



Holy Trinity CE (VA) Primary School

Policy name: **Anti-Bullying Policy**

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Governor committee: **Standards**

Approved by: **Headteacher**

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Mission Statement

'Let's grow together.'

'Holy Trinity supports an inclusive curriculum where everyone can grow to gain the wisdom, self-worth, resilience & confidence to pursue their aspirations. We strive to be at the centre of the local community with positive links to wider and global communities. Our Christian ethos teaches the importance of strong relations where we value and respect others uniqueness. Together everyone can grow to find their place in the world.'

RATIONALE

Bullying is defined as the repetitive, intentional hurting of one person or group by another 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 through cyberspace.

Bullying can be:

- Verbal: This can take the form of name-calling. It may be directed towards gender, ethnic origin, physical/social disability, personality, prejudicial, sexual, family, homophobic and cyber bullying etc.
- Physical: A child can be physically kicked, hit, spat at, etc.
- Exclusion: A child can be bullied by being excluded from discussions, activities, games, friendships, etc.
- Damage to property or theft: Pupils may have their property damaged, hidden or stolen. Physical threats may be used by the bully in order that a pupil hands over property to them.

Bullying is not...

- A one off fall out with a friend
- An argument
- A difference of opinion
- A difference in personalities

AIMS & OBJECTIVES

Bullying is always wrong. It damages individual children, therefore, at Holy Trinity Primary School we do all we can to prevent it. The ethos of the school regards all incidents of bullying as unacceptable.

At Holy Trinity, we aim to provide a safe and secure environment where all can learn without anxiety.

This policy aims to produce a consistent school response to any bullying incidents which may occur.

We aim to make 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 school.

The following 3 rules provide a basis for an agreed code of conduct where everyone is treated equally, free from racism, bullying, prejudice or discrimination of any kind.

Our Rules

- 1. *Be Ready***
- 2. *Be Respectful***
- 3. *Be Safe***

We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell a member of staff.

THE ROLE OF THE GOVERNING BODY

- The Governing Body supports the Headteacher 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 incidents of bullying that occur, and reviews the effectiveness of the school's policy regularly. 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 anti-bullying strategies.
- The school responds immediately to any request from a parent or pupil to investigate incidents of bullying. The results of the investigation are reported back to a representative of the Governing Body and parents and pupils informed of the outcome.

THE ROLE OF THE HEADTEACHER

- It is the responsibility of the Headteacher to implement the school's Anti-Bullying Policy and to ensure that all staff (both teaching and non-teaching) are aware of the school's policy and know how to deal with incidents of bullying. The Headteacher reports to the Governing Body about the effectiveness of the anti-bullying policy on request and through the Headteacher's report to governors.

- The Headteacher ensures that all children know that bullying is wrong and that it is unacceptable behaviour at this school. The Headteacher draws attention to this fact through a variety of ways such as collective worships, RSHE curriculum and anti-bullying week.
- The Headteacher ensures that all staff members receive sufficient training to be equipped to deal with incidents of bullying.
- The Headteacher sets the school's 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 children's behaviour.
- Pupils can put forward any general concern about bullying and the success of the policy through their elected school council representatives.
- The success of the policy is monitored by all staff. In the case of lunchtime supervisors, certain aspects may be discussed in detail at their monthly meetings with the Headteacher.
- The Headteacher will be involved in dealing with incidents of bullying and the subsequent monitoring (see flowcart in Appendix 1).

THE ROLE OF THE CLASS TEACHER

- Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place.
- If a teacher witnesses or is made aware of an act of bullying, their first concern will be supporting the bullied child and they will in turn inform the Headteacher or Deputy Headteacher.
- A 'worry' box is situated in each classroom. Any worries put forward by individual pupils are dealt with immediately by class teachers.
- Teachers will be involved in dealing with incidents of bullying and the subsequent monitoring (see flowcart in Appendix 1).

THE ROLE OF PARENTS/CARERS

- Look out for unusual behaviour in your child/ren – for example, they may suddenly not wish to attend school, feel ill regularly, be quiet and withdrawn or not complete work to their usual standard.
- Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, etc.
- If you feel your child may be a victim of bullying behaviour, inform school immediately. Your complaint will be taken seriously and appropriate action will follow.
- If a child has bullied your child, please do not approach that child/parent or involve an older child with the bully. Please inform school immediately.
- It is important that you advise your child not to fight back. It can make matters worse.
- Reassure your child that it is not their fault if they are being bullied.
- Reinforce the school's policy concerning bullying and make sure your child is not afraid to ask for help.
- If you know your child is involved in bullying, please discuss the issues with them and inform school.
- Trust the school to deal with the matter appropriately.
- Remind yourselves of the definition of bullying (at the start of this policy).

BULLYING OF STAFF

Bullying in any form will not be tolerated. All staff are aware of the 'Whistleblowing Policy'. Staff have a right to work in a non-threatening environment – persons using violence, threats or abusive language towards members of staff will be asked to leave and the relevant authorities contacted.

THE ROLE OF OUTSIDE AGENCIES

All incidents are recorded and reported to senior leadership. Generally incidents are dealt with through strategies set up within school. Only relevant staff will be included with any such support. Occasionally incidents require support from outside agencies such as Family Support, Social Care Direct or the Police. Parents will be continually informed and included with such developments.

STRATEGIES FOR PROMOTING A BULLY-FREE SCHOOL

The following strategies are used to prevent bullying at Holy Trinity School:

- Effective leadership promoting an open and honest anti-bullying ethos. Staff demonstrate positive behaviour, setting a clear role model for pupils.
- The SLT work to build staff understanding and engagement with the Anti-Bullying Policy.
- The school uses curriculum opportunities to raise awareness; RSHE, creative learning through art, music, poetry and dance to enhance understanding of feelings and emotions.
- As a Church of England School we use Collective Worship and half termly Values themes to explore feelings and emotions and raise awareness of anti-bullying messages.
- Class reflective corners and the designated reflective area provide opportunities for children to consider how they and others care for and help each other.
- Other opportunities throughout the school year / school day can be used such as Anti Bullying Week, group times, Collective worships, educational visits and visitors to school.
- The school environment is used to raise awareness and promote the anti-bullying message. Examples are; displays, posters, staff supervision around school, quiet areas for reflection.
- The school promotes the work of our peer support systems such as Playground Buddies.
- The school recognises the importance of the provision of a safe, stimulating and enjoyable indoor and outdoor learning environment. This engages the children and reduces the opportunity for bullying behaviour.
- Reward systems are embedded across school that promote good behaviour, positive relationships and good citizenship, including Positive Notes and Above & Beyond certificates
- In our weekly Celebration Assemblies children are acknowledged and rewarded for showing good citizenship and Christian Values.
- The school promotes the professional development of all staff and governors with regard to Safeguarding Children /Child protection.

RELEVANT SUPPORTING POLICIES

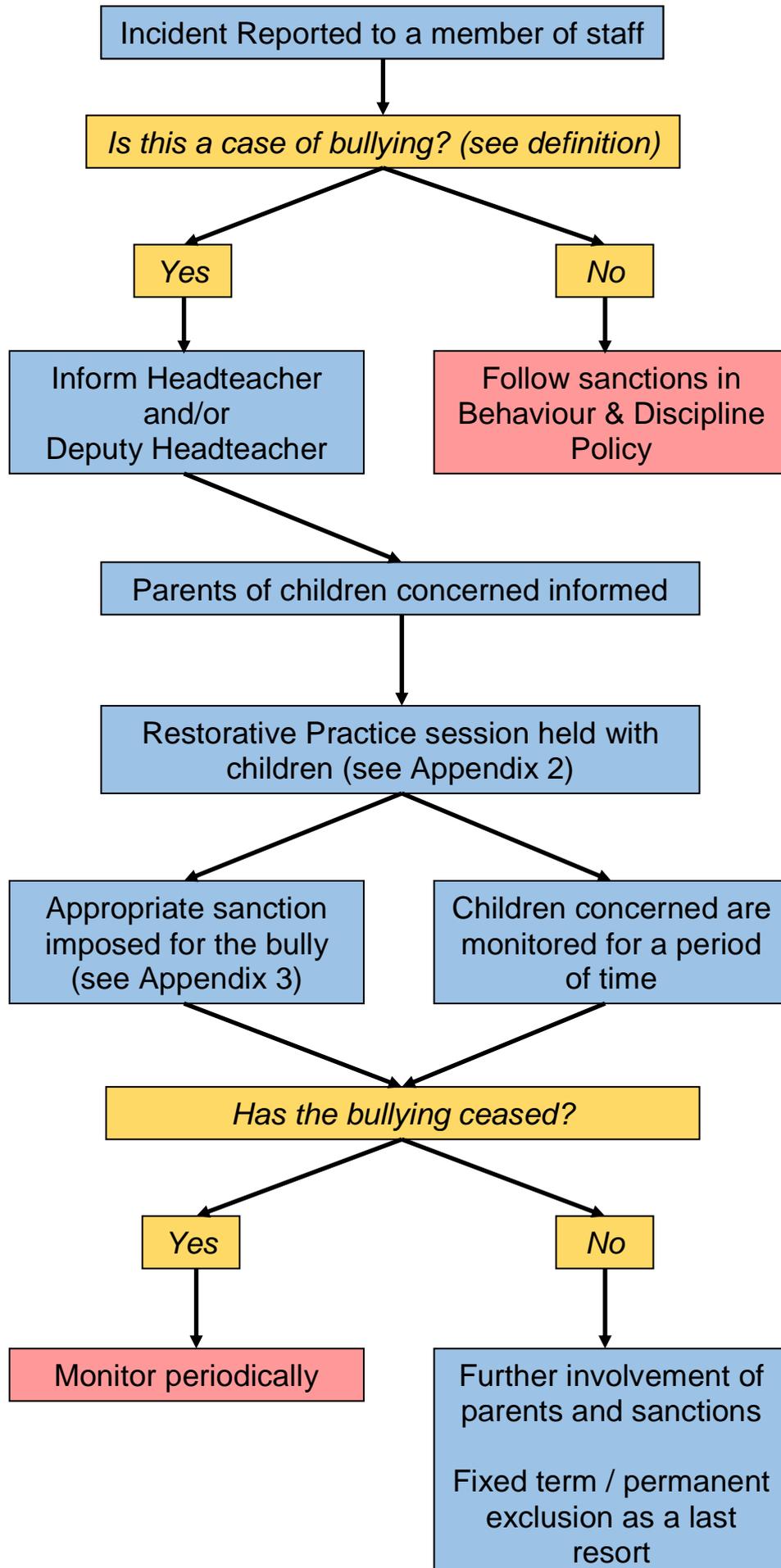
This policy has been written in conjunction with the following school policies which both support and reaffirm the school's stance on anti-bullying issues.

Behaviour Policy, Equality Policy, Special Educational Needs & Disability Policy, E-Safety Policy and Safeguarding Policy

CONCLUSION

This policy is monitored on a day-to-day basis by all staff and the Headteacher reports to governors about the effectiveness of the policy on request. This policy is the governors' responsibility and they review its effectiveness annually. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

APPENDIX 1 – Dealing with Bullying



APPENDIX 2 – Restorative Practice

Our school implements an intervention strategy to bullying based on the No Blame and Restorative Practice approach. This method is a proven approach that focuses on the bullying behaviour and resolving the problem and not the bully. The aim is to solve the problem through bringing those who are harmed by the conflict and those responsible for the harm onto communication. Through discussion and empathy all parties agree a positive way forward.

This process gives children an insight and skills to deal creatively and positively with conflict – a lifelong skill set. Such practice builds relationships, promotes discipline and prevents harm and conflict occurring. Ofsted have recognised the value of adopting this approach.

Benefits

- Building a culture of respect and discipline in the school community.
- Increased staff confidence to deal with a wide variety of discipline issues including classroom management, bullying and low level disruptive behaviour.
- Empowering pupils to take ownership of their behaviour to encourage self-discipline and responsibility to other learners and staff in the school community.

The No Blame / Restorative Practice Session:

1. The staff member talks to the child who has been bullied (victim).
2. The staff member convenes a meeting with the victim and bully (witnesses, pupils not directly involved may be asked to attend).
3. The staff member explains the problem and initiates discussion between bully and victim. Both parties are encouraged to talk in a calm manner, listen without interruption and share and express their feelings. Staff member mediates.
4. The staff member asks the group for their ideas to resolve the problem and to find a way of ending the unhappiness. Staff member may help with suggestions. This is agreed by the group.
5. The staff member leaves the group to implement agreed action.
6. The staff member meets with the group / parties involved the next day and periodically after that to monitor the progress made.
7. The staff member will decide if a longer term action is needed and / or what sanctions are needed.