



CASTLEWOOD PRIMARY SCHOOL

ANTI-BULLYING POLICY

Written by: Kirsty Anstee-Brown, Headteacher

Dated: March 2024

Approved by: Governing Board

Dated: March 2024

Date for review: March 2025

Anti-Bullying Policy

- 1.1** DfE guidance defines bullying as 'behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.' ([Preventing and Tackling Bullying, DfE July 2017](#))
- 1.2** Bullying means that one child is deliberately using their power over another to make them feel bad. *Bullying is not having a single argument or fight with someone. It isn't saying something bad to someone once when you are angry.* Bullying goes on deliberately over a period of time.
- 1.3** Bullying is anything done, physically or verbally with the intention of hurting somebody. It ~~can be~~ may include but is not limited to:
- EMOTIONAL: being unfriendly, excluding, tormenting
 - PHYSICAL: hitting, kicking, taking belongings or any use of violence
 - RACIST: racial taunts, graffiti, gestures
 - SEXUAL: unwanted physical contact or comments
 - HOMO/TRANS/BIPHOBIC: because of, or focussing on, the issue of sexuality or gender identity
 - VERBAL: name calling, insulting, sarcasm, making offensive remarks
 - INDIRECT: being made the subject of malicious rumours, sending malicious emails or text messages
 - CYBER: all areas of the internet including email, social media, chat rooms, AI, mobile threats by text messaging and calls, misuse of the camera and video recording.
 - DISABLIST: behaviour or language that makes a child or young person feel unwelcome or marginalised because of a perceived or actual disability or additional need.
 - FAITH-BASED: name calling or prejudice towards faith/religion.

These different areas are all discussed and addressed in regular age appropriate Education 4 Safeguarding (PSHE, including statutory RSE) lessons, assemblies and any further teaching or intervention will be planned in response to individual incidents as they arise.

- 1.4** At Castlewood School, bullying will not be tolerated. No one deserves to be the target of bullying. Everyone has the right to be treated with respect. Children who use bullying behaviour need to be aware of the consequence of their actions. They need to be supported to learn different ways of behaving. <https://www.anti-bullyingalliance.org.uk/tools-information>

2. Aims and objectives

- 2.1** Bullying is wrong and damages individuals. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.
- 2.2** We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.

2.3 The school feels that bullying is not currently a prevalent problem within its setting, but we are aware that there are many differing perceptions amongst parents, teachers and children with regards to the nature and impact of bullying. We are also aware that contextual situations can change. Therefore, we reflect seriously upon this subject and make a commitment to deal with bullying professionally and effectively.

Anti-bullying strategies are intrinsic to our school's overall aims, values and ethos; they form an important part of the Behaviour for Learning policy. Despite a low frequency of bullying incidents, we believe in tackling the issue proactively. **Kindness** is a key value which underpins our curriculum, as highlighted by Castlewood's Heart Learning Power and our PSHE/Education 4 Safeguarding curriculum, which are important vehicles allowing us raise awareness and increase understanding of both bullying and tolerance, enabling and empowering pupils and staff to recognise negative behaviour and take action accordingly.

2.4 This policy aims to produce a consistent school response to any bullying incidents that may occur.

3 The role of pupils

3.1 Pupils are encouraged and reminded to tell anybody they trust if they or any other member of the school are being bullied and if the bullying continues or restarts, they must keep on letting people know.

3.2 All pupils in the school have a responsibility to tell a trusted adult, their class teacher or the Headteacher if they are a target of bullying, believe another child is being targeted or witness bullying behaviour.

4 The role of the teacher and support staff

4.1 All the staff in our school take all forms of bullying seriously and seek to prevent it from taking place.

4.2 All incidents of bullying, that occur both **in and out** of class, are logged. We also record incidents that occur near the school, or on the children's way between school and home. The school staff may investigate and act upon instances of bullying behaviour outside school if it is reasonable to suggest that the school should be regulating their behaviour in the circumstances.

4.3 All incidents of bullying behaviour are to be reported to a member of staff AND the Headteacher or the SLT who will further investigate. If teachers witness an act of bullying, they will investigate it themselves and inform the Headteacher. Teachers and support staff will do all they can to support the child who is being targeted.

4.4 There is a simple three stage procedure if bullying behaviour has occurred:

Stage 1 - A verbal warning is given to the child/children concerned and it is made clear to the children as to why/how their behaviour is bullying and how it has made the other child/ren feel. This is recorded on CPOMS to clearly show

who has been the target of the bullying and who has been exhibiting bullying behaviour, as well as which category it falls into (see 1.3).

Stage 2 - If there is a second formal occasion the parents of both the victim and the child showing bullying behaviour, will be informed and a meeting with Headteacher/SLT to discuss the situation. The school and both sets of parents will receive a record of this meeting and the agreed actions as a result of the meeting. A support programme may be put in place to help the child change their behaviour and support offered to the victim as necessary. Our SENDCo may need to refer to other outside agencies if appropriate to support either of the children involved.

Stage 3 - If the behaviour continues, as with other cases of extreme behaviour then internal or fixed term suspensions will be considered.

After the incident/s - Each case is monitored to ensure repeated bullying does not take place again.

Attempts will always be made to help the child learn to change their behaviour and if necessary the police, Early Help Hub, Family Support Workers or the Behaviour Support Team may be contacted for advice and support.

4.5 Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. Our E4S curriculum and weekly lessons further support the children's knowledge using drama, role-play, stories etc., across the curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Pupils are also offered regular opportunities to apply their acquired skills and knowledge of how to report bullying, and manage other situations which may arise from bullying behaviour, in E4S lessons using given scenarios and other formative assessment tasks. This addition to the curriculum has come directly from the pupils at Castlewood, who stated that they wanted to be taught how to apply their knowledge as well as being taught it. Weekly celebration assemblies and Circle time (KS1) may also be used to praise, reward and celebrate the success of all children, and thus help create a positive atmosphere.

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 identify and 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 an assembly as the forum in which to discuss with other children why this behaviour was wrong.

6 The role of parents

6.1 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 should not contact the alleged bully themselves.](#) If they are not satisfied with the response, they should contact the headteacher or governors. If they remain dissatisfied, they should follow the school's complaints procedure, as detailed on the school website.

6.2 Parents have a responsibility to support the school's anti-bullying policy, by actively encouraging their child to be a positive member of the school. Advice for parents, if they think their child is being bullied, is available on a variety of websites including:

<https://www.familylives.org.uk/advice/bullying>

<https://www.kidscape.org.uk/advice/advice-for-parents-and-carers/> or

<https://www.anti-bullyingalliance.org.uk/tools-information/advice-parents>

7 The role of governors

7.1 The governors support the Headteacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously and dealt with appropriately.

7.2 The governors monitor both the effectiveness of the Anti-bullying policy and the records kept by the Headteacher.

7.3 A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to investigate the matter. The governing body responds within ten school days to any request from a parent to investigate incidents of bullying. In all cases the governing body notifies the Headteacher and an investigation is conducted into the case.