



Altarnun Primary School
Part of the Athena Learning Trust



Egloskerry Primary School
Part of the Athena Learning Trust



Launceston Primary School
Part of the Athena Learning Trust

Primary Cluster Anti Bullying Policy

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Introduction

We believe that every child has the right to attend school without threat to their personal safety or peace of mind, and to be cared for in a safe environment.

The school will promote and encourage children and adults to behave towards each other with respect, care and trust.

Anti-social or bullying behaviour will be challenged.

The School:

- ✓ Provide regular opportunities for children and staff to discuss issues through PHSE and activities such as circle time; promoting self regulation.
- ✓ Ensure that children know that bullying is an on-going situation and not part of everyday short-term disagreements.
- ✓ Listen to the child's and parent's concerns and investigate matters as soon as possible.
- ✓ Provide an area where concerns can be discussed confidentially.
- ✓ Listen to the facts as presented by those involved and decide if further action needs to be taken.
- ✓ Decide if the matter can be resolved through discussion – either individually or as a group – where no blame will be attached.
- ✓ If the problem cannot be resolved and the bullying continues the school will plan further observations and assessments.
- ✓ Record these instances on CPOMS (concern, consequence and outcome with follow up). Regularly review the log for patterns or trends (including peer on peer).
- ✓ If it becomes apparent that a child or group of children have been causing upset or injury to others then the individual or group will be spoken to by the headteacher regarding their future behaviour with regard to the school [Behaviour Policy](#) and [Safeguarding Policy](#).
- ✓ Should the behaviour continue it would ultimately result in suspension and/or exclusion from school.
- ✓ We will include governors fully in carrying out this policy.

What can I do as a child?

- ✓ I will not bully other people, even when I am playing.
- ✓ If I feel I am being bullied I must talk to someone who can help me.
- ✓ I will tell a member of staff what is worrying me.
- ✓ I can talk to a member of staff privately.
- ✓ I need to feel safe.
- ✓ I will try to make other children feel safe.

WE ARE

Ready

Respectful

Safe

SO WE REMEMBER, LEARN AND SUCCEED.



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- ✓ I will work and play cooperatively.
- ✓ I can talk about my feelings and will listen to other people's feelings.
- ✓ I will be responsible for what I do but must not be afraid to ask for help.

What can I do as a parent/carer?

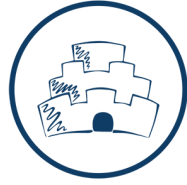
- I will find time to talk to my child about their day.
 - I will listen to their concerns and worries.
 - I will look out for signs that my child is unhappy.
 - I will try to find out what the cause of the problem is and if it is a one-off incident or an on-going problem.
-
- ✓ I will ask myself
 - who is upsetting my child?
 - is it one particular child, a group of children or an adult?
 - can my child provide names?
 - ✓ I will find out
 - where and when any incidents took place.
 - what sort of bullying it is – verbal, emotional, sexual harassment or physical attacks.
 - how long the bullying has been going on.
 - ✓ I will tell the school as soon as possible.
 - ✓ I will make an appointment so the problem can be discussed in confidence.
 - ✓ I will give the staff the opportunity to solve the problem.
 - ✓ I will go back and discuss what the staff have observed.
 - ✓ I will be prepared to accept the observations of the staff. (There are times when the child can be both the bully and the victim).
 - ✓ If the bullying continues I will inform the school.
 - ✓ If the problem persists I will attend a meeting with the headteacher, parents and children involved.



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Appendix 1: Athena Trust Behaviour Principles

The purpose of our Behaviour Principles is to help all staff in dealing with difficult behaviour challenges and decisions, so that all teachers can teach and all students can learn free of defiance, disruption and distractions.

1. **Behaviour is a curriculum** that we teach so that our students lead great lives.
2. **We teach great character habits:** kindness and responsibility.
3. **Responsibility** helps us to think back on our choices and plan ahead.
4. **Kindness** helps all our relationships.
5. **We are all teachers of character**, including support staff: we all teach great habits.
6. **Consistency is key:** it's the foundation of all good habits.
7. **Purpose is key:** we teach and keep reteaching why we do what we do.
'We want you to make great choices so you have a great future.'
8. **Holding high standards** helps children succeed in life and work beyond school.
9. **We make it easy to behave** by uniting to make it normal in all our actions and words.
10. **Consistent consequences** make it hard to misbehave.
11. **Compliance is crucial** for safety and dignity, otherwise we are building on sand.
12. The rule is: **do as staff ask, first time, every time.** unless unsafe.
13. **Tough love is kind: let them off, let them down.**
14. **What we permit, we promote:** turning a blind eye has a cost.
15. **The most vulnerable students most need us to keep our standards high**, our boundaries clear and our support and challenge strong for them.
16. **Conversations** must accompany consequences.
17. **Defiance is unacceptable:** no staff member should be mistreated, disrespected, defied, ignored or abused; if we ever accept it, we are showing it's acceptable.
18. **Warmth is vital: warm-strict** encouragement, affirmation and relationships are vital.
19. **Connect before correct:** we show we care about our students in every interaction.
20. **Adjustments** must be extremely exceptional, otherwise they bring inconsistency, confusion and resentment.
21. **Teaching preemptively**, before adjusting expectations, is vital for what we know we all struggle with: for example, **what to say when you disagree with or don't understand a consequence;** how to respond to difficult emotions (like **how to stay calm when angry**).
22. **Mentoring** to practise high standards until they are learned is better than lowering the very standards that set students up for fulfilling careers and lives.