

The Federation of Boskenwyn & Germoe Schools and Nysgerrig Kindergarten



ANTI BULLYING POLICY

Principles and Values

As a school we take bullying and its impact seriously. Pupils and parents should be assured that known incidents of bullying will be responded to.

Bullying will not be tolerated. The school will seek ways to counter the effects of bullying that may occur within school or in the local community. The ethos of our school fosters high expectations of outstanding behaviour and we will consistently challenge any behaviour that falls below this.

Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and 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.

The aim of this policy is to work together to ensure that our school is a safe place for children and adults to be; whether the school community is directly or indirectly affected by bullying or not.

See also our Child on Child Abuse policy.

What Is Bullying?

Bullying is unacceptable behaviour used by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.

In other words, bullying is, " unacceptable behaviour which occurs '**lots of times, on purpose**'."

Bullying can be short term or continuous over long periods of time.

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, biting, hitting, punching or any use of violence
- Racial racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on the issue of sexuality
- Direct or indirect
- Verbal
- name-calling, sarcasm, spreading rumours, teasing
- Cyber bullying All areas of internet ,such as email and internet chat Twitter, Facebook misuse
- Mobile threats by text messaging and calls
- Misuse of associated technology , i.e. camera and video facilities, Ipad,
- games consoles,

Bullying may be related to:

- Race
- Gender
- Religion
- Culture
- SEN or disability
- Appearance or health condition
- Home circumstances, incl Young carers and poverty
- Sexual orientation, sexism, or sexual bullying, homophobia
- other

Bullying can take place in the classroom, playground, toilets, on the journey to and from school, on residential trips and cyberspace. It can take place in group activities and between families in the local community.

Perpetrators and Victims

Bullying takes place where there is an imbalance of power of one person or persons over another.

- This can be achieved by:
- The size of the individual,
- The strength of the individual
- The numbers or group size involved
- Anonymity – through the use of cyber bullying or using email, social networking sites, texts etc

Staff must remain vigilant about bullying behaviours and approach this in the same way as any other category of Child Abuse; that is, do not wait to be told before you raise concerns or deal directly with the matter. Children may not be aware that they are being bullied; because they may be too young or have a level of Special Educational Needs which means that they may be unable to realise what others may be doing to them.

Staff must also be aware of those children who may be vulnerable pupils; those coming from troubled families, or those responding to emotional problems or mental health issues which may bring about a propensity to be unkind to others, or may make them more likely to fall victim to the behaviour of others.

Signs and Symptoms For Parents and Staff

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

- 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 or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do make less effort with school work than previously
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing 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

- lack of eye contact
- becoming short tempered
- change in attitude to people at home.

These signs and behaviours could indicate other social, emotional and/or mental health problems, but bullying should be considered a possibility and should be investigated

Outcomes

All known/reported incidences of bullying will be investigated by the class teacher or by a senior member of staff as appropriate.

Parents of the perpetrator may also be asked about the incident or about any concerns that they may be having.

The child displaying unacceptable behaviour, may be asked to genuinely apologise (as appropriate to the child's age and level of understanding) Other consequences may take place. Eg a parent being informed about their child's behaviour and a request that the parents support the school with any sanctions/support that it takes. Wherever possible, the pupils will be reconciled.

In some cases, outside agencies may be requested to support the school or family in dealing with a child continually demonstrating unacceptable behaviour towards others. eg counsellor, Outreach Support, early help.

In serious cases (this is defined as children displaying an on-going lack of response to sanctions/support, that is, no change in behaviour of the perpetrator and an unwillingness to alter their behaviour choices), support from behaviour outreach, counselling, reduced timetables, or even fixed or permanent exclusion will be considered.

During and after the incident(s) have been investigated and dealt with, each case will be recorded and monitored to ensure repeated bullying does not take place.

Prevention

We use a variety of methods to support children in preventing and understanding the consequences of bullying through class assemblies, RHSE lessons, and constant reminders embedded into the curriculum. For example our learner profiles; caring citizens. Our home school promise sets out the expectations of children, staff, and parents and is shared at the beginning of each academic year. Our ethos and values means that all staff actively encourage children to have respect for each other and for other people's property.

Good and kind/polite behaviour is regularly acknowledged and praised.

Staff will reinforce expectations of behaviour as a regular theme in line with learner profiles.

Staff follow the equality policy; supporting every child in our school.

Staff are vigilant regarding groups of friends together. Friendship groups may bring about the imbalance of power and must be led towards welcoming others to join them and not excluding others from their group.

Staff reinforce a general message that children do not have to be friends with everyone else, but they must be respectful of everyone else's feelings and be kind to each other.

Children are involved in the prevention of bullying as and when appropriate, these may include:

- writing a set of school or class rules
- Writing a personal pledge or promise against bullying
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to in class or assembly
- making up role-plays about what to do through scenarios of bullying
- having discussions about bullying
- Creating an item for the school website.

If a child feels that they are being bullied then there are several procedures that they are encouraged to follow: (not hierarchical)

- Telling a friend
- Telling a School parliament representative or playground buddy
- Telling a teacher or trusted adult
- Writing concerns and posting them in the 'things I want my teacher to know' box
- Telling a parent or adult at home whom you feel you can trust
- Ringing Childline and follow the advice given
- Visiting the school website for ideas of what to do next.

Recording of Bullying Incidents

When an incident of bullying has taken place, staff must be prepared to record on My Concern and report each incident to the headteacher/DSL.

All incidents of bullying will be discussed with all relevant staff and parents of the children involved, in order that everyone can be vigilant and that further incidents by the same child(ren) may be prevented from happening in the future.

Incidents of proved bullying will be discussed with the Safeguarding governor, Russ Monhemius.

Advice to Parents

As the parent of a child whom you suspect is being bullied-

1. Report bullying incidents to the class teacher
2. In cases of serious bullying, the incidents will be recorded by staff and the Headteacher notified.
3. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem
4. If necessary and appropriate, police or other outside agencies will be consulted.
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
6. An attempt will be made to help the child using unacceptable behaviour towards others, to change their behavior through support.

Do Not:

1. Attempt to sort the problem out yourself by speaking to the child whom you think may be behaving inappropriately towards your child or by speaking to their parents.
2. Encourage your child to be 'a bully' back.

Both of these will only make the problem much harder to solve.

HELP ORGANISATIONS:

Childline

Police

Barnados

LGBTQ+ Intercomm Trust

Cornwall Council

Thinkuknow

CAMHS

Reviewed by staff/governors September 2025

Next review September 2026

Paula Blackburn, Executive Headteacher

Bertie Archer, Chair of Governors