

Cedars Park Primary School



“No limit to learning”

Anti-Bullying Policy

Author: Senior Leadership Team
Term reviewed by School: Spring 2023
Reviewed by: Local Improvement Board

Next Review Date: September 2023

Contents page

1 Definition.....	4
2 Aims and objectives.....	5
3 Strategies.....	5
4 The role of parents.....	6
5 The role of teachers.....	6
6 The role of the Headteacher.....	6
7 The role of Governors.....	7
8 Monitoring and review.....	7

The Vision

At Cedars Park Primary School, we encourage our learners to be ambitious for themselves and for others. We challenge and support them in questioning the world and in finding solutions.

Our school values of leadership, organization, resilience, initiative and communication, together with our School Code of Conduct, underpin the school's ethos of "No Limit to Learning".

School Code of Conduct (more commonly known by children as the 'School Rules')

A – Always give 100%

B – Be healthy and safe

C – Care for and respect everyone and everything

We want our learners to be ready to learn, to be respectful of each other and to feel safe.

Introduction

At Cedars Park Primary School, we are committed to providing a caring, safe and friendly environment in which all our pupils will be happy to come and work.

Bullying of any kind is unacceptable and will not be tolerated in our school. No one deserves to be a victim of bullying; everybody has the right to be treated with respect. Children who are bullying others need to learn different ways of behaving. **We take all incidents of bullying very seriously.**

This policy enables us to fulfil our school vision by ensuring that we have a robust process in place to ensure that all of the pupils are equipped with the necessary skills to behave well: to respect each other; to define bullying and to have strategies to deal with bullying if it happens.

Tackling bullying is a key element in promoting the health and well-being of children and young people and was identified in the National Healthy School Standards (NHSS 1999).

Since 1998 schools have been required by law to have a written anti-bullying policy. The Race Relations (amendment) Act 2000 also requires schools to work towards stopping racial discrimination. This includes racist bullying.

This policy should be read in conjunction with other related school policies: Positive Behaviour and Safeguarding.

School Statement on Bullying

Our school is a place where every person has the right to be themselves, to be included and to learn in a safe and happy environment. Everyone at our school is equal and treats each another

with respect and kindness. Bullying of any kind is unacceptable and will not be tolerated in our school community.

At our school the safety, welfare and well-being of all pupils and staff is a key priority. We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination.

We actively promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our pupils to become responsible citizens and to prepare them for life in 21st Century Britain.

These values reflect those that will be expected of our pupils by society, when they enter secondary school and beyond in the world of work or further study.

We are committed to improving our school's approach to tackling bullying and regularly monitor, review and assess the impact of our preventative measures.

1. Definition

At Cedars Park Primary School, we have defined bullying as the intentional repetitive or persistent hurting of one person by another where the relationship involves an imbalance of power. Bullying can be done face-to-face, through third parties or through sending messages or images by email, text or over the internet. The nature of bullying can be:

- Physical – such as hitting or physically intimidating someone, or using inappropriate or unwanted physical contact towards someone
- Attacking property – such as damaging, stealing or hiding someone's possessions
- Verbal – such as name calling, spreading rumours about someone, using derogatory or offensive language or threatening someone, name calling, taunting, mocking, gossiping, making offensive comments, spreading rumours
- Psychological – such as deliberately excluding or ignoring people
- Cyber – such as using text, email or other social media to write or say hurtful things about Someone

Bullying can be based on any of the following:

- Race (racist bullying)
- Religion or belief
- Culture or class
- Gender (sexist bullying)
- Sexual orientation (homophobic or biphobic bullying)
- Gender identity (transphobic bullying)
- Special Educational Needs (SEN) or disability

- Appearance or health conditions
- Related to home or other personal situation
- Related to another vulnerable group of people

2. Aims and objectives

Bullying is wrong and damages individual children; it causes pain, worry, fear and distress. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

We aim to make all those connected with the school aware of our opposition to bullying and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

Through this policy we aim to produce a consistent school response to any bullying incidents that may occur.

3. Strategies

We discuss the effects of bullying and how to tackle these issues through our PHSE curriculum, assemblies and an annual school focus on positive behaviour and anti-bullying.

If we become aware of any bullying taking place within the school, we deal with the issue immediately and impartially. This may involve counselling and support for the victim and sanctions for the perpetrator.

We spend time talking to the child who has bullied: we try to get to the bottom of why the bullying occurred, we explain why it was wrong and we try to help the child change his / her behaviour in future. If appropriate, bullying will be addressed as an issue in the class through PSHE lessons.

When dealing with an incident we adopt a problem-solving approach which moves children on from simply trying to justify their behaviour. We try to identify the problem and suggest solutions. If possible, the children will be reconciled.

In line with our school ethos, that bullying is unacceptable and in the knowledge that other children are often aware of bullying behaviour, we actively encourage pupils to tell an adult when they know that bullying is happening; we do not want any child to suffer in silence.

The first time a child is found to be involved in bullying, the Headteacher and Behaviour Leader will be made aware of the situation but it will be dealt with by the class teacher.

If a child is found to be repeatedly bullying other children, the Headteacher and Behaviour lead will become actively involved.

The child's parents are then invited into the school to discuss the situation. In difficult cases, for example where these initial discussions have proven ineffective, the Headteacher may contact external support agencies.

4. The role of parents

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

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.

5. The role of teachers

Teachers in our school take all forms of bullying seriously and intervene to prevent incidents from taking place. They keep records of all incidents on Arbor. At lunchtimes, these duties are undertaken by the Midday Supervisory Assistants (MDSAs).

All behavior incidents are monitored by the Behaviour Leader so that patterns of behavior can be identified and early intervention put in place where required.

Teachers work 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, we aim to prevent incidents of bullying.

If teachers witness an act of bullying, they respond as described above (3. Strategies). If it comes to their attention that a child is being bullied over a period of time, the matter is reported to the Headteacher and the parents are informed.

The Behaviour Leader monitors behaviour incidents on Arbor at least monthly to identify patterns, trends and quality assure reporting.

Teachers routinely attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management.

6. The role of the Headteacher

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 Local Improvement Board about any incidents of bullying at each full meeting and about the effectiveness of the anti-bullying policy on request.

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 the importance of taking responsibility for their actions.

The Headteacher sets the school climate of mutual support and praise for success, so 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.

The Headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

7. The role of the Local Improvement Board (LIB)

The LIB supports the Headteacher in all efforts to eliminate bullying from the school. This policy statement makes it very clear that the LIB does not tolerate bullying taking place in the school and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The LIB monitors the incidents of bullying that occur and reviews the effectiveness of the school policy regularly. The LIB require the Headteacher to keep accurate records of all incidents of bullying, to report at each meeting about any incidents of bullying and to report to the Governors about the effectiveness of school anti-bullying strategies on request.

The LIB will respond within ten days to any request from a parent to investigate incidents of bullying.

In all cases, the LIB will notify the Headteacher, ask her to conduct an investigation into the case and report back to a representative of the LIB.

8. Monitoring and review

This policy is monitored on a day-to-day basis by the Headteacher who reports to the LIB on its effectiveness on request.

The effectiveness of this policy is monitored by the LIB annually. The LIB analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents and examine the summary of the school's anti-bullying monitoring process.

The Trust is sent the aggregated data for discriminatory incidents every term.

The LIB reviews this policy every two years or earlier if appropriate.