



Holy Trinity Roman Catholic Primary School
Boundary Road
Newark
NG24 4AU

POLICIES & PROCEDURES

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ANTI-BULLYING POLICY



Mission Statement

“In every child there is a space that only God can fill.”

At our school we continually strive to develop the full potential of the school community in an environment permeated by the Catholic Faith and promoting Gospel values.

At the heart of our mission is the family, school and church, each supporting and working in mutual co-operation for the benefit of the children.

We are seeking to enrich the lives entrusted in our care through a broad and balanced curriculum designed to meet the needs of each child.

The school provides opportunities for young people to develop spiritually, morally, intellectually, physically and emotionally, and share their qualities, abilities and ambitions thus fulfilling individual potential.

As a worshipping community we respect all people and create a loving, caring atmosphere which overflows into an ethos of warmth and welcome towards parents/carers, parish and local community.

Introduction

At Holy Trinity Academy we believe that every child has the right to an environment where they feel happy, safe and valued, free from any humiliation, oppression and abuse caused by bullying. The staff and pupils aim to create a happy caring environment by reducing as far as possible the opportunities for bullying to occur. Through an increased awareness, vigilance and appropriate intervention, the school community will deal effectively with any such instances of bullying as and when they may arise.

Bullying behaviour challenges our values and school ethos and, as such, is totally unacceptable for the following reasons:

- a. As Catholics, our understanding of Christ is based on love and we teach that all our actions should reflect some aspect of God's love for us. Actions which do not reflect this, therefore, do not have a place in our school.
- b. When pupils are bullied, their lives are made miserable. They may suffer injury. They may be unhappy about coming to school. Over time, they are likely to lose self-confidence and self-esteem.
- c. The unhappiness of bullied pupils is likely to adversely affect their concentration and learning.
- d. Pupils who are being bullied may interpret the school's inaction as condoning unacceptable behaviour. They will feel badly let down by adults in authority.
- e. Parents/carers will be reassured by a school which demonstrates both through policy and action that it will respond positively and effectively to bullying.

Objectives

- To provide a clear definition for all involved of what we consider bullying to be.
- To raise the awareness among the pupils of what bullying is.
- To promote a caring attitude in the school community and encourage a cooperative attitude in dealing with instances of bullying.
- To reduce the number of places around school which lend themselves towards situations of bullying.
- To provide a playground environment that encourages good play activities and reduces bullying.
- To provide the children with a series of strategies that enable them to deal with bullying.
- To monitor and record all prejudice related incidents so that the school's response can ensure that children are freed from any bullying and harassment

Definition of Bullying

Bullying is defined as:

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the Bystanders or Accessories.

Specific types of bullying include:

- Prejudice related bullying of children with special educational needs or disabilities, homophobic and transphobic/biphobic bullying or related to race, religion or culture
A prejudice related incident is one which is perceived to be prejudice-related by the victim or any other person.
- bullying related to appearance or health
 - bullying of young carers or looked after children or otherwise related to home circumstances which may be prejudice related and one off incidents
- sexist or sexual bullying.

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Some forms of bullying are illegal and should be reported to the police. These include:

- violence or assault
- theft
- repeated harassment or intimidation, e.g. name calling, threats and abusive phone calls, emails or text messages.

In Summary:

‘Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally’

Safe to Learn: embedding anti bullying work in schools (2007).

How does bullying differ from teasing/ falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic/transphobic/biphobic bullying or any other form of prejudice related bullying and when children with disabilities are involved. If the victim might be in danger then intervention is urgently required.

What does bullying look like?

Bullying can include:

- name calling
- taunting
- mocking

- making offensive comments
- physical assault
- taking or damaging belongings
- cyber bullying- inappropriate text messaging and e mailing; sending offensive or degrading images by phone or via the internet
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Why are children and young people bullied?

Specific types of bullying include:

- bullying related to race, religion or culture
- bullying related to special educational needs or disabilities
- bullying related to appearance or health
- bullying relating to sexual orientation
- bullying of young carers or looked after children or otherwise related to home circumstances
- sexist or sexual bullying.

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Bullying can take place between:

- young People
- young people and staff
- between staff
- individuals or groups

Preventative Strategies

School will use both direct and indirect methods to help prevent bullying occurring.

They will include the following:-

- a) Children taught strategies to deal with potential bullying situations and will be given clear instructions regarding procedures to follow if they are being bullied or see bullying occurring.
- b) Through R.E., P.S.H.E., Collective Worship and Assemblies, children will learn about, discuss and evaluate the issues surrounding bullying.
- c) Focus weeks such as Anti-Bullying Week will also address issues in more depth
- d) The pupils will be taught how to recognise bullying through their improved awareness via the curriculum mentioned in '(b)'
- e) School Rules are reviewed at the beginning of the school year along with the School's Mission Statement to emphasise the school's ethos and expectations of behaviours
- f) Class rules are established at the beginning of the school year which promote positive behaviour and agree class expectations. These rules are regularly referred to throughout the year
- g) Cyber-bullying is discouraged through our E-Safety policy. E-Safety is addressed via the PSHE curriculum, the DARE programme, and children have clear messages about how to

keep themselves safe online, such as via the use of CEOP material, Internet Safety and Child Safety will also be a focus in Healthy week

- h) Children are not allowed to be in possession of mobile phones during the school day
- i) All staff will be made aware, via the policy and policy review, of bullying and be able to identify potential bullying at the earliest stage possible in order to prevent it from progressing.
- j) Staff will follow the procedures to ensure that the policy is working and that the needs of the victim and bully are met. They must carry out their duties diligently, including areas such as toilets and those not in direct view. Staff are asked to watch out for lone pupils and try to integrate them into the play activities of other children.
- k) Staff will respond to good behaviour - rewarding exemplary instances would demonstrate fair-mindedness and emphasise the importance we attach to it. Moreover, children who misbehave as a way of getting attention from an adult can be encouraged to be well-behaved as an alternative and more attractive way of receiving this attention.

The promotion of the non-bullying ethos of the school should be addressed at every opportunity and, while Assemblies and R.E. lessons naturally lend themselves to this, direct references to incidents in History, Current Affairs or fiction can, and should, be made.

Implementation of the Strategies

- a) All staff, teaching and non teaching, through the increased awareness and understanding of what is meant by bullying and of the procedures contained within the policy, will be responsible for ensuring that all suspected reported cases of bullying are followed up properly.
- b) There will be a periodic review of the Anti-Bullying Policy by the Staff regarding whether:
 - the policy itself is being consistently followed throughout the school
 - the policy being followed has resulted in any success in the reduction of bullying

Reporting Bullying

Our school has clear and well publicized systems to report bullying for the whole school community (including staff, parents/carers, children) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders)

- Children should inform a member of staff.
- The headteacher is informed and will take appropriate action and will inform parents/carers of the victim and the bully.
- Parents/carers should inform their child's class teacher or the headteacher if they feel their child is being bullied.
- Any member of staff must inform the headteacher if they feel a child is being bullied

Responding to Incidents

Reports of an incident must be thoroughly investigated, fairly and impartially, and responded to in an appropriate manner using the following guidelines, which is followed by all staff. All necessary incidents will be recorded and monitored. (Refer to the school's Complaints Policy for further detail)

Children involved in such incidents may feel quite justified in their actions, and may be reluctant to admit to them. Some children may even make false allegations of bullying against a fellow pupil to get them into trouble. In some cases, therefore, it can be difficult for staff to build an

accurate picture of events or to be sure of who is telling the truth. However, staff will build upon their relationships with individual pupils to encourage honest and direct discussion; and will invest time in getting to the root of the problem in order to ensure that the matter is dealt with effectively. All children are made aware that as a school, we have high expectations of behaviour and that our expectation is always to tell the truth the first time.

The nature and degree of the incident will determine which stage of response is considered appropriate. The school recognizes the following categories which help determine at which stage the response is required. Upon investigating the incident, the member of staff involved, in dialogue with other staff members if appropriate will decide which category the incident falls into and then which course of action to take as a result:

Category A: No offence was intended or taken (See Minor Incidents Stage 1- this is NOT recorded as Bullying). This may be prejudice related however and should be recorded as such.

Category B: Hurt or distress was caused, but the offending behaviour is unlikely to be repeated. This is likely to be the first report that the school has received regarding the incident, concerning the same child/group of children. (See Minor Incidents Stage 1- this is NOT recorded as Bullying).

Category C: Hurt or distress was caused, on more than one occasion by the same person/group of people. The child/ren involved are given a formal warning that if the behaviour continues, more serious consequences will follow, as detailed in Stage 2 below. This is likely to be seen when fallings out escalate on a number of occasions. (This stage may be recorded as Bullying, and will depend upon the nature of the incident/s and the set of circumstances involved. See Stage 1 and 2 if appropriate)

Examples- name calling, exclusion from playing with others.

Category D: Hurt or distress was caused intentionally, and the pupil(s) responsible had previously been warned that as above that their behaviour was unacceptable. Despite this warning the behaviour had been repeated. (See Stage 2/3 Serious/ Repeated Incidents – this is recorded as Bullying)

Examples – Targeted physical/ emotional abuse

Category E: Substantial hurt or distress was caused, and/or the behaviour was based on substantial hostility and prejudice, and/or the behaviour was repeated, or continues to be repeated despite actions already implemented at Stage 2. (See Stage 3/4 Serious Incidents of Bullying/Exclusion).

Minor Incidents (Stage 1)

These are generally one off incidents which do not result in actual physical or mental harm, and/or incidents which do not form part of a consistent pattern. These will be dealt with verbally and either a verbal or written apology will be required. Consequences will be implemented in line with the Behaviour Policy, where appropriate.

By the definition stated above, this does not amount to bullying and will not be reported officially as such; however, incidents of concern will be logged for future reference on CPOMS as we recognize that this may amount to bullying in future if it does recur. Prejudice related incidents will be reported and monitored.

When such incidents as these occur, each pupil will be given an opportunity to talk and the discussion will focus on finding a solution and stopping the incidents from recurring. If applicable, the adult will aim to help the pupils find their own solution to their personal disagreement, and also discuss with them how their proposals will be put into action. Where possible, P.S.H.E. should be used in group situations to help prevent the situation from repeating.

For Category A incidents: An incident report may be issued to the child's parents/carers to inform them that an incident has taken place, if deemed appropriate.

For Category B incidents: An Incident Report may be issued depending on the nature and severity of the incident and / or another suitable sanction if deemed appropriate, in line with the Behaviour Policy. A copy of all forms should be forwarded to the Head Teacher for signing and logging for future reference. Incidents which involve parental contact should be logged on CPOMS.

For Category C incidents/fallings out which have escalated: the child will receive a formal warning that the behaviour will be logged, reported to Governors and if repeated in future, will be held on their permanent record and more serious consequences will follow. Parents/carers will be involved at this stage. Strategies will be discussed with the child/ren involved as to how to prevent future incidents. All staff concerned will be alerted to the situation, so as to remain even more vigilant. Incidents should be logged on CPOMS.

Repeated Incidents/Bullying (Stage 2)

If a child starts to show a pattern of repeated incidents, the school recognizes this as Bullying.

Parental involvement and support from the bully's family will be expected at this stage, who will be contacted via an Incident Report and either a face to face discussion or a telephone call by either the class teacher or if appropriate, the Head Teacher. Such incidents should also be recorded on CPOMS.

Targeted support and sanctions will be used to ensure that the bullying does not reoccur, and parents/carers will be informed of the next stage of the policy as below. The bully will receive sanctions in line with the Behaviour Policy and this policy. This may involve exclusion for a fixed period from the playground or classroom, wherever the incidents of bullying have taken place. Governors may also be involved at this stage if appropriate. The victim will receive appropriate support.

The incident will be logged officially as bullying and held permanently on the child's file and on CPOMS. Parents/carers of the bullied child will be alerted to the problem, if they have not already been in dialogue with the school and informed of the school's action, via an Incident Form. They will be invited into the school to discuss the situation, the support that their child is receiving and the sanctions in place for the bully. The victim and the victim's family will be given reassurance and support, that the school is taking the matter seriously and making a swift response to address the problem.

Serious and repeated Incidents of Bullying (Stage 3)

Bullying incidents which continue to occur despite action taken above will be dealt with at this stage, along with any incidents of bullying which may result in serious injury to a person, or in damage to personal property. These incidents will be permanently placed in the pupil's file as above.

The Headteacher will contact the parents/carers of the child perpetrating the bullying directly informing them of their child's behaviour and requesting a dialogue with them to discuss the incident and plan for the future. In instances such as this, parents/carers will be informed of the possible use of Exclusion if bullying recurs. (see Stage 4 below)

The bully will receive further sanctions in line with the Behaviour Policy and this policy. This will involve further exclusions for a fixed period from the playground or classroom, wherever the

incidents of bullying have taken place. Governors may also be involved at this stage if appropriate

The parents/carers of the bullied child will also be invited into the school to discuss the situation and the support that their child is receiving, along with the sanctions in place for the bully. The victim and the victim's family will be given reassurance and support, that the school is taking the matter seriously and making a swift response to address the problem.

Exclusion (Stage 4)

Exclusion (Fixed term or Permanent) will be used if the child continues to behave in a bullying manner. Parents/carers of the bullied child will be kept informed of all activities relating to their child and how the situation is being dealt with. (Refer to the school's Exclusion Policy)

These stages are progressive if appropriate; however, each incident will be taken individually and will be dealt at whichever stage is necessary depending upon the severity of the situation.

Recording of Incidents

ALL incidents deemed necessary (usually category B onwards) should be recorded on CPOMS, and where appropriate on an Incident Form. Where incidents have been dealt with under Stage 2 onwards, as above, the incident should be logged formally as 'Bullying. These incidents will be reported to the Governing Body via the Head Teacher's report to Governors, as recorded on the termly anti-bullying review sheet. All school personnel will also be informed.

Children who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with an adult of their choice who listens and takes the situation seriously
- Reassuring the child
- Offering continuous tailored support as appropriate
- Restoring self esteem and confidence
- Implementing suitable strategies which help to protect the child in future
- Support from external agencies may be sought if appropriate

Children who have displayed bullying behaviour will be helped by:

- Discussing what happened and why they became involved
- Establishing the wrong doing and their need to change
- Identify available support, and a behaviour plan put in place.
- Maintain ongoing communication with parents or carers.
- Support from external agencies may be sought if appropriate.

The information stored will be used to ensure individuals incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy.

This information will be presented to the governors as part of the annual report.

The policy will be reviewed and updated annually.

Links with other policies

Behaviour Policy
Safeguarding Policy
Acceptable Use Policy- Cyberbullying and internet safety
Equalities Policy
PSHE and Citizenship Policy
Confidentiality Policy
Complaints Policy
Exclusions Policy