



# **Castle Park Primary School**

Church Rd, Caldicot NP26 4HN

## **Anti-Bullying Policy**

## **Castle Park Primary School – Anti-Bullying Policy**

---

Together at Castle Park Primary School we will work together to promote a safe, inclusive and respectful environment to prevent bullying (including online). When bullying behaviours do occur, we will work with our school community to repair relationships and support all those affected. We have developed this policy with our whole school community through consultation with staff, governors and pupil voice groups.

This policy should be read in conjunction with our Relationships and Behaviour Policy and Safeguarding Policy.

### **School Vision and Values**

At Castle Park Primary School we are committed to providing a caring, friendly and safe environment for all of our pupils, so that they can learn in a happy and secure atmosphere. We want our pupils to feel nurtured, inspired and to be provided with the right conditions to succeed. We believe 'enjoyment in learning' perfectly captures our positive and happy approach to education.

### **Our Definition of Bullying**

Bullying is a behaviour by an individual or group, usually repeated over time that intentionally hurts others either physically or emotionally.

Bullying behaviour:

- is deliberate or intentional
- is generally repeated over time
- involves a perceived imbalance of power between perpetrator and target
- causes feelings of distress, fear, loneliness, humiliation and powerlessness

Isolated incidents of hurtful behaviour, teasing, arguments or falling out between individuals should not be seen as bullying. These can include one-off incidents relating to a protected characteristic which will be treated seriously by staff, investigated and reported following the school's Relationships and Behaviour Policy and Safeguarding Policy. It is recognised that a one-off incident can leave a learner traumatised<sup>[1]</sup> and nervous of reprisals or future recurrence.

We will not tolerate any form of bullying, including online. Where alleged bullying has taken place, it will be acknowledged, investigated and appropriate action taken. It will also be treated as a learning opportunity for all those involved, including the target, perpetrator and bystander. In some cases, including online bullying we might contact Monmouthshire Community Safety Team and or Gwent Police for further guidance and support and or follow our safeguarding procedures. We will share appropriate information in relation to our next steps, support and any involvement with external partners in a timely manner.

---

[1] Margot Sunderland denotes trauma as an *emotional response to an overwhelmingly painful and stressful event where there was no-one there to help with what was happening at the time* (Margot Sunderland; Trauma Informed Schools, Director of Innovation and Research).

### Understanding Bullying Behaviour

At Castle Park Primary School we aim to understand why pupils engage in bullying behaviours. These can include prejudice towards certain groups or communities. We are committed to safeguarding specific groups of pupils who may be vulnerable to bullying. Prejudicial opinions may be informed by a wide range of factors including media, community and/or family values, or previous personal experience.

Perpetrators' motivations may also include a desire:

- for power, control, and popularity;
- to belong to an 'in-group' with a perceived strong sense of identity;
- to avoid being a target of bullying themselves;
- to compensate for humiliations, which they themselves have suffered in the past.

### Bystanders

Bystanders play a crucial role in bullying behaviours; they can be used by perpetrators as a strategy to gain status and power in a peer group. They can also play a positive role in supporting the rights of pupils, reporting incidents and upholding the school values of Castle Park Primary School.

### Preventing Bullying

Our approach to preventing bullying behaviours can be found in our graduated response document

	What might support look like?
<b>Universal Support</b>	<p>Universal support is provided to all pupils to foster a safe and respectful environment.</p> <ul style="list-style-type: none"><li>● Core Values and Rules: The school promotes CARE values (Care, Always be kind, Responsibility, Effort) and three clear rules: Ready, Respectful, and Safe.</li><li>● Class Charters: Each class collaboratively creates a Class Charter at the start of the year to define how school rules are applied daily.</li><li>● Classroom Environment and Tools: Teachers provide support through calm boxes, fiddle toys, movement breaks, wobble cushions, designated calm areas, ear defenders, and weighted blankets.</li><li>● Restorative Practices: Staff use restorative conversations to resolve conflicts, allowing all parties to explain their side and focusing on repairing harm.</li><li>● Staff Modelling: All staff are expected to greet pupils with warmth, praise good behaviour, and model positive relationships.</li><li>● Curriculum Integration: Social and emotional development is built into the curriculum to promote positive relationships.</li></ul>

<p><b>Targeted Support</b></p>	<p>Targeted support is implemented when universal measures are insufficient for a pupil’s specific needs.</p> <ul style="list-style-type: none"> <li>● <b>Specialised Interventions:</b> This includes relational interventions such as <b>ELSA</b> (Emotional Literacy Support Assistant), <b>nurture breakfast or breaks</b>, <b>LEGO therapy</b>, and <b>sensory circuits</b>.</li> <li>● <b>Structured Support Tools:</b> Use of <b>sensory rooms</b>, <b>"now/next" boards</b>, and <b>visual timetables</b> to help pupils regulate their day.</li> <li>● <b>Restorative Tools:</b> Implementation of <b>comic book conversations</b> and adult-led <b>end-of-day reflections</b>.</li> <li>● <b>Individual Planning:</b> The pupil may have a <b>One Page Profile (OPP)</b> that outlines specific targets for their behaviour.</li> <li>● <b>Collaborative Monitoring:</b> The <b>ALNco</b> (Additional Learning Needs Coordinator) provides advice to the class teacher, and parents are actively involved in decision-making</li> </ul>
<p><b>Specific Support</b></p>	<p>Specific support is the highest level of intervention, involving intensive coordination and external expertise.</p> <ul style="list-style-type: none"> <li>● <b>External Specialist Involvement:</b> The school works with the <b>Education Support Team (EST)</b>, <b>Space Wellbeing Service</b>, <b>CAMHS Inreach</b>, <b>Play Therapy</b>, and the <b>Education Psychology Service</b>.</li> <li>● <b>Formal Support Programmes:</b> A <b>Pastoral Support Programme (PSP)</b> is drawn up for pupils with persistent problems, involving the Behaviour Support Team to identify causes of concern.</li> <li>● <b>Safety and Risk Management:</b> A <b>Pupil Risk Assessment</b> and a <b>Positive Handling Plan</b> (utilising <b>Team Teach</b> strategies) are put in place if there are safety concerns.</li> <li>● <b>High-Level Coordination:</b> Ongoing communication occurs between the class teacher, ALNco, and senior leadership, such as the <b>Headteacher or Deputy Headteacher</b>.</li> <li>● <b>Intensive Reporting:</b> Significant incidents are recorded on <b>orange behaviour forms</b> and documented on digital systems like <b>Edukey</b> to track progress and interventions</li> </ul>

**Reporting Bullying**

Pupils, including bystanders are supported to ‘speak out’ and report all alleged bullying to an adult in school. Concerns can also be reported via [cas.primary@monmouthshireschools.wales](mailto:cas.primary@monmouthshireschools.wales) or by telephoning the school office on 01291 420 465.

If pupils feel that they have not been listened to, they are encouraged to talk to another adult in school or a trusted friend. We encourage all pupils to talk to their families about any concerns they may have. Pupils

## **Castle Park Primary School – Anti-Bullying Policy**

---

can also contact [Meic](#) for support and advice via phone 080 880 23456, WhatsApp 080 880 23456 and text 07943 114 449.

If parents / carers are concerned about bullying behaviours we encourage you to discuss these with your child's class teacher in the first instance. If parents / carers feel that the behaviours have not stopped, they should contact the Head. If parents / carers are not satisfied with the response of the school, please follow the school's complaint procedure. This can be found on our school website.

### **Responding to Bullying**

When a pupil reports bullying, staff will:

- Respond promptly and calmly
- Reassure the pupil that they have done the right thing by telling someone and ensure they understand the boundaries of confidentiality
- Record and monitor incidents, ensuring pupil voice is captured, using recording forms in appendices of this policy
- Follow up on agreed actions
- Involve the school's ALNco as appropriate
- Report incidents regularly to the wellbeing lead / Deputy Headteacher/ Headteacher
- Involve parents as appropriate to support success
- Involve appropriate outside agencies
- Listen to pupils without making judgements
- Recognise that each case is individual
- Investigate the incident and report back to all those involved, including parents / carers
- Follow the Relationships and Behaviour Policy when holding the perpetrator(s) to account
- Plan for teaching and learning opportunities for the perpetrator(s) and bystander(s)
- Provide support to the target and perpetrator(s)
- Remind pupils and their families that they have the right to report incidents to the Police.

### **Recording and Communicating**

The school will record all incidents using our internal reporting procedures in compliance with Data Protection Laws. The school will report anonymised data to Monmouthshire County Council on a termly basis.

If the Head feels that an incident may be considered a Hate Crime they will seek advice from MCC Community Safety Team and or Gwent Police. If an incident involves sexual images we will follow our safeguarding procedures, which might include contacting Gwent Police.

### **Roles and Responsibilities**

We ask that our school community hold true to our school values of Castle Park so that we can create an ethos that empowers our pupils to report bullying, support their peers and treat others with respect.

## Castle Park Primary School – Anti-Bullying Policy

---

Staff will build positive relationships with our pupils, support pupils, model positive behaviours and intervene when appropriate. Staff will respond promptly and report incidents following our agreed procedures.

We ask that parents / carers support this policy, communicate respectfully with staff and encourage positive relationships and behaviours at home.

The Head teacher and Governing Body will monitor the effectiveness of this policy and review the policy at least every two years.

### Useful websites for parents:

<https://www.bullying.co.uk/>

<https://www.nspcc.org.uk/>

<https://www.childline.org.uk/>

WG have advice for parents & carers, children and young people, found here:

<https://gov.wales/school-bullying>

This policy was presented and accepted by the Governing Body: March 2026

Signed ..... (Chair person)

The staff were made aware of this policy and or updates in March 2026

This policy will be reviewed annually



## Castle Park Primary School – Anti-Bullying Policy

---




Name of person reporting	
Name of pupil(s) <b>engaging in</b> the problematic behaviour (full name)	
Name(s) of any pupil(s) <b>experiencing</b> the problematic behaviour	
Date and time of incident	
Location of incident	
Overview of incident	
Names of any witnesses (if appropriate)	
Could this incident be a <b>bullying incident</b> ?	Yes / No / Unsure
Could this incident be a <b>racist or other discriminatory incident</b> ?	Yes / No / Unsure
Did the incident involve a possible <b>Harmful Sexual Behaviour</b> ?	Yes/ No / Unsure
Parents contacted? (note date/time/who)	

**Castle Park Primary School – Anti-Bullying Policy**

<p>Details of any follow up completed by Class teacher/TA</p> <ul style="list-style-type: none"> <li>● Restorative conversation</li> <li>● Long time out</li> <li>● Safeguarding concern reported</li> </ul>	
<p><b>Now pass this form to Headteacher/Deputy Headteacher/Senior Leader</b></p>	
<p>Decision making by leader re. next steps (to be completed by senior leader)</p> <ul style="list-style-type: none"> <li>● Safeguarding DTR</li> <li>● Prevent referral</li> <li>● Group discussion with pupils involved</li> <li>● Restorative intervention</li> <li>● Details of action agreed with pupils</li> <li>● Parent letter/meeting</li> <li>● Parents advised SPACE wellbeing</li> <li>● Referral to MCC support eg. EST/ Ed Psych / School nursing / Vulnerable Learner Lead</li> <li>● Referral to external agencies including CAMHS inreach</li> <li>● Exclusion</li> <li>● PSP</li> <li>● Risk Assessment</li> </ul>	<p>Racist incident confirmed? <b>Yes/No/Inconclusive</b>            Bullying incident confirmed? <b>Yes/No/Inconclusive</b>            Harmful Sexual Behaviour identified? <b>Yes/No/Inconclusive</b></p>
<p>Planned monitoring/further follow up to take place</p>	
<p>Review</p>	

Pupil Reflection Sheet

My name	
The date	
What happened?	
Where did it happen?	
How did it end?	
Who were the key people involved?	
What was	

<p>happening at the time?</p>	
<p>What were you thinking?</p> 	
<p>What did you say?</p> 	
<p>How were you feeling?</p> 	
<p>What would you like to happen next?</p>	

What happened:

What I was thinking:

What I said:

How I felt:

What they said:

What they were thinking:

How they felt:

# Reflecting on conflict.

I am learning to reflect on challenging situations. Emotions are ok, it is ok to be upset, or cross. I am learning to manage the response.

