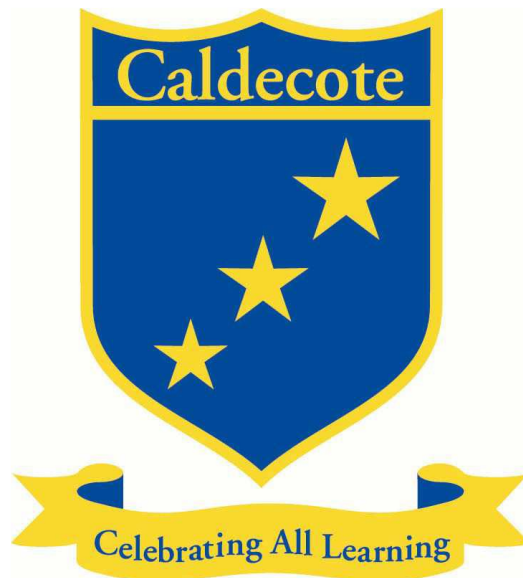


# **Caldecote Community Primary** **School**



# **Anti-Bullying Policy**

**Care, Challenge, Persevere, Succeed - we are Caldecote!**

**Ratified by Governing Body**  
**Reviewed Annually – last review November 2025 by FP**

## **Values Statement**

At Caldecote, we are a learning community committed to helping our students reach beyond their grasp. We achieve this by living according to our shared values which create an environment in which all feel safe, welcome and ready to learn.

**Care:** we respect each other and our school environment.

**Challenge:** we are ready to learn; we aim high.

**Persevere:** we are resilient and we don't give up.

**Succeed:** we expect the best from everyone; we achieve our goals.

**Care, Challenge, Persevere, Succeed - we are Caldecote!**

Through our commitment to these values, we prepare our children for the brightest possible futures, equipping them with the motivation, resilience and beliefs needed to succeed.

## **Statement of Intent**

We, at Caldecote Community Primary School, are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. Anyone who knows that bullying is happening is expected to tell the staff, parents or a trusted adult.

## **Aims and objectives**

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors, teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.

- As a school, we will deal with all issues of bullying and support both the victim and perpetrator to find a resolution

## What Is Bullying?

Bullying is the use of aggression with the intention of hurting another person and involves an imbalance of power. Bullying results in pain and distress to the victim, physically, mentally or emotionally. It is different from other types of aggressive behaviour because it is defined as something that happens more than once and is directed specifically at an individual or group.

We define bullying as targeted behaviour to cause distress that occurs 'Several Times on Purpose' or '**STOP**'. The school uses this definition to help children understand the seriousness of bullying compared to other unacceptable behaviours. The '**STOP**' acronym is also used to remind children that they should 'Start Telling Other People'.

Bullying can be:

- Emotional - being unfriendly, excluding, tormenting (eg hiding books, threatening gestures)
- Physical - pushing, kicking, hitting, punching or any use of violence
- Sexual - unwanted physical contact or sexually abusive comments
- Verbal - name-calling, sarcasm, spreading rumours, teasing
- Cyber - All areas of internet, such as email & social media misuse
  - Mobile threats by text messaging & call
  - Misuse of associated technology, i.e. camera & video facilities

Perpetrators may use different pretexts as the basis of their bullying, basing their comments or actions on:

- The religious background or faith of the person bullied.
- A disability, perceived physical difficulty or Special Educational Need.
- The race of the victim: eg. racist name calling, taunts, graffiti or gestures.
- The sexuality of the victim: eg. homophobic bullying.

- The gender of a person: eg. male, female or transgender
- Economic status: eg. because of clothes worn, lack of equipment, housing
- Family make-up: single parent, parents of same gender, Looked After Children
- Age of the victim: either old or younger, vulnerability because of age

Bullying can also take place through third person involvement, ie. another person being encouraged to take part in any of the behaviours above.

All staff should also be aware of the possibility of a member of staff bullying a child or a member of staff being bullied by another member of staff. Should anyone suspect that this is taking place this should be reported immediately to the Headteacher using the procedures set out in the Whistleblowing Policy. If the Headteacher is suspected of bullying, the matter should be reported to the Chair of the Governors or the LADO (Local Authority Designated Officer). If a member of staff felt they were being bullied by a child or a parent, they should report this to the Headteacher to decide on a course of action.

### **Bullying is not:**

It is important to understand that bullying is not odd occasional falling out with friends, name calling, arguments or when the occasional 'joke' is played on someone. Children do sometimes fall out or say things because they are upset. When occasional problems of this kind arise, it is not classed as bullying. It is an important part of a child's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships. We teach children through our PSHE Curriculum and by using Restorative Approaches how to deal with and repair social breakdowns.

## **Why is it Important to Respond to Bullying?**

- Bullying hurts.
- No one deserves to be a victim of bullying.
- Everybody has the right to be treated with respect.
- Pupils who are bullying need to learn different ways of behaving.
- Schools have a responsibility to respond promptly and effectively to issues of bullying.

## **Signs and Symptoms**

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn, anxious or lacking in confidence
- starts stammering
- attempts or threatens suicide, self-harms or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to produce learning of a lower standard than they used to
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay someone who has asked them for money)
- has dinner or other monies continually "lost"

- has unexplained cuts or bruises
- comes home hungry (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber-message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated. This is not an exhaustive list.

## **Procedures - Reporting**

### **Children**

- Children are encouraged to 'Start Telling Other People'
- They are encouraged to report possible bullying to any member of staff they trust, a friend or a member of their family.
- Children may post a message in the worry box outside the Key Stage 2 hall.
- Children who are 'bystanders' are encouraged to support their peers by reporting any suspected bullying.
- Regular "check-ins" will be held with the victim and their parents to ensure that the problem has been resolved or is improving.
- Every attempt will be made to help the perpetrator to change their behaviour.

### **Staff**

- All incidents of suspected bullying will be dealt with by a Learning Support Mentor, member of SLT or a DSL.
- If a member of staff is told about or suspects that bullying has taken place, they should speak **immediately** to the Learning Support Mentor or a senior member of staff.

- All staff are responsible for the health and well-being of the children and have a duty to respond seriously to any claim of bullying.
- The Headteacher and SENCOs will also be informed and, if bullying is confirmed, it will be logged on CPOMS, which is used to record all safeguarding and serious behaviour incidents – all instances of bullying will be recorded and monitored for patterns of behaviour.
- Lunchtime supervisors report to class teacher or learning mentors for further investigation.

## **Parents**

- Parents are encouraged to share any concerns with their child's class teacher or a member of senior management.
- If bullying is discovered in school, parents of the victim and the perpetrator should be informed and may be asked to come in to a meeting to discuss the problem.
- If necessary and appropriate, particularly if behaviour in school is repeated out of school, we may suggest to parents that the police could be consulted.

## **Procedures – Outcomes**

### **Victim**

- The bullying behaviour or threats of bullying must be investigated immediately and the bullying stopped.
- Victims will be reassured that they have done nothing to deserve the bullying and that what may have happened is not their fault.
- A Restorative Chat will be held with the victim and they will be consulted about how to rebuild relationships with the perpetrator if they want to do this. A Restorative Conference may be held between victim and perpetrator with adult support if all parties feel this will be of benefit.
- Following investigations, staff will periodically 'check in' with children that have been the victim of bullying to ensure that the child feels happy and secure at school and that the problem has been resolved or is improving.

- The victim can take part in interventions to equip them with strategies to deal with aggressive behaviour against them by other children.

## **Perpetrator**

- Most importantly, the perpetrator should be helped to realise that bullying will not be tolerated, that it must stop immediately and that there can be no re-occurrence.
- Children are helped to reflect upon their actions in a Restorative Chat and to empathise with how the victim may feel.
- If the victim wishes this, the perpetrator and victim may meet for a Restorative Conference, with adult support, to try to re-build relationships.
- Children that have bullied will face consequences for their behaviour; they may be placed on report if the victim feels this would resolve the issue following the Restorative Conference. However, the victim and/or perpetrator may decide on another consequence, which is more tailored to rebuilding their relationship.
- In some cases, seclusion, suspension or even permanent exclusion will be considered.
- After incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
- The perpetrator can take part in interventions to equip them with strategies to deal with aggressive behaviour towards other children.
- We are aware that some children adopt bullying behaviours for a reason and there could be underlying issues behind their behaviour.
- We have high and positive expectations for all of our children and believe that all children have the potential to make good choices if they are given the opportunity to do so.
- We do not label children.
- If the perpetrator is observed to be trying to change their behaviour for the better, this will be acknowledged and praised.
- Regular “check-ins” will be held with the victim, the perpetrator and their parents to ensure that the problem has been resolved or is improving.

## **Parents**

- Parents / carers of both victim and perpetrator will be kept informed throughout the process.
- Close contact will be maintained with the victim's parents or carers to ensure that the victim adjusts positively back to school life as quickly as possible.
- Parent views will always be considered but the school will stress that wherever possible a Restorative Approach will be considered in order to restore relationships.
- Regular "check-ins" will be held with the victim, the perpetrator and their parents to ensure that the problem has been resolved or is improving

## **Procedures – Recording and Monitoring**

- All serious behaviour incidents are recorded on CPOMS. These records are periodically checked to see if there are patterns of behaviour that may be regarded as bullying.
- Definite incidents of bullying are recorded as bullying on CPOMS which is used to highlight repeated incidents.
- The Assistant Head for Safeguarding and SEN is responsible for co-ordinating the recording system and liaising with class teachers and other staff to ensure that incidents of bullying are not missed.
- Termly analysis of numbers of incidents, numbers and names of children involved, analysis of lunchtime behaviour, and analysis of where incidents occur, is fed into a Bullying Report produced by the Learning Mentors.
- This is used to identify patterns and decide on further actions to reduce bullying. This is fed into the PSHE Action Plan.

## Prevention

The school has a range of strategies in place to help children work and behave co-operatively in order to minimise the possibility of bullying taking place.

- We take part in the National Anti-bullying week in November each year, involving all children in discussions about acceptable behaviours and ensuring all children know what procedures should be followed.
- The school has weekly PSHE lessons to provide children with more opportunities to discuss their feelings and attitudes and to help create a positive climate in school and encourage co-operative behaviour.
- The school has a clear Relationships and Behaviour Policy that rewards positive behaviour. The school rules are clear and straightforward and focus on positive attitudes and using Restorative Approaches.
- The school takes a pro-active stance towards challenging behaviour at playtime and lunchtime; we have a lunchtime provision system which ensures that children at risk of aggressive behaviour are closely monitored through a structured lunchtime timetable.
- The school aims to work closely with the local police to make sure that any incidents outside school are reported to the school so that children involved can then be monitored inside school as appropriate.
- Both children and parents are made aware of how to use the internet safely and of the possibilities of cyber bullying.
- Teachers may use a buddy system to support children without friends to play with at lunchtime who could be victims of bullying.
- We have groups of children in school who support victims of bullying and promote anti-bullying. These include Mentors for Violence Protection, Keeping Children Safe Group and School Council.
- We run a peer buddy system at break and lunchtimes. The aim of the peer buddy system is to help anyone who feels lonely or has no one to play with. Peer buddies can be identified easily as they wear a lanyard and their names are displayed in the classrooms.

- **Above all children are encouraged to ‘Start Telling Other People ‘If they feel they are being bullied or if someone they know is being bullied.**

This policy will be reviewed annually and shared with staff.

**This report has been written with reference to the DFE advice: Preventing and Tackling Bullying (2017).**