



CALDER LODGE SCHOOL

ANTI-BULLYING POLICY

Calder Lodge School Anti-Bullying Policy has been written in accordance with the DfE guidance "Preventing and Tackling Bullying"; advice for school leaders, staff and governing bodies.

"Pupils will learn best in a safe and calm environment that is free from disruption and in which education is the primary focus."

Recent government advice offers this definition of bullying: "Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's priority but emotional bullying can be more damaging than physical".

At Calder Lodge we further acknowledge that bullying can be any of the following:

1. Physical - including hitting, kicking or taking belongings.
2. Verbal - including name calling, taunting, insulting, making offensive remarks and ostracising peers.
3. Indirect / Emotional - including spreading nasty stories or malicious rumours and exclusion from social groups.
4. Cyber bullying - including spreading nasty stories or malicious rumours and exclusion from social groups on the internet / chat rooms.
5. Homophobic, racist, sexist bullying, disability and bullying based on socio-economic background or young people with caring responsibilities.

Bullying is deliberately hurtful, can be repeated and is difficult to defend against. It is our aim to provide a safe environment where bullying is unlikely to occur.

Calder Lodge pupils all have Education, Health Care Plan's related to Emotional, Social and Behavioural Difficulties and/ or additional needs. Inevitably, with this pupil group the potential for bullying is considerable. To respond to this, due to the relatively small

number of pupils in the school (up to 48) and the advantageous staffing ratios, a high degree of supervision (Minimum 1:4) is expected and provided.

Consequently, our aim is, in the first instance, to create a culture in which staff are always aware of the potential for bullying to occur. The supervision of children is given a high priority by management in its organisational role. In class, children are taught in groups of no more than eight, and there are rarely less than two and sometimes three adults present, usually a teacher and a keyworker (usually two). At break times pupils are always supervised and relationships consistently monitored by staff.

The experience, training and awareness of staff enables them to proactively be aware of relationships, difficulties and any issues which are developing between pupils, and respond sensitively but decisively.

Research indicates that bullying in schools is most likely to take place on the playground, but also corridors and toilets, where it is thought that adult surveillance is intermittent. Before school, break and lunch times staff are allocated to these areas to ensure a safe environment for all pupils. During these times, pupils have a choice of activities in which to engage, and a choice of staff to be with. This is to reduce boredom and promote choice and purposeful activity. The regular supervised activities at Calder Lodge include playground activities, such as cycling, ball games, outdoors, classroom-based activities, such as; reading, jigsaws, board games and Lego, computer games or ICT work and the opportunity to chat with peers or staff.

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at the click of a button.

Calder Lodge endeavours to create an ethos in which good behaviour is the norm and where pupils treat each other and staff with respect, because it is the right way to behave. A safe environment is created by discussing the possibility of bullying at admission interviews attended by parents, pupils, education personnel and social workers. All adults are encouraged to contact school if there is any concern or suggestion of bullying or intimidation. Calder Lodge has staff whose role it is to offer and create a link between home and school, through which concerns and anxieties can be expressed, as research suggests that bullying is likely to be reported at home.

The pupil induction process offers advice on how to respond if bullying occurs in school, as does the complaints procedure. Each pupil has their own keyworker who they are able to speak to whenever necessary; also, some pupils might prefer to speak to senior staff. In the case of potential racist bullying, regular checks are made to ascertain whether any is occurring. It is our aim to respond to bullying quickly and effectively.

If staff become aware of a bullying incident they are expected to intervene and secure the situation. They would be expected to note on a concern form, to increase surveillance and raise awareness and inform senior staff who would become involved. Because no two situations are the same, senior staff would investigate and speak to both parties. Sanctions and appropriate learning programmes would be agreed by senior staff, encouraging bullies to face up to the harm they've caused. If parental concerns are expressed this would automatically involve the Head Teacher in respect of a resolution.

Any instances of bullying are recorded in the Serious Incident Book, maintained by the Head Teacher.

Calder Lodge will apply disciplinary measures to pupils who bully in order to clearly show that their behaviour is wrong. Disciplinary measures will be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and considering the needs of vulnerable pupils. We will also consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator.

Summary

In conclusion Calder Lodge will:

- Involve parents / carers to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied.
- Involve pupils so that all pupils understand the school's approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders.
- Regularly evaluate and take account of developments in technology, for instance updating 'acceptable use' policies for the internet.
- Implement disciplinary sanctions so that the consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable.
- Openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender or sexuality; also, children with different family situations, such as looked after children or those with caring responsibilities. The school will also create an environment in which the use of any prejudice based language is unacceptable.
- Seek advice and draw on the experience and expertise of anti-bullying organisations with a proven track record and / or specialised expertise in dealing with certain forms of bullying.
- Provide effective staff training to operationalise anti-bullying policies. These are most effective when all school staff understand the principles and purpose of the school's policy, how to resolve problems, and where to seek support.
- Work with the wider community / agencies such as the Police and children's services where bullying is particularly serious or persistent and where a criminal offence may have been committed.
- Make it easy for pupils to report bullying so that they are assured that they will be listened to and incidents acted on. Pupils should feel that they can also report bullying which may have occurred outside school, including cyber-bullying.
- Create an inclusive environment; a safe environment where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination.

- Celebrate pupils' success. This is an important way of creating a positive school ethos around the issue, both through the curriculum and via assemblies etc.

Bullying is included in the Calder Lodge PSHE curriculum. The issue is also aired during assemblies, using a variety of examples and media.

All staff are made aware of the Anti-Bullying policy. Discussions are generated by attention to the staff induction handbook and in staff meetings, promoting a school climate where bullying and violence are not tolerated.

Finally, it is our intention to maintain a consistent anti-bullying stance within this school, and to guard against complacency.

Anti-Bullying Policy

Next review date: September 2026

Member of staff responsible for implementation and review: Kelly Farnworth

Position: Head Teacher

Approved by: Dan Creed

Date: September 2025