



## HOLY TRINITY C E (A) PRIMARY SCHOOL Anti-Bullying Policy

### Vision

We aspire to be a happy, confident and caring community where children are motivated to achieve their full potential in a supportive learning environment, underpinned by a strong Christian ethos.

*1 John 4: 16: 'God is love and those who live in love live in God, and God lives in them'.*

<b>POLICY</b>	Anti-Bullying Policy
<b>SOURCE</b>	Holy Trinity CE Primary
<b>REVIEWED BY</b>	Teaching, Learning & Ethos Committee
<b>ADOPTED</b>	Staffing, Curriculum & Spirituality Committee: September 2009
<b>REVIEW &amp; APPROVAL DATES</b>	Reviewed by SCS: March 2012; January 2015; February 2017 Reviewed by TLE Committee: June 2019
<b>REVISION DUE</b>	Summer 2021

## **HOLY TRINITY C E (A) PRIMARY SCHOOL**

### **Anti-Bullying Policy**

Holy Trinity C.E. Primary School is committed to providing a high quality education to all our children. We believe that all children should be equally valued in school and our approach will engender a sense of community and belonging in a supportive Christian ethos.

#### **Rationale**

Everyone at Holy Trinity has the right to feel welcome, happy and secure at our school. For all members of the school community to achieve their maximum potential, it is vital that everyone is committed to ensuring we work in a relaxed and secure environment. Bullying prevents this from being able to happen. Therefore, bullying of any kind is not acceptable at Holy Trinity. If bullying does occur, all pupils should be able to tell someone and know that all incidents will be dealt with promptly and effectively. This policy contains guidelines to support our school ethos on bullying.

This policy should be read in conjunction with the Child Protection & Safeguarding Policy.

#### **What is bullying?**

Bullying is deliberately hurtful behaviour that is repeated over a period of time. This can take the form of name-calling, violence or threatened violence, isolation, ridicule or indirect action such as spreading rumours about someone and may include physical, verbal, emotional, cyber, racist, sexist or homophobic bullying.

It is also important for all members of the school community to recognise and identify the difference between bullying and simply 'falling out'.

#### **Signs and symptoms**

A child *may* indicate by their behaviour that he or she is being bullied. All adults should be aware of these possible signs and should investigate if a child:

- is frightened of walking to/from school
- doesn't want to go to school
- insists on being driven to school
- changes their usual routine
- becomes withdrawn, anxious or lacking in confidence
- starts stammering
- threatens to harm themselves or runs away
- cries themselves to sleep at night or has nightmares
- feels 'ill' in the morning
- fails to make expected progress in school work
- comes home with torn clothes, damaged books etc.
- has possessions go 'missing'
- asks for money or starts stealing money
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above

These signs or behaviours may indicate other problems but bullying should be considered a possibility and should be investigated.

### **Procedures to tackle bullying**

Prevention is better than cure so at Holy Trinity we will be vigilant in looking for signs of bullying and take all reports of incidents seriously. We will use the curriculum wherever possible to reinforce the ethos of the school and help pupils to combat bullying-type behaviour. In November, we take part in '**Anti-bullying Week**' which concentrates on the effects of bullying and how to prevent it from happening. We also teach the SEAL (Social and Emotional Aspects of Learning) unit 'Say no to bullying' during this week.

The school has adopted the CPOMS (Child Protection Online Management System) to record behaviour and other incidents of concern, including bullying.

The school uses WSCC forms to record and report racist or homophobic incidents.

Pupils are told that it is important for them to report any incidence of bullying to an adult within the school, and that it is their responsibility to report any knowledge of another pupil being bullied to a member of staff. However, it is recognised that not all children will feel comfortable talking to an adult about a bullying issue so each class has a 'Worry Box'. The children can write or draw their worries on a piece of paper and put it into the 'Worry Box'. Each teacher looks in the box regularly and then finds a suitable time to talk to the child(ren) concerned privately. The children are also made aware that they could speak to another child in the school about their concerns and worries.

All reported incidents of bullying will be taken seriously by staff members and investigated appropriately. Class teachers are responsible for keeping a record of such incidents in the pupil's individual PSHE record. All possible incidences of bullying should be reported to the Headteacher. The Headteacher will then complete an 'Bullying and Racist Incident Record Form' which will be filed in the Bullying File. The Bullying File will be kept in the Headteacher's office and will serve as a record of bullying incidents within the school. Upon report of a bullying incident, a discussion will take place between the adult, usually the class teacher, and the pupils involved to investigate the nature of the incident. The adult will try to remain neutral and will avoid direct, closed questioning as this may be interpreted as accusatory or interrogational in style. Each pupil involved must be given the opportunity to talk and the discussion should remain focused on finding a solution to the problem and preventing the bullying recurring.

There are also a number of alternative strategies that could be applied when dealing with a bullying incident, particularly if more than one pupil is involved. These include role-play, Circle Time using the SEAL (Social and Emotional Aspects of Learning) resource, setting up a buddy system and peer counselling.

### **Sanctions**

We at Holy Trinity take bullying behaviour very seriously and have a responsibility to prevent bullying from recurring. Therefore, incidents of bullying behaviour will be dealt with in a proportionate way – the more serious the incident, the more serious the response. The sanctions used are at the discretion of the Headteacher and will be applied appropriately and fairly.

### **Behaviour Management by Staff and Physical Intervention**

All pupils have a right to be treated with respect and dignity by all staff. Corporal punishment is unlawful in all schools. Staff and volunteers *must not use any form of degrading treatment* to punish a pupil.

- The use of sarcasm, demeaning or insensitive comments towards pupils is not acceptable in any situation.
- Shouting aggressively or hectoring is not acceptable in any situation.
- Deliberately intimidating pupils by overbearing physical presence is not acceptable in any situation.

The circumstances in which staff can physically intervene with a pupil are covered by the 1996 Education Act. Staff may legitimately intervene to prevent a pupil from committing a criminal offence, injuring themselves or others, causing damage to property, engaging in behaviour prejudicial to good order and to maintain good order and discipline. Staff should have regard to the health and safety of themselves and others. Under no circumstances should physical force be used as a form of punishment. The use of unwarranted physical force is likely to constitute a criminal offence. The Team Teach method of physical support is the school's recommended approach. The school has a separate policy on the use positive handling which forms part of this Code of Conduct.

### **Parental Involvement**

The parents of the bullies and their victims will be informed of an incident and asked to attend a meeting at school to discuss the problem. They will then be asked to support the strategies proposed to tackle the problem. The bully/bullies will also be reminded of the consequences of bullying and told that their behaviour will be closely monitored to ensure bullying does not reoccur. Whilst there is little history of bullying at Holy Trinity, we believe that it is essential to monitor behaviour closely. Therefore, this policy is seen as an integral part of our Behaviour Policy.

## **Appendix A**

### **Peer on Peer Abuse**

1. At Holy Trinity CEP School we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.
2. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's behaviour policy or bullying policy in the first instance.
3. However, we recognise that some allegations may be of such a serious nature that they may raise safeguarding concerns
4. **All staff** should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This may include physical abuse, emotional abuse, sexual abuse and sexual exploitation and may manifest as (though not limited to): bullying (including cyber-bullying), gender based violence/sexual assaults and sexting. Such peer on peer abuse may take many different forms and present in many different ways – see below. **All school staff** must be aware that children can be abusers and any concerns should be discussed with the designated safeguarding lead.
5. If Peer on Peer abuse is suspected staff should follow section 8.7 of the West Sussex Child Protection and Safeguarding Procedures - Children who Harm Other Children.

### **Peer on Peer Abuse; Prevention**

As a school we will minimise the risk of allegations against other pupils by:

1. providing a developmentally appropriate PSHE syllabus which develops students understanding of acceptable behaviour and keeping themselves safe
2. Having systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued
3. Delivering targeted work on assertiveness and keeping safe to those children identified as being at risk
4. Developing robust risk assessments and providing targeted work for pupils identified as being a potential risk to other pupils

### **Allegations against other pupils which are safeguarding issues**

1. Occasionally, allegations may be made against student by other students in the school which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation.
2. Professionals must decide in the circumstances of each case whether or not behaviour directed at another child should be categorised as abusive or not.
3. It will be helpful to consider the following factors:
  - 1) Relative chronological and developmental age of the two children (the greater the difference, the more likely the behaviour should be defined as abusive)
  - 2) A differential in power or authority (e.g. related to race or physical or intellectual vulnerability of the victim)
  - 3) Actual behaviour (both physical and verbal factors must be considered)
  - 4) Whether the behaviour could be described as age appropriate or involves inappropriate sexual knowledge or motivation
  - 5) Physical aggression, bullying or bribery
  - 6) The victim's experience and perception of the behaviour
  - 7) The possibility the abuser is, or was, also a victim
  - 8) Attempts to ensure secrecy
  - 9) An assessment of the change in the behaviour over time (whether it has become more severe or more frequent)
  - 10) Duration and frequency of behaviour.

### **Examples of safeguarding issues against a student could include:**

#### **Physical abuse**

Violence, particularly pre-planned  
Forcing others to use drugs or alcohol

#### **Emotional abuse**

Blackmail or extortion  
Threats and intimidation (including racist or homophobic/religious remarks, cyber-bullying)  
Isolating an individual from social activities  
Sexting

#### **Sexual abuse, including Sexting.**

Indecent exposure, indecent touching or serious sexual assault  
Forcing others to watch pornography or taking part in sexting

#### **Sexual Exploitation**

Encouraging other children to engage in inappropriate sexual behaviour  
Photographing or videoing other children performing indecent acts

## **Procedure**

If there is a safeguarding concern, the Designated Safeguarding Lead (DSL) should be informed.

1. A factual record should be made of the allegation, but no attempt at that stage should be made to investigate the circumstances (though further discussion with the alleged victim/perpetrator may be required by the school if further assessment is required prior to safeguarding decision).
2. The Designated Safeguarding Lead should contact the MASH to discuss the case.
3. The Designated Safeguarding Lead will follow through the outcomes of the discussion and make a referral when appropriate.
4. If the allegation indicates that a potential criminal offence has taken place, the MASH will consult with the police.
5. Parents of both the student being complained about and the alleged victim should be informed and kept updated on the progress of the referral, unless to do so would place the alleged victim at risk, and/or jeopardise a police investigation. If unsure, advice should be sought.
6. The Designated Safeguarding Lead will make a record of the concern and a copy will be kept on both pupils' files.
7. It may be appropriate to exclude the pupil being complained about for a period of time according to the schools' behaviour policy and procedures.
8. Where neither Children's Social Care nor the Police accept the complaint, a thorough school investigation should take place in the matter using the school's usual disciplinary procedures.
9. In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative plan. The plan should be monitored and a date set for a follow up review with everyone concerned.