The Federation of Boskenwyn & Germoe Schools and Nysgerrig Kindergarten

Anti-Bullying and Harassment Policy

Statement of Intent

The federation of Boskenwyn and Germoe Schools and Nysgerrig kindergarten aim to challenge and prevent bullying through fostering an inclusive and open environment in which difference is celebrated and appreciated. We will not tolerate incidents of bullying or harassment within our schools.
Bullying will always be taken seriously. Bullying will never be tolerated.

Staff, children and parents or carers will be made aware of the schools' position on bullying. Bullying behaviour is unacceptable in any form. We have high expectations of behaviour and we will consistently challenge any behaviour that falls below this.

What Is Bullying? The definition

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 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, DfE July 2017).

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 in their care or by other adults.

Types of Bullying

Bullying may take different forms, including:

Physical:

- Kicking, hitting, prodding, pushing, spitting or 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 the cultural/racial/family background of an individual
- The refusal to acknowledge/respect the sexuality or gender identity of an individual
- Innuendo
- Spreading of rumours
- Making inappropriate comments eg in relation to appearance

Prejudice-related bullying (eg racist, homophobic, disablist, sexist)

Any of the above examples may be experiences within prejudice-related bullying. More specific examples may include:

- Physical, verbal, written, on-line or text abuse or ridicule based on differences of (eg) race, colour, ethnicity, sexual orientation, gender, gender identity, physical or sensory 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 race, gender, sexual orientation, ability (etc as above)
- Promoting offensive materials such as racist or homophobic leaflets, posters, graffiti, magazines, or computer software on school premises
- Refusal to use one's chosen name or 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 a 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 on a termly basis.

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
- Grafitti 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 base on high levels of ability or effort
- Ostracism resulting from perceptions of high levels of ability

Cyber-Bullying:

Virtual bullying can occur in or outside of school. It has a potentially bigger audience. Search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.

Pupils are not allowed to bring phones to school unless absolutely necessary and agreed with parents.Eg when a child has dual residency and is taking the device to a different house to keep contact with other parent/carer. If they do bring a device then the parent will hand it over to the office on entry and the other parent/carer will take it when leaving.

The above categories of bullying are not mutually exclusive.

The Effects of Bullying

The impact and severity of bullying may vary. It is generally perceived as a way of exploiting and manipulating one's own perception of difference. Bullying intentionally makes the victim feel hurt and destroys self-esteem.

Bullying has an equally serious impact on the bully themselves and is often indicative of anxiety or trauma in the history or presentation of the person who bullies.

We understand that it is imperative for bullying to be dealt with in its initial stages. This is because we recognise the potential for serious harm that can occur if bullying is allowed to escalate. Children who have been bullied are at significantly higher risk of self-harm and suicide. We also know that bullying impacts seriously on school attendance.

Positive behaviour

We recognise that no school is ever completely void of bullying incidents and our aim is to achieve a minimum of such occurrences, which are swiftly and effectively dealt with. We intend to do this by promoting a positive whole school approach to behaviour which:

- Enhances the self-esteem of all members of the school community
- Clearly states the boundaries of acceptable behaviour
- Reinforces positive habits
- Encourages personal responsibility
- Develops interpersonal skills
- Responds promptly, firmly and consistently to pupils who test boundaries
- Understands that children understand and experience the world in different ways

Strategies for the Prevention of Bullying

A proactive approach to teaching and learning will help engage children in learning and build self-esteem and resilience and allow our children to feel part of our team. We consider different learning styles and provide a curriculum that aims to be of interest to all children.

We recognise that the example that is set by adults in their relationships with other adults and with children will have a great effect on the way children behave towards others.

We raise an awareness of bullying and its effects both on the victim and on the bully through circle time, assemblies, role play, RSHE curriculum, learner profiles, workshops, social stories, videos and discussions with individuals. We aim to build an anti-bullying ethos. This may include direct exploration of bullying related issues as well as diversity awareness which is built into our curriculum.

Children are involved in the prevention of bullying as and when appropriate, activities 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.

Our curriculum is inclusive of all strands of equality, and through such inclusion we aim to encourage open questioning and exploration of each individual self. We believe that by creating such an ethos, bullying is less likely to occur, as children are routinely taught that difference is not something to be feared, but something to be embraced.

By raising awareness, we aim to:

- Create a culture where bullying is not accepted and does not happen
- Encourage those who are bullied to tell an appropriate person
- Help individuals cope with bullying
- Help individuals to respond to bullying

The development of a caring, supportive and trusting relationship between adults and children will help to prevent incidents of bullying. Members of our school community need to feel confident that reported incidents will be appropriately responded to and taken seriously.

Other people within our school community also have an important role to play in the prevention of bullying:

- Any person may act to prevent situations which they see arising. Staff will be made aware of the important role and responsibilities that they have in spotting inappropriate behaviour or language and in reporting to key members of staff. Children will be taught to report and support individuals who may be being bullied.
- Playground ambassadors are appointed to support individuals, encourage good play/games, or intervene where children are being unkind or when a child needs a friend.
- Relevant access to outside agencies and support will be provided where necessary and certain helpline numbers (eg Childline) will be available throughout the school.

We appreciate that some children find it very difficult to maintain and build appropriate friendships, and we will endeavour to teach them these vital skills.

We will continually evaluate our provision at playtime in order to encourage appropriate behaviour and build positive relationships during unstructured times.

Reporting and Recording Bullying

If bullying does occur, in all cases the bully will be made aware that bullying will not be tolerated. Staff must record on My Concern and report each incident to the headteacher/DSL. Incidents of proved bullying will be discussed with the Safeguarding governor, Russ Monhemius.

Key points in our response to bullying will be:

- Never to ignore reported or suspected bullying
- Not to make assumptions
- To listen carefully to all accounts
- To adopt a problem-solving, proactive approach
- To follow up repeatedly

The response will depend on the severity of the incident. The response may include:

- Discussion between adult and bully (ies) or adult and victim
- Questioning all individuals involved, including any possible witnesses to try and establish an objective viewpoint of what has happened
- Note taking and record keeping where appropriate

- A problem-solving approach, where children find solutions through discussion with a teacher present, if this is considered appropriate by the victim
- Class discussion in circle time (no names)

We believe that all children, regardless of the apparent actions, have the right to be heard and to explain their 'side of the story' without pre-judgement. Therefore, it is vital that staff do not make judgements of any kind about children until an appropriate process has been undertaken and as many facts established as possible.

If bullying persists, further strategies will be adopted:

- Sanctions, as listed in our behaviour policy, to demonstrate to the bully and others that bullying is wrong
- Discussion with parents, both to inform parents and to find a way forward together
- Fixed term exclusion
- Permanent exclusion (as a last resort, after all other routes have failed or as a response to an incident of extreme severity)

We must remember that for a child who bullies, this can often be their only presented identity and one in which they feel comfortable and secure. Bullies can often wish to present a more socially acceptable model, but can find it increasingly difficult to step away from their position as 'the bully,' We must ensure that this myth of identity is not perpetuated by staff or by children. When incidents of bullying have occurred, we must support both the victim and the bully. This should include allowing the bully ways in which to adopt a more successful and purposeful role and identity within the school community.

Responding to Bullying – Supporting the Victim

Children must be made aware that they will be supported and taken seriously if they report bullying. The slogan "Tell an adult" will make this idea more memorable. Our children know they have a responsibility to tell an adult if they are being bullied or they witness unkindness to a peer. They know they do not deserve to be bullied and we will endeavour to teach them a variety of anti-bullying techniques which they can use in key situations.

Responding to Bullying of Adults

We recognise the seriousness of bullying in the workplace and the impact this can have on whole school relationships, morale and productivity. We cannot best support the children if the staff are not working together as a team. We aim to support individuals who may be experiencing such bullying at work, and would endeavour to help them find ways to tackle bullying behaviour. This may include additional training, removal of staff from certain environments, or re-assertion of job descriptions and roles. Bullying among staff should be immediately reported to the headteacher. If informal resolutions are unsuccessful, the formal disciplinary procedures will be actioned.

We recognise that such bullying among adults often manifests as seemingly negligible, low-level psychological incidents, rather than more overt, physical bullying. We would encourage staff to remember that such repeated incidents do constitute bullying and should be dealt with, even if they appear comparatively minor.

It is important that we clearly give the message that anyone can be a victim of bullying and that our school is one that treasures and embraces all differences and abilities.

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.

Such incidents can include:

- Abuse on-line via text message
- Interfering with electronic files
- Deliberate exclusion from on-line groups, forums or networks
- Undisclosed covert filming or photography of an individual
- Setting up or promoting inappropriate websites
- Inappropriate sharing of images from webcams/mobile phones etc
- Interfering with email accounts

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.

Our ICT provider, ITCT4, are able to monitor children's files and we have a sensory alerting system in place which alerts staff to inappropriate activity. We filter internet access and websites.

Roles and Responsibilities

All adults at school have a part to play in preventing and responding to bullying. If adults become aware of bullying they must respond or refer the matter on to a teacher or the Headteacher who will respond.

Children must be made aware that they should report all incidents of bullying to an adult. This is their part of the responsibility to confront bullying together.

Adults at school and parents/carers must also be vigilant for signs of bullying that has not been reported. The victim may show signs such as the following:

- changes their usual routine
- is unwilling to go to school (school phobic)
- 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 difficulties, but bullying should be considered a possibility and should be investigated.

Involving Outside agencies

When strategies within school have little effect, or when additional support would be beneficial, outside agencies may be involved. This may also be used to raise awareness of general bullying issues or to gain

specific input on prejudice bullying. These may include the education welfare service, family support or Headstart Kernow. Such groups will be approached for staff training as necessary.

Bullying outside of school premises

Headteachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. We aim to teach children to behave responsibly within school and outside of school. Pupils will be encouraged to tell an adult, family member or teacher, if they are bullied outside of school. Steps taken might include:

- Discussion with parents of bully or victim
- Taking to the local police
- Talking to pupils about how to handle bullying outside of the school premises

Implementing the Policy

Staff, pupils, parents and governors are consulted during the original writing of the Anti-bullying Policy. The response to bullying needs to be consistent as set out in this policy.

- Everyone needs to be aware that:
- Bullying will not be tolerated
- Bullying needs to be reported
- Bullying will be responded to

Monitoring, Evaluating and Reviewing the Policy

The implementation of this policy must be monitored to ensure that it is being followed and that it is effective. This will be through discussions with parents and staff and through school parliament meetings for pupils.

Reviewed by staff/governors: November 2026. Circulated to parents: November 2026
Next review: November 2027

Paula Blackburn, Executive Headteacher
Lucy Yeomans, Martin Bland, Co-Chairs of Governors

Help organisations/Information sources:
Preventing and Tackling Bullying, DfE July 2017
Childline
Police
Barnados
LGBTQ+ Intercomm Trust
Cornwall Council
Thinkuknow
CAMHS
Headstart Kernow
Anti-Bullying Alliance
Proud Trust
Mencap
Childnet International
Internet Matters
The UK Council for Child Internet Safety (UKCCIS)
Digizen
The Diana Award
Restorative Justice Council
SENDIASS