



**Truro and Penwith
Academy Trust**



Sennen School Anti Bullying Policy

November 2025

Ms Sam Gillion Headteacher

Ms S Gillion, Headteacher - 17th November 2025

Mr A Wilson LMC Chair

Mr A Wilson, Headteacher - 17th November 2025

Sennen Primary School

Antibullying Policy

Policy objectives

This policy sets out what Sennen Primary School will do to prevent and tackle all forms of bullying. Sennen Primary School is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

Sennen Primary School recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have consequences for mental wellbeing. By effectively preventing and tackling bullying, our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential.

As a school we:

- Monitor and review our anti-bullying policy and practice on a regular basis
- Promote positive relationships to help prevent bullying
- Recognise that some members of our community may be more vulnerable to bullying; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly
- Ensure our pupils and staff are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy
- Require all members of the community to work with the school to uphold the anti-bullying policy
- Recognise the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages
- Will deal promptly with grievances regarding the school response to bullying in line with our complaints policy
- Utilise support from the Local Authority and other relevant organisations when appropriate

Responsibilities

It is the responsibility of:

- The Headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility
- The school's LMC have oversight of this policy

- All staff (including governors, senior leadership, teaching and non-teaching staff) to support, uphold and implement this policy accordingly
- Parents/carers to support their children and work in partnership with the school
- Pupils and staff to abide by the policy

What is bullying?

Bullying can be defined as “behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”.

(DfE “Preventing and Tackling Bullying”, July 2017)

Bullying can include name calling, taunting, mocking, making offensive comments, kicking, hitting; taking belongings, producing offensive graffiti, gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

Bullying is recognised by the school as being a form of peer on peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children’s emotional development.

Forms and types of bullying

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexual bullying
- Bullying via technology, known as online or cyberbullying
- Prejudicial bullying (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
 - Bullying against teenage parents (pregnancy and maternity under the Equality Act)

What is not bullying?

At Sennen Primary School we want all children to show kindness and empathy towards others at all times but disputes happen and it is important to recognise that not all unkindness or disputes are bullying.

Isolated, occasional and non-reoccurring unkind acts such as using hurtful words, an argument or even a fight are not bullying. Although such behaviours are a source of concern and must be dealt with, it is important to separate them from bullying and for children to learn the difference.

Incidents on this list (not exhaustive) are not considered bullying if isolated or occasional:

- Not wanting to be someone's friend
- Not being allowed to join in a game
- Accidentally bumping into someone
- Bossy or assertive behaviour towards others
- Arguments or disputes
- Fighting
- Disputes over games on the playground (for example, arguing over a football game)
- Expression of unpleasant thoughts or feelings regarding others
- Acts of aggressive behaviour, intimidation or meanness
- Unkindness, such as talking about someone
- Damage of others' property

It is also important to consider the age of the child when dealing with any incident. Younger children, for example, may comment on the appearance of their peers but it is likely to be observational rather than said with any malice. Equally, younger children may push or snatch toys and whilst not acceptable this is developmental as they have not yet formed the emotional capacity to use their words effectively.

The school's curriculum covers bullying and the impact of bullying through its PSHE curriculum and whole school work, such as assemblies.

Responding to incidents (not bullying)

At Sennen Primary School we believe it is important to support all children when incidents occur and we use a restorative approach. Examples of our restorative strategies are listed on page 6.

All staff follow the school's behaviour policy when investigating and dealing with isolated or occasional incidents.

Responding to an allegation of bullying

All allegations of bullying will be fully investigated. All incidents will be dealt with using our **restorative approach**. We believe that a restorative approach best supports long term solutions for all children in terms of understanding impact and changing behaviours.

The following steps will be taken when dealing with any **allegation** of bullying:

- The Headteacher and/or Designated Safeguarding Lead (DSL) will be informed of all bullying concerns, especially where there may be safeguarding issues
- The Headteacher will decide who is best placed to carry out the investigation, likely to be class teacher, pastoral TA or senior team. The senior team will have oversight
- All children will be spoken to, including any witnesses, in order to gain a full understanding of the immediate incident or allegation. All conversations will be logged
- The school's behaviour log will be checked for historic incidents involving same children
- 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

As a result of the investigation, the school will determine whether the bullying allegation is justified or whether it can be managed through the school's behaviour policy. Preventative and restorative strategies will be implemented, according to each individual case in order to support the children whether deemed as bullying or not.

In the event of the allegation being deemed by the school as bullying, the school will:

- Implement appropriate sanctions and support in consultation with all parties concerned using restorative and preventative strategies
- Speak with, and inform other staff members, where appropriate
- Ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies
- If necessary, other agencies may be consulted or involved, for example the police if a criminal offence has been committed, Children Services or Early Help 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 and responded to in line with this policy and the school behaviour policy

Preventative and restorative strategies

At Sennen Primary School we will support children by implementing both preventative and restorative strategies when bullying has been identified. Measures will depend on each case and the age of the children involved. All measures will be discussed and agreed with parents/carers and children, on all sides.

Preventative strategies may include (but not exclusively):

- Separating children in class. Ensuring they are not on the same table, group or close to each other when lining up
- Additional monitoring at playtimes, where appropriate and where staffing levels allow
- Monitoring transition times
- Separating children and/or groups at lunchtimes to support wellbeing

Restorative strategies

We use a restorative approach to guide our understanding of children and bullying. We believe restorative conversations and targeted support are the most effective methods when helping children to understand their actions and consequences.

Restorative strategies may include (but not exclusively):

- Staff will discuss the allegation and decisions with all children involved ensuring children understand the serious nature of the situation, the impact and consequences
- The school will work with both bully and person being bullied through restorative conversations and intervention work
- The school will use 'Zones of Regulation' to help children understand emotions and feelings and will teach children strategies to manage emotions
- Children will be given opportunities to talk openly and honestly
- The person being bullied will be supported as needed. This may include a regular 'check-in' with a trusted staff member, having a safe space or quiet time
- The school will work with the bully to change behaviours, through Zones of Regulation, discussion, intervention work and monitoring
- Open and honest communication with children and parents
- Regular meetings with children either separately or together allowing children to restore trust if this is supportive and appropriate.
- Engage with outside agencies as needed, such as play therapy or counselling
- Personalised behaviour plan
- Intervention work to support restoring self-esteem and confidence

Sanctions

Appropriate sanctions will be applied as a consequence of actions. These may include:

- A ban from the playground for a period of time
- Removal of privileges such as playing football, golden time or helper roles/responsibilities
- Missing school trips, if there is a safeguarding/safety concern
- Internal exclusion, for example working outside of the classroom or with members of the senior team

In extreme or repeated cases, added sanctions may include:

- Suspension at lunchtimes or suspension for a fixed period
- Permanent exclusion

In the event of the decision to either suspend or exclude, the school will follow DfE guidance.

Links with other policies

This policy links with several school policies and procedures

- *Behaviour policy*
- *Complaints procedure*
- *Child protection policy*
- *Equality policy*
- *E-Safety and social media policy including acceptable use agreement*

Links to legislation

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- *The Education and Inspection Act 2006, 2011*
- *The Equality Act 2010*
- *The Children Act 1989*
- *Protection from Harassment Act 1997*
- *The Malicious Communications Act 1988*
- *Public Order Act 1986*

This policy is based on DfE guidance “Preventing and Tackling Bullying” July 2017 and supporting documents. It also considers the DfE statutory guidance “Keeping Children Safe in Education”