

Crown Meadow First School and Nursery



Anti-Bullying Policy

January 2026

This policy is reviewed annually by the Governing Body and SLT

Last reviewed: January 2026

Next Review: January 2027

Signature: Tess Davis (Chair of Governors)

Print Name (HT) : Michelle Hague (Interim)

Crown Meadow First School & Nursery is committed to safeguarding and promoting the welfare of children and staff. Addressing bullying is a key part of this commitment, as it plays a significant role in maintaining a safe and supportive environment for all children.

Aims

The Governing Body acknowledges that bullying can have a detrimental effect on a child's emotional health, well-being, attendance, academic performance, and future life chances. Our school's aim is to work with staff, children, and parents to foster an inclusive community where bullying is not tolerated. We operate under a "TELLING" policy: children are encouraged to report bullying, and action will be taken when it is reported. We know bullying persists when it goes unreported or unaddressed, so the primary objective of this policy is to protect children by preventing and eradicating bullying wherever possible.

Links to other policies and relevant guidance

This policy builds on our Behaviour Policy (2024) and adds more detail to the reporting stages and actions when bullying is alleged.

This policy takes guidance from DfE (2017) *Preventing and Tackling Bullying and Cyber Bullying: advice for headteachers and school staff*. It also draws upon information from the Anti Bullying Alliance.

School Values and Beliefs

- All children have the right to feel safe, happy, and included
- Everyone has the right to learn and work in an environment free from harassment, discrimination, and fear.
- Bullying is unacceptable.
- Children who experience bullying will receive support.
- We actively promote British Values such as democracy, rule of law, individual liberty, mutual respect, and tolerance of different beliefs and faiths.

Definition of Bullying

Bullying is defined as persistent unkindness, threats, or aggressive behaviour by an individual or group toward another individual or group, often based on a perceived difference, which causes harm or the fear of harm. The Department for Education (DfE) defines bullying as "behaviour, usually repeated over time, that intentionally hurts another individual or group physically or emotionally."

We understand that bullying can have a significant impact on a child's life and commit to responding promptly and effectively to all reported cases.

When assessing if a child is being bullied, we use the following criteria. If there are 2 of the 3 criteria present, we will treat the case as potential bullying.

- Deliberate cause of harm/knowingly caused harm (physically or emotionally)
- It is a repeated incident or experience

- Involves an imbalance of power:
 - target feels s/he cannot defend her/himself, or
 - perpetrator/s exploiting their power (size, age, popularity, status)

Ongoing patterns of making and breaking friendships, where both parties are equally responsible, do not constitute bullying. However, such behaviours can affect children's ability to focus on learning and wellbeing and will be addressed when identified or reported.

Types of Bullying

Bullying can take many forms, including but not limited to the following. We understand that bullying can be targeted at an individual but also indirectly towards their family or personal circumstances. We understand that bullying can take place in school and outside of school, in person or online. At CMFS we act against all types of bullying, no matter where they occur.

Type of Bullying	Definition
Emotional	Excluding someone from social groups, tormenting, or being unfriendly.
Physical	Hitting, kicking, pushing, spitting, biting, or taking someone's belongings.
Verbal (Direct or Indirect)	Name-calling, sarcasm, spreading rumors, or teasing (which may or may not relate to a disability).
Racial	Racial taunts, graffiti, or gestures.
Homophobic	Verbal or physical abuse based on sexual orientation or perceived orientation, motivated by prejudice about LGBTQ+ individuals.
Sexual	Explicit sexual remarks, unwanted attention, inappropriate touching, or comments on sexual reputation or performance.
Cyber-bullying	Bullying that takes place online through social media, messaging apps, or gaming sites.
Prejudice-related	Derogatory behavior based on race, ethnicity, nationality, disability, or sexual orientation.

Early intervention and preventative methods

The methods used by the school to promote positive behaviour, peer support and the celebration of diversity. The following strategies will be used to aim to prevent bullying incidents:

- Story Project and PSHE lessons promote the personal, social and emotional health of all children and raise awareness, promote mutual respect, self-discipline, interpersonal skills and social responsibility which underlie good behaviour. Teaching about healthy relationships provides the children with the knowledge, skills and attitudes which help them recognise anti-social or bullying behaviour in themselves and in others, and

thereby help to prevent it. We directly teach what is bullying and what is not bullying (eg. two friends falling out, one-off argument or difference of opinion) the role of the bystander, how to report incidents and get support.

- Our internet monitoring system flags any inappropriate language used in school and can help identify any early warning signs of bullying. We closely follow our acceptable use policy.
- We send Wake Up Wednesday to parents to support their understanding of the cyber world, and educate them in acceptable use of online platforms and the risk these can have for bullying.
- Children are never allowed mobile phones in school.
- School Assemblies and values promote the age-appropriate understanding the problem of bullying, procedures to follow, who to tell if you experience or witness bullying, to encourage shared understanding and responsibility
- We participate annually in Anti-bullying week, online safety and well-being weeks to raise awareness and provide additional opportunities to focus on key anti-bullying themes.
- We use small group and individual teacher/teaching assistant/ child discussions – to provide a forum for listening and restorative conversations. Our Teaching Assistants as well as our teachers are trained to provide extremely good support to children by listening and guiding them in positive behaviour choices.
- Children who need guidance in their behaviour towards others are offered support and intervention, with specific targets for improving behaviour.
- Children with personal, emotional and social difficulties are offered pastoral support.
- Individual Behaviour Plans or Pastoral Support Plans are put in place as needed, and reviewed at frequent intervals with parents.

Responding to Bullying

At Crown Meadow, we encourage all members of our community to report bullying concerns. We have an open and trusting environment and aim for all children, parents and staff to feel safe to report any concerns.

Children

At CMFS we talk about trusted adults and how the primary role of all staff members is to keep children safe, with Be Safe being one of our three school rules. We teach that bullying is never acceptable and is never the victim's fault. If a child is being bullied, thinks a friend or class member is being bullied, or is worried they are themselves bullying someone else, they should report it to any trusted adult in school. We teach our children that telling an adult will always be the first step to helping resolve any conflict or problem.

The member of staff will listen to the child and make an initial note of their concerns, they will then discuss next steps with them and reassure them that they will be supported. The member of staff will make a formal record of the bullying report and other relevant members of staff will be alerted. The member of staff will directly alert the school's Designated

Safeguarding Lead/Deputy Designated Safeguarding Lead/SLT if the report is deemed urgent or if a child is considered at risk.

Even if the incident is not deemed as bullying, after investigation, we will still put support in place for the children involved and help them to move forward and feel safe in school.

Parents

We understand that it can be very difficult for a parent/carer to be concerned or hear that their child has been the target of bullying, has experienced bullying behaviour or is an alleged perpetrator of bullying. We ask that if parents/carers have concerns about their child experiencing or perpetrating bullying, that they contact a member of school staff.

Initially we ask parents/carers to contact their child's class teacher (in person/via telephone call/via email (office@crownmeadow.worcs.sch.uk FAO class teacher name) to explain their concerns. The class teacher will take an initial note of the concerns and may ask to schedule a meeting to allow for more time to discuss the concerns in detail.

Following the report and/or the meeting, the teacher will make a formal record of the bullying report and other relevant members of staff will be alerted. The member of staff will directly alert the school's Designated Safeguarding Lead/Deputy Designated Safeguarding Lead/SLT if the report is deemed urgent or if a child is considered at risk.

We ask that parents/carers come directly to the school with their concerns rather than discussing them with other members of the school community in person or online. Our school remains committed to supporting children and their families in all instances of bullying and relational conflict and will respond to reports promptly. We will endeavour to ensure that all parties are kept informed of progress and any developments, but we will also need to show due regard to GDPR. This may mean, at times, that we are not able to provide or share information or updates.

Visitors

We ensure that visitors to our school are aware of safeguarding and reporting procedures and encourage them to report any bullying concerns to a member of the Senior Leadership Team or the Designated Safeguarding Lead. We ask that visitors report their concerns in person by the end of the school day.

Staff members

All staff members have a key role to keep children safe and be alert for any changes in children's behaviour and make observations of their play and interactions. If a staff member suspects any bullying they will talk to all parties involved and fully investigate it. Staff will record all incidents of bullying on CPOMS, with a bullying and/or child on child abuse tag. If necessary, staff may need to refer to external agencies or in extreme cases the police.

Staff at CMFS remain vigilant when looking for signs of bullying with children, including:

- **Physical signs:** Unexplained bruises, scratches, damaged belongings, or loss of appetite.
- **Emotional signs:** Withdrawal, anxiety, mood swings, depression, loneliness or reluctance to go to school or out to play.
- **Behavioural signs:** Avoidance of school, late arrival at school, asking for more food or sudden changes in behaviour.

We also know that bullying can occur between staff members and encourage any staff member who feels they are at risk of workplace bullying to report it to a member of SLT immediately.

Reporting and Recording Procedures

Step 1: The child or witness will report bullying to any member of staff. This is then reported to the school's behaviour lead (SLT) or DSL. The allegation of bullying form (appendix 1) is completed along with a witness statement form (appendix 2). The decision form (appendix 3) is then completed. If bullying is not confirmed, the incident is logged as a behaviour incident on CPOMS under both children's names and an action plan will be completed for each child to monitor the situation. If bullying is confirmed, the process will proceed to step 2.

Step 2: If bullying is confirmed, a Bullying Analysis and Action form (appendix 4) will be completed to address the behaviour and prevent further incidents. Action will be taken to stop the bullying and support all children involved. This will be logged on CPOMS as a bullying incident.

Step 3: A Pupil Voice form (appendix 5) will be completed when appropriate to gather insights from the child experiencing bullying and reflect on the actions taken to stop the bullying.

We keep detailed records of bullying reports and CPOMS logs, which are used for monitoring and identifying trends. These records are reviewed regularly by SLT, behaviour lead and the DSL team to ensure that all staff are aware of any ongoing concerns.

We offer follow up support and restorative practices for all children as needed, regardless of whether the situation was bullying or friendship related issues. This is in line with our school behaviour policy. This may include informal or formal restorative work with the target and alleged perpetrator, solution-focused meetings, individual or group work with the target, individual or group work with the alleged perpetrator, individual or group work with any witnesses/bystanders, group work with the wider-school community etc.

If a parent/carer is not satisfied with our school's actions, we ask that they follow our school's complaint policy and procedures. This is available online from our school website and on request from the school office.

Monitoring and Review

This policy is reviewed and evaluated throughout the academic year. It will be updated annually.

Appendix 1

Step 1 Allegation of Bullying

Date:	Name and relationship to child of the person raising the concern:
Completed by:	Child:
Position within CMFS:	Class:

Initial discussion

Concern/s (including parent/child voice):

	Does apply	May apply
Age/ Maturity		
Appearance		
Hygiene		
Class/Socio-economic		
Family circumstance (e.g. caring role)		
Family targeting		
Ethnicity/Race		
Religion/Belief		
Gender		

Transphobia/Gender identity		
Homophobia/sexuality		
Sexualised		
SEND		
Perceived attainment		
Other		

Further investigation

Discussion with child (accuser)	
Discussion with child (accused)	
Discussion with other children/peers	
Discussion with class teacher/s	
Discussion with other staff member	
Discussion with parent(s)/carer(s) of accused	
Discussion with phase leader	
Discussion with SLT	
Increased classroom monitoring	
Increased playground monitoring	
Other	
Feedback:	

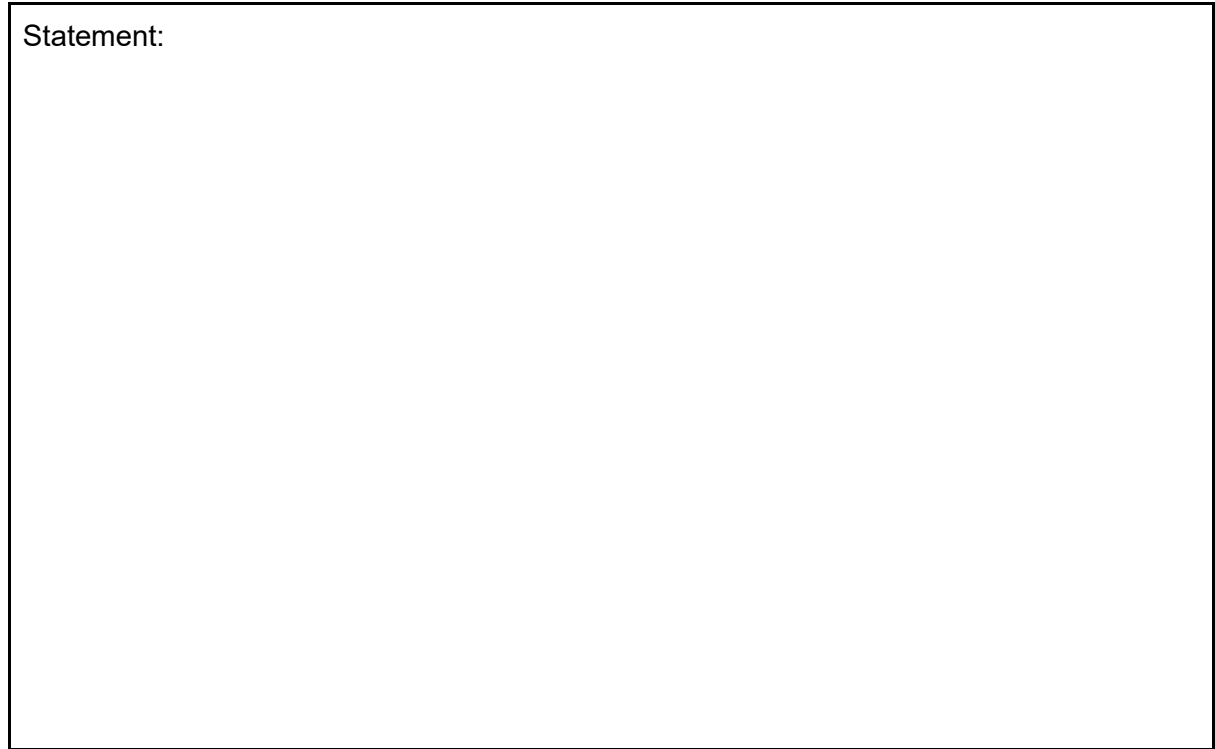
Save a copy of this form in Staff Share/Behaviour/Bullying and log the outcome decision on CPOMS "Bullying allegation form completed, on this occasion it was possible bullying/not bullying – see form for further information".

Appendix 2

Witness Statement

Date:	Name:
-------	-------

Statement:



Save a copy of this form in Staff Share/Behaviour/Bullying and log key information on CPOMS.

Appendix 3

Decision – does this constitute bullying?

Possible bullying – 2 of these 3 warning signs confirmed (***Complete Bullying Analysis and Action form***)

- Deliberate cause of harm/knowingly caused harm (physically or emotionally)
- It is a repeated incident or experience
- Involves an imbalance of power:
 - target feels s/he cannot defend her/himself, or
 - perpetrator/s exploiting their power (size, age, popularity, status)

PROCEED TO STEP 2

Not bullying on this occasion because it was: (***Complete mini action plan to monitor***)

- the first reported hurtful incident between these children
- teasing/silliness between friends without intention to cause hurt
- falling out between friends after a quarrel, disagreement or misunderstanding
- conflict that got out of hand (should not happen again)
- activities that all parties have consented to went too far
- Other (detail below)

COMPLETE ACTION PLAN FOR CHILDREN INVOLVED TO MONITOR BEHAVIOUR

Action to monitor/support	Staff member responsible	Timescale

Date:	Child:
Completed by:	Class:
Position within CMFS	<input type="checkbox"/> Possible bullying (<i>STEP 2 FORM MUST BE COMPLETED</i>) <input type="checkbox"/> Not bullying

Appendix 4

Step 2 Bullying Analysis and Action

Date:	Child experiencing bullying behaviour/s:
Completed by:	Class:
Position within CMFS :	Child/s exhibiting bullying behaviour/s:
	Class:

Focus of bullying: tick all elements which apply in your understanding of the incident(s):	Does apply	May apply
Age/ Maturity		
Appearance		
Hygiene		
Class/Socio-economic		
Family circumstance (e.g. caring role)		
Family targeting		
Ethnicity/Race		
Religion/Belief		
Gender		
Transphobia/Gender identity		
Homophobia/sexuality		

Sexualised		
SEND		
Perceived attainment		
Other		

Manifestations of bullying: tick all elements which apply in your understanding of the incident(s)	
Perception: feelings of being bullied/harassed	
Isolation/ignoring	
Teasing	
General expressions of prejudice/stereotype	
Verbal abuse or name calling	
Threats/ultimatums	
Rumours	
Written word	
Physical intimidation	
Actual physical assault	
Stealing/damaging property/possessions	
Cyber bullying	
Other	

Information and detailed evidence: Who? When? Where? When? How? Why? How?
(N.B attach all evidence including witness statements).

--

Action/s for child experiencing bullying behaviour/s:	Timescale	Review date:






Action/s for child/s exhibiting bullying behaviour/s:	Timescale	Review date:




Save a copy of this form in Staff Share/Behaviour/Bullying and log summary of actions on CPOMS for both children.




STEP 3 PUPIL VOICE FORMS MUST BE COMPLETED AT AN AGREED FINAL REVIEW DATE

Appendix 5

Pupil Voice

1 How safe did you feel before you reported the bullying behaviour?				
				
Very safe	Safe	Mixture	Unsafe	Very unsafe
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>




2 How safe do you feel now?				
				
Very safe	Safe	Mixture	Unsafe	Very unsafe
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3 Have staff at Crown Meadow taught you what to do and who to speak to about bullying behaviour?				
				
	Yes	Unsure	No	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	




4 How happy were you with the way that the bullying behaviour was dealt with?				
				
Very happy	Happy	Mixture		Very unhappy

			Unhappy	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>




5 Do you feel worried when you see the person who was involved in the bullying behaviour now?

				
	No	Sometimes	Yes	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

6 Is the bullying behaviour happening to somebody else?

				
	No	Unsure	Yes	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

7 Are you glad that you spoke out against bullying behaviour?

				
	Yes	Unsure	No	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments:

Date:	Class:	Name (if happy to give):
-------	--------	--------------------------

Save a copy of this form in Staff Share/Behaviour/Bullying and log on CPOMS "pupil voice form completed"