



## Calstock and Stoke Climsland Federation

### Anti-Bullying Policy

March 2024

In our schools, children's behaviour, including bullying, will always be viewed as a communication of their emotional needs and all staff will take a non-judgemental, curious and empathic attitude towards this behaviour. We encourage all adults in school to respond in a way that focusses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Children with behavioural difficulties need to be regarded as 'vulnerable' rather than 'troublesome', and we all have a duty to explore this vulnerability and provide safe and appropriate support. Though we do not tolerate bullying in our schools, we do understand that these behaviours can often be driven by an underlying need or by a child's experience, both currently, or in earlier life. Whilst the victim's distress may be more easily visible and recognisable, the "perpetrator's" distress too often goes unnoticed or is prejudged. At Calstock and Stoke Climsland, we want to recognise that both are valid and deserving of our compassion and attention.

**Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress.**

#### 1. INTRODUCTION

It is the policy of the Governing Body and staff of Calstock and Stoke Climsland Primary Schools to create a positive atmosphere in which children feel safe, secure and happy and are given the maximum opportunity to learn while developing self-discipline, a respect for themselves, for others and for the environment. This policy applies throughout the school day and into extra-curricular activities.

Bullying can be described as follows:

- It is **deliberately hurtful** behaviour

- It is **repeated** over a period of time
- It is difficult for those being bullied to **defend themselves**

There are three main types:

- **physical** – such as hitting, kicking, taking belongings
- **verbal** – such as name calling, insulting and/or discriminatory remarks
- **indirect** – such as spreading nasty stories about someone, excluding someone from social groups, making/sharing an unpleasant issue

These behaviours are deliberate and regular, with an intention to cause suffering, and include 'cyber-bullying', i.e. the use of social networking sites, e-mail, text messages and other forms of electronic communication whether for direct or indirect bullying (see also the school's policy on Internet Safety & Security/E-Safety).

The staff and governors of our federation schools are aware of the effects of bullying behaviour on children's emotional, physical and psychological health as well as on learning. Some extreme bullying behaviour is also recognised as hate crime, which can have a detrimental lifelong impact upon both the perpetrator and the victim. A hate crime is one motivated by racial, sexual, or other prejudice.

Bullying behaviour is treated very seriously and is acted on in accordance with our Relationships and Behaviour Policy.

Children are made aware of what bullying involves and of how they can deal with it and steps to be taken by them if it should occur. This is delivered via the curriculum, e.g. PSHE & citizenship and e-safety learning, assemblies and visitors, social stories and restorative conversations. This provision helps to prevent and stop bullying.

If bullying does occur, pupils must be able to tell somebody and to know that the whole community will support them. There are many teaching assistants and teachers in the school, whom children are encouraged to speak to if they have a concern. Children also identify emotionally available adults (EAAs) on a routine basis each term. Children can also raise more general concerns around bullying, via their Pupil Parliament representative and through involvement in related projects, such as The Diana Award. We also know that there are times when a child can be both the bully and the victim and that perceptions about a certain behaviour will be interpreted differently, by different individuals. Therefore, it is important that all members of the school community work in partnership and listen to each other.

We recognise that parents and carers are often the first to be confided in by a child who is the victim of bullying. We therefore encourage parents to discuss their children's worries with the school in order that we can support the child. We endeavour to ensure parents and carers

have a full and accurate understanding of what defines bullying and how families and school can work together in addressing any concerns.

We recognise that in primary schools most bullying behaviour takes place in the playground.

We therefore ensure:

- Our playground areas are effectively supervised at all times by trained staff.
- Children have opportunities to be involved in a range of play activities, or can sit quietly if they want.
- Lunchtime clubs are run in both schools, providing an emotionally safe space for children. These clubs are led by members of the inclusion team and children can either choose to attend or be recommended to attend by an adult.

## **2. HOW DO WE FIND OUT ABOUT POSSIBLE ACTS OF BULLYING?**

We encourage pupils to talk to adults in the school, especially the class teachers, teaching assistants, Heads of School and Executive Headteacher about their own and others' needs. PSHE lessons and assembly/collective worship develop children's personal skills, thinking skills and encourage discussion. Incidents of alleged bullying will be recorded by staff on My Concern. Regular monitoring of class and playground behaviour is completed by senior leaders to look for patterns of behaviour.

Parents and carers are encouraged to talk to the school if there are worries.

## **3. ACTION TO BE TAKEN WHEN BULLYING IS SUSPECTED**

- Report to Executive Headteacher or Head of School.
- Discussion with all children concerned. A record (My Concern) will be kept of every incident, including the children's own accounts of what has happened.
- Discussion with parents/carers and review of these records.
- Monitor closely – continuous review and observation, remaining vigilant even when bullying appears to have ended.
- Apply consequences where necessary (see Federation Relationships and Behaviour Policy).

Where bullying has taken place, all children involved will be supported, as appropriate. We recognise that both the perpetrator and victim will need this support and we will always try to respond in a way which addresses the uniqueness of each situation. This might include some specific support from a member of the school's inclusion team and involve provision such as Lego Therapy, Circle of Friends, ELSA or TIS.

Our partnership with parents and carers is very important and crucial in developing our culture of inclusion and mutual trust. Therefore, we will always endeavour to work with parents to resolve specific incidents of bullying through meetings, phone calls and other forms of personal communication. More generally, we also support parents and carers by offering targeted training and support. Some of this is led by school and our trained staff, e.g. SPACE programme, and some is offered and led by external agencies, e.g. Behaviours that Challenge workshops.

#### **4. MONITORING AND EVALUATING THIS POLICY**

The Pupil Parliament will represent their peers in highlighting issues around bullying. The Executive Headteacher and Heads of School will monitor the effectiveness of this policy and any concerns should be addressed to them initially.

The Governing Body will review this policy annually to ensure it reflects current procedures.

First agreed by governors: March 2024

Review date: March 2025