



Trenance
Learning Academy



Anti-Bullying Policy

Version Number	V4
Date Adopted by Governors	May 2025
Scheduled Review Date	July 2027
Statutory or Best Practice Policy	Statutory
School or Trust Policy	School

We want to ensure that your needs are met.

**If you would like this information in any other format, please contact us on
01637 303106 or email info@kernowlearning.co.uk.**

#AsOne
Kernow Learning



1. Our Values and vision	2
2. Links with other school policies and practices.....	3
3. Our school community	3
4. Definition of bullying.....	3
5. Forms and types of bullying.....	3
6. Signs of Bullying.....	4
7. Preventing Bullying	5
8. Monitoring and review: putting policy into practise	7
Appendix 1 – Procedure for responding to bullying (Including cyber bullying).....	8
Appendix 2 – Supporting pupils	10
Appendix 3 – Involvement of pupils	11
Appendix 4 – Involvement and liaison with parents and carers	12
Appendix 5 – The role of the wider school community.....	13



Our Values and Vision

At Trenance Learning Academy our mission is to ensure that every child has access to the best start in education and not be disadvantaged by any factor in their life. We know that consistently great teaching, immersive experiences and a safe happy environment is the key to starting their life's adventure.'

Trenance's vision is built upon the ethos that every minute counts. In the 3 short years that children attend, Trenance fills their educational journey with creative, engaging and purposeful moments through a knowledge & skill-rich curriculum, engaging teaching, great relationships and strong partnerships. We work hard to ensure that Trenance Learning Academy is the best possible experience for every child and provide all children with a strong start to their time in education. Our vision, in child's language, promotes an 'anti-bullying culture' in our school.

This is our school

Peace lives here

The rooms are full of happiness

Love is all around

Love of one another

Love of all people

And love of life and learning

We thrive and fly

As many hands build a house

So many hearts make our school

At Trenance Learning Academy we uphold and encourage our strong values of kindness, friendship and celebrating the differences and the achievement of all. We are strongly committed to maintaining our anti-bullying culture within the school community and do not tolerate any form of bullying. We continue to create a safe, healthy and positive school environment where all children and adults feel safe and valued.

Our policy reflects the July 2017 DfES guidance *Preventing and tackling bullying: Advice for headteachers, staff and governing bodies* and supporting materials. It also takes into account the 2024 DfE statutory guidance *Keeping Children Safe in Education* and The 2010 Equality Act which includes *Child on Child abuse, sexual harassment and violence*.



2. Links with other school policies and practices

This policy links with several school policies, practices and action plans including:

- Behaviour policy
- Online safety and Acceptable Use procedures
- Curriculum statement
- Safeguarding policy

3. Our School community

- Monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports all members of staff to promote positive relationships to prevent bullying.
- Will identify and tackle bullying behaviour appropriately and promptly.
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn.
- Greater understanding of bullying and all its forms will be developed through the school curriculum in order that all children are given a voice to speak openly about bullying and abide by the anti-bullying policy.
- Requires all members of the community to work with the school to uphold the anti-bullying policy.
- Reports back to parents/carers regarding concerns on bullying and deals promptly with complaints.

Definitions 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, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences'.

Preventing and tackling Bullying – Advice for School Leaders, Staff and Governing Bodies (2017)

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?



- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying. If the victim might be in danger, then intervention is urgently required.

5. Forms and Types of Bullying

Bullying is the use of aggression with the intention of hurting another person either physically or emotionally, by intimidating or demeaning others. It is usually persistent and is often covert, and is a conscious attempt to hurt, threaten or frighten someone. Bullying results in pain and distress to the victim. As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disabilist in nature. We will record these types of bullying, even that which represents a one-off incident.

Bullying can happen to anyone and can be, but not limited to:

- Emotional: Derogatory name calling of an insulting and/or personal nature.
Demanding money, material goods or favours by means of threat or force.
- Physical: Pushing, kicking, hitting, punching or any use of violence because of some perceived physical, economic, sexual, intellectual, cultural or racial difference.
- Racist: racial taunts, graffiti, gestures
- Sexual: Unwanted physical contact or sexually abusive comments
- Homophobic: because of, or focussing on the issue of sexuality. Homophobic, biphobic and transphobic (HBT) bullying is unacceptable
- Verbal: name-calling, sarcasm, spreading rumours, teasing, abuse and threats.
Ridiculing an individual.
- Cyber: All areas of internet, such as email and internet chat room misuse. Mobile threats by text messaging & calls. Misuse of associated technology, i.e. camera & video facilities
- Prejudicial:(against people/pupils with protected characteristics):
 - Bullying related to race, religion, faith and belief and for those without faith
 - Bullying related to ethnicity, nationality or culture
 - Bullying related to Special Educational Needs or Disability (SEND)
 - Bullying related to sexual orientation (homophobic/biphobic bullying)
 - Gender based bullying, including transphobic bullying

6. Signs of Bullying

Staff should be vigilant in looking out for signs of bullying or other child protection issues including but not limited to:



- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
- Indirect - Can include the exploitation of individuals.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Where does bullying take place?

Bullying is not confined to the school premises. It also persists outside school, in the local community, on the journey to and from school. The school acknowledges its responsibilities to support families if bullying occurs off the premises.

Cyberbullying

The ever increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims.

Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school.

Whilst most incidents of Cyberbullying occur outside school we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other forms of bullying.

Cyberbullying can include:

- Hacking into someone's accounts/sites
- Posting prejudice / hate messages
- Impersonating someone on line
- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking

We will ensure that our children are taught, through our RSHE Curriculum and wider curriculum provision, safe ways to use the internet and encourage good online behaviour.

7. Preventing Bullying

The whole school community will:



- Ensure that all pupils know how to express worries and anxieties about bullying. This will take the form of:
 - **Telling the person to 'stop, I don't like it' in a calm voice**
 - **Walk away**
 - **Inform an adult**
- Ensure that all pupils are aware of the school's behaviour policy and that bullying will not be tolerated. Reinforce the school rules:
 - **We are gentle**
 - **We are kind and helpful**
- **Our RSHE programme** contains strategies which encourage children away from bullying i.e. it promotes co-operation, helpfulness and consideration for others.
- Actively provide opportunities through the curriculum to develop pupils' social and emotional skills, including their resilience.
- **Assemblies** Our British Values Assembly themes raise awareness of bullying and also teach other key values (such as 'Caring', 'Tolerance' and 'Respect') to deter it.
- **Specific initiatives** for identified groups such as young people whose first language is not English, SEND/disabled students, children who have been bullied or are displaying bullying behaviour.
- **Nurture spaces** at lunchtimes to provide all pupils, particularly vulnerable pupils with a 'safe space' at playtimes and lunchtimes.
- Provide opportunities to address bullying in all forms throughout the curriculum, supported with a range approaches- displays, assemblies, peer support and the school council.
- Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the school community.
- Train all staff to identify all forms of bullying, follow the school policy and procedures.
- Work with outside agencies and the wider school community to prevent and tackle concerns.
- Ensure that all parents/carers know who to contact if they are worried about bullying and to raise concerns about bullying.
- **Anti-Bullying Week:** By focusing on bullying for a week each year we keep the subject in the open and give opportunities for children and Parents to understand what bullying is and how to report concerns.

Bullying is a whole school issue

By involving Governors, Teachers, Education Support Staff, Parents, Pupil Councillors and Pupils, people become aware of the school policy on bullying and that we are serious about tackling the problem. Publicity is one area that can help and could include:

Childline, telephone helpline number will be displayed.

Childline – 0800 1111 (open 24hrs)

Leaflets: these can be displayed around the school and/or sent home.



8. Monitoring and review: putting policy into practise

For all monitoring of local policies, we adopt a rigorous and reflective approach. We take into account multiple perspectives on the effectiveness and success of the policy and procedures in question, including:

- a. the experience of the member(s) of staff designing and delivering the provision;
- b. feedback from our pupils and parents/carers
- c. observations and feedback from staff – both internal and external
- d. analysis of information by local governing body with regard to gender, age and ethnic background of all children involved in bullying incidents.
- e. engagement in research, relevant literature, and continuing professional development (e.g. relevant training/workshops).

These perspectives inform our action plans for each aspect of our school provision

Appendix includes:

- 1) Procedure for responding to bullying (including cyber bullying)
- 2) Support for pupils
- 3) Involvement of pupils
- 4) Involvement and liaison with parents and carers
- 5) The roles and responsibilities of our school community



Appendix 1 - Procedure for responding to bullying (including cyberbullying)

The following steps may be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making process, as appropriate
- The headteacher/Designated Safeguarding Lead (DSL) or another member of leadership staff will interview all parties involved
- The Headteacher will be informed of all bullying issues where there are safeguarding concerns
- The school will speak with and inform other staff members, where appropriate
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies
- Sanctions, as identified within the school behaviour policy, and support will be implemented in consultation with all parties concerned
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children's social care, if a child is felt to be at risk of significant harm
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the DSL will collaborate with other schools. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school's behaviour policy
- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken

Cyberbullying

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation
- Take all available steps where possible to identify the person responsible. This may include:
 - Looking at school systems



- Identifying and interviewing possible witnesses
- Contacting the service provider and the police, if necessary
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
 - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content
 - Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and in line with the DFE *Searching, screening and confiscation at school* guidance and *Childnet cyberbullying* guidance.
 - Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the person displaying bullying behaviours, as well as ensuring access to any additional help that they may need
- Inform the police if a criminal offence has been committed
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
 - advising those targeted not to retaliate or reply
 - providing advice on blocking or removing people from contact lists
 - helping those involved to think carefully about what private information they may have in the public domain



Appendix 2 - Supporting pupils

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous pastoral support
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice
- The school will keep a record of the incidents as evidence and discuss how to respond to concerns and build resilience as appropriate
- Working towards restoring self-esteem and confidence
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance. This could include support through Early Help or

Specialist Children's Services, or support through the Children and Young People's Mental Health Service

Pupils who have perpetrated bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change
- Informing parents/carers to help change the attitude and behaviour of the child
- Providing appropriate education and support regarding their behaviour or actions
- If online, requesting that content be removed and reporting accounts/contents to service provider
- Sanctioning, in line with school behaviour/discipline policy. This may include official warnings, school time inclusions, removal or privileges, and fixed-term or permanent exclusions
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or the Children and Young People's Mental Health Service



Appendix 3 - Involvement of pupils

We will:

- Involve pupils in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they play in preventing bullying
- Regularly seek out the views of our pupils and Change Makers on the extent and nature of bullying
- Ensure that all pupils know how to express worries and anxieties about bullying
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum
- Utilise pupil voice in providing pupil led education and support
- Publicise the details of internal support, as well as external helplines and websites
- Offer support to pupils who have been bullied and to those who are bullying to address the problems they have



Appendix 4 - Involvement and liaison with parents and carers

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

We will:

- Take steps to involve parents and carers in developing policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying
- Make sure that key information about bullying (including policies and named point of contact) is available to parents/carers in a variety of formats, including via the school website
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice. In the first instance, parents can always speak with the class teacher but they can also arrange a meeting with the teacher, phase lead or member of the senior leadership team through the school office.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner. The complaints policy can be found on the school website.



Appendix 5 – The role of the Wider School

Community

The role of the Local Governing Board (LGB)

The LAB supports the head teacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the LAB does not allow any identified bullying to continue in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The LAB monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The LAB require staff to keep accurate records of all incidents of bullying and to report to the LAB on request about the effectiveness of school anti-bullying strategies.

The role of the Head teacher

It is the responsibility of the head teacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The head teacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The head teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The head teacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the head teacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong.

The head teacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

The head teacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The role of adults

All adults in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep their own records of incidents of significant concerns and report to the head teacher.

If adults witness an act of bullying, they do all they can to support the child who is being bullied. Teaching Assistants, Mid-Day Supervisors and other adults inform class teachers of any concerns. Teachers will consult the head teacher and parents will be informed. All incidents are recorded.

These are monitored by the Pastoral Team.

If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for child being bullied, and appropriate sanctions for the child who has carried out the bullying. We spend



Trenance Learning Academy
Anti-Bullying Policy

time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the head teacher, Mental Health Lead and the Special Needs Co-ordinator. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the head teacher may contact external support agencies such as the Social Services.

Adults routinely attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management.

Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.