



Holy Trinity Church of England Primary School

Anti-bullying Policy

Policy Review

This policy will be reviewed in full by the Governing Body annually.

The policy was last reviewed and agreed by the Governing Body in July 2017.

It is due for review – *July 2018*

Signature

Date

Head Teacher

Signature

Date

Chair of Governors

1. Introduction

This policy will provide:

- a) a clear definition of bullying
- b) a structured response strategy that is understood by all those who are involved in dealing with an incident of bullying.

We believe that it is the right of all children to enjoy their education at Holy Trinity Church of England Primary School in a positive working environment. We have the responsibility to create and maintain a secure and safe environment for our pupils. This policy links with others, e.g. Equal Opportunities Policy, Behaviour Policy, Safer Recruitment, Single Equality Policy, Child Protection/Safeguarding, E-Safety and Acceptable Use Policy for ICT. To protect staff further linked policies such as Whistleblowing and Working Alone are in place.

Holy Trinity Church of England Primary School will not tolerate any form of bullying behaviour from anyone either on or off the school premises; this includes all pupils, staff, governors, families and volunteers.

2. What is bullying?

We define bullying as: **any persistent action or behaviour, verbal, physical or emotional, which is designed to intimidate, humiliate or abuse another person.**

We define 'persistent' as: **several times on purpose.**

We view bullying as different from other kinds of unacceptable behaviour due to the *persistent* nature of the action/s

Bullying can take on many forms:

**EMOTIONAL/RELATIONAL
PHYSICAL/HEALTH RELIGIOUS
CULTURAL SEND
VERBAL CYBER
SEXUAL/ORIENTATION: HOMOPHOBIC SEXIST
RACIST
THROUGH A 3rd PERSON
HOME CIRCUMSTANCES**

Examples include but are not limited to:

- Name-calling
- Making fun of others in a deliberately nasty way
- Stealing or damaging others' belongings
- Frightening or forcing others in to doing things they do not wish to do
- Threatening violence
- Being violent, e.g. hitting, punching, kicking
- Ostracising another person
- Spreading rumours (relational bullying)
- Abusive mobile phone messages/texts

3 When and how does bullying occur?

Bullying can take place anywhere and at any time. Bullying incidents can take many different forms (e.g.2.4).

4 The effects of bullying

We must remember that both the **recipient** of bullying *and* the **bully** are affected in different ways by the act of bullying.

The Recipient

Bullying incidents can be demeaning, frightening and paralysing. Pupils who are bullied may be unable to learn effectively. Being bullied can result in fear, depression and feelings of worthlessness, despair and anger. Bullying may also cause confusion, leading to self-blame and guilt. These feelings may manifest themselves, for example, in poor concentration (and declining academic performance), worsening behaviour, withdrawal, isolation, truancy and even physical illness.

The Bully

Those who bully have a problem themselves and can also suffer long term. If the bully is not helped to understand the problem he/she has and guided away from bullying behaviour, they may persist with bullying into their adulthood. Simply punishing a bully, without helping them towards better behaviour, may well reinforce their attitudes and therefore unacceptable behaviour.

5 Research into Bullying

Research can offer us some important general guidelines for combating Bullying:

- Constant vigilance *by all* is the real answer to combating bullying
- Creating a positive ethos and environment in school and creating a positive environment for reporting incidents of bullying, are most helpful to any anti-bullying strategy
- Recipients and witnesses of bullying should be encouraged to speak to a member of staff/playtime leader as soon as possible after an incident of bullying
- Reports of bullying incidents should be dealt with sympathetically, sensitively and consistently and in accordance with our school Behaviour Policy
- Evidence suggests that early adult intervention helps to reduce or even eliminate bullying incidents
- No-one is born a bully; bullying is a learned behaviour and therefore can be 'unlearned'
- All members of a community can be bullies, including adults
- Bullying cannot be stopped by 'bullying the bully'. Combating bullying solely by punishments and threats may give the bully the wrong message
- The most effective strategy in preventing bullying is through positive education about relationships, behaviour and attitudes

6 Our school approach

In the light of the above statements and our commitment to a kind, caring, Christian school ethos, Holy Trinity Church of England Primary School will:

Act upon known incidents immediately

This may involve:

- Investigating thoroughly, all reported or suspected cases*
- Talk to individuals concerned, keeping a written log*
- Take written statements from the individuals and witnesses if necessary*
- Involve all staff in closely monitoring the situation, including playtimes
- Completing a written log, monitored by the Head teacher
- Engaging the support and cooperation of the parents of both parties, although evidence may need to be collected before contacting the parents of the bully
- Agreeing with the person being bullied, a system for reporting incidents to the class teacher in a discrete manner in order to protect them from further 'harm', e.g. a notebook placed on the teachers desk, a familiar classroom object being placed on the teachers desk (the class mascot, say)*
- Maintaining regular communication with parents; to inform them of results of monitoring procedures, such as observations, etc*

- Engaging the support of outside agencies if necessary, including the police for example if an unlawful act has been committed
- Monitoring behaviour outside of the school premises, especially if unkind acts of bullying have been reported to us (*refer to 'Behaviour and Discipline in Schools: a guide for Head teachers and staff' DfE publication 2012*)
- If the bullying persists after all actions above have been considered/implemented, temporary or permanent exclusion from school will be imposed

* This may be carried out by the class teacher and/or Head teacher See 10.4

7 Strategies to try

A positive, caring ethos which values the contribution of each individual forms the basis of everything we do at Holy Trinity CE Primary School, including the way we talk and listen to others and through our inclusive curriculum and policies.

Depending on the severity of the behaviour, sanctions are put in place accordingly (refer to Behaviour Policy). As such, we are committed to a duty of care and many of the following suggestions are integral to routines and procedures, as well as through lesson planning.

Strategies for the victim of bullying

- Remove children who are bullied from situations where the problem occurs. Find their interests and encourage them to develop them, e.g. extra music practice at playtime
- Encourage them to start telling other people
- Report any incidents to appropriate e-safety groups for victims of cyber bullying
- Focus on their positive attributes and promote self-esteem
- Involve outside agencies
- Talk to all the parents of children involved.

Strategies for the helping the bully

- Remove the bully from situations where he or she is able/likely to behave in an unacceptable manner. If possible this should involve productive and enjoyable activities.
- Consider the child who is the bully; he or she is often a child with problems of their own. If this is the root cause of the problem is there anything that can be done to put the situation right?
- Observe the bully to identify any patterns or triggers for their behaviour
- Talk to all the parents of children involved.
- If this fails sanctions such as missing playtimes, with appropriate activities to support their learning/self-esteem etc will be enforced

Strategies for promoting anti-bullying with classes

- Discuss the issues involved without identifying the victim or the perpetrator (possibly through school council or circle-time) try to reduce the audience that the bully draws by raising awareness
- Teach all pupils strategies for dealing with bullies, e.g. to say, “NO!” to the bully. This should be followed by, “I don’t like you saying that to me because it makes me feel...”; tell an adult immediately (or someone they trust)
- Try to value everyone for their strengths in order to ensure they have enough self-esteem to resist any taunts
- Encourage everyone to report instances of bullying and be seen to observe and investigate.
- Ensure Anti-Bullying Week or anti-bullying lessons through PSHCE is embedded in to our planning annually.

The school’s Behaviour Policy should be enforced at all times.

8 Roles and Responsibilities

At our school, anti-bullying is everyone’s responsibility; everyone has the duty to show due care and consideration for others. However, the following individuals have key identified roles within school:

Headteacher (Deputy Head in their absence)

Designated Senior Person(s) for Child Protection (see Child Protection/Safeguarding Policy)

The role of Governors

The governing body supports the head teacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, 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 school policy regularly. The governors require the head teacher 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. The named governor will liaise closely with the Head teacher, staff and pupils on a regular basis and reports to the full governing body at least termly.

The governing body responds within ten days of receipt by them of any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the head teacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

The views of pupils and parents are actively sought through formal questionnaires and informal discussions.

8.2 The role of the Head teacher

It is the responsibility of the head teacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Head teacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The head teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The head teacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the head teacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong and what the consequences of this might be.

The head teacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying, including the appropriate induction for new teachers. The staff handbook details all relevant policies and procedures, which are also brought to the attention of all supply/temporary teachers. The school's Golden Rules are displayed in all rooms.

The head teacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

In response to any reported incidents of bullying occurring outside of school, the head teacher will follow the same procedures as if the incident had happened in school. The Head teacher will use her discretion regarding any incident seen outside of school, in accordance with the document 'Behaviour and Discipline in Schools: a guide for Head teachers and staff' (DfE publication 2012)

8.3 The role of the teacher

Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class and that they are aware of in the school. Each teacher has an Incident Log (planning file) for each Year Group which monitors the behaviour of pupils as they move through the school.

If teachers witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the head teacher, the teacher informs the child's parents.

We keep Lunchtime Books where we record all incidents that occur outside lesson time; this is taken outside by the person on duty. For incidents which take place near the school or on the children's way home or to school and are reported to us, the head teacher keeps details in an 'Incidents File' kept in the office.

If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the head teacher/SENCO. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the head teacher may contact external support agencies such as the social care services, SEN & Inclusion services.

Teachers routinely attend training or are involved in school INSET, which enables them to become equipped to deal with incidents of bullying and behaviour management.

Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

8.4 The role of parents

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. Working in partnership is the best way forward for each child and together a plan of action will be devised.

Parents have a responsibility to support the school's anti-bullying policy and the Behaviour policy, and should actively encourage their child to be a positive member of the school.

8.5 The role of pupils

8.51 Pupils are encouraged to report all incidents to a member of staff as soon as possible, including those they experience personally and those they have witnessed.

9 Monitoring and review

This policy is monitored on a day-to-day basis by the head teacher, who reports to governors about the effectiveness of the policy on request.

This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the school's records and by discussion with the head teacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

9.2.1 This policy will be reviewed in full and updated accordingly every two years.

