designated Safeguarding Leads	Karen Ward (Learning Mentor) and Jacqui Jenkins (Parent Liaison Officer)
SENCo	Angie Drew, Assistant Headteacher (Inclusion)
Chair of Governors	Margaret Davies

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1. Our vision and values

At Cubitt Town Primary School, **together we strive for excellence**. We are committed to providing a caring, friendly and safe environment for all our pupils, so that they can learn in a relaxed and secure atmosphere. **Bullying of any kind is unacceptable at our school.** If bullying does happen, every pupil should be able to tell someone, and know that it will be dealt with promptly and effectively.

Every child grows	Every voice matters	Every day counts
Children can only flourish when they feel safe. We teach every child, from Nursery upwards, how to be kind, how to stand up for others and how to repair relationships.	We are a TELLING school. Every child knows who they can talk to, and every worry is listened to and taken seriously, whether it comes from a child, a parent or a member of staff.	No child should dread coming to school. We act on bullying straight away, so that every day at Cubitt Town is a safe and happy one.

Our 6Cs	What this means for anti-bullying
Commitment	We never ignore bullying. Staff, pupils and parents commit to acting on it every time.
Care	We look after one another, celebrate our differences and support both the child who has been hurt and the child who has caused harm.
Curiosity	We ask why behaviour is happening and what a child needs, rather than simply applying a label.
Challenge	We challenge unkind, prejudiced or discriminatory language and behaviour, including when it is called 'banter' or 'a joke'.
Communication	Through our oracy work, children learn the words to say how they feel, to say 'stop', and to tell a trusted adult.
Collaboration	Staff, pupils, parents, governors and partner agencies work together to prevent bullying and put things right.

We are a TELLING school. Anyone who knows that bullying is happening is expected to tell a member of staff. At Cubitt Town we use the acronym **S.T.O.P.**: bullying is something that happens **Several Times On Purpose**, and what children should do about it is **Start Telling Other People**.

2. Aims and objectives

- All governors, teaching and support staff, pupils and parents should understand what bullying is.
- All governors and staff should know the school's policy on bullying and follow it when bullying is reported.
- All pupils, parents and staff should know what the school's policy on bullying is, and what they should do if bullying arises.
- Pupils, staff and parents should be assured that bullying is taken seriously and that they will be supported when bullying is reported.
- Staff should recognise that some bullying is also child-on-child abuse, and should respond in line with our Safeguarding and Child Protection Policy and **Keeping Children Safe in Education 2026 (KCSIE)**.
- Our youngest children in Nursery and Reception should be supported in a way that matches their stage of development (see Section 9).

- Bullying will not be tolerated.

3. Legal framework and guidance

This policy has regard to:

- the **Education and Inspections Act 2006**, which requires the school's behaviour policy to include measures to prevent all forms of bullying, and allows the Headteacher to regulate pupils' behaviour outside school, including online, where this is reasonable;
- the **Education Act 2002** (section 175), which requires the Governing Body to safeguard and promote the welfare of pupils;
- the **Children Act 1989**: where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, bullying is treated as a child protection concern;
- the **Equality Act 2010** and the Public Sector Equality Duty, which require us to eliminate discrimination, harassment and victimisation, advance equality of opportunity and foster good relations;
- **Keeping Children Safe in Education 2026**, including the sections on child-on-child abuse (Part 1 and Part 5) and online safety;
- **Working Together to Safeguard Children 2023** (updated March 2026);
- the **Early Years Foundation Stage (EYFS) statutory framework**, including its requirements on safeguarding, the key person and managing behaviour;
- the DfE advice **Preventing and Tackling Bullying** and **Cyberbullying: advice for headteachers and school staff**;
- the DfE guidance **Behaviour in Schools** and **Suspension and Permanent Exclusion**;
- the UKCIS guidance **Sharing Nudes and Semi-Nudes: advice for education settings** (updated March 2024); and
- the **Online Safety Act 2023**.

Although bullying itself is not a specific criminal offence, some bullying behaviour can be illegal – for example, assault, harassment, threatening behaviour, hate crime, or sending indecent images or malicious messages. Children aged 10 and over (Years 5 and 6 in our school) can be held criminally responsible. Where a crime may have been committed, the Headteacher or a DSL will decide whether to seek advice from the police.

4. What is bullying?

The Department for Education defines bullying as:

> "behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally."

Bullying usually involves an **imbalance of power**, which may be physical, social, or related to age, size, popularity or confidence. It causes pain and distress to the person being bullied. Bullying may be directed at anyone in the school community – a child, a member of staff or a parent – and may be carried out by another child, a member of staff or a parent.

Bullying or falling out?

Not every unkind act is bullying. Children fall out, disagree and sometimes hurt each other in a single incident. These incidents still matter and are always dealt with under our Behaviour Regulation Policy, but they are not bullying unless they are **Several Times On Purpose**. Staff should use their judgement: a single serious incident,

such as a sexual assault or a violent attack, is always acted on straight away, whether or not it is described as bullying.

Relational conflict	Bullying
Happens occasionally	Happens repeatedly (Several Times On Purpose)
Children are roughly equal in power	There is an imbalance of power
Not planned; often a disagreement	Deliberate; intended to hurt or upset
Both children are usually upset and want to sort it out	The child being bullied is distressed; the child bullying may not show remorse
Usually resolved with adult support, e.g. the Peace Path	Needs a planned response, recording and monitoring

Types of bullying

Bullying can be:

Type	Examples
Emotional or relational	Being unfriendly, deliberately leaving someone out, spreading rumours, tormenting (e.g. hiding belongings), threatening gestures
Physical	Pushing, kicking, hitting, punching, taking or damaging belongings, or any use of violence
Verbal	Name-calling, sarcasm, teasing, threats, insults
Racist and religious	Racial taunts, graffiti or gestures; bullying related to religion, belief, culture or nationality, including remarks about language, food or dress
Sexist and sexual	Unwanted physical contact, sexual comments or jokes, sexist name-calling, pressure to share images
Homophobic, biphobic and transphobic	Bullying because of, or focusing on, sexual orientation or gender identity – whether real or perceived – or because a child has LGBTQ+ family members
Disability and SEND	Bullying related to a disability, special educational need, health condition or medical need, including mimicking or exclusion
Appearance and home circumstances	Bullying related to appearance, size, clothing, poverty, being a young carer, being looked after, or family circumstances
Cyberbullying	Bullying through phones, tablets, games consoles, apps, messaging and social media (see Section 8)

5. Bullying, child-on-child abuse and safeguarding

Keeping Children Safe in Education 2026 makes clear that bullying, including cyberbullying and prejudice-based and discriminatory bullying, is a form of **child-on-child abuse**. All staff must understand that:

- children can abuse other children, and this can happen both inside and outside school, and online;
- even if there are no reports of bullying or child-on-child abuse, this does **not** mean it is not happening – staff should adopt the attitude that **'it could happen here'**;
- abusive behaviour must **never** be dismissed or tolerated as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys', as this can create an unsafe culture where children do not feel able to report;
- some children may not feel ready, or know how, to tell someone that they are being bullied, and may not recognise their experience as harmful. Children with SEND, children who speak English as an additional language, and very young children may find it harder to communicate what is happening, so staff must watch for changes in behaviour;
- some groups are more likely to be bullied, including children with SEND, children who are (or are perceived to be) LGBTQ+, looked after children and young carers; and
- a child who bullies others may themselves be experiencing harm, and their needs must also be considered.

When bullying becomes a safeguarding concern

Staff must report to a Designated Safeguarding Lead **immediately**, through CPOMS or a yellow Record of Concern form, where bullying:

- involves significant harm, or a risk of significant harm, to a child;
- involves sexual harassment, sexual violence or harmful sexual behaviour (the DSL will follow KCSIE Part 5);
- involves the sharing of nude or semi-nude images, including AI-generated or altered images ('deepfakes');
- is serious prejudice-based or discriminatory bullying, or involves threats of violence or hate;
- is linked to a child talking about, or showing signs of, self-harm or suicidal thoughts; or
- suggests that a child may be at risk of exploitation or radicalisation.

The DSL will decide on next steps, which may include a referral to the Tower Hamlets MASH, Children's Social Care or the police, in line with our Safeguarding and Child Protection Policy. Both the child who has been harmed and the child who has caused harm will be supported.

6. Why is it important to respond to bullying?

Bullying hurts. No one deserves to be bullied, and everybody has the right to be treated with respect. Children who bully need to learn different ways of behaving. The school has a responsibility to respond promptly and effectively to bullying. Adults affect bullying in three ways: we **permit** it, we **promote** it, or we **prevent** it.

We permit bullying when…	We promote bullying when…	We prevent bullying when…
• victims are ignored or blamed • we do not listen to what children tell us • children who tell are told to sort it out themselves • children are too scared to tell • we encourage retaliation • there are no effective policies or procedures • children who bully know nothing will happen, and gain power	• we are dismissive of what children tell us • we are aggressive or sarcastic role models • we humiliate children in front of their peers • we pick on individuals, or roll our eyes when they approach us • we are impatient with children who find things difficult • we are unapproachable or insensitive • we do not set limits or consequences for unkind behaviour • classroom and playground management is poor	• we listen to children and encourage them to tell • we are fair • differences between people are celebrated • we raise children's self-esteem • we are calm, assertive role models • we act immediately to stop and challenge bullying, fighting or cruelty • we keep records of incidents and look for patterns • we do not blame children for being bullied • we notice and reward kind behaviour

7. Signs and symptoms

A child (or adult) may show by their behaviour that they are being bullied. Adults should be alert to these signs, and should investigate if a child:

- is frightened of walking to or from school, or of travelling on the bus
- is unwilling to come to school, or their attendance falls
- changes their usual routine, or wants to arrive late or leave early
- becomes withdrawn, anxious or lacking in confidence
- starts stammering, or stops talking
- cries themselves to sleep or has nightmares
- feels ill in the morning, or complains of tummy aches or headaches
- begins to do less well in their school work
- comes home with torn clothes or damaged books
- has belongings that are damaged or 'go missing'
- asks for money or starts taking money
- comes home hungry because their lunch has been taken
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- starts bullying other children or siblings
- stops eating, or changes their eating habits
- is frightened to say what is wrong, or gives unlikely explanations
- is afraid to use the internet or a phone, or is nervous when a message arrives
- wants to stay close to adults at playtime and lunchtime
- (in Nursery and Reception) becomes clingy, regresses (e.g. toileting accidents), avoids certain children or areas, or shows distress at drop-off

These signs could point to other problems, but bullying should always be considered as a possible cause and investigated. **If a child talks about, or shows signs of, self-harm or suicidal thoughts, or talks about running away, staff must tell a DSL immediately.**

8. Cyberbullying

Cyberbullying is bullying that takes place online. Unlike bullying offline, it can follow a child wherever they go – through messaging apps, group chats, social media, online games and phones – and a child can be bullied online and offline at the same time. Although most social media and messaging apps have a minimum age of 13, we know that many of our pupils use them, and that online games and group chats are common places for unkind behaviour.

Cyberbullying can include:

- sending threatening or abusive messages;
- creating and sharing embarrassing images or videos;
- trolling – sending menacing or upsetting messages in chats, social networks or online games;
- deliberately excluding children from online games, group chats, activities or friendship groups;
- shaming someone online, or voting for or against someone in an abusive poll;
- setting up hate sites or groups about a child;
- encouraging a child to hurt themselves;
- creating fake accounts, or taking over or stealing someone's online identity to embarrass them or cause trouble in their name;
- creating or sharing fake or AI-altered images, videos or voice recordings of another person; and
- sharing nude or semi-nude images or videos, or pressuring a child to send sexual images or take part in sexual conversations.

Sharing nudes and semi-nudes: staff must **not** view, copy, print, forward or delete any such image. They must secure the device if it is in school, and tell a DSL immediately. The DSL will follow the UKCIS guidance and KCSIE 2026. Children and families can use the Childline and Internet Watch Foundation **Report Remove** tool to have images of under-18s taken down.

How we respond

- Children are taught to **Stop, Block, Tell**: stop replying, block the person, and tell a trusted adult. Where it is safe, a screenshot or note of the evidence should be kept.
- Cyberbullying that takes place outside school but affects pupils' wellbeing or relationships in school will be dealt with under this policy, as allowed by the Education and Inspections Act 2006.
- Parents will be informed and given advice on reporting content to apps and platforms, and on settings and parental controls.
- Our filtering and monitoring systems, and our teaching of the online safety curriculum (including the **4Cs** – content, contact, conduct and commerce), help to protect children in school. See our **Online Safety Policy** and **Acceptable Use of ICT Policy**.

9. Our youngest children: Nursery and Reception (EYFS)

Children in our Nursery and Reception classes are at the very start of learning how to play, share, take turns, manage their feelings and understand how others feel. We plan for this carefully, in line with the **EYFS statutory framework** and our EYFS Policy.

Understanding behaviour in the early years

- Much of the behaviour that can look unkind in young children – snatching toys, pushing, biting, not sharing or saying 'you can't play' – is a normal part of social development. It is usually **not bullying**, because young children are still learning to understand how their actions affect others.
- We **do not label young children as 'bullies'**. We talk about the behaviour ('hurting hands', 'unkind words'), not the child.
- However, bullying **can** happen in the early years. Staff watch for patterns where the same child is repeatedly targeted, left out or frightened, and where one child is using their size, age or confidence to control another.
- Behaviour that hurts others can sometimes be a sign of an unmet need ,such as a speech, language or communication need, a sensory need, SEND, tiredness or hunger , or of something happening at home. Staff stay **curious** about what the behaviour is telling us.

How we teach kindness and friendship

Personal, Social and Emotional Development (PSED) is a prime area of the EYFS, and underpins everything we do. Through **Building Relationships**, **Managing Self** and **Self-Regulation**, children learn to:

- play and work alongside others, share and take turns, with adult modelling and support;
- use simple words and signs to say how they feel, supported by our oracy approach, visuals and Makaton, and early work on the Zones of Regulation (e.g. naming 'happy', 'sad', 'cross' and 'worried');
- say **"Stop, I don't like it"**, with a clear hand signal, and know that an adult will help if the other child does not stop;
- know who their **key person** is, and that they can always tell a grown-up if someone hurts them or makes them sad;
- understand kind and unkind behaviour through stories, puppets, role play, circle time and songs; and
- tell a grown-up if they see something that upsets them on a tablet, TV or phone (for example, using the Childnet 'Smartie the Penguin' resources).

How we respond in the early years

- An adult steps in straight away, calmly and kindly, and comforts the child who has been hurt first.
- The adult helps both children to name what happened and how they feel, using a simplified, picture-based version of the Cubitt Town Peace Path.
- Children are helped to put things right – for example, 'How can we help Aisha feel better?' – rather than being made to say a quick 'sorry' they may not understand.
- Kind behaviour is noticed and praised straight away, including through Class Dojo.
- The key person tells both families the same day, in a calm and factual way. To protect confidentiality, parents are not usually told the name of the other child.
- Incidents where a child is hurt, and any repeated or targeted behaviour, are recorded on CPOMS.
- Where a pattern emerges, the key person and the EYFS Leader meet the family to agree a shared plan, and involve the SENCo where there may be an underlying need.

- Any concern about a child's welfare – including sexualised behaviour that is not typical for the child's age and stage, or behaviour that may suggest a child is being harmed – is reported to a **DSL** immediately, as for all pupils. The EYFS framework is clear that the safeguarding of our youngest children is a shared responsibility of all staff.
- Corporal punishment is never used or threatened, in line with the EYFS statutory framework.

Working with families

Parents of young children are often understandably worried when their child comes home upset or hurt. We encourage families to speak to their child's key person at drop-off or pick-up, or through Class Dojo, and we will explain what we have seen and how we are helping. Information about friendships and any concerns is shared carefully at transition from Nursery to Reception and from Reception to Year 1, so that support continues.

10. Procedures

Step 1: Report bullying to staff

- Pupils and parents should tell the class teacher or a class adult in the first instance (in EYFS, the child's key person).
- This can be escalated to the year group leader or a senior member of staff if the bullying continues.
- Serious incidents are escalated to the Senior Leadership Team, and consequences are considered in line with the Behaviour Regulation Policy.
- Children can also report through worry boxes, Toot Toot or any trusted adult, including our Learning Mentors.
- Staff record all reported or witnessed bullying on **Arbor** , which alerts the Headteacher and DSLs.
- Pupils are encouraged to **tell**, and not to be a bystander (S.T.O.P.).

Step 2: Record the incident

- All incidents are recorded factually on Arbor , including prejudice-related incidents, which are categorised by type (for example racist, sexist, homophobic or disability-related).
- Serious cases are also recorded on CPOMS and shared with parents.

Step 3: Inform parents

- Parents of all the children involved are informed. In serious cases, parents are asked to come into school for a meeting.
- Sensitivity is needed where a child is vulnerable or has SEND. The SENCo, **Angie Drew**, is informed, and support is adapted to the child's needs.

Step 4: Consider safeguarding

- Where there are safeguarding concerns (see Section 5), a DSL is informed immediately and decides on next steps, which may include advice from Children's Social Care or the police.

Step 5: Investigate and stop the bullying

- The behaviour, or any threat of bullying, is investigated promptly and the bullying is stopped quickly.
- Staff listen to all the children involved, including witnesses, and record their views.

Step 6: Help the child who has bullied to change their behaviour

- Learning Mentor intervention
- a positive role model or buddy
- working together with parents
- a named key adult
- assertive mentoring

- support from the Behaviour and Attendance Support Service (BASS)

Step 7: Analyse the records

- The Headteacher and SLT analyse the records termly to identify patterns, hotspots and repeated or similar incidents.
- This analysis is used to plan Oracy assemblies, strengthen the PSHCE curriculum and plan staff training, and is reported to governors.

Step 8: Bullying of staff or parents

- Any bullying of staff, or by staff or parents, involves the Headteacher and senior leaders. Where it concerns the Headteacher, the Chair of Governors, Margaret Davies, is informed. Our Staff Code of Conduct, Grievance and Whistleblowing procedures also apply.

11. Supporting the child who has been bullied

- A trusted adult checks in with the child regularly, and the child knows exactly who they can go to.
- The child may be offered support from our Learning Mentors, ELSA, friendship groups or the THEWS practitioner, and, where needed, referral to outside agencies such as CAMHS.
- Safe spaces are available at playtime and lunchtime, including the Learning Mentor rooms.
- The child's views are listened to, and they are involved in agreeing what will help them feel safe.
- The situation is monitored closely, and the family is kept informed.

12. Outcomes

- The child who has bullied may be asked to make a genuine apology and to take part in a restorative conversation, using the Cubitt Town Peace Path. Other consequences may follow, in line with the Behaviour Regulation Policy.
- In serious cases, internal inclusion, suspension or permanent exclusion may be considered, in line with the DfE guidance **Suspension and Permanent Exclusion**.
- Where possible, and where the child who has been bullied wants this, the pupils will be reconciled.
- After an incident has been investigated and dealt with, each case is monitored to make sure the bullying does not happen again.

13. Prevention

We use a range of approaches to prevent bullying. As and when appropriate, these include:

- our PSHCE curriculum, including Relationships Education and online safety lessons
- Oracy assemblies and PSHCE lessons that promote and celebrate difference, including during Anti-Bullying Week each November
- writing a class charter about how we show care for each other
- our child-friendly behaviour expectations: Ready to learn, Respectful to all, Keep yourself and others safe
- the Zones of Regulation and the Cubitt Town Peace Path
- signing a behaviour contract where needed
- writing stories or poems, or drawing pictures, about bullying
- role play, including how bystanders can help or harm
- involving School Council members regularly in anti-bullying work, to share in their classes
- training staff and prefects to supervise corridors, stairways and the playground
- an annual pupil survey on the types and locations of bullying
- organising lunchtimes so that younger and older pupils are safely supported
- worry boxes in every classroom
- Toot Toot, our online reporting platform, monitored by the Learning Mentors
- designated Learning Mentor rooms, so that children always have someone to talk to

- reading stories about bullying in class or in assembly
- discussions about bullying and why it matters
- annual review of this policy

14. A common language

We also prevent bullying by using a common language when challenging behaviour. Staff are often told, by way of excuse, 'It was a game', 'It was a joke', 'It was banter' or 'It was an accident'. In line with KCSIE, we never accept these explanations without checking. Staff ask these questions:

What we are told	Questions we ask
'It was a game.'	Did everyone join in? Was anybody left out? Did they want to be left out? If it really was a game, everyone would have been happy to play, and anyone not playing would have chosen not to join in.
'It was a joke' or 'It was banter.'	Was everyone laughing? Did everyone find it funny? If it really was a joke, everyone would be amused. If someone is hurt or upset, it is not banter.
'It was an accident.'	Has someone gone to get help? Has anyone said sorry? Is anyone comforting the person who has been hurt? This is what happens after a real accident. If it is not happening, then what happened was not an accident.

15. Roles and responsibilities

Who	Responsibilities
Governing Body	Makes sure the school has an effective anti-bullying policy that meets the law; monitors termly anonymised data on bullying and prejudice-related incidents; the Chair of Governors, Margaret Davies, is also the Safeguarding Link Governor.
Headteacher/Deputy Headteacher	Robyn Bruce and Richard Buggins makes sure the policy is followed, staff are trained, incidents are recorded and analysed, and governors are kept informed.
Designated Safeguarding Leads	Robyn Bruce, Karen Ward and Jacqui Jenkins, supported by the deputy DSLs, respond to any bullying that is also a safeguarding concern.
SENCo	Angie Drew makes sure children with SEND are protected and supported, and that responses are adapted to their needs.
EYFS Leader	Chelsea KErdachi makes sure the approach in Section 9 is followed in Nursery and Reception.
Learning Mentors	Monitor Toot Toot and worry boxes, provide a safe space, and support children who are bullied and those who bully.
All staff	Model respectful behaviour, act on every report, record incidents on CPOMS, challenge prejudiced language, and pass safeguarding concerns to a DSL.
Pupils	Treat others with kindness and respect, tell an adult if they or someone else is being bullied, and be an 'upstander', not a bystander.
Parents and carers	Support the school's approach, talk to their child about kind behaviour online and offline, and tell the school promptly about any concerns.

16. Help and support

Organisation	Contact
NSPCC Helpline – adults worried about a child	0808 800 5000 | help@nspcc.org.uk
Childline – for children and young people	0800 1111 | www.childline.org.uk
Report Remove (Childline and IWF) – removing nude images of under-18s	www.childline.org.uk/report-remove
CEOP – reporting online sexual abuse or grooming	www.ceop.police.uk
Family Lives – parenting support (formerly Parentline Plus)	0808 800 2222 | www.familylives.org.uk
Kidscape – advice for children, parents and schools	www.kidscape.org.uk
Anti-Bullying Alliance	www.anti-bullyingalliance.org.uk
YoungMinds – bullying and cyberbullying	www.youngminds.org.uk
Internet Matters – online safety advice for parents	www.internetmatters.org
Report Harmful Content (UK Safer Internet Centre)	www.reportharmfulcontent.com

If you think a child is in immediate danger, call **999**. Concerns about a child's safety can also be reported to the Tower Hamlets MASH – contact details are in our Safeguarding and Child Protection Policy.

Related policies

This policy should be read alongside our Behaviour Regulation Policy, Behaviour Principles Statement, Safeguarding and Child Protection Policy, Online Safety Policy, Acceptable Use of ICT Policy, Equality and Diversity Policy, EYFS Policy, SEND Policy, Positive Mental Health Policy, Staff Code of Conduct and Whistleblowing Policy.

17. Our commitment

"At Cubitt Town, every child has the right to feel safe, happy and respected. We will listen, we will act, and we will work together so that every child grows, every voice matters and every day counts."