



**Truro and Penwith**  
Academy Trust



# Anti-Bullying Policy

**2024-2025**

**Review Date: September 2025**

**At Kennall Vale School, we are committed to safeguarding and promoting the welfare of children and expect all staff (teaching, teaching assistants, lunchtime supervisors, after school childcare staff) and any volunteers to share this commitment.**

We are aware that children in any school or setting may be bullied, and recognise that preventing, raising awareness and consistently responding promptly to any cases of bullying should be a priority to ensure the safety and well-being of our children.

In line with the Equality Act 2010 it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advances equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Fosters good relations between people who share a protected characteristic and people who do not share it.

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to the Multi-Agency Referral Unit.

The Anti-bullying Alliance (ABA) defines bullying as:

"The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online."

Kennall Vale School uses STOP to help the children recognise what bullying is:

**Several Times On Purpose**

There are four key elements to this definition:

**hurtful**

**repetition**

**power imbalance**

**intentional**

Bullying behaviour can be:

**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.

## **Bullying can be both physical and psychological.**

This policy is to be used in conjunction with Kennall Vale School's 'Behaviour and Relationships' and 'Safeguarding and Child Protection' policy.

We are determined to promote and develop a school ethos where bullying behaviour is regarded as unacceptable, to ensure a safe and secure environment is sustained for all children.

We aim for all children to reach their potential academically, socially and personally through learning and playing in a safe and secure environment.

Every child is unique, and is constantly learning and can be resilient, capable, confident and self-assured.

**Our aim at Kennall Vale School is to ensure that children, all staff, parents/carers and governors understand what bullying is, how to prevent it and raise awareness, how to report it and the signs a person might display if currently being bullied.**

## **Vulnerable Groups**

We recognise that some groups of children may be more vulnerable to bullying, including:

- Looked After Children
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children entitled to Free School Meals
- Children for whom English is an Additional Language
- Children who are perceived to be gay, lesbian, transgender or bisexual

## **Bullying Prevention**

Preventing and raising awareness of bullying is an essential to keeping incidents in our school to a minimum. Through assemblies as well as RSHE & PSHE lessons, children are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument.

Children are taught to report worries to an adult in school if they are concerned that someone is being bullied.

## **Signs of Bullying**

All staff and parents/carers should be vigilant in looking out for signs of bullying or other safeguarding/child protection issues including:

**Physical** - unexplained bruises, scratches, cuts, missing belongings, damaged clothes, loss of appetite, stomach aches, headaches, bedwetting.

**Emotional** - losing interest in school, withdrawn, secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.

**Behavioural** - asking to be taken to school, coming home for lunch, taking longer to get home, asks for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties and truancy.

If you notice any of these signs in your child please inform the Headteacher and Designated Safeguarding Lead, Miss Cocks, or in his absence, the Assistant headteachers and Deputy Designated Safeguarding Leads, Mrs Welch or Mrs Goulbourn.

### **Reporting Bullying**

There are a number of ways for children to report bullying in school to any member of staff. As well as verbally reporting bullying, children can write down their concerns (Dojo, I wish My Teacher Knew). All cases of alleged bullying should be reported to the class teacher, or straight to Miss Cocks, or in his absence, the Assistant headteachers and Deputy Designated Safeguarding Leads, Mrs Welch or Mrs Goulbourn.

### **Responding to Bullying**

In any case of alleged bullying, either the classteacher, the Headteacher, or a member of the Senior Leadership Team should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s), assistant, defender, bystanders and adult witnesses, as well as parents/carers and child witnesses if necessary and appropriate. The report will be filled in (class teacher, child & parents), actions agreed to investigate, and a time agreed to feedback (APPENDIX A)

If the allegation of bullying is not upheld, there may be some recommendations which need to be actioned. These may include work on self-esteem, work with a small group to improve confidence in building friendships with members of staff, improvement to channels of communication between child / parents / staff, and others.

If the allegation of bullying is upheld, the Headteacher (or senior leader) should seek to use a restorative approach with the perpetrator(s) and victim(s) together. The perpetrator(s) should fully understand the consequences of their actions on the victim(s). Both parties should be clear that a repeat of these behaviours will not be acceptable. All agreed actions will be recorded in the meeting and copies sent home, as well as saved as a PDF on CPOMS.

If the situation does not improve, the Headteacher (or senior leader) should meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the children involved. Any further incidents should lead to intervention (e.g. through outside agencies), further monitoring, support and punitive sanctions as deemed necessary. Any necessary action should be taken until the bullying has stopped.

## Appendix A

<b>Child's name:</b>	
<b>Member of staff present:</b>	
<b>Other adults present:</b>	
<b>Date of meeting:</b>	
<b>Account of incidents leading to reporting:</b>	
<b>Account of incidents from child who has been accused of bullying:</b>	
<b>Summary of investigation:</b>	
<b>If alleged bullying is not upheld:</b> <i>(recommendations)</i>	
<b>If alleged bullying is upheld:</b> <i>(actions, staff members, date of next meeting)</i>	
Electronic file saved to CPOMS and copy shared with parents	