



Thrunscoe Primary and Nursery Academy



Anti-bullying Policy

1. Introduction

Bullying is defined as behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying can involve an imbalance of power between the perpetrator and the victim. This could involve perpetrators having control over the relationship, which makes it difficult for those they bully to defend themselves. The imbalance of power may be physical, psychological, derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate.

1.1 Although this is not an exhaustive list, examples of the types of bullying recognised by the academy include:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice- based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic and transphobic • Transphobic	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality) or perceived characteristic

Disability based	
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, non-consensual making or sharing of nudes or semi-nudes (including those generated using AI) or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying (inc inappropriate use of Generative AI)	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content, including content generated or altered using artificial intelligence (AI)

NOTE: Generative artificial intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard.

Thrunscoe Primary & Nursery Academy recognises that AI has many uses to help pupils learn, but may also have the potential to be used to bully others. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

Thrunscoe Primary & Nursery Academy will treat any use of AI to bully pupils in line with our anti-bullying/behaviour policy.

2. Aims and objectives

- 2.1 Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing an academy ethos in which bullying is regarded as unacceptable.
- 2.2 We aim, as an academy, to produce a safe and secure environment where pupils' physical, mental and emotional wellbeing is a priority. This is underpinned by one academy 'RULE':
So that we can 'ALL SHINE', the words and actions we use will not disrupt, upset, annoy or harm others.
- 2.3 This policy aims to produce a consistent academy response to any bullying incidents that may occur; whether physical, emotional, face to face or Cyber bullying.
- 2.4 We aim to make all those connected with the academy aware of our opposition to bullying, both within the academy, via the internet and through the use of mobile devices, and we make clear each person's responsibilities with regard to the eradication of bullying in our academy.

3. The role of the pupils

- 3.1 Pupils should adhere to the expectations set out in the Behaviour Policy and the ethos of the academy. They should also use the academy behaviour continuums to assess and evaluate their own behaviour, identifying areas to improve where necessary.
- 3.2 Pupils with any concerns who do not want to approach an adult should write down their concern and place it in the 'Worry Monsters'.
- 3.3 Pupils should report any concerns they have to a trusted adult, either within the academy or at home.
- 3.4 To complete annual pupil voice exercise to provide feedback on bullying so that senior leadership can reflect and act upon.

4. The role of the parents

- 4.1 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.
- 4.2 Parents have a responsibility to support the academy's Anti-Bullying Policy and to actively encourage their children to be a positive member of the academy.
- 4.3 To complete annual parent voice exercise to provide feedback on bullying so that senior leadership can reflect and act upon.

5. The role of the academy staff

- 5.1 Staff 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 behaviour incidents and therefore eliminate incidents of bullying.
- 5.2 Staff routinely attend training, which equips them with a range of behaviour management strategies, de-escalation techniques and ensures they are able to correctly deal with any incidents of bullying ('Team Teach' / Emotion Coaching / Restorative Strategies).
- 5.3 Staff in our academy take all forms of bullying seriously and intervene to prevent behaviour incidents that may build up to a situation of bullying from taking place. They keep records of behaviour incidents that happen in their class and that they are made aware of in other areas of the academy (CPOMS).
- 5.4 If staff witness a behaviour incidence, they do all they can to support the children involved. This includes both supporting the victim and correcting the behaviour of the perpetrator.
- 5.5 Behaviour incidences are recorded by individual staff on the academy Pastoral/Behaviour Logs held on the academy web based tracking programme (CPOMS).

- 5.6 Records of all incidents that occur outside lesson time, at playtimes and lunchtimes, are also recorded on the Pastoral/Behaviour Log system (CPOMS). This ensures continuity of records of events and that no continuous or repeated behaviour incidences are missed.
- 5.7 Reported behaviour incidents occurring outside the academy or on the children's way to or home from the academy will also be logged on the schools Pastoral/Behaviour Log system (CPOMS). This allows an even wider viewpoint of events to be created.
- 5.8 Repeated entries in the Pastoral/Behaviour Log system will trigger a meeting between the child and the DSL / Deputy DSL.
- 5.9 If, as staff, we become aware of any suspected bullying taking place between members of a class, we will inform the classteacher in the first instance. They will investigate and then pass on findings to the Headteacher / Deputy Headteacher / Well-being Mentor whom will deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and sanctions / restorative discussions for the child who has carried out the bullying. We will spend time talking to the child who has bullied: we will explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future.
- 5.10 Listening to children: It is important that children are and feel that they are listened to when discussing or disclosing any potential incidents of bullying.
- Listen to the child
 - Take them seriously
 - Show empathy
 - Let the child know it's not their fault
 - Avoid stereotypes
 - Reassure them they were right to tell you
 - Follow our procedures for reporting concerns

Remember, bullying can have a huge negative impact on children – in the short and long term:

- Be on the lookout for signs of bullying, and be aware of who might be more vulnerable
- Report any concerns you have take prejudice-based bullying seriously and listen to children affected by it

6. The role of the 'Wellbeing Mentor'

- 6.1 Both pupils who are the victims of bullying and those children who are perpetrators of bullying will work with the academy 'Wellbeing Mentor' to talk through key issues and to map out a course of action to support them through their crisis.
- 6.2 Pupils will also be helped by the 'Wellbeing Mentor' through a variety of activities with their peers to build better relationships and develop ways to overcome negative feelings and their associated actions.
- 6.3 The 'Wellbeing mentor' may also carry out one to one meetings with pupils to assist with their emotional needs.
- 6.4 The 'Wellbeing mentor' will feedback to the Headteacher / Deputy Headteacher

7. The role of the Behaviour Lead

- 7.1 The Behaviour Lead will monitor the entries in the Pastoral/Behaviour Log on a regular basis. They will also act upon information given to them by members of staff with concerns about the behaviour of children in their classes using a referral form system to ensure that the pupils' classteacher has addressed issues in the first instance.
- 7.2 If a child is repeatedly involved in repeated behaviour incidences (especially those against other children) or if bullying is reported, the Behaviour Lead will speak to both the victim/s and perpetrator/s.
- 7.3 The Behaviour Leader will also speak to members of staff, including the child's class teacher and gather evidence from the Pastoral/Behaviour Logs and referral forms.
- 7.4 The parents of both the victim and perpetrator will be contacted, in person or by telephone, and may be invited into the academy to discuss the situation, next steps and where necessary any sanctions.
- 7.5 The Behaviour Lead will ensure the learning mentors are informed of the situations and support them in their role working with both the victim/s and perpetrator/s of bullying.
- 7.6 The Behaviour Lead will ensure that the Headteacher / Deputy headteacher is kept informed and updated about any bullying investigations and give a termly report on behaviour including the details of any bullying that may have been investigated and / or dealt with.

8. The role of the Headteacher

- 8.1 It is the responsibility of the headteacher to ensure the implementation of the academy anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the academy policy and know how to deal with behaviour incidents and suspected bullying. The headteacher reports to the governing body termly or on request about the effectiveness of the anti-bullying policy.
- 8.2 The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this academy. The headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being sanctioned.
- 8.3 The headteacher ensures that all staff receive appropriate training to be equipped to deal with all incidents of bullying.
- 8.4 The headteacher will support the Behaviour Lead within their role.
- 8.4 The headteacher sets the academy climate of wellbeing, mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming academy, bullying is far less likely to be part of their behaviour.

- 8.5 Termly feedback relating to bullying will be supplied to the governors via the Headteacher's Report.

9. The role of the governors of the academy

- 9.1 The governing body supports the headteacher in all attempts to eliminate bullying from our academy. This policy statement makes it very clear that the governing body does not allow bullying to take place in our academy, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.
- 9.2 The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the academy policy regularly. The governors require the headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of academy anti-bullying strategies.

10. Monitoring and review

- 10.1 This policy is monitored on a day-to-day basis by the Headteacher and Deputy Headteacher, who report to governors about the effectiveness of the policy on request.
- 10.2 This anti-bullying policy and its implementation is the governors' responsibility and they review its effectiveness annually. A regular report relating to behaviour and bullying is provided for the governors within the headteacher's termly report to governors. Governors of the academy also have access on request to information with regard to gender, age and ethnic background of all children involved in bullying incidents.

Links with other policies

This Anti-Bullying Policy is linked to the following policies:

Behaviour Policy

Emotional Health and Well-Being Policy

Safeguarding Policy

Safeguarding and Child Protection Policy.

Policy reviewed: September 2026

Approved by the Governing Body on: 10th September 2026

Next review date: September 2027