

Crestwood Park Primary School



Anti- Bullying Policy

Policy Owner: CPPS
Reviewed By: Governors
Date of Last Review: December 2023
Frequency of Review: Annual

Crestwood Park Anti-Bullying Policy

Vision Statement

Ensuring that children feel safe and secure when they are in school, is at the heart of all we do and children's wellbeing is an emphasis of the School Improvement Plan (SIP). Bullying is seen as a completely unacceptable way of behaving by all stakeholders and it will not be tolerated here at Crestwood Park.

The purpose of this policy is to-

- define what we term as bullying
- explain how bullying is dealt with when it arises
- describe strategies that are in place to keep bullying to a minimum.

Statement of Intent

It is Crestwood Park's intention to ensure that all children feel able to discuss any concerns they have concerning bullying with an adult in the full confidence that it will be dealt with immediately. It is also essential that parents and children are educated to understand the nature of bullying and feel supported by the school should such an incident arise. We are proactive in our approach to keeping bullying behaviour to a minimum and one aspect of this involves training and working with Pupil Anti-Bullying Ambassadors through the Diana Award programme. Crestwood Park hopes to create a climate when bullying is seen as completely unacceptable behaviour.

Definition of Bullying

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
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

Some forms of bullying are illegal and should be reported to the police. These include:

- violence or assault
- theft
- repeated harassment or intimidation, for example name calling, threats and abusive phone calls, emails or text messages
- hate crimes

Strategies for preventing bullying

The use of 'Circle Time' and PSHE lessons are essential in helping to prevent bullying. This gives all children the opportunity for airing their views and concerns. It also helps children that may consider bullying types of behaviour to hear how this makes other children feel. We use the 'Peacemakers' model for circle times; more details about this can be found in our SMSC policy. All staff have received training from Peacemaker staff and can seek additional support if and when required.

We aim to create a climate where children are not afraid to talk to the adults in school, so support can be offered and early intervention can be made to prevent any potential bullying situation arising. Similarly should children not be able to talk to adults in school, parents and carers should feel sufficiently confident in the school in dealing with such issues.

We keep anti-bullying messages 'in mind' throughout the school year through activities delivered by the anti-bullying ambassadors, whole school and phase assemblies. We promote awareness through the National Anti-Bullying Week and our work with Believe 2 Achieve Peer Support programme.

Playground buddies and the use of friendship stops on the playground can also help in peer to peer support to prevent bullying. In addition a social skills pack developed by the Educational Psychology team is available to help in peer to peer support.

Lunchtime supervisors should be aware of the climate of encouraging children to tell and always make staff aware of any incident they feel necessary. Training should be given so that lunchtime supervisors can keep children occupied during lunchtime but also regular meeting should be held to support them in dealing with emotional issues and helping in the prevention of bullying type behaviour on the playground.

Regular 'Circle Time' training should be given to staff to help in dealing with difficult emotional issue such as bullying.

Reporting and Recording Bullying

Children should be encouraged to report bullying initially to any adult that they are comfortable to talk to in school. The guidance always given to children is they **must** tell.

- If this is considered to be a bullying incident it will be logged in the school bullying log (in Head's office) with clearly identified action being indicated.

Both /all sets of parents carers should be informed which can be done at a variety of levels

- informally seeing parent after school
- Phone call.

- Request to make an appointment with parent
- by letter

On every occasion the word bullying is used the Head and or Deputy must be informed However it is important to ascertain that what is reported as bullying actually is not an isolated incident or very minor and therefore not bullying (see definition)

When the incident is reported by the parent and not the child the same course of action will follow as outlined below.

It is essential that any report is initially responded to the same day whenever possible.

Responding to bullying

From the initial report the adult involved will take the following course of action

- Talk to child individually and the other child/ren involved finding out exactly what happened
- The class teacher may decide on a course of action on their own initiative to support the bullied child and take sanctions against the bully. It is always essential to support the bully to prevent this from reoccurring
- **When the incident is serious**(several incidents of physical harm , repeated and regular verbal abuse that has continued over a period of time or repeated threatening behaviour) the Head or Deputy will be involved in investigating the incident and any action taken will be agreed between all parties.

Investigations can include talking to other children who may be witnesses. Also other children can be essential in helping to support the bullied child and the bully by an agreed course of action and support methods.

Both the bully and bullied person should receive support to prevent this from happening again. A useful tool is for the bullied person to tell the bully how they make them feel. This can be difficult and can be done by letter if the bullied child feels more comfortable.

Steps to be taken to support the bully and resolve future incidents:

Write letter of apology

Miss a playtime or several playtimes/lunchtimes

Being in isolation from class for a day/days

Exclusion (fixed term)

It is also essential that regular reviews are held when parents are involved or the incident is deemed serious. Weekly meeting should be offered to ensure that the bullied child is happier and that the bully is not repeating the same behaviour.

If bullying continues despite all the above strategies being in place, it is essential that further action is taken. The sanctions should be escalated and at all times all parents should be involved.

Monitoring and review

This policy will be reviewed every 3 years in line with Crestwood Park's Review cycle. During the course of the review staff, children and parents will be consulted through school council and governors.

Roles and responsibilities

Ultimately the Head teacher is responsible for dealing with all serious bullying incidents. However it is necessary to have an escalation of involvement and the class teacher will initially deal with any report unless the information has gone straight to Head or Deputy.

Consultation and Participation

This will be shared with:

- Staff through staff meetings
- Parents through governors and possibly a focus group.
- Through pupils via school council