Holy Trinity C of E Primary School

A church school community aspiring for all to live life to the full

Anti-Bullying Policy

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Committee   Full Governors

ANTI-BULLYING POLICY

This policy is based on DfE guidance "*Preventing and Tackling Bullying. Advice for Headteachers, staff and governing bodies*", July 2017.

This policy also uses guidance provided in Keeping Children Safe in Education (2022).

This document is linked to the Behaviour Policy and is part of the school's suite of Safeguarding procedures.

STATEMENT OF INTENT

Holy Trinity Church of England Primary School is committed to providing a happy, caring and safe environment in which children can learn in a secure and relaxed atmosphere and in which every individual feels valued and respected.

The school recognises that bullying, in any of its many forms, is a seriously harmful activity that can have a devastating effect on individuals. It can create a barrier to learning and have serious consequences for mental well-being. Holy Trinity adopts an attitude of zero tolerance towards bullying. All members of the school community will ensure that all children are strongly encouraged to report all incidents of bullying towards themselves or others.

In line with the Equality Act 2010, it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not
- share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

Parents should be reassured that through the Anti-Bullying Policy, the school will respond positively and effectively to any form or degree of bullying.

DEFINITION OF BULLYING

Bullying is "Behaviour by an individual or a group, usually repeated over time, that intentionally hurts another individual either physically or emotionally".

DfE "Preventing and Tackling Bullying", July 2017

Bullying can include: name calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, producing offensive graffiti, gossiping, excluding people from groups and spreading hurtful and untruthful rumours. This includes the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by phone, text, Instant Messenger, through websites and social

media sites and apps, and sending offensive or degrading images by mobile phone or via the internet.

The school recognises that bullying may occur at at any time in any place. This includes child on child abuse.

Rude, Mean, Bullying

Any accusation or suspicion of bullying must be treated as this in the first instance. The school's approach is to recognise that bullying can happen anywhere and the school has a zero tolerance approach to such behaviour.

It is important to determine what constitutes bullying and to educate our pupils and staff so they can spot the signs on bullying or behaviour which may proceed bullying. It is also important that the definitions provided below are used to determine the nature of the behaviour and are used to educate our pupils so we can ensure that choices underpinning conduct and behaviour are positive and meet the high expectations at Holy Trinity Church of England Primary School.

Rude
This includes singular or seperated and differing instances where an individual makes a comment or gesture which is inappropriate. This may cause offence or upset but is often not intended to be malicious. This is usually considered to be a low-level behaviour incident in the school's behaviour policy.

Mean
Comments or gestures which are intended to cause offence or upset. This may be targeted and may involve more than one individual. This behaviour is usually considered to be misbehaviour in the school's behaviour policy.

Bullying
A comprehensive definition of bullying is provided above. Bullying is classified as serious misbehaviour in the school's behaviour policy.

Forms and types of bullying covered by this policy include:

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/ mental health conditions
- Physical bullying
- Emotional bullying
- Sexual bullying
- Bullying via technology (often referred to as online or cyberbullying)
- Prejudicial bullying (against people/ pupils with protected characteristics)

Cyber-bullying

Cyberbullying is an increasingly common form of bullying behaviour which happens on social networks, games and mobile phones. Cyberbullying can include spreading rumours about someone, or posting nasty or embarrassing messages, images or videos. Children may know who is bullying them online – it may be an extension of offline peer bullying - or they may be targeted by someone using a fake or anonymous account. The school recognises that it is easy to be anonymous online and that this may increase the likelihood of engaging in bullying behaviour. Cyberbullying can happen at any time or anywhere.

Cyberbullying includes, but is not limited to:
- sending threatening or abusive text messages
- creating and sharing embarrassing images or videos
- 'trolling' - the sending of menacing or upsetting messages on social networks, chat rooms or online games
- excluding others from online games, activities or friendship groups
- setting up hate sites or groups about a particular child or person
- encouraging someone to self-harm
- voting for or against someone in an abusive poll
- creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name
- sending explicit messages, also known as sharing of nudes or semi-nudes or sexting
- pressuring children into sending sexual images or engaging in sexual conversations
- blackmail and/ or coercive control

It is important to note that cyber bullying can very easily fall into criminal behaviour under the Malicious Communications Act 1988 under section 1 which states that electronic communications which are indecent or grossly offensive, convey a threat or false information or demonstrate that there is an intention to cause distress or anxiety to the victim would be deemed to be criminal. This is also supported by the Communications Act 2003, Section 127 which states that electronic communications which are grossly offensive or indecent, obscene or menacing, or false, used again for the purpose of causing annoyance, inconvenience or needless anxiety to another could also be deemed to be criminal behaviour.

If the behaviour involves the use of taking or distributing indecent images of young people under the age of 18 then this is also a criminal offence under the Sexual Offences Act 2003. Outside of the immediate support young people may require in these instances, the school has a legal obligation to share this information with the police.

Equality Act Duty and Prejudice Related and discriminatory Bullying (Hate Crime)

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child

- disability
- race including colour, nationality, ethnic or national origin including Gypsy Roma, Travellers
- religion, belief or lack of religion/belief
- sex / gender
- sexual orientation

These are called 'protected characteristics'.

As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disabilist in nature. We will record these types of bullying, even that which represents a one-off incident, and report them to the local authority for monitoring purposes.

Other vulnerable groups include

- bullying related to appearance or health
- bullying of young carers or looked after children or otherwise related to home circumstances

Hate in the context of behaviour and attitude has been defined as;

"Acts of violence, hostility and intimidation directed towards people because of their identity or perceived difference"

(Chakraborti, Garland and Hardy 2014:6)

What form might this take?

- Transphobic related hate crime

Any incident or offence which is perceived by the victim or any other person to be motivated by a hostility or prejudice based on a person's transgender or perceived transgender.

- Race related hate crime

Any incident or offence which is perceived by the victim or any other person to be motivated by a hostility or prejudice based on a person's race or perceived race – includes nationality, national origin, ethnic origin, race and colour.

- Sexuality related hate crime

Any incident or offence which is perceived by the victim or any other person to be motivated by a hostility or prejudice based on a person's sexual orientation or perceived sexual orientation.

- Disability related hate crime

Any incident or offence which is perceived by the victim or any other person to be motivated by a hostility or prejudice based on a person's disability or perceived disability.

- Prejudice Related Language

Words or acts based on preconceived opinion that is not based on reason or actual experience, for example, not liking someone based on their skin colour or sexual identity.

- Religious related hate crime

Any incident or offence which is perceived by the victim or any other person to be motivated by a hostility or prejudice based on a person's religion or perceived religion.

- Age related hate crime

Any incident or offence which is perceived by the victim or any other person to be motivated by a hostility or prejudice based on a person's age.

Racist, homophobic, biphobic, transphobic and disabilist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or transsexual, or are perceived to be, or have a parent/carer or sibling who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way, or their friends, family members or their parents/carers.

In the case of homophobic, biphobic and transphobic language particularly, dismissing it as banter is not helpful as even if these terms are not referring to a person's sexual orientation or gender identity they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

Bullying outside school premises
Headteachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The head teacher should also consider whether it is appropriate to notify the police of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

WHY IT IS IMPORTANT TO RESPOND TO BULLYING

- The safety and happiness of pupils. When pupils are bullied their lives are made miserable. They may suffer injury. They may be unhappy about coming to school. Over time, they are likely to lose self-confidence and self-esteem.
- The unhappiness of bullied pupils is likely to affect their concentration and learning.

- If pupils observe bullying behaviour going unchallenged, other pupils may learn that bullying is a quick and effective way of getting what they want. Those pupils who are being bullied may interpret any inaction as condoning unacceptable behaviour. They will feel badly let down by those adults in authority.

- Gaining a reputation as an effective, caring school. No school can claim with absolute confidence that "there is no bullying". Every school has some degree of bullying, even if only slight and infrequent. Parents know this. They will be reassured by a school which demonstrates, both through policy and action, that it deals positively and effectively with any sign of bullying.

- Pupils who are bullying need to learn different ways of behaving and those who witness bullying need to learn that to observe bullying behaviour and not report it is unacceptable.

IDENTIFYING SIGNS OF BULLYING

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

- is unwilling to go to school and has erratic attendance

- is frightened to walk to and from school and asks to be taken or driven to school

- regularly feels ill in the morning

- Is unwilling to go into school or classroom

- begins to show deterioration in school work

- becomes withdrawn, anxious and lacking in confidence

- starts stammering

- stops eating

- cries themselves to sleep, has nightmares or wets the bed

- has unexplained bruises and/or scratches

- has clothes or books damaged regularly

- has possessions go missing

- cries easily

- asks for money or begins stealing money (to pay the bully)

- is frightened to say what is wrong

- attempts or threatens self-harm

- becomes disruptive or aggressive

- gives improbable excuses to explain any of the above

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

PREVENTING BULLYING

Environment

The whole school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Recognises the potential for children with SEN and disabilities to be disproportionally impacted by bullying and will implement additional pastoral support as required.
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create "safe spaces" for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.

Policy and Support

The whole school community will:

- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying bought to the schools' attention, which involves or effects pupils, even when they are not on school premises; for example, when using school transport or online, etc.
- Implement appropriate disciplinary sanctions; the consequences of

bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.

- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

Education and Training

The school community will:

o Train all staff, including: teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents.

o Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/student council, etc.

o Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.

o Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week.

o Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.

o The school will use specific organisations or resources for help with particular problems. Our school will draw on the experience and expertise of anti-bullying organisations with a proven track record and / or specialised expertise in dealing with certain forms of bullying.

Involvement of pupils

We will:

- Involve pupils in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they play in preventing bullying.
- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Utilise pupil voice in providing pupil led education and support
- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to pupils who have been bullied and to those who are bullying to address the problems they have.

Involvement and liaison with parents and carers

We will:

- Take steps to involve parents and carers to ensure they are aware that the school does not tolerate any form of bullying.
- Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats, including via the school website
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

PROCEDURES FOR DEALING WITH BULLYING.

Supporting pupils

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services, or support through the Children and Young People's Service (CYPS)

Pupils who have perpetrated bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school behaviour/discipline policy; this may

include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusions.
● Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or the Children and Young People's Service (CYPS).

Parents whose child is being bullied:
● Be aware of the signs that your child could be experiencing bullying
● Encourage your child to discuss with you any problems they are experiencing
● Share your concerns with the school through the class/headteacher
● Bullying is not a necessary part of growing up
● Don't encourage your child to hit back
● Boost your child's morale. Help them to realise that it is the bully who should feel ashamed
● Inform the Headteacher of any circumstances at home which may affect your child's behaviour

Parents whose child might be exhibiting bullying behaviour:
● Remain calm – talk things over and try to discover why your child is behaving in this way. A bully, like the victim, needs help and support
● Share your concerns with the school and ask for help – this will be provided by the staff member most appropriate to work alongside both the parent/s and the child.

HOW STAFF SHOULD RESPOND TO INCIDENTS OF BULLYING

● All reports of bullying should be taken seriously and the incident dealt with immediately by the member of staff who has been approached

● Offer help, advice and support to the victim

● Explore the incident as fully as possible with all the parties involved and ascertain whether this was bullying or more of an example of aggressive behaviour

● Involve others as appropriate. This could be the class teacher, Phase Lead or Headteacher dependent upon the seriousness of the incident and one's role within the school (eg. dinner supervisor, teaching assistant, teacher etc). If there is any doubt about the seriousness of an incident or the course of action always refer it on

● Any member of staff wishing to report an incident of bullying should approach the member of staff responsible for pupil behaviour and welfare

● Log all bullying incidents on CPOMS (CP online management system)

● Any incident of suspected bullying must be reported to the Headteacher

ACTION THAT WILL BE TAKEN BY THE SCHOOL

- All concerns will be thoroughly investigated, including conducting teacher/Headteacher 'interviews' with all relevant parties

- Children involved in bullying will be reminded of the school's 3 expectations (KIND/SAFE/BEST) and how their behaviour has contravened these expectations. The children will also be reminded of the system of sanctions in place to deal with such incidents

- The Headteacher and / or senior staff / teachers and teaching partners may use 'restorative justice' or solution focussed techniques to solve incidents of bullying, ranging from scoring happiness on a scale of 1-10, and developing clear actions to be taken by victim, parents and school. Also, the victim may be asked to write down or articulate the facts and how these facts make them feel. This information may then be shared with the 'bully'

- Appropriate sanctions will be imposed upon any child involved in bullying (in line with the school Behaviour Policy). The school will also explore the provision of additional support for any child involved in bullying (counselling, involvement of outside agencies etc) as appropriate

- The parents of the victim and the child/children involved in the bullying will be informed of the details of incidents and the course of action that has been/ is being followed by the school

- The school will continue to make every effort to develop a positive attitude in all children through the Personal, Social, Health and Citizenship Education (PSHCE) Policy, Circle time, Collective Worship and Class Reflection. Tolerance of others and respect for individual differences are seen as being of paramount importance in relationships with others

- Any necessary and appropriate steps will be taken to avoid the recurrence of incidents of bullying. These may include alteration to school policies or procedures

- Ensure a record is kept on CPOMS log. Ensure to log the incident for the victim and perpetrator.

Links with other school policies and practices
This Policy links with a number of other school policies, practices and action plans including:
- Behaviour
- Child Protection and Safeguarding
- Curriculum Policies such as PSHE and computing
- e-Safety (Online) and Acceptable Use Policies (AUPs)
- Complaints Policy

Links to legislation
There are a number of pieces of legislation which set out measures and actions for schools in response to bullying as well as criminal law. These may include:

- The Education and Inspection Act 2006, 2011The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986
- The Computer Misuse Act 1990
- Keeping Children Safe in Education 2020

Responsibilities

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy.
- Governors, the Head Teacher, Senior Leadership Team, teaching and non-teaching staff to be aware of this policy and implement it accordingly.
- The Head Teacher to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably.
- Staff to support and uphold the policy
- Parents/carers to support their children and work in partnership with the school
- Pupils to abide by the policy.

The school will report on a regular basis to the governing body on incidents of bullying/hate and outcomes.

The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied. Any issues identified will be incorporated into the school's action planning.

Monitoring the Effectiveness of the Policy

Annually (or when the need arises) the effectiveness of this policy will be reviewed by the Behaviour Lead, the Headteacher and the nominated governor and the necessary recommendations for improvement will be made to the Governors.

Useful Links and supporting organisations:

h ttp://www.anti-bullyingalliance.org.uk/

h ttps://www.kidscape.org.uk/

h ttp://www.childnet.com/

h ttps://www.thinkuknow.co.uk/

h ttp://www.digizen.org/

h ttp://gloshate.co.uk/

h ttps://crimestoppers-uk.org/give-information/give-information-online/

h ttp://www.stonewall.org.uk/

  http://www.nspcc.org.uk

APPENDIX 1

Checklist for investigating a report of bullying

- Who was involved – is there or are there apparent victims(s). If so, who are they?

- In what way did the victims suffer?

- How did the incident start? Was it spontaneous or premeditated?

- What is alleged to have happened - from the perspective of all those involved?

- When did the incident take place?

- Where did the incident take place?

- Who witnessed the incident (pupils, parents, staff and others)?

- Who reported it to whom and when?

- Is there any background to this incident?

- Is there any background to this incident? (a continuing trend of bullying behaviour by a particular child or children)

- Why does the reporter or investigator of the incident perceive this to have been a bullying incident?

- To what extent did the incident affect others?

- What was the response of the victim(s) if such exist?

- What was the response of any witnesses?

- What does/do the victim(s) wish to see resulting from the investigation?