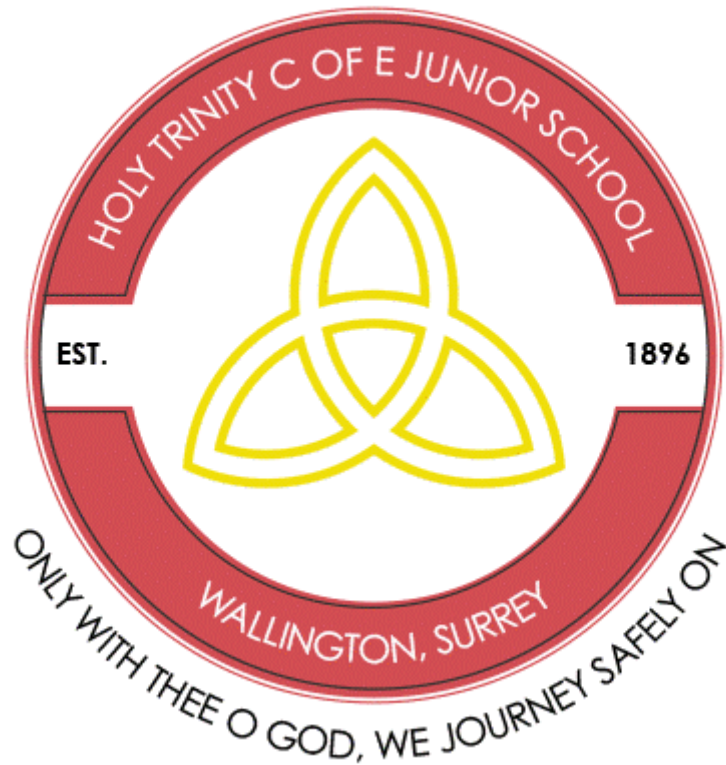


# Holy Trinity CE Junior School



<b>Policy and procedure for:</b>	<b>Anti Bullying</b>
<b>Written by:</b>	<b>Mrs Suzanne Robins</b>
<b>Date reviewed:</b>	<b>Spring 2024</b>
<b>Next review date:</b>	<b>Spring 2025</b>

Policy

<b>Motto</b>	<b>Only with Thee, O God, we journey safely on</b>
<b>Vision</b>	Exemplary education for all, through God’s amazing grace.
<b><u>4 year Vision target:</u></b>	By the end of July 2023: <b>attainment and progress will remain above or within the national average; children will retain their knowledge securely; children will confidently articulate Christian values, children will be proactive learners and have aspirations for what they can achieve in life; children recognise how to behave towards one another in everyone’s best interests; children will know how to be healthy, safe and enjoy life to the full!</b>
<b><u>Values</u></b>	<b>Learning, Dignity, Integrity, Confidence, Love</b>
<b><u>Values statement</u></b>	<b>Learning together, as we journey with God in Love, we act with Integrity, treat others with Dignity and grow in Confidence.</b>
<b>We Learn:</b>	<b>“Everything was created through Jesus and for him” Colossians 1.16.</b> The sub values are: Curiosity, Wisdom, Teamwork, Hard Work and Failing Well
<b>We Love:</b>	<b>“We love each other because he loved us first” 1 John 4.19.</b> The sub values are: Community, being Non-judgmental, Forgiveness, Compassion and Kindness
<b>We act with Integrity:</b>	<b>“People judge by outward appearance, but the Lord looks at the heart” 1 Samuel 16.7.</b> The sub values are: Faithfulness, Generosity, Honesty, Trustworthiness, Self-Control and Responsibility
<b>Each person has Dignity:</b>	<b>Each person has Dignity: “So God created human beings in his own image.” Genesis 1.27.</b>  The sub values are: Equality, The Whole Person, Every Person, Tolerance and Advocacy
<b>We have Confidence:</b>	<b>We have Confidence: “Blessed are those who trust in the Lord and have made the Lord their hope and confidence.” Jeremiah 17:7.</b>  The sub values are: Wholeheartedness, Hopefulness, Joy, Humility and Resilience

# **Anti bullying Policy**

## **Principles**

Holy Trinity C of E Junior School is committed to providing an exemplary education for those in our care, in a Christian environment. In our Christian community relationships are based on our values. Bullying of any kind is unacceptable at our school, amongst children, or adults.

**Valuing All God's Children** (published by the Church of England's Archbishops' Council Education

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Church of England schools must ensure that their pupils are secure and able to make excellent progress whatever their background. They are invited into a school that aims to provide an education which leads to an abundant life. Every person in the school community is a child of God. At the heart of Christian distinctiveness in schools is an upholding of the worth of each person: all are Imago Dei – made in the image of God – and are loved unconditionally by God. The hallmark of authentic, life-giving relationships is recognition of the sacredness of the other so that all are welcomed wholeheartedly and with reverence. Each person in all their unique difference should be able to thrive, irrespective of physical appearance, gender, race, religion, ethnicity, socioeconomic background, academic ability, disability, sexual orientation or gender identity. Church of England schools seek the flourishing of all children and aim to offer a life enhancing encounter with the person of Jesus Christ and the Christian faith.

**Page 8 2019 version:**

**Recommendation:**

An inclusive school vision Schools should ensure that their Christian ethos statement offers an inclusive vision for education. This includes affording pupils a sense of their own dignity and a vision of the innate dignity of all humankind. Inclusivity and hospitality should be hallmarks of Church of England schools: every child should be revered and respected as a member of a community where all are known and loved by God.

## **Aims**

We aim to create an environment where everyone is treated with dignity, love and integrity. That being the case, we aim that there is no bullying of any kind within our school. If bullying does occur everyone should be able to tell and know that incidents will be dealt with promptly, sensitively, fairly 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 and we are rigorous in monitoring and reviewing our practice to make sure that this continues to be the case. Because we are a learning environment where openness and honesty is actively encouraged, it will be the case that we need to be very clear about educating everyone on what bullying is and how it can manifest on a regular basis.

## **Practice**

All members of the school community should be aware of:

- what constitutes bullying (including all child on child abuse)
- the signs that a child or adult is being bullied
- the actions they should take

There will be no discrimination, 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. See appendices 1 and 2.

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

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

- CAOW; RHE; Social Skills groups
- 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 Day (Oct)
- Mental Health Week (FEB)
- Training for staff

## 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. The list below is not an exhaustive one but seeks to cover areas that are linked with different forms of bullying.

TYPE	BULLYING
Physical	Recorded repeated incidences towards the same individual by the same individual such as instances of kicking, hitting, pushing, biting, pulling of hair or clothes, charging, intimidating behaviour or interference with /damage to personal property
Verbal/Psychological/ Emotional	Recorded repeated incidences towards the same individual by the same individual such as evidence of threats, taunts, intimidation, ignoring, exclusion from a group, ostracism, peer on peer, 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.
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
<b>TYPE</b>	<b>PROTECTED CHARACTERISTICS THAT MAY ESCALATE FROM DISCRIMINATION INTO FORMS OF BULLYING</b>
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 Bullying	Name-calling, innuendo, ostracism or negative peer pressure based on high levels of ability or effort.
Age	Any reference to a person or group defined by reference to age

## 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.
- If a child or the parents of a child report concerns of bullying taking place outside school between children on school roll, school staff will work with parents to safeguard the pupils where possible.
- 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, Online safety policy and Acceptable use policy.
- Staff will report incidents of inappropriate use of social media towards them, to the DSL. The 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
- make changes to their physical appearance

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**

*Child on child abuse* is any form of physical, sexual, emotional and financial abuse, and coercive control exercised between children, and within children's relationships (both intimate and non-intimate), friendships, and wider peer associations.

IF a child on child incident shows that there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' (Children Act 1989), then it will be investigated as a child protection concern.

All expressions of concern are passed by staff to the Designated Safeguarding team who record them in a centralised system- My concern and follow procedures as per the Child Protection Policy.

## **Monitoring and Evaluation**

SLT monitor bullying concerns to ensure that children feel supported and that incidents do not reoccur. All bullying concerns are logged on SIMs including protected characteristics and inappropriate use of social media. A report is run termly to analyse trends and indicators based on the information received. This is then shared with the relevant teachers and staff that need to be aware of concerns that have been logged.

All SLT will monitor concerns regularly and act on any patterns that may have emerged. As a result of this, actions are created and relevant measures put in place if required. Concerns relating to bullying including those which may be linked to 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.

Should records show that further action to improve policy and practice are required, appropriate action will be taken, led by SLT.

## **Procedures**

All concerns of bullying, including incidents related to inequalities or online safety, reported by pupils or parents will result in appendix one being followed with the information then being logged ~~on the appropriate form (appendix 3-4)~~ and recorded on SIMs. Parents are encouraged to work with the school in following these procedures.

(NB it could be that a child may be repeating inappropriate behaviour against a protected characteristic to different children and should be dealt with in line with the behaviour management process or it could be against one child persistently and be dealt with according to appendix one as bullying)

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 on file 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 or most appropriate policy, e.g. grievance and discipline.

DFE Guidance: Keeping children Safe in Education, September 2023

## **In respect of malicious or unsubstantiated allegations**

264. If an allegation is determined to be unsubstantiated or malicious, the designated officer(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 or student 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 were not a pupil or student.

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

## Appendix I

- Alleged **Bullying concern** including bullying concerns linked to protected characteristics and online/cyberbullying, victims reassured and supported/kept safe.
- (for concerns around online safety but **not** alleged bullying, see Online Safety Policy)



- Investigate- identify whether this is the first occasion such behaviour has occurred.
- Speak to all parties individually involved in the incident ~~including parents~~
- Record witness statements if available.



- Record all findings. Update tracking sheet (appendix three).
- If parents raised the concerns about bullying, report back findings and any actions. If the bullying concern is substantive contact all parents.
- If repeated concerns are raised against a child, contact parents whatever the outcomes are.



Not bullying- logged, educated, sanction given if appropriate.

A friendship agreement may be put into place to support positive playtimes.

Confirmed as Bullying- logged, sanction given in line with Behaviour Management Process. victims reassured and kept safe, structures put in place to support all parties  
Follow school processes – Appendix 2



School seek advice from relevant outside agencies if required

## **Appendix 2: Outcomes from substantiated bullying allegation**

A safety agreement 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')
- Restorative Practice will be offered which may include a face to face meeting between victim and perpetrator.
- If possible, the pupils will be reconciled.
- Support for the perpetrator to rectify their behaviour.

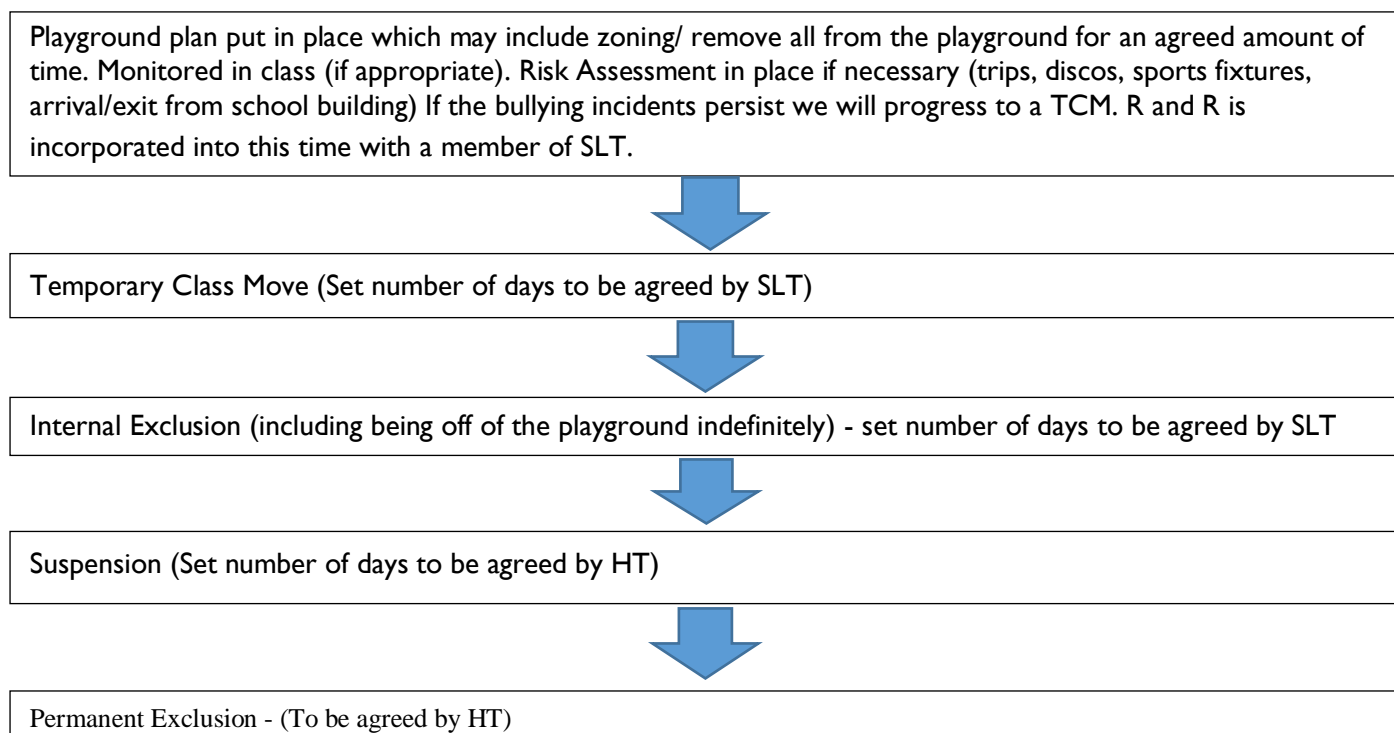
This list is not exhaustive and every plan will be adapted to needs of the individuals.

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

1. If necessary and appropriate, police will be consulted.
2. 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 bullying persists against a victim, school will follow the charts below. If a bully desists from bullying one individual and moves to another victim, the sanctions will be progressive, whilst seeking to support the perpetrator to change their behaviour.

### **Sanctions for proven or persistent, bullying (at the discretion of the Headteacher)**





### **Appendix 3**

## **Tracking of bullying allegations**

	AUTUMN 1			
Date	Concern raised by	Against	Summary	Comment/ Actions