



**Truro and Penwith**  
Academy Trust



# St Erth Primary School

# Anti-Bullying Policy



*Caring, Sharing, Preparing for Life*

Reviewed On	Bi-Annually
Last Review	September 2025
Next Review Date	September 2027
This policy has been reviewed and adopted by LGB	
Date: 29 September 2025	

**All forms of bullying are unacceptable in our school.**

**The definition of bullying in our school is: “deliberate or conscious desire to hurt, threaten or frighten an individual or group”.**

The term bullying refers to a range of harmful behaviour, both physical and psychological. Bullying behaviour usually has the following features:

1. It is repetitive and persistent – though sometimes a single incident can have precisely the same impact as persistent behaviour over time, for it can be experienced as part of a continuous pattern and can be extremely threatening and intimidating. This is particularly the case with racist, homophobic / transphobic and disablist bullying.
2. It is intentionally harmful – though occasionally the distress it causes is not consciously intended by all of those who are responsible.
3. Bullying behaviour is seen as being “Several Times on Purpose”.
4. It involves an imbalance of power, leaving someone feeling helpless to prevent it or put a stop to it.
5. It causes feelings of distress, fear, loneliness and lack of confidence in those who are at the receiving end.

Although one-off incidents can bear many characteristics of bullying, such incidents do not constitute bullying and are defined as incidents of harassment or prejudice. These incidents may be equally serious as incidents of bullying, thus we endeavour to deal with them following the same guidelines.

Bullying does not just occur in childhood but also in adulthood, with similarly serious consequences for all those involved. It is also possible for members of staff to be bullied by the children, parents and families in their care.

## **Types of Bullying**

Bullying may take various forms, including:

### **Physical**

- Kicking or hitting
- Prodding, pushing or spitting
- Other physical assault
- Intimidating behaviour
- Interference with personal property
- Deliberate targeted exclusion from peer-group activities
- Extortion (eg of pocket-money or items in packed lunch)

### **Verbal/Psychological**

- Threats or taunts
- Shunning / ostracism
- Name calling / verbal abuse

- The refusal to acknowledge / respect the cultural /racial / familial background of an individual
- The refusal to acknowledge / respect the sexuality or gender identify of an individual
- Innuendo
- Spreading of rumours
- Making inappropriate comments in relation to appearance

### **Prejudice-related bullying**

We do not tolerate discrimination of others on any grounds including gender, educational need or disability, age, ethnicity, culture, faith or sexual orientation. We ensure that arrangements are in place to safeguard and promote the welfare of pupils at all times. We recognise that the school has legal duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with Special Educational Needs (SEN).

Prejudice-related bullying may be experienced through racist, homophobic, disablist or sexist bullying. Further, more specific examples may include:

- Physical, verbal, written, on-line or text abuse or ridicule based on differences of (eg) ability, religion, learning difficulty, and mental health problems (whether relating to the object of the bullying or relating to a member of their family or a friend);
- Refusal to co-operate with others on the basis of any of the above differences;
- Negative stereotyping on the basis of sexual orientation, race, ability, gender (etc as above);
- Promoting offensive materials such as racist or homophobic leaflets, posters, graffiti, magazines or computer software on school premises;
- Failing to actively discourage such material from the within the school community;
- Refusing to use one's chosen moniker or personal pronoun;
- An insistence upon a previously disregarded name or personal pronoun which does not correspond with the presented gender role of any individual;
- Continued association of a word/term which is primarily used to connote a minority group with negativity or aggression. For instance calling another child who fouls at football 'gay', or referring to an object as such.

The specific unacceptability of prejudice-related bullying should be explicitly discussed in the classroom.

### **Sexual**

- Unwanted / inappropriate physical contact
- Sexual innuendo
- Suggestive propositioning
- Exposure to age-inappropriate themes or material
- Distribution / display of pornographic material aimed at an individual
- Graffiti with sexual content aimed at an individual

Sexual bullying can spring from, or be expressed within, prejudice-related attitudes and motivations (eg sexism, homophobia, transphobia).

## **Gifted / Talented**

- Name calling, innuendo or negative peer pressure based on high levels of ability or effort.
- Ostracism resulting from perceptions of high levels of ability.

## **Cyber-Bullying**

An increasing amount of bullying by school-age pupils is that which can be described as cyber-bullying. Cyber-bullying is a way of carrying out bullying as detailed in the categories above. Hence, it is not a kind of bullying itself but a method. Cyberbullying is bullying that takes place over digital devices like cell phones, computers, and tablets. Cyberbullying can occur through SMS, Text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behaviour.

The most common places where cyberbullying occurs are:

- Social Media, such as Facebook, Instagram, Snapchat, and Tik Tok
- Text messaging and messaging apps on mobile or tablet devices
- Instant messaging, direct messaging, and online chatting over the internet
- Online forums, chat rooms, and message boards, such as Reddit
- Email
- Online gaming communities

We aim to deal quickly and efficiently with incidents of cyber-bullying. Children will be encouraged to report any incidents to staff, and will be taught not to delete any messages. The school's PSHE curriculum addresses identifying and dealing with incidents of cyber bullying. The school has appropriate filtering and monitoring in place to safeguard against incidents occurring in school or using school devices.

Where reported by a parent or pupil cyber bullying should always be treated seriously.

## **How to report Bullying Concerns**

At St Erth we want pupils, parents/carers, staff, and visitors to confidently report bullying and know that their concerns will be taken seriously. We remain committed to supporting and safeguarding all children involved including the target, the alleged perpetrator, any bystanders/witnesses to the bullying behaviour and the wider school community.

We have clear reporting systems for each group of our school community, the effectiveness of these reporting systems is reviewed throughout the academic year and may be expanded to meet the needs of all members of our community.

### **Pupils, including bystanders/witnesses**

We ask that all pupils report concerns of bullying or bullying behaviour to a member of school staff – this can be any member of teaching or non-teaching staff, including a class teacher, a TA, the Head teacher, a lunchtime supervisor, or a member of the office team. We talk about trusted adults regularly in class and in assemblies to remind our pupils of who they can report concerns to.

The member of staff will listen to the pupil and make an initial note of their concerns, they will then discuss next steps with them and reassure them that they will be supported. The member of staff will make a formal record of the bullying report on the school's Safeguard recording system (CPOMS) and other relevant members of staff will be alerted. The member of staff will directly alert the school's Designated Safeguarding Lead (Joanne Bradbury, Headteacher) if the report is deemed urgent or if a pupil is considered at risk.

We understand that some pupils may find it difficult to tell a member of staff about their concerns verbally, we therefore have additional reporting mechanisms in place. Our school has an, 'I wish my teacher knew' box in each classroom where the pupil can put their name/a brief note about their concerns/draw a picture of their concern – these worry boxes are introduced to the pupils at the start of the year and pupils are reminded of them regularly.

Even if the behaviour/incident which has been reported is deemed 'not bullying' and is thought to be 'relational conflict', school staff will still support the pupils involved and help them to resolve any concerns.

### **Parents/Carers**

We understand that it can be very difficult for a parent/carer to be concerned or hear that their child has been the target of bullying, has experienced bullying behaviour or is an alleged perpetrator of bullying.

We ask that if parents/carers have concerns about their child experiencing or perpetrating bullying, that they contact a member of school staff. Initially we ask parents/carers to contact their child's class teacher (in person/via telephone call/via email/ via Seesaw) to explain their concerns. The class teacher will take an initial note of the concerns but may ask to schedule a meeting to allow for more time to discuss the concerns in detail, this meeting may involve the Headteacher/DSL if deemed appropriate. Following the report and/or the meeting, the teacher will make a formal record of the bullying report on the school's Safeguard recording system (CPOMS) and other relevant members of staff will be alerted. The member of staff will directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk, should they have not already been aware.

We ask that parents/carers come directly to the school with their concerns rather than discussing them with other members of the school community in person or online.

Our school remains committed to supporting pupils and their families in all instances of bullying and relational conflict and will respond to reports promptly. Even if the behaviour/incident which has

been reported is deemed 'not bullying' and is thought to be 'relational conflict', school staff will still support the pupils involved and help them to resolve any concerns.

We will endeavour to ensure that all parties are kept informed of progress and any developments, but we will also need to show due regard to GDPR. This may mean, at times, that we are not able to provide or share information or updates.

### **School Staff**

Our staff work closely with our pupils and therefore may notice a change in a pupil's behaviour or attitude that might indicate that something is wrong before receiving a report from a pupil or a member of the school community. If staff have any concerns about a pupil's welfare or are concerned that a pupil is displaying behaviours that may show they are the target of bullying or perhaps perpetrating bullying, they should act on them immediately rather than wait to be told.

We ask that staff report their concerns directly to the Head teacher/DSL or class teacher if appropriate. The member of staff receiving the report will take an initial note of the concerns and will then make a formal record of the bullying report on the school's Safeguard recording system (CPOMS) and other relevant staff members will be alerted. The member of staff must directly alert the school's Designated Safeguarding Lead/headteacher if the report is deemed urgent or if a pupil is considered at risk.

### **Visitors**

We ensure that all visitors to our school are aware of our Child Protection and Safeguarding procedures and which staff member they should report any concerns to (the member of staff may differ depending on the purpose of the visit e.g., supply teacher, governor, external agency etc.).

We ask that if a visitor to our school has any concerns about bullying behaviour that they have witnessed, or been told about, that they report their concerns at the earliest opportunity in person to the school's Designated Safeguarding Lead/the Headteacher/DDSL/a class teacher. We ask that visitors report their concerns in person by the end of the school day. For example, it would not be appropriate to wait until the following day or leave a written note with concerns. The member of staff receiving the report will take an initial note of the concerns and will then make a formal record of the bullying report on the school's Safeguard recording system (CPOMS) and other relevant staff members will be alerted. The member of staff will directly alert the school's Designated Safeguarding Lead/Headteacher if the report is deemed urgent or if a pupil is considered at risk.

### **How our school will respond to reports of bullying.**

At St Erth School all reports of bullying or reported concerns of bullying behaviours will be taken seriously and investigated. Even if an incident is deemed 'not bullying' or a 'relational conflict', our school remains committed to supporting all pupils who have been involved and effected.

Our school keeps records of all reports of bullying, this information is stored on our school's Safeguard recording system (CPOMS). These records are used to identify trends and inform our school's preventative work. Information from these records is discussed regularly at staff meetings to ensure that all staff are kept up-to-date and are alert to any ongoing concerns.

Our staff use a contextual approach to safeguarding and each incident will be dealt with on a case-by-case basis. Some of our school's responses may include, but may not be limited to:

- Talk to all pupils involved in the reported incident – this may include the target, the alleged perpetrator, and any bystanders/witnesses.
- Talk to the parents (of the target and/or the alleged perpetrator)
- Implement appropriate sanctions in accordance with our school's behaviour policy. These sanctions will be graded according to the seriousness of the incident, but will send out a message that bullying is unacceptable.
- Discuss the report/incident/case with other agencies and organisations when appropriate and make referrals to those organisations when appropriate.
- Liaise with the wider community if the bullying is taking place off the school premises (e.g., the Police, Parish Council etc.)
- Keep in touch with the person who reported the incident/behaviour to inform them that action has been taken – this may include a pupil, a parent/carer/guardian, a member of staff or visitor, or another member of the school community. We will endeavour to ensure that all parties are kept informed of progress and any developments, but we will also need to show due regard to GDPR. This may mean, at times, that we are not able to provide or share information or updates.
- Implement a range of follow-up support/interventions appropriate to the situation (this may include informal or formal restorative work with the target and alleged perpetrator, solution-focused meetings, individual or group work with the target, individual or group work with the alleged perpetrator, individual or group work with any witnesses/bystanders, group work with the wider-school community etc.)
- Monitor the effectiveness of actions taken and reassess/take more actions if appropriate.
- If there are safeguarding issues or concerns – the DSL may then refer to the Cornwall MARU

If a parent/carer is not satisfied with our school's actions, we ask that they follow our school's complaint policy and procedures. This is available online from our school website and on request from the school office.

### **Strategies for preventing bullying**

At St Erth School, we are committed to the safety and welfare of our pupils, and therefore we have developed the following strategies to promote friendly and positive behaviours and discourage bullying behaviours. Throughout the academic year, the effectiveness of these strategies is reviewed, and the variety of strategies may be expanded to address specific concerns or meet the needs of all members of our community.

The strategies we use include, but are not limited to:

- Active school council with representatives from each year groups
- Wellbeing Mentors – Learning Ambassadors
- Taking part in Anti-Bullying week annually (November)
- Taking part in Safer Internet Day annually (February)
- Robust PSHE curriculum for all year groups

- Sequenced curriculum input for online safety and cyberbullying
- Themed assemblies to promote equality and tackle prejudice
- End of term / end of academic year celebration events
- Opportunities for pupils to share their voice and opinions – through surveys etc.
- Inclusive displays throughout the school with a diverse range of work, photographs etc.
- Inclusive toys and books throughout the school raising awareness of and celebrating differences
- Well-being and mental health support for identified students
- Specific interventions for identified individuals or groups
- Parent events and training
- Regular staff training and development for all staff
- All staff model expected behaviour

### **Breaches/Complaints**

Breaches to this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Head teacher and Governing Body.

If a parent/carer is not satisfied with our school's actions, we ask that they follow our school's complaint policy and procedures. This is available online from our school website, and on request from the school office.

### **Dealing with Racist Behaviour**

In line with the school's aims at St Erth Primary School we are working to create an ethos of respect for ourselves and those around us, and therefore harassment of any kind will not be tolerated.

Sanctions will be determined in line with the agreed Formal Sanctions Procedure, and will be determined by the nature of the harassment.

Any racism will be reported to the headteacher and a report made in the Behaviour File.

The headteacher will then act in accordance with the LA Guidelines on Racial Harassment.

Full a full copy of the LA guidance: <https://www.cornwall.gov.uk/school-messenger-home/pupil-support/equality-and-diversity/equality-and-diversity-incidents-and-hate-crime-in-schools-online-reporting-form/>

LA reporting form: <https://www.cornwall.gov.uk/school-messenger-home/pupil-support/equality-and-diversity/equality-and-diversity-incidents-and-hate-crime-in-schools-online-reporting-form/equality-and-diversity-incident-reporting-form/>

### **Useful Contacts**

Disability Cornwall 01736 756644 [info@disabilitycornwall.org.uk](mailto:info@disabilitycornwall.org.uk)

Intercom Trust 01209 211360 [abc@intercomtrust.org.uk](mailto:abc@intercomtrust.org.uk)

NSPCC helpline 08088005000



## Links with other policies

You may find it helpful to read this Anti-Bullying policy alongside the other following school policies:

Policy	How it may link
Child-on-child Abuse Policy	Includes links to bullying – specifically sexualised bullying and exploitation
Behaviour Policy	Includes details about the rewards and sanctions for pupils
Safeguarding and Child Protection Policy	Includes information about child protection procedures and contextualised safeguarding
Online Safety Policy	Includes information about children's online behaviour and details about online bullying/cyberbullying
Equality and Diversity Policy	Includes information about our school's approach to tackling prejudice and celebrating differences. Links to prejudice-related language and crime and the protected characteristics
PSHE Policy	Includes information about our school's PSHE programme and how we teach about relationships, friendships, and bullying
Complaints Policy	Includes information about how to make a complaint if you are not satisfied with the school's response