



Anti- Bullying Policy

Reviewed:	Autumn 2019
By:	Jess Menown (DHT)
Next Review:	Autumn 2021
Ratified by Governors:	Autumn 2021

Trinity Road Primary believes that RESPECT is fundamental to good development and forms the basis of our school ethos.

Trinity Road Primary believes that every child needs, and has a right to, an environment where safety, security, praise and recognition are available and that safety through rules and practices are clearly set out.

At Trinity Road we believe that bullying is detrimental to all concerned and that there is no room for bullying within our whole school community. We are committed to creating a bully- free school. This is clearly reinforced in our behaviour policy.

Bullying is the regular or persistent action of deliberate physical, verbal or psychological violence, conducted by an individual or group and directed against an individual or group, defenceless in the actual situation

We recognise that bullying can take many forms:

- Name calling
- Malicious gossip/talking about someone behind their back
- Damaging or stealing property
- Try to coerce others against their will
- Threatening
- Pushing
- Pinching or kicking
- Jostling
- Teasing/making fun of family members
- Making racist comments
- Making negative comments about SEN or disabilities
- Making negative comments about personal appearance
- Making negative comments about home circumstances
- Making negative comments about sexual orientation
- Making negative comments about ethnicity or religion
- Intimidation
- Damaging work or equipment
- Unwanted physical contact
- Text bullying
- Internet or cyber bullying using social media.

This list does not necessarily cover all possible bullying incidents – an incident should be seen as bullying when a person is regularly made to feel, victimised, vulnerable, unsafe or unhappy. These actions must be persistent or repeated to be considered bullying as opposed to unacceptable behaviour.

Bullies rely on power and domination often with group support. We recognise that the only way to stop bullying is to tell someone. We do everything we can to ensure children are not a by-stander to bullying but report incidents as soon as they can.

How the school addresses anti-bullying in the curriculum

Anti- bullying is addressed as part of the school's PSHE curriculum. In these lessons, children discuss what bullying is and are made aware of how and where to seek help if they are bullied or if they feel that a friend might be the victim of bullying.

The school has a Pastoral Support Worker who will spend time with children who have been identified as a victim of bullying and support them to deal with the situation. The Pastoral Support Worker may also work with the bully and identify any issues behind the bullying behaviour.

The school regularly participates in activities and focused days or weeks that focus on anti-bullying and highlights through class activities and special assemblies organisations like ChildLine and the NSPCC.

All staff are made aware of the issues surrounding bullying through relevant CPD and updated about any school specific concerns through staff meetings.

How is Bullying dealt with in school.

- Any report of bullying or alleged bullying from either a child or a parent/carer is to be reported to a member of SLT or the school's Pastoral Support Worker. The member of staff will then complete an Allegation of bullying Incident Report form. (Appendix 1)
- A member of SLT regularly analyses behaviour records to help identify any trends or issues that have not necessarily been reported.
- This is followed up by interviewing both the victim and the bully separately using Appendix 2 questions to interview those involved. If possible conflict resolution/restorative justice between the victim and bully will be used if this is deemed as appropriate.
- Interviewing the bully may result in a disclosure which could result in Safeguarding procedures being instigated, in this case the CP lead for the school would also be consulted and arising issues dealt with in the appropriate way (Safeguarding Policy)
- Incidents that have been formally reported as mentioned above will be responded to by letter (Appendix 3.1 and 3.2) and where a child has been found to be bullying another, a formal meeting with the parents, Head Teacher, Deputy Head Teacher or Pastoral Support Worker. At this meeting an agreement will be reached and targets set for improved behaviour. This will be monitored by the class teacher and a member of SLT.
- The agreement will be reviewed after a set period of time.
- Continued bullying may result in the possibility of fixed term exclusion at this point Governors will be informed.

A record of bullying is kept by the Head Teacher and the records monitored regularly.

Support to the child

In order for Anti-bullying procedures to be effective, the school should make it clear to children who will listen to them and that they will be taken seriously.

Children will be informed about what is being recorded and what will happen as a result.

The child will be made to feel safe and given strategies to deal with bullying behaviour.

The child may be allocated a 'buddy' who will provide support at break and lunchtimes- this could be another child or a member of staff.

The child will be given the opportunity to work 1:1 with the Pastoral Support Worker within school providing strategies to build self- esteem and confidence.

If the child requires further support the school may request counselling through RELATE

Support to the bully

Underlying reasons for bullying behaviour need to be investigated. This may result in the bully requiring support from outside the school (EWMHS/RELATE).

Support for parents and carers

Parents of both victim and bully could be offered support from the school's Pastoral Support Worker and also informed of useful helplines and websites which may offer additional support.

Parents will be asked to attend meetings to be part of the monitoring and review of behaviour

Parents may be signposted to any Parenting courses available locally and encouraged to attend.

Roles and responsibilities within school

- Class teachers are responsible for observing behavioural changes in pupils and reporting any concerns in regard to bullying.

- Phase leaders are responsible for monitoring behaviour within their phase and escalating any incidents to HT/DHT which need more detailed investigations.
- The Pastoral Support Worker is responsible for supporting the victim of bullying and working with the bully to identify any underlying issues.
- HT/DHT is responsible for dealing with incidents of bullying and meeting with parents of both victim and bully. They are also responsible for monitoring the record of bullying log. The HT has the responsibility of informing Governors about incidents of bullying. The HT, DHT and PSW have the responsibility of following safeguarding procedures where disclosures are made.
- The Governing body is responsible for monitoring the school's record of bullying and any incidents of exclusions via the Head Teacher's report to Governors.

Monitoring of the policy.

This policy will be ratified by Governors and monitored by the Head Teacher and SLT to ensure it is adhered to.

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, 2011
- The 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

Support for victims and information on Anti-Bullying

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Beat Bullying: www.beatbullying.org
- Childline: www.childline.org.uk
- DfE: "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies", and "Supporting children and young people who are bullied: advice for schools" March 2014: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: "No health without mental health": <https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet International: www.childnet.com

- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBT

- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Racism and Hate

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: www.srtrc.org/educational

Appendix 1

Allegation of bullying incident report form							
Completed by:			Reported by:				
Role:			Role:				
Date:			Date:				
Form of referral	Verbal	Phone call	Letter	Email	Other:		
Child/s name/s alleged to be experiencing bullying:					Class and year group		
Child/s name/s alleged to be engaging in bullying behaviour:					Class and year group		
Reported account:							
Actions							
	Check for earlier incidents involving the same pupils		On-going support/monitoring by staff		Applied sanctions		Respond to parents of child experiencing alleged bullying
	Individual discussion with those involved		Liaison with Pastoral Support Worker		Restorative intervention		Contact parents of other pupils involved
	Discussion with class/peers		Liaison with Headteacher		Notified class teacher		Other (detail below)

Was this an incident of bullying? *Circle conclusion and tick appropriate evidence boxes*

YES	Incident was bullying if all 3 warnings below are confirmed	
	<input type="checkbox"/>	1. Hurt has been deliberately/knownly caused (physically or emotionally)
	<input type="checkbox"/>	2. It is a repeated incident or experience or the involvement of a group
	<input type="checkbox"/>	3. Involves an imbalance of power: <ul style="list-style-type: none"> ▪ target feels s/he cannot defend her/himself, or ▪ perpetrator/s exploiting their power (size, age, popularity, coolness, abusive language, labelling/name calling, etc.)
OR		
YES	<input type="checkbox"/>	Incident was cyberbullying if messages of an intimidating, humiliating or threatening nature were sent or left on a social networking site
NO	Incident was not bullying in this case because:	
	<input type="checkbox"/>	It was the first hurtful incident between these children
	<input type="checkbox"/>	It was teasing/banter between friends without intention to cause hurt
	<input type="checkbox"/>	It was a falling out between friends after a quarrel, disagreement or misunderstanding
	<input type="checkbox"/>	It was a conflict that got out of hand
	<input type="checkbox"/>	It was an activity that all parties have consented to and enjoyed (check for coercion)
INSUFFICIENT EVIDENCE		

Details of support offered to child/ren experiencing alleged bullying:

<input type="checkbox"/>	None offered	<input type="checkbox"/>	Peer support (buddy system)	<input type="checkbox"/>	Referral to Pastoral Support Worker	<input type="checkbox"/>	Referral to EWMHS
<input type="checkbox"/>	None (offered but refused)	<input type="checkbox"/>	Check in sessions	<input type="checkbox"/>	Referral to external agency	<input type="checkbox"/>	Other (detail below)

Details of support offered to child/ren engaging in bullying behaviour:

<input type="checkbox"/>	None offered	<input type="checkbox"/>	Peer support (buddy system)	<input type="checkbox"/>	Referral to Pastoral Support Worker	<input type="checkbox"/>	Referral to EWMHS
<input type="checkbox"/>	None (offered but refused)	<input type="checkbox"/>	Check in sessions	<input type="checkbox"/>	Referral to external agency	<input type="checkbox"/>	Other (detail below)

Signed:		Date:	
Role:			

Please scan this report and put on CPOMS. Alert HT.

Appendix 2

Supportive script for initial investigation into an alleged incident

Child's name: Date:	Completed by:
What happened?	
Exactly where and when did the incident take place?	
Were there any other children around at the time, if so who?	
Was there an adult around at the time, if so who?	
What were you doing before the incident took place?	
Can you remember exactly what happened or what was said?	
What happened next?	
Has this happened before?	
What would you like to happen now?	
Additional questions/ answers to be added overleaf	

Appendix 3.1 – Letter to parent of child making allegations of bullying

Date

Dear XXX,

Allegation of bullying incident report form

I am writing to you in response to the allegation of bullying investigation we have carried out following your report to MEMBER OF STAFF in which you alleged your child was a victim of bullying.

After investigation our conclusion is as follows:

Was this an incident of bullying? Circle conclusion and tick appropriate evidence boxes	
YES	Incident was bullying if all 3 warnings below are confirmed
	1. Hurt has been deliberately/knowingly caused (physically or emotionally)
	2. It is a repeated incident or experience or the involvement of a group
	3. Involves an imbalance of power: <ul style="list-style-type: none">target feels s/he cannot defend her/himself, orperpetrator/s exploiting their power (size, age, popularity, coolness, abusive language, labelling/name calling, etc.)
OR	
YES	Incident was cyberbullying if messages of an intimidating, humiliating or threatening nature were sent or left on a social networking site
NO	Incident was not bullying in this case because:
	It was the first hurtful incident between these children
	It was teasing/banter between friends without intention to cause hurt
	It was a falling out between friends after a quarrel, disagreement or misunderstanding
	It was a conflict that got out of hand
It was an activity that all parties have consented to and enjoyed (check for coercion)	
INSUFFICIENT EVIDENCE	

As a result of this the follow up action we will be taking is:

Details of support offered to child experiencing alleged bullying:							
	None offered		Peer support (buddy system)		Referral to Pastoral Support Worker		Referral to EWMHS
	None (offered but refused)		Check in sessions		Referral to external agency		Other (detail below)

With regard to the other children involved in this incident, please be assured that we are working with them and their parents/carers to avoid future incidents.

Please do not hesitate to contact a member of SLT if you or your child need any further support with this matter.

Kind regards,
XXX

Appendix 3.2 – Letter to parent of child accused of bullying behaviour

Date

Dear XXX,

Allegation of bullying incident report form

I am writing to you in response to an allegation of bullying investigation we have carried out regarding your child XXX. It has been alleged that your child has been engaging in behaviour that could be deemed as bullying.

After investigation our conclusion is as follows:

Was this an incident of bullying? <i>Circle conclusion and tick appropriate evidence boxes</i>	
YES	Incident was bullying if all 3 warnings below are confirmed
	1. Hurt has been deliberately/knowingly caused (physically or emotionally)
	2. It is a repeated incident or experience or the involvement of a group
	3. Involves an imbalance of power: <ul style="list-style-type: none">▪ target feels s/he cannot defend her/himself, or▪ perpetrator/s exploiting their power (size, age, popularity, coolness, abusive language, labelling/name calling, etc.)
OR	
YES	Incident was cyberbullying if messages of an intimidating, humiliating or threatening nature were sent or left on a social networking site
NO	Incident was not bullying in this case because:
	It was the first hurtful incident between these children
	It was teasing/banter between friends without intention to cause hurt
	It was a falling out between friends after a quarrel, disagreement or misunderstanding
	It was a conflict that got out of hand
	It was an activity that all parties have consented to and enjoyed (check for coercion)
INSUFFICIENT EVIDENCE	

As a result of this the follow up action we will be taking is:

Details of support offered to child engaging in bullying behaviour:							
	None offered		Peer support (buddy system)		Referral to Pastoral Support Worker		Referral to EWMHS
	None (offered but refused)		Check in sessions		Referral to external agency		Other (detail below)

We appreciate your support with this matter and please do not hesitate to contact a member of SLT if you or your child need any further support.

Kind regards,

XXX