



# *Anti-Bullying Policy*

Date of issue:	May 2021
Review Date	May 2022
To be reviewed	PSHE Subject Leader, Headteacher, Staff and Governors
Authorised by	Headteacher and Governors

## Rationale

Our whole school Christian community of pupils, staff, parents and governors is committed to maintaining a secure environment where all children feel safe, loved, valued, trusted, forgiven and cared for.

At Holy Trinity CofE Academy, we believe that it is a basic entitlement of all children that they receive their education free from humiliation, oppression and abuse. It is, therefore, the responsibility of all adults (both in school and in the home), to ensure that education takes place in an atmosphere which is caring and protective.

Our mission statement is nurturing, inspiring and achieving. Our Christian values permeate this academy and underpin our endeavours against bullying.

“Schools which excel at tackling bullying have created an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest.”—DfE 2014.

Our definition of bullying is:-

**‘Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.’**

*(This is also the DCSF’s definition, from: Safe to Learn: Embedding anti-bullying work in schools. DCSF, 2007 and has been adopted by Wiltshire’s Children and Young People’s Trust Board and Wiltshire’s Anti-Bullying Steering Group.)*

Although bullying can go on for days, weeks or months at a time, it does not have to go on for long before the victim becomes emotionally affected. It also has a corrupting influence on others who witness it.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Bullying can take many forms and be focused on a whole variety of personal characteristics. Homophobic, biphobic and transphobic bullying will not be tolerated at Holy Trinity, there can be no justification for this negative behaviour based on the Christian faith or the Bible.

Under the equalities Act 2010 the school has a duty to protect certain characteristics: gender, gender identity, age, disability, ethnicity, religion, sexual orientation. If these characteristics become the focus of bullying then separate records will be kept, which will inform the school's monitoring of its duty under the Equalities Act. There is a separate statutory publication 'Equality Information' which deals with this aspect of the school's work.

**Safeguarding:** Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to the Designated Safeguarding Lead (the head teacher) who will liaise with local authority children's social care. If school staff feel that an offence may have been committed they should seek assistance from the police.

Teachers have the power to discipline pupils for misbehaving outside the school premises "to such an extent as is reasonable". 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 headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority 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. In all cases of misbehaviour or bullying the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

#### Bullying is not:-

- Friends falling out.
- Occasional disagreements during playtimes.
- Accidental physical contact.
- Reciprocal.

### **Aims and objectives**

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

We aim, as an academy, to produce a safe and secure environment where all can learn without anxiety.

This policy aims to produce a consistent school response to any bullying incidents that may occur and is consistent with the Child Protection Policy. We aim to make all those connected with the whole school community aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our academy.

## **The Role of Governors**

The governing body supports the Headteacher in all attempts to eliminate bullying from Holy Trinity. This policy statement makes it very clear that the governing body does not allow bullying to take place in our academy, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately. The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the academy's policy regularly. The Headteacher will deal with and investigate bullying reports in the first instance. The governors require the Headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies. Overall figures will be reported annually, giving the number and type of incidents.

If parents are not happy with investigations and actions put in place by teachers or the Headteacher then they may request to see the Chair of Governors. The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Headteacher and asks him/her to conduct and inform them of investigations into the case and to report back to a representative of the governing body.

## **Prevention**

Holy Trinity has developed a caring, co-operative ethos. We teach social skills in a conscious and systematic way, using, for example:-

- Collective Worship.
- Discussing bullying in Circle Time (including considering the feelings of both the bully and the victim).
- Sharing relevant fiction.
- Role-play situations.
- Raising self-esteem of all children.
- Showing the bully that he or she can satisfy his or her needs through working with others.
- Rewarding non-aggressive behaviour through our Positive Behaviour Policy.
- Using sanctions for aggressive behaviour (eg. through loss of playtime, "time out," sorry letters etc.).
- The academy will run an annual anti-bullying week. Each year there is a national anti-bullying week in the autumn. The school's week may or may not coincide with this.
- Cyber-bullying is addressed through our Online Safety Policy, Acceptable Use Policy and is part of the Computing curriculum.
- The academy works in partnership and welcomes a number of visitors e.g. the Wiltshire Life Bus and the local police community support officers, to support this area of the curriculum.

## **Pastoral Care**

Holy Trinity has a Pastoral Support Manager, who works closely with any children who may be vulnerable to bullying or adopt bullying behaviours. Additionally, we have an Emotional Literacy Support Assistant, who provides support and runs small groups for children who need additional help with social skills or anger management.

At Holy Trinity we understand that bullying can have a serious impact on a child's ability to learn. If the bullying leads to persistent, long-lasting difficulties that cause the child or young person to have significantly greater difficulty in learning than the majority of those of the same age, then we will consider whether the child will benefit from being assessed for SEN.

## **Cyberbullying**

The academy has developed good technology facilities and recognises that with these there come new dangers in the area of cyberbullying. The academy has acceptable use policies for all children.

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyberbullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police. If a staff member finds material that they do not suspect contains evidence in relation to an offence, they can bring it to the attention of the academy's Senior Management Team to decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline.

## **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 guilty of an offence if their purpose in sending it was to cause distress or anxiety to the recipient.

### **What do we tell pupils to do if they are being bullied at Holy Trinity?**

Tell someone:-

- Your class teacher
- Head teacher
- Any other member of staff e.g. MDSA, TA
- A friend; ask your friend to go with you if you are worried about telling a teacher or another adult
- A family member

Help yourself:-

- Ignore the comments of the bully and if possible tell them to stop
- Walk away from the situation as quickly as possible
- Tell an adult straight away

Remember:-

- Do not blame yourself for what has happened

### **If you see someone being bullied what should you do?**

Report what you saw or heard straight away  
Do not join in the bullying behaviour

### **What does Holy Trinity do when bullying is reported?**

- i) When bullying is reported the first thing any member of staff will do is listen to the details given by the pupils concerned, then to those given by any witnesses to the incidents and finally to those of the alleged bully. This will enable the member of staff to build up a picture of what took place.
- ii) If the member of staff is a Teaching Assistant or School Meals Supervisor, they will report the incident immediately to the class teacher or Head teacher.
  - A class teacher will investigate the incident further and if necessary report it to the Head teacher
  - The Head teacher will investigate the incident further

- iii) In carrying out the investigation, the class teacher or Head teacher will hear the statements, firstly of the bullied pupil, then any witnesses and then the alleged bully. These statements may be recorded and retained for future reference. The class teacher or Head teacher will decide if this is an isolated incident of unacceptable behaviour or a bullying incident of unacceptable behaviour as defined by this policy.
- iv) If this is an isolated incident of unacceptable behaviour then the class teacher or Head teacher will follow the academy's Behaviour Policy guidelines.
- v) Every incident of homophobic, biphobic and transphobic bullying is taken seriously and recorded. The monitoring and analysis of these incidents include homophobic, biphobic and transphobic bullying as separate categories.
- vi) If it is a case of bullying, then the following action will be taken:

The class teacher or Head teacher will:

- Speak to each individual on their own, including the bully/bullies
  - Reassure the bullied pupil that he/she was right to report the bullying behaviour and explore with the pupil, ways of dealing with bullying behaviour in the future
  - Help the bully understand more about how the victim is feeling and seek a commitment that they will try to help the victim in some way e.g. Leave them alone in the future, try to be their friend, not spread rumours etc. Explore with the pupil the reasons for their bullying behaviour (see Para. 4)
  - Bring the bullied pupil and the bully together to talk about the incident. This allows the bully to apologise for the behaviour
  - Explain to both pupils they are unique people in their own right, they are valued as individuals and are equal members of God's family
  - Record the incident and action taken.
  - Maintain a separate record of bullying relating to characteristics protected under equalities legislation.
- vii) The Head teacher will inform the parents of the bullied pupil and those of the bully about the incident and of the action taken by the school
  - viii) The following sanctions may be used following a bullying incident:
    - Loss of playtime
    - In extreme cases of either repeated bullying or violent bullying, the pupil concerned may be excluded following the LEA guidelines



- ix) The class teacher and the Head teacher will monitor the behaviour of the bully.
- x) The school will explain to all children involved that it is the behaviour that we dislike, and not the child.

### **What can parents do to help their child who is being bullied?**

- Listen
- Notice changes in behaviour
- Act straight away and inform school of any concerns
- Allow the school to resolve incidents which occur within school time.
- Not expect the school to resolve incidents which occur out of school hours.
- Reassure and give plenty of hugs
- Praise your child for telling you their concerns
- Be confident
- Help the child feel valued and build their confidence
- Do not encourage retaliation

### **What can parents do to help their child who has been bullying others?**

- Listen
- Talk calmly
- Make it clear you disapprove of their bullying behaviour
- Work with the school to overcome the behaviour
- Help the child feel valued and build their confidence

Other policies/guidance that you may like to read in conjunction with this policy:

- Behaviour Policy
- Online Safety Policy
- Acceptable Use Policy
- Mobile Phone Policy
- Child Protection Policy

Preventing and tackling bullying, advice for headteachers, staff and governing bodies (July 2017)

Valuing All God's Children (second edition) Autumn 2017



## Appendix 1: Central Logging Form for Bullying Incidents

Reported by:	
Name and year group of the pupil(s) who have been bullied:	
Name and year group of the pupil(s) who have bullied:	
Date of incident(s):	Time of incident(s):

Indicate type of incident(s) -please tick one or more boxes

Verbal abuse		Isolation (including being ignored and left out)		Physical abuse	
Having possessions taken/causing damage to personal property		Cyber bullying (including text messages, emails, social networking sites...)		Being forced to hand over money	
Being forced into something against their will		Spreading rumours/nasty notes		Other (please specify)	

Brief description of incident(s):

Advice given/action suggested by person who logged this complaint:

Have the parents/carers of the pupil(s) who were bullied been informed? <i>Please tick</i>	yes <input type="checkbox"/>	no <input type="checkbox"/>
Have the parents/carers of the pupil(s) who bullied been informed? <i>Please tick</i>	yes <input type="checkbox"/>	no <input type="checkbox"/>

Appendix 2: Bullying Accusation Resolution Meeting



Bullying Accusation Resolution Meeting

Date/Time:

Accuser Name:		Year:
Accused Name:		Year:

Brief overview of the accusations/concerns:

Thoughts/responses from the accused:

Moving forwards

.....agrees to	.....agrees to

The academy agrees to:

Signatures

Accuser Parent:	Accuser Child:
Accused Parent:	Accused Child:

## Bullying and Prejudice Related Incidents Report Form



### Section One: Staff details

Date completing form:

Name of staff:

Email address of staff:

### Section Two: Details of the prejudice related incident

Nature of incident please tick all that apply	Form of bullying or incident please tick all that apply
<ul style="list-style-type: none"> <li><input type="radio"/> Physical (e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact)</li> <li><input type="radio"/> Verbal (e.g. name calling, ridicule, comments)</li> <li><input type="radio"/> Cyber (e.g. messaging, social media, email)</li> <li><input type="radio"/> Emotional/indirect/segregation (e.g. excluding someone, spreading rumours)</li> <li><input type="radio"/> Visual/written (e.g. graffiti, wearing racist insignia)</li> <li><input type="radio"/> Damage to personal property</li> <li><input type="radio"/> Threat with a weapon</li> <li><input type="radio"/> Theft or extortion</li> <li><input type="radio"/> Persistent bullying</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> Race -racist bullying</li> <li><input type="radio"/> Sexual orientation -homophobic</li> <li><input type="radio"/> Sexual orientation -biphobic</li> <li><input type="radio"/> Special educational needs (SEN) or Disability</li> <li><input type="radio"/> Culture or class</li> <li><input type="radio"/> Gender identity -transphobic</li> <li><input type="radio"/> Gender - sexist bullying</li> <li><input type="radio"/> Appearance or health conditions</li> <li><input type="radio"/> Religion or belief related</li> <li><input type="radio"/> Related to home or other personal circumstances</li> <li><input type="radio"/> Other or non-specific</li> </ul>

### Details of those involved: record all involved, whether adults, pupils, visitors from the school community and from external organisations

	Name	Yr	Class teacher	Other relevant information (e.g. gender, SEN, disability, religion)
Target of bullying/incident				
Person responsible for bullying/incident				

Details of incident		
Date	Place:	Time
Witnesses:		
Repeat incident or serious incident		
Any relevant supporting information e.g. witness accounts, screen grabs		
Action taken:		
Details of others involved or notified:		
Actions for follow-up:		
Date of reviewing:		

**After completion this form will be handed to Mrs Alison Milford-Silver (Anti-bullying lead)**

## Holy Trinity Child Speak Anti-bullying Policy

Bullying is when someone is always being mean to you.

If I am being bullied, I should walk away and tell an adult.  
Don't keep it a secret, TELL SOMEONE eg adult, friend, trusted adult.  
I should not be mean back.

If I know someone is being bullied, I should talk to them and help them tell an adult.  
The teacher or adult will talk to me and others to find out what has been going on.  
The teacher might talk to the whole class.  
The teacher will try to help me and the bully to make good choices.  
Mr Shore might talk to the bully and their parents.

It's everybody's job to help everyone stay happy!





## Holy Trinity KSI Anti-bullying Policy

What to do

What is bullying?



Start  
Telling  
Other  
People



Several



Times

On

Purpose



CHOOSE  
Kindness



### Appendix 5: Case studies from schools implementing successful anti-bullying preventative strategies

A range of national case studies, providing examples of good practice can be found on the Ofsted website.

<http://www.ofsted.go.uk/resources/goodpractice>

In the good practice section you can search for 'schools' and use appropriate key words such as 'bullying' to access recent case studies.

Appendix 6: Useful sources of information and support for children and young people and their parents/carers:

Ask	Helpline: 08457 585072 or 01380 872915 Email: <a href="mailto:info@askwiltshire.org">info@askwiltshire.org</a> <a href="http://www.askwiltshire.org/info-centre">www.askwiltshire.org/info-centre</a>
Childline	Helpline: 0800 1111 (open 24 hours a day – aimed at children who are experiencing bullying problems) For children who are deaf or hard of hearing textphone service: 0800 400222 <a href="http://www.childline.org.uk">www.childline.org.uk</a>
DirectGov	Information on all types of bullying, what to do about bullying and information and advice for people who are bullying others and want to stop. <a href="http://www.gov.uk/bullying-at-school/the-law">www.gov.uk/bullying-at-school/the-law</a>
EACH	EACH has a freephone Actionline for children experiencing homophobic bullying: 0808 1000 143 <a href="http://www.eachcation.org.uk/">www.eachcation.org.uk/</a>
Kidscape	Helpline: 020 77303300 <a href="http://www.kidscape.org.uk">www.kidscape.org.uk</a>



## Appendix 6: Further Sources of Information

### **Specialist organisations**

The following organisations provide support for schools and parents dealing with specific bullying issues including the social, mental or emotional affects caused by bullying.

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.

The ABA has also put together 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](#).

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.

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 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.

### **Cyber-bullying and online safety**

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.

Digizen: provides online safety information for educators, parents, carers and young people.

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.

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.'

### **LGBT**

Barnardos: through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT 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 cyberhomophobia.

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 LGBT equality in education.

Stonewall: An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

## **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

## **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 victims 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.

*Please note that internal servers may block access to some of these sites. Schools wishing to access these materials may need to adjust their settings*

### **Sexual harrassment 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.