



Constantine
Primary School



Anti-Bullying Policy

Version Number	V1
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Scheduled Review Date	May 2027
Statutory or Best Practice Policy	Statutory
School or Trust Policy	School

We want to ensure that your needs are met.

If you would like this information in any other format, please contact us on
01637 303106 or email info@kernowlearning.co.uk.

#AsOne
Kernow Learning

“We require every adult and pupil within the **Kernow Learning Trust** to behave in a considerate way and to respect the rights of others.”

Kernow Learning Academy Trust believes that our policy against bullying must be seen as an integral part of our Trust values.

Our approach to bullying is a ‘whole Trust’ approach. We expect everyone to act with courtesy and consideration to others at all times and to always try to understand the other person’s point of view. Neither staff nor pupils will condone or ignore bullying of any nature and anti-social behaviour will not be tolerated.

“It is important to distinguish between bullying behaviour and an outright condemnation of the whole person. Bullying behaviour is often an expression of inward distress, the passing on of negative behaviour, confusion about one’s own worth or an extreme need to bolster self esteem”. (Behaviour and Attendance Strand).

All members of our Trust will be encouraged not to accept bullying of any form and if they ever experience, see or suspect bullying is taking place to **ALWAYS** speak up and **TELL** someone. **ALL OF US WILL LISTEN** and **ALL OF US WILL ACT** by involving appropriate staff.

Our Trust will:

- support staff to identify and respond to bullying
- make pupils aware that we listen and all bullying issues will be dealt with sensitively and effectively
- work towards creating an anti-bullying culture
- ensure that pupils/Parents/Carers and staff expressing concerns about bullying have them taken seriously
- learn from effective anti-bullying work elsewhere
- discuss, monitor and review incidents of bullying

Kernow Learning Trust recognises that in any large group of people there will always be some bullying and however undesirable, it needs to be recognised as a reality. Our policy of preventative intervention is intended to create a safer climate where we can maintain our friendly, caring, yet hard-working atmosphere and where all adults and pupils can feel confident that, as an individual, they are important.

At CPS we recognise that bullying can be:

- I. physical
- II. verbal
- III. mental
- IV. ‘cyber-bullying’ (text, e-mail and internet)
- V. racist, homophobic, sexist
- VI. directed to vulnerable groups (children in care, young carers etc)
- VII. or any combination of these areas

OUR POLICY IS POSITIVE RATHER THAN PUNITIVE AND OUR AIMS ARE TO:

- I. prevent bullying
- II. deal promptly with any incident of bullying if, and when, it occurs
- III. promote self-esteem, including the bullied and those who suffer from the need to bully
- IV. encourage everyone to speak out and **TELL** if bullying is taking place, V. encourage everyone to help and protect others within the Trust

OUR POLICY IS BASED ON TRUST BETWEEN PUPILS & ADULTS AND WILL:

- I. raise awareness throughout the curriculum
- II. give pupils opportunities to talk about bullying in general (e.g. through Circle Time, assemblies and PSHE lessons).
- III. ensure that key areas of the grounds, buildings etc. at each site are monitored appropriately.



OUR POLICY IN DEALING WITH BULLYING BETWEEN PUPILS REQUIRES A TRUST -WIDE CONSISTENCY OF APPROACH:

Stage 1

Parent, child, someone informs the school of the problem
 Class Teacher meets with all children involved and explains seriousness of problem and agrees strategies to sort problem (keep notes).
 Class Teacher feeds back strategies agreed to informing parent
 Class Teacher alerts all staff (especially lunchtime supervisors) to the problem and monitors.
 Class Teacher informs DSL/DDSL.
 Daily check ins with child
 End of week – Teacher meets with all children again to discuss progress
 A range of strategies will be trailed at this stage with regular end of week feedbacks

If problem persists:

Stage 2

Class Teacher meets Parents of all children involved individually and explains issues and agrees ways forward (record of meeting copied to Head Teacher and recorded on Edgen).
 Class Teacher meets with all children involved and discusses agreed way forward (record notes on Edgen).
 Previous alerting and monitoring repeated and mentioned at staff briefings.
 End of week – Teacher meets with all children again to discuss progress.
 Progress reported to all Parents (records kept on Edgen and copied to Head teacher). A range of strategies will be used at this stage with regular end of week feedbacks

If problem persists:

Stage 3

DSL/DDSL/SLT and Class Teacher meets with all children and explains seriousness of problem and agrees way forward (keep notes on Edgen).
 DSL, DDSL or class teacher meets Parents of all children involved individually and explains issues and agrees ways forward (record of meeting copied to Head Teacher and recorded on Edgen).
 Previous alerting and monitoring repeated and messages reinforced at staff briefings. Progress reported to all parents (records kept and copied to Head)

If problem persists:

Stage 4

DSL/DDSL/SLT and Class Teacher meets with all children and explains seriousness of problem and agrees way forward (Notes recorded on Edgen).
 Head Teacher meets parents of all children involved individually and explains issues and agrees ways forward. (record of meeting on Edgen cc. Safeguarding Team, SLT and Class Teacher).
 Previous alerting and monitoring repeated.
 End of week procedures repeated.

If problem persists:

Stage 5

Other strategies including internal and external exclusion considered **OUR POLICY WILL BE MADE CLEAR TO THE FOLLOWING GROUPS:**

- I. **Staff** - teaching/non-teaching
- II. **Pupils**
- III. **Parents**
- IV. **Governors**
- V. Others connected with our Academy, e.g. School Transport drivers, voluntary helpers, neighbours etc.

Our policy will be continually monitored by the Trust and its Academies and will be reviewed and updated. It should be read in conjunction with 'Possible Signs of Bullying' and 'Action Guidance Notes' which follow. **If you suspect your child is being bullied please contact your child's Class Teacher in the first instance.**



Appendix one:

POSSIBLE SIGNS OF BULLYING OBSERVATION:

Parents and Teachers are in ideal positions to be able to observe changes in a pupil's behaviour, which may indicate that they are being subjected to bullying, **so look out for:**

- Items of clothing, property, school work, etc. that are damaged or lost more often than you would consider to be normal
- Frequent injuries to the child (bruises, cuts, etc)
- Withdrawal, which may lead to low participation in school and other activities, isolation or self harm
- Those who spend a lot of time in their bedroom, possibly crying; who find it difficult to sleep, wet the bed or have nightmares. Teachers within school may be aware that the pupil always appears tired
- Educational attainment being slowly or suddenly reduced
- A reluctance to go to school.
- Low self-esteem, which inhibits pupils from forming positive relationships, leads to feelings of worthlessness and betrayal, and causes some to lower their expectations and standards of work
- Anxiety and depression, which can lead to intermittent and long-term absence from school, physical illness or psychosomatic complaints
- Requests to be accompanied going to and from school, or to go by a different route. If this is longer than the previous one, it could well indicate that bullying has been occurring along the previous route.
- Money in the house or school going missing
- Depression in the child. Reluctance to eat or play normally. Pupil appears generally unhappy, miserable, moody and/or irritable
- The pupil who threatens or attempts to commit suicide

Taken individually, or even collectively, the above may not be due to bullying, but a combination of even some of these signs could be a good reason to suspect it. If a pupil is showing signs of, or is experiencing ANY of the above, it can be an indication that all is not well, the pupil is not happy and therefore, whatever the cause, it should be investigated.

Appendix Two:

Action Guidance Notes for Teachers and Parents when dealing with SUSPECTED BULLYING**OBSERVE...LISTEN...ACT...REMEMBER**

The first and often most difficult hurdle to overcome is that of accepting that there is, possibly, the problem of bullying with your child. Once it has been brought into the open, the way should be made clear for everybody to work together, without recriminations and without being confrontational. By making it clear that anti-social behaviour will not be condoned by anyone, there will be nowhere for the bully to hide. It is normally only after we have explored every avenue using a "no blame approach" that we would consider other responses. If the event is particularly violent or no perceived improvement is noted and bullying continues, the Head Teacher may well decide that exclusion is the only way to protect the pupil population of the Academy.

The following suggestions have not been separated into actions to be taken by the pupils, by the Parents, by the staff, by the Headteacher, Governors, etc., etc. **It is the combination of action that will bring about the greatest results.**

OBSERVE ... Look for changes in behaviour, patterned absenteeism, unaccustomed excuses and anything unusual. Having said that, don't jump to conclusions from what might be just a one-off incident ... continue to observe.

LISTEN ... with empathy and tact. Provide a quiet area where the pupil can talk to someone she/he can trust. There may well be a genuine problem which desperately needs sorting out quickly. It may be the problem is largely imaginary but that will make it none the less distressing; it may even be in some cases a form of attention-seeking but that too needs investigation to discover the cause of this need. Handle any confidential information with sensitivity. Make every pupil feel valued.

ACT ... do something positive. Provide good role models, safe havens, programmes on conflict resolution, assertiveness training. Keep the pupils involved, get their suggestions. Once identified, restrict the opportunities the bully has for bullying. Break up troublesome groups. 'Police' problem areas. Encourage pupils to accept individual differences; not to put themselves in a position where they might get bullied; try to get them to ignore jibes and not to respond. Instil in the pupils that it is vitally important to TELL someone if they are experiencing problems, tell someone in whom they have confidence, which could be a member of staff, or another friend **and not just tell but make sure action is taken. Be persistent until it is!** **REMEMBER** ... there is no 'magic wand' to stop bullying. The physical violence or 'baseball bat' approach to bullying does not work in the long term. Quite often, the individual who is experiencing bullying can, perhaps inadvertently, be the cause of the bully's response, because they call out or say things which results in the unwelcome response from the bully. It is also worth remembering that pupils who experience bullying can often, later, become bullies themselves.

Remember the following contacts can be useful when seeking help:-

Childline 0800 1111 www.childline.org.uk

National Society for the Prevention of Cruelty to Children – www.nspcc.org.uk 0808 800 5000

Anti-bullying Cornwall - 0800 5875991 or e-mail: abc@vscornwall.org.uk

Cornwall Anti-Racism Project 07881 551320

Victim Support Cornwall 0845 0567 999 e-mail: support@vscornwall.org.uk