Cedars Park Primary School

"No limit to learning"

Anti-Bullying Policy

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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.

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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 use the Anti-Bullying Alliance (2023) definition:

> "Bullying is 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."

The nature of bullying can be:

- **Physical** – hitting, pushing, or other forms of inappropriate physical contact
- **Verbal** – name-calling, threats, gossiping, mocking, or offensive comments
- **Psychological** – excluding, ignoring, coercing or manipulating others
- **Cyber** – sending harmful messages or images online, via text or social media
- **Property-based** – stealing, damaging, or hiding someone's belongings

Bullying may be targeted at any aspect of a person's identity, including:

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- Race or ethnicity
- Religion or belief
- Gender or gender identity
- Sexual orientation
- Special educational needs or disabilities (SEND)
- Appearance or health conditions
- Family or home circumstances (including looked-after children or young carers)
- Socio-economic background

We recognise that **some children are more vulnerable to bullying**, including those with SEND, those from minority backgrounds, or those experiencing personal challenges. We take extra care to support and monitor these children and ensure all pupils feel safe and valued.

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.

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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.

3a. Cyberbullying

Cyberbullying is a serious and growing issue that can occur at any time, including outside school hours. It includes:

- Sending threatening or abusive messages
- Sharing personal or embarrassing images or videos
- Excluding someone from group chats or online games
- Impersonating someone online to cause harm
- Posting harmful content on social media (e.g. TikTok, Instagram, WhatsApp)

Any incidents of cyberbullying that affect children in our care will be treated seriously and managed in accordance with this policy, even if they occur off-site.

Our approach includes:

- Educating pupils on online safety through PSHE, computing and assemblies
- Monitoring devices and internet use in school
- Encouraging pupils and parents to report online bullying immediately
- Supporting victims sensitively and working with families
- Involving external agencies or the police if appropriate

We work closely with parents to promote responsible use of technology and to reinforce online safety at home.

3b. Pupil Voice and Peer Support

We believe that involving pupils in tackling bullying helps build a safe and respectful school culture.

We promote pupil voice through:

- Regular well-being surveys
- School Council discussions on behaviour and safety
- Class-based discussions and PSHE reflections
- A suggestion or worry box available in each class

Peer support structures are encouraged, including:

- Nurture ambassadors or anti-bullying buddies (if applicable)
- Promoting bystander responsibility – encouraging pupils to speak up
- Celebrating kindness and inclusion in weekly assemblies

We value pupil feedback and adapt our strategies in response to their experiences.

4. The role of parents

Parents and carers play a vital role in our shared responsibility to prevent and address bullying.

We ask parents to:

- Watch for signs of distress in their child (e.g. reluctance to attend school, unexplained injuries, withdrawn behaviour)
- Report concerns promptly to the class teacher or school office
- Avoid encouraging retaliation and instead work with the school to resolve issues constructively
- Model respectful behaviour in all interactions with the school community

We commit to:

- Listening carefully and acting promptly on concerns raised
- Communicating clearly and sensitively with families involved in incidents
- Offering support and guidance where needed, including access to pastoral or external support services

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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 Principal

It is the responsibility of the Principal 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 Advisory Board (LAB)

The LAB supports the Principal 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 LAB require the Principal 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 LAB will respond within ten days to any request from a parent to investigate incidents of bullying.

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

8. Monitoring and review

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

The effectiveness of this policy is monitored by the LAB annually. The LAB 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 LAB reviews this policy every two years or earlier if appropriate.

9. Statutory Guidance and Related Policies

This policy supports the school's duties under the following national guidance and legislation:

- **Preventing and Tackling Bullying** (DfE, 2017)
- **Keeping Children Safe in Education** (KCSIE, 2024)
- **Behaviour in Schools** (DfE, 2022)

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- **Education and Inspections Act 2006**
- **Children Act 1989**
- **Equality Act 2010**
- **Ofsted Education Inspection Framework (EIF) 2023**

This policy should be read alongside:

- Positive Behaviour Policy
- Safeguarding and Child Protection Policy
- Online Safety Policy
- Acceptable Use Policy
- Equality, Diversity and Inclusion Policy