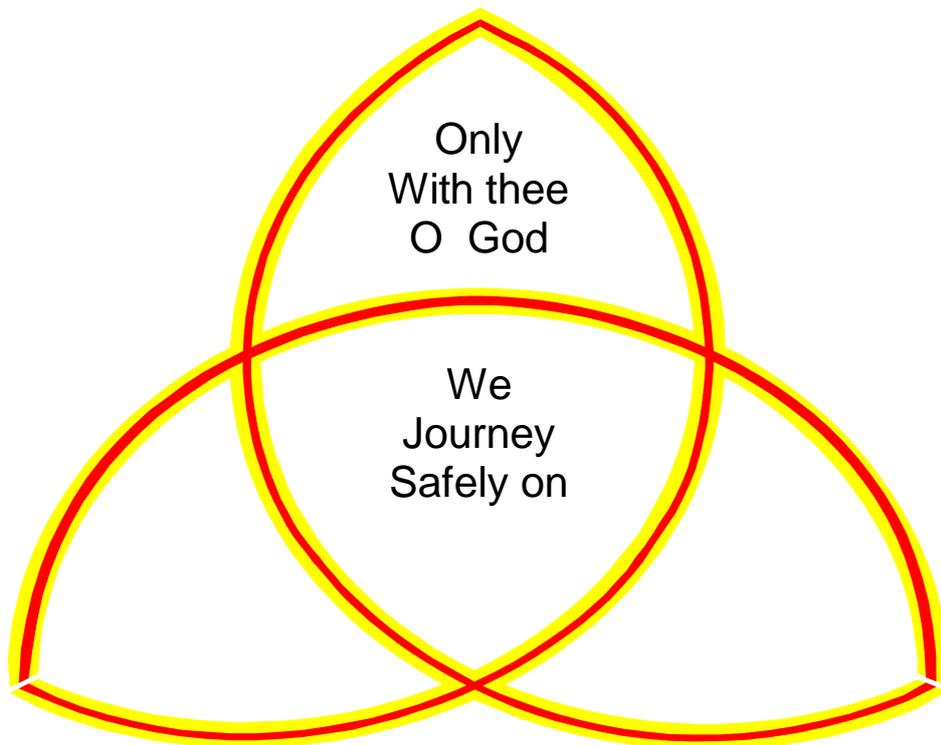


Holy Trinity CE Junior School



Policy and procedure for:

Written by:

Date reviewed:

Next review date:

Anti Bullying

Mrs J Sweetman/ Mrs S

Gruffydd

Summer 2018

Summer 2019

Policy

Anti bullying Policy

Principles

Holy Trinity C of E Junior School is committed to providing the best education for the children in our care, in a Christian environment. In our Christian community relationships are based on these core values: loving, caring attitudes; concern for the whole person; justice and respect for others. Bullying of any kind is unacceptable at our school.

Valuing All God's Children (published by the Church of England's Archbishops' Council Education Division 2014). The guidance represents the action and commitment that the Church of England is taking to stamp out homophobic stereotyping and bullying for the children and young people educated in our schools.

"The core purpose of any Church school is to maximise the learning potential of every pupil within the love of God."²

Church of England Schools have at their heart a belief that all children are loved by God, are individually unique and that the school has a mission to help each pupil to fulfil their potential in all aspects of their personhood: physically, academically, socially, morally and spiritually. Schools have a duty to try to remove any factor that might represent a hindrance to a child's fulfilment. We want all pupils to want to engage in learning in a safe and welcoming ethos.

Aims

If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell an adult and should be sure that steps will be taken to stop the bullying continuing. Bullying is rare at our school but we are rigorous in monitoring and reviewing our practice to make sure that this continues to be the case.

Practice

All members of the school community should be aware of:

- what constitutes bullying
- the signs that a child or adult is being bullied
- the actions they should take

There will be no discrimination against pupils, when investigating incidents of bullying, in line with The Equality Act, 2010.

Reports of bullying inside and outside school will be investigated following the procedures stated in this policy.

This policy runs in conjunction with the school's policy and procedures for Child Protection, Equality Policy and SRE policy.

As a school we will take steps to raise awareness of bullying and how to prevent it. This may include:

- CAOW; PSHE; Circle Time; Social Skills groups
- Including discussions about bullying, tolerance and differences where appropriate in the wider curriculum
- Modelling respect, care and compassion towards all members of the school community
- Displaying information about preventing bullying and available support, around school.
- Anti-Bullying week (Nov)

- Safer internet week (Feb)

- Mental Health week (May)

What Is Bullying?

DFE guidance: Preventing and Tackling Bullying, July 2017 states:

‘Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.’

A person can be bullied in relation to any protected characteristic: The Equality Act 2010 states: **Protected Characteristics** are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. Please refer to the Equality Policy for definitions.

Bullying may take various forms, including taunts and gestures.

TYPE	EXAMPLE
Physical	Kicking, hitting, pushing, biting, pulling of hair or clothes, charging, intimidating behaviour or interference with /damage to personal property.
Verbal/Psychological/ Emotional	Threats, taunts, intimidation, ignoring, exclusion from a group, ostracism, name-calling, verbal abuse, the spreading of rumours, extortion of money or belongings, inciting, encouraging or pressurising others to behave in ways against their will, ‘staring out’, persistent teasing that causes pain or loss of self-esteem.
Racist Bullying	Physical, verbal, written, on-line or text abuse or ridicule based on differences of race, colour, ethnicity, nationality, culture or language.
Religious-based Bullying	Negative stereotyping, name-calling or ridiculing based on religion, faith or culture.
Sexist Bullying	Use of sexist language or negative stereotyping based on gender.
Sexual Bullying	Unwanted/inappropriate physical contact or sexual innuendo.
Homophobic Bullying	Name-calling, innuendo or negative stereotyping based on sexual orientation or use of homophobic language.
Transphobic Bullying	Name-calling, innuendo or negative stereotyping based on gender orientation or use of transphobic language.
SEN/Disability Bullying	Name-calling, innuendo, negative stereotyping or excluding from activity based on disability or learning difficulties.
Gifted/Talented	Name-calling, innuendo, ostracism or negative peer pressure based on

Bullying	high levels of ability or effort.
Age	Any reference to a person or group defined by reference to age
Cyber/Virtual Violence Bullying	Abuse on-line or via social media, threatening/chain emails, text message including sexting*, interfering with electronic files, setting up or promoting inappropriate websites and inappropriate sharing of images from webcams/mobile phones

NB

- If a child or the parents of a child report that online bullying is taking place, inside or outside school, it will be dealt with in line with anti-bullying procedures.
- DFE July 2017 Preventing and tackling bullying - Law: Under the malicious Communications Act 1988, it is an offence for a person to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.
- This policy should be read in conjunction with Acceptable Use of Mobile Phones Policy.
- Staff will report incidents of inappropriate use of social media towards them, to the Behaviour Lead or the Deputy Head. Records will be kept of the abuse. If the perpetrator is a current pupil or colleague, the case will be dealt with under the relevant school procedure. The police will be contacted if appropriate.

A person who is being bullied may:

- seem anxious about walking to school or being in school
- be withdrawn, sleeping badly, not eating or may seem to lack confidence
- become aggressive, disruptive or unreasonable
- bully other children or siblings
- have possessions which are damaged or missing
- seem afraid to use the internet or mobile phone
- give improbable excuses for any of the above

This list is not exhaustive and there may be reasons, other than bullying, for such behaviour. However, all adults should be alert to changes in a child’s behaviour and investigate. Any pupil who is perceived to be different is also particularly vulnerable.

Safeguarding

A bullying incident is addressed as a child protection concern if there is ‘reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm’ (Children Act 1989). All expressions of concern are passed by staff to the Designated Safeguarding Lead team who record them in a centralised system and follow procedures as per the Child Protection & Safeguarding Policy.

Monitoring and Evaluation

The Behaviour Lead monitors bullying concerns to ensure that children feel supported and that incidents do not reoccur. All bullying concerns are logged on Q /Behaviour/Bullying Concerns, and a hard copy stored in the Bullying folder. Any concerns relating to protected characteristics and inappropriate use of social media are logged on Q/ Behaviour/Protected Characteristics, Q/Behaviour/Social media, and a hard copy stored in a folder.

The Behaviour Lead keeps a running record of all concerns stated in this policy. This is logged on Q/Behaviour/record of bullying, Q/Behaviour/record of protected characteristics, Q/Behaviour/record of social media.

The Behaviour Lead will monitor concerns half termly and act on any patterns that may have emerged.

Concerns relating to bullying, protected characteristics and inappropriate use of social media are monitored half termly and reported termly to the governing body via the Pupils' and Curriculum Committee. A summary of this is reported to the full governing body.

Should records show that further action to improve policy and practice are required, appropriate action will be taken, led by the Behaviour Co-ordinator or Head Teacher

Procedures

All concerns of bullying reported by pupils or parents will result in appendix one being followed and then Form A completed. Parents are encouraged to work with the school in following these procedures.

If the concern is about a protected characteristic or inappropriate use of social media, appendix two will be followed and Form B will be completed. This may result in appendix one being used. (NB it could be that the person may be repeating inappropriate behaviour against a protected characteristic and should be dealt with in line with the behaviour management process or it could be against one person and be dealt with according to appendix one as bullying)

All reported concerns regarding protected characteristics will follow the procedure in appendix two. If there have been any previous concerns or the concern fits the bullying definition, the procedure set out above for bullying will be followed.

A summary of any serious bullying cases will be sent up to a secondary school, even if the pupils go to different schools. Secondary schools will also be informed if a child has been involved in any confirmed bullying concerns – as victim or perpetrator.

Records of all bullying concerns and concerns related to protected characteristics will be kept in a file by the Behaviour Lead until the child is 18. If any records relate to safeguarding issues then notes will be recorded in the child's safeguarding record.

Malicious allegations against a member of staff

Any allegation against a member of staff will be investigated under the Child Protection Policy and Procedures.

DFE Guidance: Keeping children Safe in Education, September 2016.

In respect of malicious or unsubstantiated allegations

193: If an allegation is determined to be unsubstantiated or malicious, the designated officers(s) should refer the matter to the children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the headteacher, principal or proprietor should consider whether any disciplinary action is appropriate against the pupil who made it; or whether the police should be asked to consider if action might be appropriate against the person responsible, even if he or she was not a pupil.

See also DFE Guidance 2012: Allegations of abuse against teachers and non-teaching staff.

Appendix I – Procedure to be followed when bullying is alleged.

Actions will follow the flow chart

1. If it is found to be bullying, the perpetrator will be told to stop and a plan will be implemented to prevent future incidents.

If future incidents occur consequences will happen in line with the Behaviour Management Process.

A plan may include:

- Monitoring of both victim and perpetrator
- Support for both parties and their families
- Regulation of free time
- Zoned areas for individuals
- Involvement of other agencies
- The bully (bullies) may be asked to genuinely apologise. Other consequences will take place in line with the behaviour management process. (see section 'Serious Offences')
- If possible, the pupils will be reconciled.

This list is not exhaustive and every plan will be adapted to needs of the individuals.

Time scales will be noted in the plan eg. how long monitoring/zoning will continue for and when it will be reviewed. This will be reported to both sets of parents.

2. If necessary and appropriate, police will be consulted.
3. When the child who has been bullied feels that support is no longer necessary, a letter will be sent to the parents explaining the child's view and asking if there are any other actions that they would like the school to take, in respect of their child.

If the outcome of the allegation is not bullying, the children involved will continued to be monitored and staff will be made aware of them.

Form A – Concern raised about Bullying

Raised by: Parent / Child / Other

Raised by: Parent/Carer/Child/Other

Date & time:

Name:

Class:

Main points including dates, locations and names of children where possible:

Actions:

Completed by

Date

If concern raised by child **and investigation not complete**, speak to both sets of parents/carers at the end of day one.

Name of parent /carer (phone/person):

Name of parent /carer(phone/person):

Speak to child who made the allegation

Speak to child/children whom the allegation is against

Speak to any relevant adults

Record all findings with dates /names

Summary of findings:

Decide if this is: bullying / not bullying

(see definition and delete as appropriate)

Feedback to child who made the allegation

Feedback to child/children whom the allegation is against

Feedback to both sets of parents / carers

Name of parent/carers (phone/person):

Name of parent/carers (phone/person):

Next steps: (please tick or circle clearly)

Not bullying – if unacceptable behaviour sanction in line with Behaviour Management Process (if applicable)

Bullying – Bullying plan to be in place within 5 school days

Form B: concern re. protected characteristics / inappropriate use of social media

Record type of concern:	Protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.	Date & Time:	
Name of injured party:		Class:	
Main points including dates, locations and names of children where possible:			
Actions:		Completed by	Date
Speak to child who made the allegation			
Speak to other child/children whom the allegation is against			
Speak to any relevant adults			
Record all findings with dates /names			
Summary of findings:			
<p>If this is the first time a concern of this type has arisen then first a discussion will take place with the parent regarding educating the child as to why this behaviour is not acceptable. A warning will be given.</p> <p>Feedback to both sets of parents/carers: Name of parent/carer(phone / in person): Name of parent/carer(phone / in person):</p>		Sign if discussion has taken place.	Date
<p><u>Sanctions imposed:</u> If this is a repeat of the same behaviour to a different child, then a sanction will be given in line with the behaviour management process. (Time Out)</p> <p>Feedback to both sets of parents/carers: Name of parent/carer(phone / in person): Name of parent/carer(phone / in person):</p> <p>If this is repeated behaviour towards the same child then 'Form A: Concern raised about bullying' and appendix I will be followed.</p>			

Day One:

Allegation made by parent or child.

Reassure child or parent you will investigate.

Begin investigation as soon as possible.

If investigation has not taken place on day one, inform both sets of parents of allegation and that they will be informed of outcome when investigation is completed.

Complete form A as far as possible

After Investigation is completed (within 2 days of allegation being made)

Complete form A

Report to both sets of parents on:

Investigation

Outcome

Appendix 2

