



## Treloweth Primary School

### Anti-Bullying Policy

2022-2023

Date Agreed: Nov 22	Chair of Governors: Mrs K Monk	Headteacher: Mrs L May
Date For Review: July 23		L May

This policy will be reviewed annually or before if necessary.

#### **Overview:**

Our school aim is to provide a safe and nurturing environment in which all children feel safe and able to voice any concerns they have. Part of this safe and nurturing environment is tackling any form of bullying swiftly and effectively when or if it occurs. We promote the needs of all pupil's irrespective of gender, religion or age. By knowing and talking about this we will reduce the number of bullying incidents that happen. Treloweth School is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

#### **Definition of bullying:**

Bullying is "behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", July 2017).

Bullying can include (but by no means an exhaustive list): name calling, taunting, repeated untruthful accusations, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours. It can also include the above being aimed at people for homophobic or racial reasons. This also includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos. Bullying can be a form of child on child abuse and can be emotionally abusive; it can cause severe and adverse effects on children's emotional development.

#### **Hate crime:**

Hate crimes are any incidents, whether a crime or not, motivated by hostility or prejudice towards an individual due to their race, religion, sexual orientation, gender identity or disability.

Protected characteristics include:

- race – a person's ethnicity, nationality, country of origin, skin colour, etc.
- religion – a person's religion or faith, even if they have no religion.
- sexual orientation – a person's sexuality, whether they are heterosexual, homosexual, bisexual, asexual, etc.
- gender identity – an individual who is transgender or perceived to be transgender.
- gender - a person's sex
- disability – any person with:
  - physical impairment;
  - life-limiting illness;
  - sensory disability;
  - mental ill-health;
  - learning disability;
  - visual difference; or diagnosis on the autistic spectrum

It does not matter if the person targeted has the characteristic that the prejudice is directed toward. Only that they are perceived to have that characteristic or belong to that community.

The definition covers criminal and non-criminal incidents. It is irrelevant whether the behaviour is a criminal offence. Hate Crime covers a range of behaviours, including discrimination, exclusion, verbal abuse, physical assault, bullying including cyber-bullying and inciting hatred.

Hate Crime can manifest in the school environment. Educating the perpetrator about their language and impact may be preferable. All incidents are recorded and reported to the local authority. If it is believed a crime has been committed any such incident will also be reported to the police.

Once reported to a member of staff the 'Bullying and Prejudice/Hate Incidents Form' will be completed and uploaded to Egress.

Responses may involve action and support from various agencies for both the victim and the perpetrator, for example, support from statutory services and voluntary groups relating to the five protected characteristics.

### **The effects of bullying:**

When bullying happens, it affects everyone in our school. It can make the victim feel hurt and destroy self-esteem. Children who use bullying behaviour themselves can also be hurting and need our help and support to behave differently. We know that it is important for bullying to be dealt with quickly. As a school, we recognise the effect bullying can have and the impact of it on the children's mental health. There are several members of staff who are trained in the most recent developments and practises in mental health and emotional support. These members of staff will be deployed effectively to support children.

### **How we will reduce bullying:**

- Create opportunities to think about how *difference* is positive.
- Help children to build self-esteem and feel happy about being themselves.
- Ensure that all adults set a good example by behaving in a caring and considerate way.
- Ensure all children know what bullying is and what it looks like. We will tell all children that prejudice related bullying is wrong and unacceptable. We will always challenge children who use homophobic language.
- Encourage all the children to tell an adult if they are worried about bullying.

### **Reporting and Responding to Bullying:**

When a parent, carer or child tells us about bullying we will always take it seriously. All reports of bullying should be passed to the class teacher in the first instance, who will bring it to the attention of the Pastoral and Wellbeing team and/or the Senior Leadership Team. The school will keep a record of what happened, who was involved and what was done to try and sort the situation out. Any sanctions (as identified within the School Behaviour Policy) and support for individuals will be implemented, in consultation with all parties concerned. In addition to this, there may be follow up meetings to ensure it has not happened again. This will be recorded on the Bullying incident form and uploaded to 'My Concern'.

### **SEND:**

We recognise that some pupils might need support to recognise and report bullying from a trusted adult in school. Learning around bullying will be adapted where necessary to ensure it meets the needs of the pupil and reasonable adjustments may be required.

### **Roles and Responsibilities:**

Everyone at our school has a responsibility for preventing bullying. If adults think bullying might be happening, they must tell the class teacher, Pastoral and Wellbeing team or a member of the Senior

Leadership Team. Children also have a responsibility for preventing bullying; they must tell an adult if they are worried about themselves, or anyone else. Adults at school should also look for signs of bullying, because not all children who are being bullied will tell someone about it. A child who is being bullied may seem sad or withdrawn, anxious or nervous about getting things wrong. They may not want to come to school.

### **Bullying Outside of School:**

We know that if children are having difficulties at home, it is impossible for them to do their best at school. The school has a responsibility to challenge all bullying which happens at school or on the journey to and from school and to help stop cyber-bullying. Although the school is not directly responsible for other bullying in the local neighbourhood, we do have the powers to apply sanctions in line with our behaviour policy. We will try and help parents to challenge bullying outside of school when we can. This might include talking with the children/families involved, talking to the local police or talking to pupils about how to handle bullying outside of the school.

### **Supporting adults:**

Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of staff and parents, whether by pupils, parents or other staff members, is unacceptable. Adults (staff and parents) who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the Headteacher.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools' behaviour policy.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults (staff and parents) who have perpetrated the bullying will be helped by:

- Discussing what happened with a senior member of staff and/or the Headteacher to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
- If online, requesting that content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required.

The Pastoral Lead will monitor the effectiveness of this policy. The Headteacher has overall responsibility. Parents and children are able to comment in the annual questionnaire. Please call into school, telephone or email if you are at all concerned.

Links to other policies: Safeguarding, PSHE, Behaviour

## Bullying and Prejudice / Hate Incidents Form

### Details of those involved:

**Do not include names on the form sent to Cornwall Council.** The information provided on this form will be used for purposes relating to monitoring incidents and may be shared with relevant organisations where appropriate. It will not be processed or shared for any other unrelated purpose. Where you are completing personal information for another individual, please provide that person with access to our privacy notice. For further information please see our full privacy notice at [www.cornwall.gov.uk/tffprivacynotice](http://www.cornwall.gov.uk/tffprivacynotice)

	Child experiencing hate behaviour	Child presenting hate behaviour
<ul style="list-style-type: none"> <li>Year</li> <li>Group/Staff/Guardian or Parent/Visitor</li> </ul>		
<ul style="list-style-type: none"> <li>Ethnicity/religion (if relevant)</li> </ul>		
<ul style="list-style-type: none"> <li>Disability or SEN</li> </ul>		
<ul style="list-style-type: none"> <li>Gender</li> </ul>		
<ul style="list-style-type: none"> <li>Child in Care (CiC)</li> </ul>		

Type of incident (select all that apply)			
<input type="checkbox"/> Visual/written	<input type="checkbox"/> Verbal	<input type="checkbox"/> Damage to property	
<input type="checkbox"/> Physical*	<input type="checkbox"/> Cyber	<input type="checkbox"/> Incitement	
<input type="checkbox"/> Threat with a weapon*	<input type="checkbox"/> Segregation	<input type="checkbox"/> Theft or extortion	
<input type="checkbox"/> <b>Racism</b>	<input type="checkbox"/> <b>Homophobia/biphobia</b>	<input type="checkbox"/> <b>Sexism/Sexual harassment</b>	
<input type="checkbox"/> <b>Disability</b> related	<input type="checkbox"/> <b>Religion or belief</b> related	<input type="checkbox"/> <b>Gender identity</b> related	
<input type="checkbox"/> Related to the child's <b>perceived characteristics</b>	<input type="checkbox"/> Related to the perceived characteristics of someone the child <b>associates</b> with (family member, friend etc)	<input type="checkbox"/> <b>Persistent Bullying</b>	
<input type="checkbox"/> <b>Other</b> (please describe below):			

\*'Serious offences' include: assault, possession of a weapon/firearms, blade or controlled drugs, abduction, slavery, and sexual abuse (including publishing obscenities). Could the incident be regarded as a serious offence? **If yes, you must report it to Devon and Cornwall police.**

If yes, date police notified:	Incident log:

### Description of the incident(s):

When did it happen? (date & time)	Where did it happen?	Summarise what happened and whether there were witnesses, participants and bystanders:
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**What are the views of the children involved?**

**Appropriate action agreed to be taken:**

With the child presenting the behaviour		With the child experiencing the behaviour		With the school	
<input type="checkbox"/>	Apology to the child	<input type="checkbox"/>	Comfort and reassurance	<input type="checkbox"/>	Staff/governor training
<input type="checkbox"/>	Awareness raising (behaviour unacceptable/valuing diversity)	<input type="checkbox"/>	Buddying, mentoring or peer support	<input type="checkbox"/>	Class/peer group workshop
<input type="checkbox"/>	Restorative justice	<input type="checkbox"/>	Counselling	<input type="checkbox"/>	Assembly subject
<input type="checkbox"/>	Disciplinary action	<input type="checkbox"/>	Referral to specialist help/agency	<input type="checkbox"/>	Review of curriculum or policy
<input type="checkbox"/>	Notify parent/guardian	<input type="checkbox"/>	Notify parent/guardian	<input type="checkbox"/>	Campaign eg posters
<input type="checkbox"/>	Restorative conversation	<input type="checkbox"/>	Medical treatment	<input type="checkbox"/>	Letter to parents/guardians
<input type="checkbox"/>	Notified police (if criminal activity/serious offence)	<input type="checkbox"/>	Set review dates	<input type="checkbox"/>	Initiative with learning community/LA
<input type="checkbox"/>	Other ( <i>please describe below</i> ):	<input type="checkbox"/>	Other ( <i>please describe below</i> ):	<input type="checkbox"/>	Other ( <i>please describe below</i> ):

### Repeat incidents (if applicable):

Select if this is a repeat Incident.	<input type="checkbox"/>
Date(s) of previous incident(s):	

**Other relevant information:**

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Describe any other relevant information: if it has stopped, details of changes made, other people or agencies involved, information about the target and aggressor's relationship, educational needs or attendance record, things that could have influenced the incident such as world events or media coverage.

**Form completed by:**

Print name	Position	Date
<b>Name of school/setting:</b>		
<b>Contact (phone and email):</b>		
<input type="checkbox"/>	Select if you would like someone to contact you about the support available.	

**Retain this form for your records**

Please securely email (using Egress) an anonymised copy to [schooleffectiveness@cornwall.gov.uk](mailto:schooleffectiveness@cornwall.gov.uk)