



TRURO SCHOOL



PREP AND SENIOR SCHOOL

Anti-Bullying Policy

A copy of this policy is published in the following areas: The school's website

Reviewed and updated: September 2026

Date for review: September 2027

Created by: Deputy Head (Pastoral) and Assistant Head (Pastoral) Prep

Reviewed by: Deputy Head (Pastoral) and Assistant Head (Pastoral) Prep

A copy of this policy is published in the following areas: The School's website

Truro School Anti Bullying Policy

Related Truro School Policies

This Anti-Bullying Policy should be read in conjunction with:

- Positive Behaviour and Values Policy;
- Anti-Racism Policy;
- Child Protection and Safeguarding Policy;
- Acceptable Use Policy (Pupils);
- Online Safety Policy;
- Searching and Confiscation Policy;
- School Rules.
- Equal Opportunities Policy
- Exclusions Policy
- SEND and Learning Support Policy
- PSHE Policy (PSHE including RSHE Policy in Prep)

This policy is drafted with regard to relevant legislation, statutory guidance and national standards, including:

Statutory guidance and national standards:

- *Keeping Children Safe in Education* (KCSIE), Department for Education 2026;
- *Working Together to Safeguard Children* (WTSC), Department for Education, 2026;
- *EYFS Statutory framework: for group and school-based providers*, Department for Education, 2026;
- *Preventing and Tackling Bullying*, Department for Education, 2026.
- relevant local safeguarding procedures and protocols of the Cornwall and Isles of Scilly Safeguarding Children Partnership (OSCP); and
- relevant guidance issued by the Methodist Independent Schools Trust

Legislation and statutory frameworks

- the Children Act 1989;
- the Children Act 2004;
- the Education Act 2002;
- the Education and Inspections Act 2006;
- the Education (Independent School Standards) Regulations 2014;

- the Equality Act 2010;
- the Human Rights Act 1998;
- the Safeguarding Vulnerable Groups Act 2006;
- the Children's Wellbeing and Schools Act 2026;
- other relevant legislation, regulations and statutory guidance applicable to the school's safeguarding, child protection, early years, boarding, and welfare responsibilities

Objectives of this Policy

- All governors, teaching and non-teaching staff, children and parents should understand what bullying is, and that it will not be tolerated.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying and follow it when bullying is reported.
- All children and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- The whole community should be aware that the school takes bullying seriously. Children and parents should be assured that they will be supported when bullying is reported.

A. Truro School's Attitude Towards Bullying

We are committed to providing a caring, friendly, and safe environment for all our children so they can learn and grow up feeling welcomed, included, valued, and a genuine sense of belonging. Bullying of any kind is unacceptable at Truro School and is not compatible with our School values. If bullying does occur, all children should be able to tell someone and know that incidents will be dealt with promptly and effectively. This means that anyone who knows that bullying is happening is expected to tell the staff. Truro School as a whole community is committed to minimising and, if possible, eliminating bullying.

All staff understand the importance of challenging inappropriate behaviours between peers, that are abusive in nature. Any child-on-child abuse incidents will be considered for their bullying nature and the procedures set out in this policy will be followed. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Bullying hurts. In extreme or prolonged cases, it can cause not only unhappiness but psychological damage and even suicide. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Children and staff who bully others need to learn different ways of behaving. Key Pastoral staff have been trained in Restorative Practice and will use Restorative Justice to resolve conflict issues when appropriate.

We will investigate any reports from the public or members of the school community related to any pupil misbehaviour occurring off the school premises, such as on school or public transport or outside the local shops. The investigation of such allegations will follow due process and will take place on school premises.

B. Definition of Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally causes physical or emotional harm and involves an imbalance of power which makes it difficult for the target to defend themselves. Bullying can take many forms (for example, cyber-bullying via online messages) and include behaviour motivated by prejudice or discrimination relating to race, religion or belief, sex, gender reassignment, sexual orientation, disability, pregnancy, or any other protected characteristic. The School also recognises bullying related to SEND, adoption status, caring responsibilities, physical appearance, socio-economic factors or other personal characteristics. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

In the Early Years Foundation Stage and Pre-Prep, staff will promote kindness, inclusion, mutual respect and positive relationships. Whilst behaviour in young children may not meet the definition of bullying, any persistent unkindness, exclusion, intimidation, discriminatory behaviour or behaviour that causes distress to another child will be addressed promptly and appropriately.

Staff will work closely with parents and carers to support children's personal, social and emotional development and to prevent negative behaviour patterns becoming established.

Bullying and child-on-child abuse can, and do, overlap in terms of behaviour between individuals, and it is important that this is recognised by both staff and children.

Children can abuse other children. This is generally referred to as child-on-child abuse and can take many forms. This can include (but is not limited to) bullying (including cyber-bullying); sexual violence and sexual harassment; physical abuse or otherwise causing physical harm; sharing of nudes and semi-nudes. The school recognises that misogynistic attitudes, comments and behaviours can contribute to a culture that normalises harmful behaviour. Such behaviour will be challenged and addressed through both pastoral and safeguarding processes where appropriate.

The School's Child Protection and Safeguarding Policy has further information on child-on-child abuse and makes clear that child on child abuse, with particular reference to sexual harassment, will not be passed off as "just banter" or "just having a laugh" or "part of growing up" as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

Bullying may be inflicted by any of the following means:

- Physical violence, such as kicking, hitting and pushing;
- Name calling and teasing;
- Taunting;
- Mockery;
- Making offensive comments;
- Malicious gossip;
- Theft or damage of possessions;
- Intimidation;
- Coercion;
- Excluding from group activities.

This list is not exhaustive and only gives examples. Most, but not all, instances of bullying are sustained over a period of time. Bullying may involve complicity that falls short of direct participation by, for instance, manipulating a third party to tease or torment someone. It may be overt and intimidating but can also be hidden and indirect.

Specific areas of bullying for further consideration and awareness include:

- Racial: where the focus of the bullying on the race of the child who has experienced bullying (see the Anti-Racism Policy) OR where racist comments are made regardless of the race of the child who has experienced bullying;

- Religious: where a child's beliefs or religious background are mocked, attacked or undermined;
- Cultural: where a child's cultural values are mocked – this might include taste in music, dress sense, appearance etc.
- Sexual: where a child is subjected to either physical or verbal abuse, which is sexual in its intent;
- Disability: where the child who has experienced bullying is bullied for either having a disability or insults are formed that imply a disability (see the Equal Opportunities Policy);
- Cyber bullying: which includes the use of social websites, personal websites, mobile phones, text messaging and e-mail (see Online Safety Policy)
- Gender-based bullying, including misogynistic behaviour and sexual harassment.

The School recognises that online and offline bullying frequently overlap. Incidents occurring online will be investigated and addressed with the same seriousness as face-to-face incidents and may be considered within wider safeguarding assessments where appropriate.

A bullying incident should be treated as a child protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm. The Designated Safeguarding Lead must always be informed of such cases.

Criminal Law

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

If school staff feel that an offence may have been committed they should seek assistance from the police. For example, under the Malicious Communications Act 1988, any person who sends an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender, is likely to be guilty of an offence if their purpose in sending it was to cause distress or anxiety to the recipient.

Protected Characteristics

Having a protected characteristic means you have a right not to be treated less favourably, or subjected to an unfair disadvantage, by reason of that characteristic. Bullying necessarily includes any actions or comments that are racist, prejudiced on the basis of religion or culture, homophobic, transphobic, sexist, sexual or which focus on disabilities or other physical attributes (such as hair, colour or body shape) or any reference to Special Educational Needs and/or disability, or because a child is adopted or a carer. The School takes such actions or comments extremely seriously and will react quickly to any such allegations

C. Signs of Bullying

A child may indicate by signs or behaviour that they are being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Shows unwillingness to be in school;
- Displays excessive anxiety, becoming withdrawn or unusually quiet;
- Fails to produce work, or produces unusually poor work, or work that appears to have been copied, interfered with or spoilt by others;
- Has books, bags, money and other belongings suddenly go "missing", or damaged;
- Changes established habits (e.g. giving up music lessons, changes accent or vocabulary);
- Shows diminished levels of self-confidence;
- Frequent visits the Medical Staff with symptoms which may relate to stress or anxiety, such as stomach pains or headaches;
- Has unexplained cuts and bruises;
- Has frequent absence, erratic attendance or patterns of late arrival to class;
- Chooses the company of adults rather than peers;
- Displays repressed body language and poor eye contact;
- Has difficulty in sleeping or experiences nightmares; or
- Talks of suicide or running away from home or the school.

These signs could indicate other problems, but bullying should be considered a possibility and should be investigated with sensitivity.

Vulnerable Children

Staff should recognise that some children may be more vulnerable to bullying and child-on-child abuse, including children with SEND, looked after and previously looked after children, young carers, children with social workers, children with medical conditions, children who identify as LGBTQ+, children experiencing discrimination and children whose personal circumstances may increase their vulnerability.

D. What to do if bullying is experienced, witnessed or reported

If you are the child who has experienced bullying:

1. If you feel able to, make the bully aware that you think that what they are doing is wrong.
2. Share your feelings with someone else
3. If possible talk to a member of Staff, your Tutor, your Head of Year, Head of Section or Stage, or any member of the Senior Leadership Team about the incident. Boarders may prefer to talk to their Head of Boarding or Senior House Parent or another member of the boarding staff. If you would rather not go straight to a member of staff, talk to your friends; talk to senior pupils, one of the prefects, or an ACHE counsellor (if at the Senior School); talk to the School Counsellors or any trusted adult. They may well be able to advise on an appropriate course of action, or will be able to involve other people who can.

There are also people outside the School who would be willing to help (see Appendix A)

Procedure for members of staff should an incident of bullying be witnessed or reported to you:

1. Reassure and support the children involved.
2. Advise them that you are required to pass details on to the relevant member of the pastoral team (tutor, Head of Year or Stage, Head of Section, boarding Housemaster or Housemistress, a member of the Safeguarding Team, the Assistant Head Pastoral or Deputy Head Pastoral).
3. Inform an appropriate member of the pastoral team as soon as possible. In the case of incidents involving boarders, the Tutor, Head of Year, boarding Housemaster or Housemistress, and Deputy Head (Pastoral) should all be informed.
4. Record-keeping procedure: all incidents of reported bullying will be recorded by the Assistant Head (Pastoral), Head of Year, Head of Section or Deputy Head (Pastoral), who keeps a central log of all complaints or incidents of unkindness, necessarily including bullying, and records the way they are addressed. The logs also record whether such incidents were based on protected characteristics.
5. Records will be reviewed regularly to identify trends, patterns, repeat incidents, repeat perpetrators, repeat targets and any disproportionate impact on particular groups of pupils. Anonymised trend information will be reported through the school's safeguarding and governance arrangements.

Procedure if a child should witness bullying behaviour:

1. Support the child who has experienced bullying by offering your friendship and make it clear that in your opinion what is happening to them is wrong.
2. Courageously report the bullying behaviour or accompany the child who has experienced bullying to a trusted adult.

School response to reports of bullying

- All our children are encouraged to tell a member of staff at once if they know that bullying is taking place.
- All reported incidents are recorded and investigated, whether from within the school or from parents or members of the public. Detail on how the school will conduct investigations and decide the outcome of investigations is set out in our Positive Behaviour and Values Policy.
- We always follow-up reported incidents whether they occur at school, off the premises or digitally through electronic devices and social media. All reported incidents will be investigated as far as is reasonably possible, and appropriate action taken. This is intended to send a strong signal to children that bullying will not be tolerated, and perpetrators will be held to account. There may, however, be circumstances in which the school may not have the resources or capacity to bring an investigation to a clear conclusion. If this is the case, then the reasons will be communicated to parents, and the wellbeing of individual children will always be supported.
- Alleged and confirmed incidents of bullying will be recorded by the Head of Year, Head of Section, Assistant Head (Pastoral) or Deputy Head (Pastoral). We have Incident Report Forms, Witness Report Forms and Racist Incident Forms which can be used to help

systematically record incident details as the first part of an investigation.

- The wider search powers included in the Education Act 2011 give us powers to tackle cyber-bullying. Appropriate members of staff can search for images or files on electronic devices, including mobile phones, but should not look for images of the sharing of nudes and semi-nudes or child pornography. See the separate Search and Confiscation Policy for details.
- Our Pastoral Team gives support and guidance to other staff on handling and reporting incidents, and on the follow-up work with both children who have experienced bullying and perpetrators
- The School Chaplain will give support and guidance to children of all faiths or none who are able to refer themselves to her. The Chaplain will provide confidential advice and seek to encourage the development of tolerance, understanding, and respect for others in the school community.
- Our School Counsellors at the Senior School are an important part of our pastoral support service on this site, providing specialist skills of assessment and counselling. They are available to give confidential advice and counselling support to pupils. Pupils can self refer via a form, the School Chaplain, Deputy Head (Pastoral) or the Medical Centre Nurses when they have social, emotional or behavioural concerns. On occasion, a member of our Pastoral Team may also recommend to the School Chaplain or Deputy Head (Pastoral) the need for a pupil to see the School Counsellor.
- A bullying incident will be treated as a child protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm. These cases will be reviewed by the safeguarding team, and where the case meets threshold, the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead(s) will make contact with the appropriate external agencies.
- Where bullying concerns indicate emerging welfare needs that do not meet child protection thresholds, the school may work with parents, carers and external agencies through the Family Help process.

Preventative Measures

- We have a strong and experienced pastoral team of tutors, Heads of Year, Heads of Section or Stage, Head of Boarding and Senior House Parent, pastoral support workers who support the Senior Leadership Teams and are alert to the possible signs of bullying.
- We use appropriate assemblies and tutor sessions to explain the school policy on bullying.
- Our PSHE programme is structured to give pupils an awareness of their social and moral responsibilities as they progress through the school. The programme is structured to enforce the message about community involvement and taking care of each other.
- Form time provides opportunity for the form tutor to tackle issues and lead discussions with their tutor groups.
- Other lessons, particularly Religious Studies, English, PSHE and Drama highlight the issue of bullying and reinforce this message by teaching moral and spiritual values that show bullying to be unacceptable and by developing social skills.
- In boarding houses, there are strong teams of tutors, supporting the Head of Boarding and Senior House Parent who act in loco parentis. The informal house environment is important in reinforcing a pupil's standards and values providing the opportunity for friendly, informal discussion of matters of concern to the individual pupil outside the formal classroom. We

encourage close contact between the Head of Boarding and Senior House Parent and parents/guardians and would always make contact if we were worried about a pupil's wellbeing. Our Medical Centre and all our boarding houses display advice on where children can seek help, including details of confidential help lines and web sites connecting to external specialists such as Childline, Kidscape, and the Samaritans who operate a peer counselling service. We operate a peer mentoring scheme, Advice Care, Health and Empathy (ACHE), whereby trained Sixth Form pupils are encouraged to offer advice and support to younger children. They can be identified by their "footsteps" lapel pin.

- We provide leadership training to our Senior Prefects, which specifically covers child protection training and the importance of offering support and assistance to younger and to vulnerable children.

Support for Children who have been bullied:

Children who have experienced bullying will be supported by:

- offering an immediate opportunity to discuss the experience with a form tutor or member of staff of their choice;
- reassuring the child;
- offering continuous support;
- restoring self-esteem and confidence including counselling if needed;
- helping with coping and avoidance strategies;
- meeting with the School Chaplain/member of the Pastoral Team;
- meeting with the School Counsellor (if appropriate);
- if possible and appropriate, having a reconciliation meeting with the bully
- Support for parents through signposting to anti bullying charities such as The Anti Bullying Alliance and Kidscape

Education for children who have bullied others:

Children who have bullied others will be given help by:

- discussing what happened and reasons for the bullying behaviour;
- being given pastoral support to avoid such behaviour in the future;
- informing parents, carers or guardians to help change the attitude of the child;
- where appropriate given an age-appropriate sanction (in line with the Positive Behaviour and Values Policy) to make sure it is clear that the behaviour is unacceptable;
- meeting with the School Chaplain/member of the Pastoral Team (if appropriate);
- meeting with the School Counsellor (if appropriate);
- if possible and appropriate, have a reconciliation meeting with the child who has experienced bullying.

Use of Restorative Justice

A number of staff have been trained in restorative justice and will support children who have experienced bullying and perpetrators using restorative justice techniques. Restorative Justice is a no blame approach to bullying. The idea of the process is to work through the events and the relationship difficulties and help the children come to a joint realisation of how all parties feel.

Research highlights that incidences of bullying do not necessarily just involve a child who has experienced bullying and a perpetrator. Work highlighted by the Anti Bullying Alliance shows that there is often a group dynamic involved in bullying, and in these cases restorative justice may include children who have been assisting or reinforcing bullying behaviour, and children who have been defending the victim or are bystanders.

E. Publicising the Policy

We will communicate this policy to parents, guardians, carers, children and staff, and aim to create an environment of values-based behaviour and respect, with helpful examples set by staff and prefects (including ACHE prefects) and celebration of success. We will ensure the Friends of Truro School (FTS) are aware of this policy. We aim to ensure all staff, children and parents are clear about the part they can play to prevent bullying (see Appendix B for responsibilities of the school community). In particular:

- The School's stand against bullying will be given publicity in assemblies and form periods (including the PSHE programme), as well as in specially arranged lessons or workshops. The School supports initiatives such as Anti-Bullying Week which takes place each year.
- Internet awareness and cyber-bullying training is also given.
- Children will always be encouraged to discuss their concerns and staff will ensure that they are listened to and their concerns are taken seriously. Children will be reminded every year of who to turn to for support and of the school's Positive Behaviour and Values Policy.
- All staff, both academic and operational, will be reminded annually of the detail of this policy and given further guidance where appropriate.
- All new staff will receive training in the policy on arrival in the school.

F. Further Guidance

Specialist Organisations

- **The Anti-Bullying Alliance (ABA):** Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues; a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector which can be accessed here [Anti-Bullying Alliance](#)
 - **Kidscape:** Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.
 - **The Diana Award:** Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.
 - **ChildLine Contact:** Free Telephone: 0800 – 1111; www.childline.org.uk
 - **The BIG Award:** The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.
 - **Restorative Justice Council:** Includes best practice guidance for practitioners 2011.

Cyberbullying

- **ChildNet International:** Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifically includes new cyberbullying guidance and a practical PSHE toolkit for schools.
- **Internet Matters:** provides help to keep children safe in the digital world.
- **Think U Know:** resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers; www.thinkuknow.co.uk
- **Digizen:** provides online safety information for educators, parents, carers and young people.
- **The UK Council for Child Internet Safety (UKCCIS)** has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of 'sexting'.
- **UK Safer Internet Centre** to report and remove harmful online content.
- **CEOP** for advice on making a report about online abuse.
- **NSPCC** provides advice on all aspects of a school or college's online safety arrangements.

LBGTQ+

- **Barnardos:** through its LGBTQ+ Hub, offers guidance to young people, parents and teachers on how to support LGBTQ+ students and tackle LGBTQ+ prejudice-based bullying.
- **EACH:** (Educational Action Challenging Homophobia): provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyber homophobia.
- **Metro Charity:** an equality and diversity charity, providing health, community and youth services across London, the South East, national and international projects. Metro works with anyone experiencing issues related to gender, sexuality, diversity or identity.

- **Proud Trust:** helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training and events, campaigns, undertaking research and creating resources.
 - **Schools Out:** Offers practical advice, resources (including lesson plans) and training to schools on LGBTQ+ equality in education.
- **Stonewall:** An LGBTQ+ equality organisation with considerable expertise in LGBTQ+ bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

Mental Health

- **MindEd:** Provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young peoples' mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied.
- **PSHE Association** – guidance and lesson plans on improving the teaching of mental health issues.

Race, Religion and Nationality

- **Anne Frank Trust:** Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.
- **Educate Against Hate:** provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.
- **Show Racism the Red Card:** Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.
- **Kick It Out:** Uses the appeal of football to educate young people about racism and provide education packs for schools.
- **Tell MAMA:** Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer children who have experienced bullying for support through partner agencies.
- **Anti-Muslim Hatred Working Group:** Independent members of this group are representatives from the Muslim community and will assist and advice on all relevant issues.
- [Advice to schools and colleges on Gangs and Youth Violence.](#)

Sexual Harassment and Sexual Bullying

- [Ending Violence Against Women and Girls \(EVAW\): A Guide for Schools.](#) This guide from the End Violence Against Women Coalition sets out the different forms of abuse to support education staff to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse.
- [Disrespect No Body](#): a Home Office led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom.
- **Anti-bullying Alliance:** advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying.

SEND

- **Mencap:** Represents people with learning disabilities, with specific advice and information for people who work with children and young people.
- **Changing Faces:** Provide online resources and training to schools on bullying because of physical difference.
- **Cyberbullying and children and young people with SEN and disabilities:** Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.
- **Anti-bullying Alliance SEND programme of resources:** Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.
- **Information, Advice and Support Service Network:** Every Local area has an information, advice and support service, providing information, advice and support to disabled children and young people, and those with SEN, and their parents.

G. Implementing and Reviewing the Anti-Bullying Policy

- New staff will be introduced to the policy during their induction.
- There will be a formal review of the policy every year and any necessary amendments circulated to staff and children.
- Pupils at the Senior School will be made aware of the policy by summaries which appear in their pupil information booklets which are updated each year. Pupils at the Prep School will receive age-appropriate updates and teaching about the school's approach to Anti-Bullying as part of their PSHE including RSHE curriculum lessons, in assemblies, in tutor times and more specific and targeted sessions as required

H. Responsibilities of the school community

Staff (including leadership team) • To foster self-esteem, self-respect and respect for others; • To promote and model positive relationships; • To actively discuss with pupils the importance of telling someone about bullying when it happens; • To be alert to identify and respond promptly to bullying incidents; • To listen to pupils and act seriously on issues to support and protect them; • To report any suspected cases to the Heads of EYFS or KS1, Head or Assistant Head (Pastoral). Pupils • To understand and value the concepts of inclusion and tolerance; • To refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity; • To report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help prevent any further instances. Anyone who becomes the target of bullies should: • Not suffer in silence, but have the courage to speak out, to put an end to their own suffering and that of other potential targets. Parents • To act in accordance with the school policy; • To work effectively with the school in responding to bullying; • To understand what bullying is and is not; • To encourage their children to report any bullying and explain the implications of allowing the bullying to continue unchecked, for themselves and for other pupils; • To advise their children not to retaliate violently to any forms of bullying but rather to support and encourage them to treat others with respect and tolerance; • To be sympathetic towards their children, reassuring them that appropriate action will be taken; • To keep a written record of any reported instances of bullying; • To watch for signs of distress or unusual behaviour in their children, which might be evidence of bullying.

Appendix A - advice to children

What to do if you are worried or anxious

Truro School is a caring community where we always aim to respond to anyone who is unhappy or worried. What follows explains what to do if you feel worried or concerned about anything at School or at home.

What do I do if I just want to talk to someone at the Senior School?

1. The ACHE group of Sixth Formers are fully trained in listening skills and will offer you Advice, Care, Help and Empathy. See the notices around school for how, when and where they can be contacted in confidence.
2. Your Form Tutor is someone you see regularly and can talk to privately. Additionally, any member of staff who you feel comfortable talking to will be happy to listen.
3. Your Head of Year, the Senior Pastoral lead and the Deputy Head (Pastoral) are all available for you to speak with.
4. The Boarding House Staff are always ready to help all boarders.
5. There may be times when you feel you can't talk to a member of the teaching staff. The following

staff are available:

- The Medical Centre staff;
- The School Chaplain, Rev. Helen Byrne: HRB@truroschoo.com.
- There is also a school counsellor and an appointment can be made to see her through the Deputy Head (Pastoral) or the Medical Centre Nurses.
- The Pastoral Support Worker

What do I do if I just want to talk to someone at the Prep School?

1. Your Form Tutor is someone you see regularly and can talk to privately. Additionally, any member of staff who you feel comfortable talking to will be happy to listen.
2. The KS1 Lead, EYFS Lead, Assistant Head (Pastoral) and Deputy Head are all available for you to speak with.
3. There may be times when you feel you can't talk to a member of the teaching staff. The following staff are available:
 - The Medical Care Lead
 - The School Chaplain, Rev. Helen Byrne: HRB@truroschoo.com.
 - A pastoral support worker in the Oasis

Contacts

- ChildLine Contact: Free Telephone: 0800 – 1111; www.childline.org.uk
- NSPCC: <https://www.nspcc.org.uk/> Tel: 0808 8005000
- Other websites with further contact details: www.thinkuknow.co.uk

Appendix B - Responsibilities of the school community

Staff

- To foster self-esteem, self-respect and respect for others;
- To promote and model positive relationships;
- To actively discuss with pupils the importance of telling someone about bullying when it happens;
- To be alert to identify and respond promptly to bullying incidents;
- To listen to pupils and act seriously on issues to support and protect them;
- To report any suspected cases in line with this policy.

Pupils

- To understand and value the concepts of inclusion and tolerance;
- To refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity;
- To report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help prevent any further instances.
- Anyone who becomes the target of bullies should: Not suffer in silence, but have the courage to speak out, to put an end to their own suffering and that of other potential targets.

Parents

- To act in accordance with the school policy;
- To work effectively with the school in responding to bullying;
- To understand what bullying is and is not;

- To encourage their children to report any bullying and explain the implications of allowing the bullying to continue unchecked, for themselves and for other pupils;
- To advise their children not to retaliate violently to any forms of bullying but rather to support and encourage them to treat others with respect and tolerance;
- To be sympathetic towards their children, reassuring them that appropriate action will be taken;
- To keep a written record of any reported instances of bullying;
- To watch for signs of distress or unusual behaviour in their children, which might be evidence of bullying.