



Inspire
Challenge
Grow

Trevelyan Middle School Anti-Bullying Policy

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Trevelyan Middle School Anti-Bullying Policy

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1. School Statement on Bullying

At Trevelyan, we believe that every individual who is a part of our school community has a right to be themselves and express their identity, whatever this identity may be.

We are firmly committed to equality for all and consider this a key aspect of our value of social responsibility.

Bullying of any kind is not acceptable. It puts at risk a pupil's safety and wellbeing.

All incidents of alleged bullying will be taken very seriously and will be investigated in an efficient and proportionate manner.

It is the duty of all members of the school community (staff, pupils, parents and governors) to take active measures to prevent and tackle any form of bullying, harassment or discrimination.

We are committed to the continuous improvement of our approach to tackling bullying through regularly monitoring, reviewing, and assessing the impact of our preventative measures.

We do not seek to merely tolerate diversity, but instead to actively celebrate. We do this through our:

- taught curriculum through the explicit teaching on the impact of bullying, harassment and discrimination;
- personal development programme including how to form and build health relationships and why bullying is not consistent with our school values 'ready, respectful, safe'. This also focuses on online safety to ensure pupils are safeguarded from potentially harmful and inappropriate online material;
- through the daily interactions that take place across the school day and beyond.

Through these activities, we prepare pupils for their next stage of education and their life beyond education as responsible citizens of the future.

2. Aims of this policy

This policy has the following aims:

- To define the school's definition of bullying.
- To define the different forms, attributes and forms bullying can take.
- To outline school processes for reporting and responding to bullying.
- To outline the steps the school takes to proactively avoid bullying.

3. Definition of Bullying

The Anti- Bullying Alliance of bullying is as follows:

'The repetitive, intentional hurting of one person or group, where the relationship involves an imbalance of power.

Bullying can be physical, verbal or psychological. It can happen face to face or online.'

4. Keeping Children Safe in Education, 2025.

The school recognises Keep Children Safe in Education, 2025 in which it states “All staff have a responsibility to provide a safe environment in which children can learn”.

At Trevelyan Middle School we recognise that bullying can take different forms.

Emotional Abuse

Bullying can take the form of emotional abuse and or child on child abuse. This can cause severe and adverse effects on the child’s emotional development.

For instance, bullying can take the form of:

- conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- not giving the child opportunities to express their views
- deliberately silencing them or ‘making fun’ of what they say or how they communicate.
- serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Child on child abuse

Bullying can also form part of child-on-child abuse. Child-on-child abuse is most likely to include, but may not be limited to: bullying (including cyberbullying, prejudice-based and discriminatory bullying)

Bullying can also take on different forms but is also not limited to -

- Physical – such as hitting or physically intimidating someone, or using inappropriate or unwanted physical contact towards someone.
- Attacking property – such as damaging, stealing or hiding someone’s possessions (either physical or virtual).
- Verbal – such as name calling, spreading rumours about someone, using derogatory or offensive language or threatening someone.
- Psychological – such as deliberately excluding or ignoring people.
- Cyber – such as using text, email or other social media to write or say hurtful things about someone.
- Emotional - such as conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

5. Focuses of bullying

Bullying can be based on the following things (this list is not extensive):

- A person’s race (racist bullying)
- A person’s religious belief or lack of belief.

- A person's culture.
- A person's socio-economic background or social class.
- A person's gender (sexist bullying)
- A person's sexual orientation (homophobic or biphobic bullying)
- A person's trans identify, including non-binary identity (transphobic bullying)
- A person's special educational need or perceived special educational need.
- A person's appearance.
- A person's disability.
- Related to a person's home or personal situation, including their family shape or structure.
- Related to any other vulnerable group.

6. Reporting Bullying

If a child is being bullied, they are encouraged not to retaliate but to tell someone they trust, such as a member of staff, friend or family member but most importantly their form tutor. If they feel they are not able to talk to an adult, then students are made aware of and regularly reminded about the school's online referral process which can be found on Trevelyan Sharepoint.

Students are reminded about how report bullying via regular assemblies, tutor time slides and PSHE lessons where there is also a unit about relationships and the forms bullying can take.

7. Roles and responsibilities

All staff

All staff have a duty to keep all children safe within the school.

They need to be vigilant to the signs of bullying.

Staff should play an active role in the school's efforts to prevent bullying, including championing our school statement on bullying.

If a staff member becomes aware of bullying, they should inform the school leads for bullying. These are as follows: the Senior Leader with responsibility for Behaviour (all years); the Head of Key Stage 3 (for Years 7 and 8); and the Head of Key Stage 2 (years 5 and 6).

Heads of Key Stages and Senior Staff

Heads of Key Stages and Senior Staff have a duty to ensure the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and well-being of all young people.

Day to day implementation of the policy is the responsibility of the Senior Leader with responsibility for behaviour. This will entail:

- Ensuring strong and effective communication between staff, pupils and families;
- Ensuring vulnerable pupils receive effective pastoral support when needed;

- Providing training for staff - All staff are made aware of systems within their which support safeguarding, and these are explained to them as part of staff induction. This includes the:
 - child protection policy (which should amongst other things also include the policy and procedures to deal with child-on-child abuse)
 - behaviour policy (which includes measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying).
- Ensuring incidences and follow up actions are recorded effectively and timely on CPOMS;
- Tracking and reporting incidences of bullying to enable the school to take a proactive approach in managing behaviour and bullying within the school.
- Actively seek the views of pupils and parents with regards to how behaviour and bullying is supported within the school.

Overall responsibility for ensuring the policy is followed sits with the Headteacher.

Parents and Carers

Parents and carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour.

Parents and carers should tell their child not to retaliate and support and encourage them to report the bullying.

Parents and carers can report an incident of bullying to the school by emailing bullying@trevelyan.org.uk which will be monitored by the Key Stage co-ordinators and Senior Leadership team.

Parents and carers should support the school's statement on bullying and definition as to what constitutes bullying. In the case that they find their own child has been bullying another child, they should report it in the same way.

Pupils

Pupils should not take part in any kind of bullying and should watch out for potential signs of bullying among their peers.

They should never be bystanders to incidents of bullying.

If pupils witness bullying, they should support the victim regardless of pre-existing friendships or relationships.

They should encourage the victim to report the bullying or report it themselves either to a trusted adult (form tutor) or use the self-referral form on Trevelyan Sharepoint which is spoken about in form time and assemblies.

8. Responding to an individual incident of bullying:

1. The incident will be reported to the relevant Head of Key Stage, who will notify the Senior Leader for Behaviour that had incident of bullying has been reported.

2. The relevant Head of Key Stage will lead the investigation into the alleged bullying, supported by the Pastoral Coordinator as appropriate. In the cases where the alleged concerns pupils from both Key Stages, the Key Stage Leader best placed to investigate will be nominated by the Senior Leader for Behaviour.
3. The investigation will ensure all parties are dealt with in a fair and respectful manner, allowing both alleged victims and alleged perpetrators to put across their point of view in a written statement. Where pupils are unable to write fluently for any reason, a scribe will be offered.
4. Parents/carers of both alleged perpetrators and alleged victims will be notified at the earliest opportunity in most cases. There may be occasions where parents of the alleged victim are not notified if it would harm the wellbeing of the victim themselves. This is of particular significance in issues of bullying due to someone's real or perceived LGBTQ+ characteristics.
5. The investigation will be concluded with dialogue between the investigating Head of Key Stage and the Senior Leader for Behaviour. The Head Teacher will be notified of the outcome at this point.
6. Following the conclusion of the investigation, the following steps will be taken:
 - a. An appropriate package of support will be identified for the victim (or victims), where appropriate in liaison with the parents or carers of the victim.
 - b. If the claims of bullying (or other offences) have been upheld through the investigation, a consequence will be put in place for the perpetrator (or perpetrators). The details of such consequences will not be shared with the victim or family of the victim. Appropriate support will be arranged for the perpetrator by relevant Head of Key Stage.
 - c. In cases where the recommended course of action is a fixed term suspension or permanent exclusion, this decision will be taken by the Head Teacher in line with statutory guidance.
 - d. If the incident concerns abuse of a protected characteristic, this will be logged on the school's protected characteristic tracker, which is managed by the pastoral coordinator.
 - e. The incident and consequence will be logged on SIMs, where all behavioural incidents are logged and CPOMS as a safeguarding concern.
 - f. Wherever appropriate and both parties are willing to engage, the school will facilitate a restorative conversation between victim and perpetrator.
 - g. In the cases where it is deemed necessary, the school may decide to inform the police of the incident or request police support in resolving the matter.

9. The monitoring and tracking of bullying:

All incidents of bullying will be reported to the Local Committee on a termly basis.

This will include details of any protected characteristics affected by the incidents of bullying.

The Senior Leaders and Heads of Key Stages will monitor incidents. Where a trend is identified over time, proactive steps will be taken to prevent further such incidents. These may involve curriculum inputs or bespoke intervention for identified individuals.

10. Bullying outside of school

Bullying is unacceptable whether it takes place inside or outside of school. Pupils represent when they are outside of school, both online and offline.

The school reserves the right to follow its anti-Bullying Policy for reported bullying that has taken place outside of school and will investigate accordingly. Where necessary, the school may recommend to the victim or parents/carers that the matter is passed on to the police if it is beyond the ability of the school's resources to bring to satisfactory conclusion.

11. Derogatory language and prejudice-based incidents

While bullying is defined as being repeated, any individual incident of derogatory language or prejudice should be reported.

Follow-up actions and consequences, appropriate to the incident, will be put in place by the school. The incident will be logged both on Sims within the perpetrator's record and also on our Protected Characteristics Tracker as well as CPOMS as a safeguarding concern.

Such incidents should be reported to the Pastoral Coordinator, who oversees the protected characteristics tracker. This must include informal or non-targeted use of derogatory language as well as more serious incidents.

Incidents affecting protected characteristics will be reported to governors on a termly basis.

12. Proactive steps to prevent bullying

- A pupil-friendly anti-bullying policy is displayed across the school to ensure pupils understand the contents of the policy and their own rights and responsibilities.
- Our Behaviour Policy sets clear expectations framed around three clear rules: ready, respectful and safe.
- An anti-bullying narrative runs across various strands of our personal development programme. In particular, the strands that focus on relationships, society and diversity. The

programme enables pupils to be explicitly taught about bullying, harassment and discrimination in an age-appropriate way. This programme takes place across lessons, tutor times, assemblies and extra-curricular activities.

- The school believes it is essential that children are safeguarded from potentially harmful and inappropriate online material. The school teaches pupils how to keep themselves safe from online bullying by a series of lessons in PSHE as well as standalone computing lessons.
- Pupils are given regular opportunities to develop effective communication with one another. For example, all pupils take part in a weekly circle time activity.
- Tracking of incidents of bullying and wider incidents of harassment or discrimination. These are reported to governors on a termly basis.
- Communication via parent and carer communications regarding our approach to bullying.
- Use of INSET days and other training sessions to ensure all staff are equipped with the knowledge of our anti-bullying policy.
- Our anti-bullying policy forms part of the induction process for new staff.

13. Monitoring and reviewing

The Headteacher and Senior Lead for Behaviour are responsible for the reporting on the policy to the Local Committee via the termly dashboard.

The governors are responsible for scrutinising the policy and its application via the termly dashboard reports and other governance exercises.

The governor with responsibility for safeguarding will be the nominated lead for anti-bullying of the educational standards board.

The policy will be reviewed every twelve months.

Other resources available to the school

- The school will use KISIE 2024 update to aid in any matters linking to bullying as it has a wealth of information available.