



**Truro and Penwith
Academy Trust**

Anti-Bullying and Anti- Discrimination Framework

All children have the right to be free from bullying behaviours and from discrimination.

Person responsible for Implementation and Monitoring: Head Teacher

Links to other relevant policies: Safeguarding & Child Protection Policy, Child on Child Abuse Policy, Behaviour Policy, SEND Policy, Equality Policy.

Review Summary

Approved By:	Trust Inclusion Team
Approval Date:	25 th November 2025
Next Review Date:	October 2026

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1.0 Introduction

Lanivet School is committed to providing a supportive, caring and safe environment in which all children are free from the fear of being bullied. As a school we take bullying and its impact seriously. Bullying of any form is not tolerated in our school, whether carried out by a child or an adult.

We are committed to eradicating bullying and discrimination from our school. We respond to bullying and discriminatory incidents in a reasonable, proportionate and considerate way to prevent the continuation of harmful behaviour. This includes the use of disciplinary procedures and the provision of support for students as appropriate.

We will:

- Support staff to quickly identify and respond to bullying and discrimination;
- Make students aware that we listen and that all bullying and discrimination issues will be dealt with sensitively and effectively;
- Continually work to create an anti-bullying and anti-discriminatory culture.
- Ensure that the views of students and parents/ carers are listened to and considered
- Take action to resolve issues between students at an early stage;
- Provide preventative education and actions that eliminate bullying and discrimination from our school community;

This policy is written in accordance with the following documents:

- 'Equality Act' - 2010,
- 'Preventing and tackling bullying. Advice and guidance for headteachers, staff and governing bodies' – DfE July 2017
- 'Keeping children safe in education'

Incidents of bullying and discrimination are rare, and we place a very high value on providing an extremely safe and secure learning environment in which all students can flourish and achieve their potential. Incidents of bullying and discrimination are addressed on an individual basis. Each case will be reviewed and consideration made for the application of either this Anti Bullying Framework or the safeguarding policies.

The focus of our intervention is always to achieve a resolution in a way that best serves the student. Appropriate consideration of the student's wishes will be considered in deciding on a course of action.

All members of the school community share responsibility to be vigilant for signs of bullying and discrimination and to take action to eliminate bullying and discrimination from our school. Bystanders or observers of bullying may become perpetrators of bullying and discrimination by allowing actions to take place, by not reporting concerns and, in doing so, by explicitly or implicitly encouraging the bully.

2.0 Definitions

We recognise that many children and young people will experience conflict in their relationships with other young people and as a school we are committed to developing empathy and the skills to manage relationships in a peaceful way that does not harm others.

Our definition of bullying is based on the Diana Award Anti Bullying definition which is:

"repeated, negative behaviour that is intended to make others feel upset, uncomfortable or unsafe."

Type of Bullying Behaviour	Actions
Verbal	is the repeated, negative use of speech, sign language, or verbal gestures to intentionally hurt others,
Physical	is the repeated, negative use of body contact to intentionally hurt others,
Indirect	repeated, negative use of actions, which are neither physical nor verbal, to intentionally hurt others
Online	is the repeated, negative use of technology to intentionally hurt others

Bullying may be aimed at certain groups or at individuals as a result of discriminatory behaviour. This includes prejudice relating to protected characteristics of the 2010 Equality Act: age; disability; gender reassignment; marriage; pregnancy; race; religion or belief; gender; sexual orientation.

Discrimination against a person or group of people on the grounds of any protected characteristic is illegal and will be considered a very serious breach of our expectations for the conduct of members of our school community and maybe considered a criminal act.

The Public Sector Equality Duty (PSED) is found in the Equality Act. Compliance with the PSED is a legal requirement for state-funded schools and colleges, The PSED places a general duty on schools and colleges to have, in the exercise of their functions, due regard to the need to eliminate unlawful discrimination, harassment and victimisation (and any other conduct prohibited under the Equality Act), to advance equality of opportunity and foster good relations between those who share a relevant protected characteristic and those who do not. The duty applies to all protected characteristics. In this situations, school may also refer to PREVENT where there is cause to believe that these behaviours may be linked to radicalisation.

All decision making around whether to apply the anti bullying framework or the safeguarding policies along with any subsequent decision making must be recorded on CPOMS to ensure transparency and that decision are defensible.

3.0 Roles and Responsibilities

Target of bullying: is the preferred term than victim which can imply powerlessness and a permanent identify. Please note that in safeguarding or legal terms this person is referred to as the victim.

Children displaying bullying behaviours: this term is preferred to than perpetrator or the use of the label bully as it implies that this is what they are rather than this being a choice and something they can choose to stop. It can also be a pejorative term used by children and parents which is unhelpful. Within this, there can be a number of roles often associated with bullying behaviours: **the ringleader** (leads the bullying behaviours), **the assistant** (who actively is involved in the bullying but does not lead it or **the reinforcer** (supports the bully, may laugh or encourage but doesn't 'do it'). **The outsider:** this is a term for those children who witness the bullying but do not do anything to stop it and does not want to get involved (from Christina Salmivalli 1996). Please note that in safeguarding or legal terms this person is referred to as the perpetrator.

Defender: is the term for someone who stands up against the bullying behaviours, who knows this is wrong and may step in or speak to an adult or peer.

Anti Bullying Lead: within our schools we have a named member of staff to act as the Anti Bullying Lead. This may be the head teacher, deputy head teacher, school behaviour lead or a member of the pastoral / behaviour / safeguarding teams.

This person should then be the figurehead for leading on Anti bullying and the person all children and parents know they can go to for support. This person may then delegate actions to other members of staff such as investigations, support or anti bullying actions but should coordinate these and be aware of each case.

School Staff: eradicating bullying and discrimination is everyone's responsibility in school. All school staff must be vigilant to any signs of bullying behaviours or if children are the possible target of bullying behaviours and we see a change of presentation. We must maximise the opportunities for children to speak with school staff and for children to feel confident to share information. From this, all school staff must be proactive to eradicate bullying, report all concerns using CPOMs and speak to the Anti bullying Lead in our school and then be prepared to support the process of stopping the bullying behaviours.

Parents and family members: have a significant role to play in supporting a child who has been the target of bullying and also those displaying bullying behaviours. It is important that parents report concerns to school (tutor, class teacher, Anti bullying lead etc) to allow schools to tackle this effectively. Parents and family members should avoid using terms which label a child. When a child has been the target of bullying or a child is identified as displaying bullying behaviours, this can be extremely upsetting and invoke strong feelings and emotions which we need to be careful to manage and to avoid trying to take matters into our own hands which can often significantly worsen situations. We encourage parents and family members to have trust in the school to follow our procedures set out in this framework to tackle situation and incidents effectively.

Parents have a right to report incidents to the police and the school will always work in partnership with any police investigation involving students in the school. If during the investigation the school feels that a referral to the police is needed, then the safeguarding policies will be enacted and followed. All decision making must be recorded on cpoms for transparency and to ensure decision making is defensible.

Children – Peers: it is important that schools empower it's students to be confident to stand up to bullying behaviours and to report incidents to a trusted adult in school. School will provide education and support for children so they do not become involved in bullying behaviours but feel confident to stand up and help eradicate these behaviours.

4.0 Anti bullying and Anti Discrimination - A Staged Approach for Schools

We take all allegations of bullying behaviours seriously as we are aware of the impact bullying can have on a person. All staff are required to record all bullying and discrimination incidents on CPOMS using the set categories for bullying and discrimination. This should be completed as soon as possible and shared with the relevant persons. All recording of information should follow normal safeguarding procedures for reporting.

All bullying incidents will be referred to the Anti bullying Lead / Head teacher / Behaviour Lead and Designated Safeguarding Lead to determine how to manage the incident. An initial decision will then be made whether this incident is dealt with under the Anti Bullying Framework or is managed under the safeguarding policies or as an incident of discrimination. The option to change this decision can be made at any time if further information comes to light during the investigation stages.

4.1 Tackling a report of bullying behaviours – the meeting

For the majority of allegations of bullying in primary phase and for many in the secondary phase, this first stage will be sufficient to either stop any bullying behaviours or to allow for education and openness around what is bullying and what is unkindness or even just a difference of opinion. We must make sure we have communication at the centre of this stage to understand what is happening with clarity.

This should begin with a **meeting** with the parents and child (primary) or child (secondary) being targeted to discuss the events which are occurring and agree a route forward. A meeting log template is held within Appendix 2 which can be used to record what is happening and agreeing any actions. Where appropriate, we believe in giving children experiencing bullying behaviours agency and control over the next steps and finding a solution and a knowledge that things can get better. All meetings should be reported on CPOMS.

In many cases, and more frequently at primary, miss understanding can arise around what is bullying behaviours and those actions which are part of child development around managing friendships and conflict resolution. This initial meeting can often enable this to be more clearly seen by parents and the child and education given and actions agreed.

Following this initial meeting, it may be appropriate to then **conduct an investigation** into the allegations and to speak to any witnesses and children accused of bullying behaviours. These investigations should always be written up and recorded on CPOMS as a document.

Where further investigations show behaviours meeting the definition of bullying have occurred then action will be taken to resolve this. Research on anti bullying shows that **restorative meetings** held by an appropriate adult often has the greatest success in eradicating bullying (70-80%) and in children surveys are preferred over punitive sanctions (from the Antibullying Alliance). This can often be carried out along with an **informal agreement** around conduct and an agreed way of **monitoring** the situation.

Alongside this framework, each school may also apply further consequences around bullying behaviours as appropriate depending on the nature of the behaviours. These could include:

- Use of detentions, well being / reset type spaces.
- Agreed safe spaces in school.
- Movement of classes.
- A decision to place on the warning stage or higher stages of the anti bullying pathway.
- In exceptional circumstances loss of school access or placement.

The anti bullying lead / DSL / Head teacher will review all bullying incidents to determine any patterns or trends that may require further action. On a regular basis we give pupils the opportunity to feedback on how safe and happy they feel at school, we do this through pupil questionnaires, pupil voice and School Council meetings.

We may share information with other members of staff or the wider school staff to ensure they are vigilant to support the eradication of the bullying behaviours. We may also share this with external agencies and the local authority where necessary to protect the welfare and safety of students.

4.2: A pathway for persistent incidents of bullying behaviours

In the majority of instances the actions carried out in section 4.1 (above) stops any behaviours or addresses friendship difficulties and the understanding of bullying. However, where bullying behaviours are found to continue, directed towards the same target or a different target, then the pathway below gives schools a clear escalation of challenge and support to stop the bullying behaviours.

This pathway can be particularly effective for complex cases of bullying where there are two children accusing one another of bullying behaviours if this pathway is followed clearly and is applied to both parties equally.

Following the pathway gives transparency and assures children and parents that the school has clear protocols and is tackling these behaviours. It is important that each school MUST personalise the pathway to reflect their staffing structures and the support available in their school.

Where another instance of bullying is alleged then the processes in 4.1 should be undertaken with a meeting with the child and parent (may be via telephone) and further investigation. It is important that each allegation is investigated. It may not be appropriate to follow the restorative meeting and it may also be appropriate to miss the warning stage if informal warnings and agreements had already been given. Where significant incidents have occurred it may also be appropriate to place on a higher stage of the pathway. All decision making must be transparent and recorded on CPOMS. The following actions may be taken:

Warning Stage

- Meeting with child (secondary) and parent (primary) of child displaying bullying behaviours or meeting with child (and parent) to discuss allegations and agree a way forward.
- Restorative conversation may be held and a formal agreement made.
- Agree check in or review meeting.
- Key adult assigned to monitor.
- Warning Letter sent to inform parents that any further incidences could result in being moved to a formal Stage One (or higher) of the Anti-Bullying and Anti-Discrimination pathway.

Stage One

- Meeting with child and parents (phone or in person) displaying bullying behaviours.
- Formal Stage 1 anti bullying contract agreed and signed by all parties. Stage 1 letter sent.
- Agreement on level of monitoring and key adult assigned to the case and involved with supporting and checking.
- Possible restorative meeting if appropriate.

Stage Two

- Parents and child invited in for a formal meeting to review agreement and make any needed alterations.
- Stage 2 anti bullying contract agreed and signed by all parties. Stage 2 letter sent.
- Complete in school education around bullying and bullying behaviours and impacts of these. Continue with key adult support and checking and monitoring.
- Consider 1to1 support sessions for target of bullying.
- Involve SENCO at this stage.
- Restorative meeting may be considered if appropriate.

Stage Three

- Consider escalation to deputy head teacher (secondary) and head teacher (primary)
- Stage 3 anti bullying contract agreed and signed by all parties. Stage 3 letter sent.
- Parents again invited in for a formal meeting. Share potential loss of school placement if these behaviours continue. Include any external professionals (SW or FSW)
- Provide additional support and education around bullying behaviours and key adult support if appropriate.
- School to consider applications to others external support such as belonging team, Social Care, Educational Psychology, CAMHS or police.
- Involve SENCO if needed.
- 1to1 support sessions for child being bullied.

Stage Four

- Escalated to headteacher (more likely secondary) or involve Trust Inclusion Team member (primary / secondary) or Primary Executive Lead (Primary) who will now lead this situation and meet with parents.
- Stage 4 anti bullying contract agreed and signed by all parties. Stage 4 letter sent.
- Parents and child made aware that the next stage will likely result in loss of placement.
- School to explore alternative arrangements such as an Off Site / Trust direction or placement at a Wave APA so this is prepared.
- School to contact external support such as belonging team, Social Care, Educational Psychology, CAMHS or police if not already completed at stage 3.

Stage Five

- Trust Director of Inclusion and head teacher meet with parent and child and discuss next action which will be loss of placement and either PEX or Off-Site direction / Trust direction / Wave APA placement.
- Exclusion procedure follows statutory guidelines.
- Stage 5 letter sent.

At each stage, the anti bullying and anti discrimination pathway document (Appendix 3) will be updated as will the safeguarding reporting (CPOMS) to mark the move of stage (up, down and off the pathway) and the findings of any investigations and agreed actions and record the decision making.

School reserve the rights, where necessary because of the seriousness of an incident, to place a student at a higher stage and may not use all the stages sequentially. Students will remain on each stage for an amount of time and will be reviewed regularly. The outcomes of the review will include the option to: remain on the stage or to be removed from the pathway. Alongside this a review of the support and education provision. Movement on this pathway is based on bullying behaviours and so different incidents involving different targets will result in movement on the pathway. All decision making will be recorded on CPOMS for transparency and to ensure decisions are defensible.

Where bullying behaviours are alleged by more than one party or where counter allegations are made then schools should act decisively and with transparency. In these complex cases, school will investigate and depending on their findings may decide to hold a restorative meeting and put in place an informal agreement or may decide to place one or both pupils on to the anti bullying pathway. In these instances, clear communication with parents is essential so they are aware of the complex nature and schools actions to overcome this situation. Schools may have to use their judgment and a 'balance of probabilities' in their decision making in these situations. A greater level of monitoring and communication with parents will also often be needed in these cases.

Where the behaviours being seen are as a result of an education need which means that communication and interaction is a recognised difficulty or where a possible fixed mindset is present, then the SENCO should be involved early to support and to help create a bespoke plan. This may involve social stories, comic strip conversations, simplification of rules and agreement, possible clarity on use of separate physical spaces.

5.0 Support

The school will prioritise support for any student who has experienced bullying or discrimination. Support will be tailored to the individual circumstances and the views of the student and parent will be considered. Support may include:

- A mediated, restorative meeting with the other student using restorative practice which recognises the importance of being able to express feelings and have these understood by others
- Creation of a signed anti bullying agreement.
- Review of seating plans in lessons
- A quiet space, supported by adults, for use at social times with an identified group of peers.
- A trusted adult mentor for a specified period of time
- Additional support from a trusted adult at key times during the school day e.g. arrival and departure, social time

- Additional vigilance from teachers and duty staff
- A 'time out' card for a time limited period of time
- Referral to external agencies and partners for specific support
- Activities aimed at meeting identified need which may include boosting self-esteem and confidence including one to one and small group work

Students who have displayed bullying behaviour or discriminated against others will be supported to discuss what happened and to reflect on their motivation and impact on others. By understanding why the student became involved and establishing a sense of responsibility, the school would expect to prevent a future similar incident. This self-learning is considered by the school to be an integral and core part of our education of students. Parents/carers will be expected to support the school in these actions and to take positive action themselves to change the attitude and behaviour of the student.

6.0 Prevention

As a school we take bullying and discrimination very seriously. We use a range of proactive strategies to prevent bullying and discrimination. This starts with training for all staff including during induction of new employees and continuing professional development to ensure policies and procedures and the school culture and ethos are understood by all adults working in our school and they know how to challenge prejudice and discrimination if it occurs and about how to assess, record and manage incidents of bullying or discrimination.

Accurate records are kept of any bullying or discriminatory incidents including the actions that have been put in place as a result. These records are reviewed termly by senior leaders.

Specific strategies we may use for our children include:

- Active school council with representatives from each year group
- Wellbeing Mentors – Learning Ambassadors
- Taking part in Anti-Bullying week annually (November)
- Taking part in Safer Internet Day annually (February)
- Robust PSHE curriculum for all year groups
- Sequenced curriculum input for online safety and cyberbullying
- Themed assemblies to promote equality and tackle prejudice
- End of term / end of academic year celebration events
- Opportunities for pupils to share their voice and opinions – through surveys etc.
- Inclusive displays throughout the school with a diverse range of work, photographs etc.
- Inclusive resources throughout the school raising awareness of and celebrating differences
- Well-being and mental health support for identified students
- Specific interventions for identified individuals or groups
- Regular staff training and development for all staff
- All staff model expected behaviour

We prepare our students for life in a diverse society and ensure that there are appropriate and relevant activities across our curriculum that promote the spiritual, moral, social and cultural development of our students.

We teach and expect students to celebrate difference and diversity. We educate our students to understand and to be sensitive to the negative and harmful impact of stereotyping, prejudice and discrimination through PSHE, Religious Education, assemblies and tutor time activities and explicitly and implicitly through the planned curriculum in their subject lessons. We choose materials and resources that are representative of differing populations, reflecting diversity and which support challenging of stereotypes.

We provide opportunities for students to appreciate and understand their own identity and culture and to celebrate and respect the identity and culture of other students.

We provide opportunities for students to listen to and respond to a range of opinions and views and to empathise, understand and challenge the different experiences and views of others.

7.0 Online Bullying

Online bullying is defined as the use of information and communications technology (ICT), particularly mobile phones and the use of the internet, to deliberately upset or intimidate someone. It can be the extension of face-to-face bullying and can take many forms, such as; threats, intimidation, harassment, stalking (repeatedly sending unwanted messages), manipulation or publication of private information or images.

Some incidents of cyberbullying may be unintentional and the consequences on the victim may also be unintentional. It is also possible that bystanders or observers of cyberbullying may become perpetrators of bullying by allowing actions to take place, by not reporting concerns and by encouragement of the bully.

Our Anti-Bullying and approaches also apply to cyber bullying. We may also use the following strategies to eradicate cyber bullying from our school community:

- Monitoring the use of ICT during school time and school equipment (e.g ipad);
- Having a clear policy with regards to the use of mobile phones during school hours; Confiscating mobile phones where use is inappropriate;
- Through the use of high level filtering in school supporting safe and appropriate access to the internet to support use of ICT.
- Working closely with Police to report concerns at the earliest opportunity.
- Support by the Online Harm Prevention team and leader.

8.0 Further Support

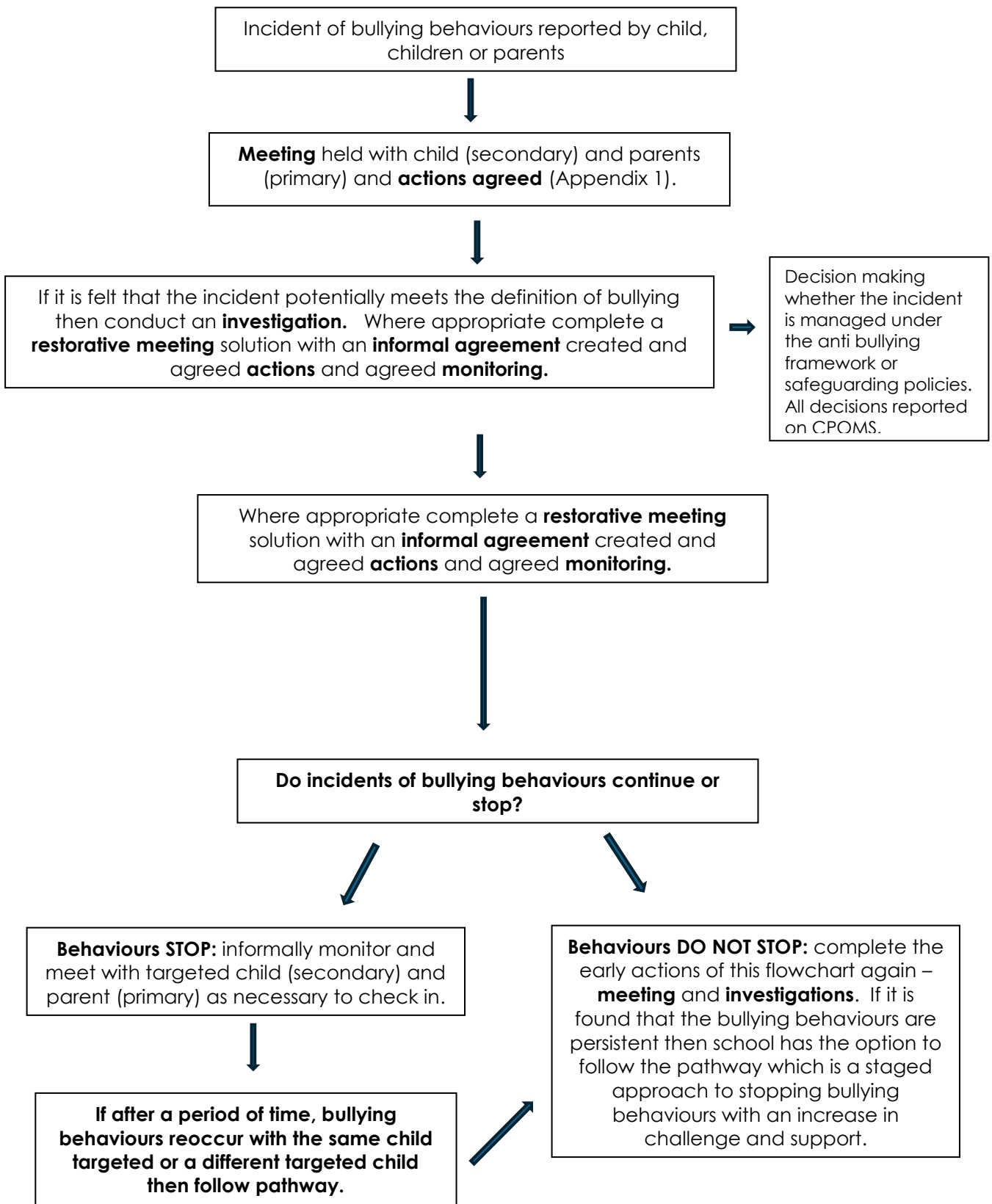
Childline - 0800 1111 www.childline.org.uk

National Society for the Prevention of Cruelty to Children – 0808 800 5000 www.nspcc.org.uk

Anti-Bullying Alliance – www.anti-bullyingalliance.org.uk

Safer Cornwall - [Home - Safer Cornwall](#)

Appendix 1: Flow Chart of protocols for dealing with all allegations of bullying



All meetings, agreed actions, investigations and consequences must be recorded on CPOMS using the bullying category where appropriate to enable monitoring and accurate recording.

Appendix 2: Exemplar primary phase action planning and review meeting templates

***** School Anti-Bullying Action Plan	
People attending meeting:	Date:
Targeted child:	
Concerns: parents/carer share concerns. It may be appropriate to have the child attend.	
Do these behaviours fall within our school definition of bullying? <i>"repeated, negative behaviour that is intended to make others feel upset, uncomfortable or unsafe."</i>	
Agreed Actions:	
Date of next meeting:	
Signed	<i>Print and sign at time of meeting and ensure everyone has a copy. Save on CPOMs</i>

******* School Anti bullying Review Meeting**

People attending meeting:

Date:

Targeted child:

Review school actions that have been taken:

Parental views:

Action to be taken:

Date of next meeting if needed:

Signed

*Print and sign at time of meeting and ensure everyone has a copy.
Save on CPOMs*

Appendix 3: Model Anti bullying & Anti-discrimination pathway – adapt to suit the schools staffing structure and support.

