

Policy: Anti Bullying Policy
SACC approval: March 2025
Ratified FGB: March 2025
Review: March 2027

Holy Trinity Church of England (VA) Primary School



Believe • Achieve • Inspire •

Anti-Bullying Policy

SCHOOL VISION

Our vision is for our pupils to flourish in an inclusive, inspirational place of learning where we are happy, respectful, kind and safe.

At Holy Trinity Church of England Primary School our Christian vision shapes all we do.

*"I know that there is nothing better for people than to be happy and to do good while they live."
Ecclesiastes 3:12.*

- we facilitate opportunities so every child can flourish in a place where they feel **safe, happy and confident**.
- staff **well-being** and professional development is valued and supported in order to fulfil their roles, **inspire** others and experience personal **fulfilment**.
- the school provides facilities that enables our pupils to reach their potential in an **optimum learning environment**.
- the **school plays a central role within our community** and enjoys strong **links with the church, local companies and other schools**.
- we create a culture of vigilance to **safeguard** all children.

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Ecclesiastes 3:12

Principles and Values

As a school we take bullying and its impact extremely seriously. Pupils and parents should be assured that known incidents of bullying will be responded to. Bullying will not be tolerated. The school will seek ways to counter the effects of bullying that may occur within school or in the local community. The ethos of our school fosters high expectations of outstanding behaviour and we will consistently challenge any behaviour that falls below this.

Objectives of this Policy

- To make it clear that all governors, staff, adults working with pupils, parents and the pupils themselves have a clear understanding of what bullying is
- To make it clear to all governors, staff and those who work regularly with pupils the school's policy and procedures for dealing with inappropriate behaviour and reported bullying behaviour
- To create a clear understanding of how to deal with bullying and the procedures for dealing with concerns of bullying and reporting bullying behaviour.
- To make it clear the school's ethos and approach to eradicating bullying in our school

All of us have encountered bullying at some point in our lives, but we all deal with it differently. The aim of this policy is to work together to ensure that our school is a safe place for children and adults to be; whether the school community is directly or indirectly affected by bullying.

What Is Bullying?

Bullying is a persistent recurring pattern of unacceptable behaviour where an individual or group intentionally and consciously use hostile, aggressive behaviour and/or language towards an individual or a group, therefore abuse their position with the intention to physically or emotionally harm others or seek to gain real or perceived power.

In other words, bullying at Holy Trinity is considered to be, "unacceptable and inappropriate behaviour which occurs **'repeatedly and on purpose and is a deliberate abuse of power'**."

It is important to understand that bullying is not the *odd occasion* of falling out with friends. It is bullying if it is done several times on purpose. Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns and be supported by the adults around them to do so effectively. We all have to learn how to deal with these situations and develop social skills to repair relationships.

Bullying can occur over a short period of time (i.e. repeated regularly and on-going throughout the day or week at different times) or over a continuous long period of time (i.e. persistent and repeated over weeks, months or throughout the year).

All offensive, threatening, physical and abusive language and behaviour is always unacceptable whether it meets the definition of bullying or not. This refers to any language or behaviour referring to a protected characteristic of a person under the Equality Act 2010, i.e. age, disability, gender reassignment, race, religion or belief, gender or sexual orientation. These behaviours and use of inappropriate language will be logged and monitored to identify if there is evidence of bullying in the school and patterns of inappropriate behaviour and language across the school.

Many times, a single act or behaviour is out of proportion, but it is not considered bullying.

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Ecclesiastes 3:12

Some people may believe that bullying is any aggressive behaviour and although such behaviours are a source of concern and need attention, it is important to separate them from bullying. There are many different types of inappropriate behaviour that can be categorised into four main groups some of which some come under the Equality Act 2010:

Type	Explanation	Examples
Physical bullying	This behaviour covers any act of a person (or group of people), which uses physical actions to hurt, humiliate and intimidate others.	• Hitting • Pushing • Poking • Making someone trip intentionally • Sexual harassment or any physical touch without consent • Abusing someone else's belongings by taking without permission, stealing, hiding or damaging them in any way
Verbal and non-verbal bullying	This behavior is the most common form of bullying. Any repeated form of systematic verbal abuse is considered bullying. The main idea is to purposely emotionally hurt the victim and are therefore dominant in power over that person.	• Name calling • Insults • Negative remarks regarding sexual preferences, gender, age, race, ethnic background, religion, physical appearance, medical, family status, economic status, skills, abilities or group affiliation • Threatening, violent and abusive language • Displaying intimidating and physical gestures • Repeated negative banter
Social bullying	This form of bullying abuses our desire to be accepted as part of a group in a negative way. Bullies who prefer this way of bullying turn the group against others, mainly because doing it directly and on their own is either too hard or not enough for them. The main idea is to purposely humiliate the victim and make them powerless while holding control of others.	• Lying about someone (blaming them for a problem) • Spreading rumors • Gossiping • Revealing secrets • Making a fool of someone by playing a nasty joke • Mimicking • Continually excluding someone from a group or ostracize them
Cyber bullying	Cyber bullying uses technology to bully others verbally and/or socially. As technology develops and becomes readily available to all, including children and teens, it is very natural that bullies replicate their abusive forms of communication from real life and in their digital communication.	• Using phone/email/chat/social networking/SMS/text messages to make fun of people • Using phone/email/chat/social networking/SMS/text messages to threaten or intimidate someone • Using digital technology to spread rumours on someone • Using digital communication to insult someone • Using negative remarks through phone/email/chat/social networking/SMS/text messages • Revealing secrets without consent using digital media • Using phone/email/chat/social networking/SMS/text messages to gossip • Regularly excluding someone from digital group interactions or deliberately blocking them from accessing information available to their peer group

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		• To send or pass on inappropriate images and photographs that can offend or damage the reputation of an individual • sexting
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Bullying behaviour can take place any time in school, in the community and online.. Staff should be particularly vigilant when in the classroom, in the playground, when in the communal areas, on day trips or residential trips and when using electronic and communication devices. It can take place in group activities, within families and between families in the local community.

Perpetrators and Victims

Bullying behaviour takes place where there is an imbalance of power of one person or persons over another.

This can be achieved by:

- The size of the individual,
- The strength (mental or physical) of the individual
- The popularity status
- The numbers or group size involved
- Anonymity – through the use of cyber bullying or using email, social networking sites, texts etc.

Staff must remain vigilant about bullying behaviours and approach this in the same way as any other category of abuse; that is, do not wait to be told if you know of any concerns. Children may not be aware that they are being bullied; because they may be too young or have a level of Special Educational Needs which means that they may be unable to realise what others may be doing to them.

Staff must also be aware of those children who may be vulnerable pupils; those coming from troubled families, or those responding to emotional problems or mental health issues which may bring about a tendency to be unkind to others, or may make them more likely to fall victim to the behaviour of others.

Why is it Important to Respond to Bullying?

- Bullying hurts both physically and emotionally and can have long term effects.
- No one deserves to be a victim of bullying behaviour.
- Bullying has the potential to damage the mental health of a victim.
- Everybody has the right to be treated with respect.

Pupils who are displaying bullying behaviour towards others need;

- support to identify why they act this way.
- to understand the impact of their behaviour on others.
- to learn different ways of behaving.

Signs and Symptoms for Parents and Staff

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

- is frightened of walking to or from school
- begs to be driven to school

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- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn, anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do make less effort with school work than previously
- comes home with clothes torn
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money
- has unexplained cuts or bruises
- comes home hungry (money / lunch has been stolen)
- changes their usual routine
- 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
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber message is received
- lack of eye contact
- becoming short tempered
- change in attitude to people at home.

These signs and behaviours could indicate other social, emotional and/or mental health problems, but bullying should be considered a possibility and should be investigated.

What can you do if you are being bullied?

Wherever you are in school, you have the right to feel safe. Nobody has the right to make you feel unhappy. If someone is bullying you, it is important to remember that it is not your fault and there are people who can help you.

What can you do if you see someone else being bullied? (The role of the bystander)

Ignoring bullying is unfair to the victim. Staying silent means the bully has won and gives them more power. There are ways you can help without putting yourself in danger. Speak up to an adult that you trust.

Procedures for reporting and responding to bullying incidents

All staff will respond professionally and consistently to all allegations and incidents of bullying and deal with them impartially and promptly. All those involved will have the opportunity to be heard. Staff will protect and support all children involved whilst allegations and incidents are investigated and resolved.

The following step-by-step procedure will be used for reporting and responding to bullying allegations or incidents:

1. Report all bullying allegations and incidents to staff.
2. Staff will make sure the victim(s) is and feels safe.
3. Appropriate advice will be given to help the victim(s).
4. Staff will listen and speak to all children involved about the incident separately.

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5. The problem will be identified and possible solutions suggested.
6. Staff will attempt to adopt a problem solving approach which will move children on from them having to justify their behaviour.
7. Appropriate action will be taken quickly to end the bullying behaviour or threats of bullying.
8. Staff will reinforce to the bully that their behaviour is unacceptable.
9. The bully (bullies) may be asked to genuinely apologise. (see Behaviour Policy)
10. If possible, the pupils will be reconciled.
11. An attempt will be made, and support given, to help the bully (bullies) understand and change his/her/their behaviour.
12. In all cases parents will be informed and will be invited to come into school for a meeting to discuss the problem.
13. After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
14. Bullying incidents are recorded.
15. Bullying incidents will be discussed regularly at staff meetings.

Procedures and Outcomes

- All known/reported incidences of inappropriate behaviour will be investigated by the class teacher or by a senior member of staff. If their behaviour is found to be inappropriate the pupil will be asked to complete a behaviour reflection from focusing on their behaviour choices (See Behaviour Policy).
- If a person reports or believes there to be bullying behaviour they must tell the teacher/lead adult, who will make note of this, seek to investigate and report it to the Headteacher.
- The Headteacher will check behaviour records, investigate the bullying allegations and talk to persons involved.
- Parents of the perpetrator may also be questioned about the incident or about any concerns that they may be having.
- The child displaying unacceptable behaviour may be asked to genuinely apologise (as appropriate to the child's age and level of understanding).
- Other consequences may take place. Eg a parent being informed about their child's behaviour and a request that the parents support the school with any sanctions that it takes (See Behaviour Policy). Wherever possible, the pupils will be reconciled.
- In some cases, outside agencies may be requested to support the school or family in dealing with a child continually demonstrating unacceptable behaviour towards others. eg police, counsellor, Behaviour Support Team.
- In serious cases (this is defined as children displaying an on-going lack of response to sanctions, that is, no change in behaviour of the perpetrator and an unwillingness to alter their behaviour choices or an act where there is on-going malicious intent and significant harm to a person either physically or emotionally and is considered to be a criminal act), support from behaviour outreach, counselling, reduced timetables, or a temporary, fixed or permanent exclusion will be considered. This may involve police intervention.
- During and after the incident(s) have been investigated and dealt with, each case will be recorded using the school's procedure (CPOMS)(See [Appendix 1](#)) and stored in a locked cupboard. This will be monitored to track pupil behaviour and if regular incidences occur then the school will act to

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reduce the likelihood that repeated bullying does not take place.

- The Safeguarding Governor will be informed of any incidents recorded in the log along with incidents, sanctions and reconciliation.

Prevention

At Holy Trinity we use a variety of methods to support children in preventing and understanding the consequences of bullying through the school Vision and Values, Collective Worship, P4C, Relationships Education, PSHE and Citizenship lessons, SMSC Curriculum, Internet Safety lessons and Worry Boxes.

The ethos and working philosophy of Holy Trinity means that all staff actively encourage children to have respect for each other and for other people's property. Good and kind/polite behaviour is regularly acknowledged and rewarded..

Staff will regularly discuss bullying, this will inform children that we are serious about dealing with bullying and leads to open conversations and increased confidence in children to want to discuss bullying and report any incidents and concerns about other children's behaviour.

Staff will reinforce expectations of behaviour as a regular theme in line with our Vision, Christian Values and our Behaviour Policy.

Staff must adhere to our Equality Policy; supporting every child in our school. Staff must be careful not to highlight differences of children or an individual child, even if this is done in jest. This gives other children advocacy to use this difference to begin calling names or teasing.

Staff must be vigilant regarding groups of friends together. Friendship groups may bring about the imbalance of power and must be led towards welcoming others to join them and not excluding others from their group.

Staff must reinforce a general message that children do not have to be friends with everyone else, but they must be respectful of everyone else's feelings and be kind to each other.

Children are involved in the prevention of bullying as and when appropriate, these may include:

- writing a set of school or classrules (Class Charter)
- Writing a personal pledge or promise against bullying
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- making up role-plays about what to do through scenarios of bullying
- having discussions about bullying and why it matters that children who use unacceptable behaviour towards others are dealt with quickly

If a child feels that they are being bullied then there are several procedures that they are encouraged to follow: (not hierarchical)

- Tell a friend
- Tell your School Council representative
- Tell a teacher or adult whom you feel you can trust
- Write your concern and post it in the 'worry box' in your classroom or in the ELSA pastoral room
- Tell a parent or adult at home whom you trust
- Discuss it as part of your PSHE/P4C time
- Ring Childline and follow the advice given (0800 1111)

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Recording of Bullying Incidents

When an incident of bullying has taken place, staff must be prepared to record and report each incident. In the case of racist bullying, this must be reported to the Headteacher. General incidences of misbehavior or unkind acts that are slightly considered as bullying behaviour should be recorded on CPOMS(Appendix 1) this would include incidents where staff have had to become involved and speak with children, and/or where parents have raised concerns regarding bullying.

All incidents of bullying will be discussed with all relevant staff and parents of the children involved, in order that everyone can be vigilant and that further incidents by the same child(ren) may be prevented from happening in the future.

Incidents of bullying will be reported anonymously to the Governing Board through the Safeguarding Governors review meetings.

Advice to Parents

As the parent of a child whom you suspect is being bullied in school-

1. Report your concerns to the class teacher, so they may investigate this.
2. In the case of bullying behaviour, the incidents will be recorded by staff on CPOMS and the Headteacher notified.
3. In serious cases and when the bullying behaviour is found to be recurring, parents will be asked to come in to a meeting to discuss the problem.
4. If necessary and appropriate, police will be consulted.
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly.
6. An attempt will be made to help the child who has been subject to bullying behaviour.
7. An attempt will be made to help the child using unacceptable behaviour towards others, to change their behaviour.

Parents, Please Do Not:

- Keep the concerns to yourself.
- Attempt to sort the problem out yourself by:
 - speaking to the other child(ren) involved;
 - speaking to their parents;
 - investigating and questioning all those involved or present;
 - encourage your child to be 'a bully' back or tell them to ignore it.

These actions will only make the problem much harder for the school to resolve.

Useful links and supporting organisations

Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk

Childline: www.childline.org.uk

Family Lives: www.familylives.org.uk

Kidscape: www.kidscape.org.uk

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MindEd: www.minded.org.uk

NSPCC: www.nspcc.org.uk

The BIG Award: www.bullyinginterventiongroup.co.uk/index.php

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

The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practiceschools

SEND

Changing Faces: www.changingfaces.org.uk

Mencap: www.mencap.org.uk

Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities:
www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf DfE:

SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

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

The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-forchild-internet-safety-ukccis

Race, religion and nationality

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

Tell Mama: www.tellmamauk.org

Educate against Hate: www.educateagainsthate.com/

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Show Racism the Red Card: www.srtrc.org/educational

LGBT

Barnardo's LGBT Hub: [www.barnardos.org.uk/what we do/our work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)

Metro Charity: www.metrocentreonline.org

EACH: www.eachaction.org.uk

Proud Trust: www.theproudtrust.org

Schools Out: www.schools-out.org.uk

Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying

Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk

A Guide for Schools: www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf

Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign-posters

Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying:

www.anti-bullyingalliance.org.uk/tools-information/all-aboutbullying/sexual-and-gender-related

www.gov.uk/government/publications/preventing-and-tackling-bullying

Linked Policies

Other policies that should be referred to and can be copied include;

- Health and Safety Policy
- Equal Opportunities Policy
- Safeguarding and Child Protection Policy
- Behaviour Policy
- Extra-Curricular Policy

This policy was adopted by Holy Trinity CE Primary School and agreed by the Standards, Achievements and Curriculum Committee and ratified by the Full Governing Board.

Approved by.....on behalf of the School Governing Board.

Signature:.....

Date:.....

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APPENDIX 1
Investigation Behaviour Log



Year Group:

Completed by:

Date:
Child(ren) displaying inappropriate behaviour:

Description of the incident:		
Who was affected?		
Action(s) Taken	By whom	Date:
Conclusion – final outcome/reconciliation		

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