

**Holy Trinity
Church of England
Primary School
Northwood**

Anti-Bullying Policy

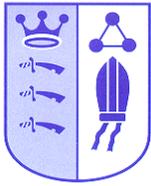
Reviewed by Full Governing Body 24th November 2016

Executive Headteacher _____

Chair of the Governing Body _____

Date: _____

This policy runs alongside the Anti-Bullying Charter which should be reviewed with this policy.



Holy Trinity C of E Primary School Northwood

Policy on Bullying

1 Introduction

1.1 This policy is based on DfE guidance “Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies” and supporting documents “Supporting children and young people who are bullied: advice for schools”, “Cyberbullying: advice for headteachers and school staff”, “Advice for parents and carers on cyberbullying” November 2014 . It also takes into account the DfE statutory guidance, “Keeping Children Safe in Education” 2016. It is a government requirement that all schools have an anti-bullying policy.

1.2 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”, November 2014)

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

Bullying can be direct (either physical or verbal) or indirect (e.g. being ignored or not spoken to).

2 Aims and objectives

2.1 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.

2.2 We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.

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

2.4 We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

3 The role of governors

- 3.1 The governing body supports the executive headteacher and head of school in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.
- 3.2 The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the head of school 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.
- 3.3 A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter. 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 head of school, and asks him/her to conduct an investigation into the case, and to report back to a representative of the governing body.

4 The role of the Executive Headteacher and Head of School

- 4.1 It is the responsibility of the executive headteacher and head of school 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 identify and deal with incidents of bullying. The head of school reports to the governing body about the effectiveness of the anti-bullying policy on request.
- 4.2 The executive headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The executive headteacher and senior leadership team draw the attention of children to this fact at suitable moments. For example, if an incident occurs, the senior leadership team may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.
- 4.3 The head of school ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.
- 4.4 The head of school 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.

5 The role of the teacher and support staff

- 5.1 All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.
- 5.2 Teachers keep their own records of all incidents that happen in their class, and that they are aware of in the school. If teachers witness an act of bullying, they will either investigate it themselves or refer it to the head of school. Teachers and support staff 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 of school, the teacher informs the child's parents or carers.

- 5.3 Senior leaders keep an anti-bullying logbook in which staff record all incidents of bullying that occur both in and out of class. We also record incidents that occur near the school, or on the children's way between school and home. Any adult who witnesses an act of bullying should record it in the logbook.
- 5.4 When any bullying has taken place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim, and punishment for the offender. Time is spent talking to the child who has done the bullying, explaining to them why their action was wrong and how they should change their behaviour in future. If a child is repeatedly involved in bullying, we inform the head of school and the SENCO. We then invite the child's parents or carers into the school to discuss the situation. In more extreme cases, e.g. where these initial discussions have proved ineffective, the head of school may contact external support agencies, such as the social services.
- 5.5 All members of staff routinely attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.
- 5.6 Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

6 The role of parents and carers

- 6.1 Parents and carers 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. If they are not satisfied with the response, they should contact the phase leader. If they remain dissatisfied, they should follow the school's complaints procedure, as detailed in the school Prospectus.
- 6.2 Parents and carers have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

7 The role of pupils

- 7.1 Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.
- 7.2 Pupils are invited to tell us their views about a range of school issues, including bullying, in the annual pupil questionnaire.
- 7.3 Our School Council has developed its own anti-bullying code.

Parents and pupils can get help and advice from the following websites:

<http://www.anti-bullyingalliance.org.uk/>

<https://www.childline.org.uk/>

<https://www.kidscape.org.uk/>

<https://www.nspcc.org.uk/>

8 Bullying outside school premises

“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.” (Preventing and tackling bullying, DFE October 2014)

9 Links with other school policies and practices

This Policy links with a number of other school policies, practices and action plans including:

- Behaviour policy
- Complaints policy
- Child protection and safeguarding policy
- E-Safety and Acceptable Use policies
- Mobile phone policy

10 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 and civil law. These may include (but are not limited to):

- 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

11 Monitoring and review

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

11.2 The anti-bullying policy is the governors' responsibility, and they review its effectiveness annually. They do this by examining the school's anti-bullying logbook, where incidents of bullying are recorded, and by discussion with the headteacher. Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.

11.3 This policy will be reviewed every two years, or earlier if necessary.



Holy Trinity CEPS Northwood Allegation of Bullying Report Form

Definition of Bullying:

Bullying is a persistent, deliberate attempt to hurt or humiliate someone.

There may sometimes be misunderstanding about the meaning of the term 'bullying': one-off incidents, whilst they may be very serious and will always be dealt with, do not fall within the definition of 'bullying'.

Types of bullying

There are various types of bullying, but most have three things in common:

1. It is deliberately hurtful behaviour.
2. It is repeated over time.
3. There is an imbalance of power, which makes it hard for those being bullied to defend themselves

Bullying may take various forms, including:

- **Physical**
e.g. kicking, hitting, pushing, intimidating behaviour or interference with personal property
- **Verbal/Psychological**
e.g. threats, taunts, shunning/ostracism, name-calling/verbal abuse or spreading of rumours
- **Racist Bullying** e.g. physical, verbal, written, on-line or text abuse or ridicule based on differences of race, colour, ethnicity, nationality, culture or language
- **Faith-based Bullying** e.g. negative stereotyping, name-calling or ridiculing based on religion
- **Sexist Bullying** e.g. use of sexist language or negative stereotyping based on gender
- **Sexual Bullying**
e.g. unwanted/inappropriate physical contact or sexual innuendo
- **Homophobic Bullying** e.g. name-calling, innuendo or negative stereotyping based on sexual orientation or use of homophobic language
- **SEN / Disability Bullying** e.g. name-calling, innuendo, negative stereotyping or excluding from activity based on disability or learning difficulties
- **Gifted/Talented Bullying** e.g. name-calling, innuendo, ostracism or negative peer pressure based on high levels of ability or effort
- **Cyber Bullying** e.g. abuse on-line or via text message, interfering with electronic files, setting up or promoting inappropriate websites and inappropriate sharing of images from webcams/mobile phones

Name of Person reporting allegation: _____

Name of alleged victim: _____

Date: _____

Name of Staff Member(s): _____

Please answer fully the following questions.

1. Please read the definition above and indicate which category the incident relates to:

2. Please give a brief description, date and location of the incident.

3. Has this or a similar incident happened before?

If yes, please indicate when and how often?

4. Were there any witnesses to the incident(s)? If so please give the names.

5. What would you consider to be a good outcome to be and have you any suggestions on how this could be achieved?

We take every suggestion of bullying extremely seriously and thank you for reporting this incident and in doing so helping the school to eliminate bullying.

Feedback to Parent/Carer

Date: Staff Member

Signed:

Date: Head of School / Assistant Headteacher

Signed: