



## Anti-Bullying Policy

Person responsible:	Mrs Elizabeth Woods
Committee responsible:	Children and Learning
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### VISION

Where acorns flourish into mighty oaks. (Isaiah 61:3 – They will be oaks of righteousness)

### MISSION

Rooted in God's love and Christian values, we are a school who treasure each individual, enabling them to flourish and achieve.

### VALUES STATEMENT

We are **thankful** for the uniqueness of everyone in our community, created in God's image, fostering relationships with integrity rooted in God's love. We value and **respect** all people in our community. Our pupils, staff and families work together with **kindness** and **compassion** to support each other. We are **resilient** learners who recognise that perseverance and risk-taking is the key to our **aspirational** goals and successes.

### VALUES

Rooted in love, we are...

**Respectful** – interactions with others (Matthew 7:12)

**Kind and compassionate** – displaying integrity towards others (Galatians 5:22-23) / interactions with the world around us and the community in which we live (Ephesians 4:32)

**Thankful** – being grateful for what we have, the privileges that we are afforded (1 Thessalonians 5:16-18)

**Resilient** – risk takers, perseverance (Philippians 4:13)

**Aspirational** – aiming high, being the best we can be (Ecclesiastes 10:7)



## Introduction

At Trinity Oaks C of E Primary School, we aim to provide a caring Christian ethos and friendly environment for pupils to learn effectively. We are committed to ensuring that all pupils feel safe at school and enjoy their education. We also want them to feel confident to seek support from school should they feel unsafe. A strong stance is taken against all forms of bullying.

*“Education must develop every child’s personality, talents, and abilities to the full. It must encourage the child’s respect for human rights...” (United Nations Convention on the Rights of the Child Article 29)*

*“Every child has the right to relax, play and join in a wide range of cultural and artistic activities.” (UNCRC Article 31)*

## Principles that underpin the policy

### **For pupils who experience bullying that:**

- They are heard
- They know how to report bullying and get help
- They are confident in the school’s ability to deal with bullying
- Steps are taken to help them feel safe again
- They are helped to rebuild confidence and resilience
- They know how they can get support from others.

### **For pupils who engage in bullying behaviour that:**

- Learning programmes and strategies hold them to account for their behaviour and help them to face up to the harm they have caused
- They will learn to behave in ways which do not cause harm in future, because they have developed their emotional skills and knowledge
- They will learn how they can take steps to repair the harm they have caused.
- They will have any safeguarding issues, around their circumstances, addressed

### **For schools:**

- The whole school community is clear about the anti-bullying stance the school takes
- Pupils, as well as staff and other members of the school, are fully engaged in developing and reviewing anti-bullying work in the school
- Occurrences are recorded and audited, anti-bullying work is monitored, and every chance is taken to celebrate success
- All pupils are clear about the roles they can take in preventing bullying, including the role of bystanders
- The school promotes a climate where bullying and violence are not tolerated and cannot flourish
- Curriculum opportunities are used to address bullying
- Peer support systems are in place to prevent and respond to bullying
- The school has addressed site issues and promotes safe play areas
- All staff are aware, and model positive relationships
- The school works in partnership with parents, other schools, and with Children’s Service and community partners to promote safe communities.
- That inclusive values are promoted and underpin behaviours and school ethos.

### **For Parents / Carers**

- *They are clear that the school does not tolerate bullying*
- *They know how to report and get help if they are concerned that their child is being bullied or does not feel safe to learn, and are clear about the complaints procedure*
- *They have confidence that the school will take any complaint about bullying seriously and investigate/resolve as necessary and that the school systems will deal with the bullying in a way which protects their child*
- *They are clear about ways in which they can complement the school on the anti-bullying policy or procedures.*

### **Policy development**

This policy is based on Surrey County Council guidance and was developed in consultation with the whole school community including staff, governors, parents and carers.

Pupils contribute to the development of the policy by expressing their views in surveys, class discussion and circle time and by contributing to the work of the TOP team (School Council)

Pupils have developed their own 'Friendship Charter', this is displayed prominently in the school and included at the end of this policy- see appendix 3. This policy is supported by the whole school behaviour policy.

### **Roles and responsibilities**

The **Headteacher** (who is also the anti-bullying coordinator) has overall responsibility for the policy and its implementation and for liaising with the governing body, parents/carers, the Local Authority and outside agencies.

The responsibilities of the **Anti-bullying Coordinator** are

- Policy development and review involving all stakeholders
- Implementing the policy and monitoring and assessing its effectiveness
- Ensuring evaluation of the policy informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Coordinating training and support for staff, governors, parents and carers
- Coordinating strategies for preventing bullying behaviour

### **Definition**

Bullying can be described as being 'a deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. It can range from ostracising, name-calling, teasing, threats and extortion, through to physical assault on persons and/or their property. It can be an unresolved single frightening incident which casts a shadow over a child's life, or a series of such incidents. It can be face to face or through electronic means "cyber bullying" (e.g. email, posting messages, text mobile, messaging).'

### **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 an imbalance of power that makes it hard for the victim to defend themselves
- It is usually persistent or repeated
- Friendship 'fall outs' are seen as accidental, occasional, with no power imbalance or hierarchy, those involved show remorse and want to resolve the situation.

### **When it is not bullying**

Children and young people of a similar age and size find themselves in conflict, disagreeing, having an argument or even fighting, without imbalance of power or use of intimidation. The experience of conflict or disagreement is upsetting for those involved but it is not bullying. However, unresolved disagreements and the failure to manage anger and resentment can sometimes escalate when one person retaliates by constantly picking on the other. A pattern of bullying can emerge if conflict is not dealt with at an early stage.

### **Types of bullying behaviour**

- Emotional (being unfriendly, excluding, tormenting, threatening behaviour)
- Verbal (name calling, taunting, mocking, sarcasm, spreading rumours, making offensive comments)
- Physical (pushing, kicking, hitting, punching or any use of violence)
- Extortion (demanding money/goods with threats)
- Cyber (all areas of internet, email and internet chatroom misuse.) See Appendix 2
- Mobile phone threats by text messaging and calls, misuse of associated technology i.e.: camera and video facilities including those on mobile phones.
- Racist (racial taunts, graffiti, gestures)
- Sexual (unwanted physical contact, sexually abusive comments)
- Homophobic (because of, or focussing on the issue of sexuality)

Bullying can also occur outside the school day. It can often take place in the presence (virtual or actual) of others who become 'bystanders' or 'accessories'. These children may not be actively involved but may condone or collude with bullying behaviour by not resisting or reporting it.

Bullying is now covered under child on child abuse in the KCSIE document.

### **Why are children and young people bullied?**

The staff at Trinity Oaks recognise that bullying occurs in all backgrounds, cultures, race and genders from Nursery to adulthood. Bullying can take place between children and young people, young people and staff, between staff and between individuals or groups. Certain groups of pupils and adults are known to be particularly vulnerable to bullying by others. These may include pupils with SEN or physical disabilities, young carers, Looked-After-Children, those from ethnic and racial minority groups and those young people who are/are perceived as lesbian, gay, bi-sexual, transgender or questioning their gender role.

### ***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 related 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. Research has shown time and time again that the extent of bullying in schools is greatly underestimated.

### **Why are some children, young people and adults more likely to become bullies?**

- Family background
- Social deprivation
- Trauma/loss in the family
- Domestic violence/abuse/bullying in the home
- Feeling powerless
- Low self-esteem
- Attempts to get admiration and attention from friends
- Fear of being left out
- Lack of empathy
- Difficulty managing angry feelings
- A culture of aggression and bullying
- Being bullied themselves
- Institutional causes
- Gender
- Wish for power
- Loneliness
- Jealousy
- Pack mentality
- Fear of difference

### **Strategies for identifying, reporting and responding to bullying**

At Trinity Oaks C of E Primary School staff, parents and children work together to create a safe and caring learning environment. Bullying, either verbal, physical or indirect is not to be tolerated. It is everyone's responsibility to aim to prevent occurrences of bullying and to deal with any incidents quickly and effectively.

Our school has clear and well publicised systems for reporting bullying. Bullying can be brought to the attention of staff either by the victim, their friend(s), bystanders, their parent(s) or other interested people.

Children are encouraged to tell an adult if they experience or see bullying occur.

Pupils know that they can talk to different adults in the school when they have a problem, this includes teachers, support staff, midday supervisors and the school's Emotional Literacy Support Assistant (ELSA).

Teachers use class/group circle times to encourage children to talk. All classrooms have ways for children to show how they are feeling.

The School Council undertake anti-bullying work. For example, they complete surveys of other pupils and report on their findings. They suggest ideas and ways to prevent bullying occurring.

If parents have concerns that bullying is taking place they should initially talk to the Class Teacher. Class teachers are available at the start and end of the day. They can also be directly contacted on Studybugs.

Parents/carers also know that they can contact the Headteacher either in person or by email.

**In order to identify incidents of bullying and the identities of bullies, we also carry out the following on a day-to-day basis:**

- All staff watch for early signs of distress in pupils
- All staff listen, believe and act on reports from children
- Pastoral concerns are discussed at weekly staff meetings
- Particular issues, groups of children or areas of the school causing concern are shared with all staff

The Headteacher/Anti-bullying Coordinator records concerns raised on the school's CPOMS tracking system.

**Following a bully incident**

- All parties will be interviewed
- Parents of all parties will be informed
- A range of responses appropriate to the situation may be used e.g. solution focused, restorative approach, circle time, individual work with children, referral to outside agencies if appropriate
- Referral to the school's Behaviour Policy and school sanctions and how these may be applied, including what actions may be taken if bullying persists.
- There will be follow up meeting with the parents/carers or person who reported the situation.
- Support will be given to the victim
- Sanctions for the bully may include withdrawal from favoured activities, loss of playtimes, exclusion from school during lunchtimes, exclusion from school, depending on the perceived severity of the incident(s)
- Continued monitoring of the situation by observing at playtimes/lunchtimes and having discussions with victim to ensure no repetition
- As (if) the behaviour of the bully improves, then favoured activities etc. can be reinstated, and the child should be praised for good behaviour. This will rebuild the child's self-esteem, which may have been damaged after being caught bullying, or could have been low anyway, hence the bullying
- PSHE (Personal, Social, Health Education) sessions in classes develop strategies for dealing with bullying

- Emotional Literacy sessions led by our trained Emotional Literacy Support Assistant (ELSA) support pupils who have been the target of bully or have been the instigator of bullying behaviour
- ‘Bystanders’ or ‘accessories’ to bullying behaviour are taught to recognise and understand the role they have played in the bullying incident. Learning opportunities are provided through PSHE curriculum work, Collective Worship and small group activities and children are taught what they should be doing to actively prevent bullying.
- In serious cases a referral is made to another agency (STIP team or EP) or to the police

### **Strategies/whole school approaches for preventing bullying including developing and promoting Resilience and Emotional Well-being**

- Use of Restorative Approaches
- Use of Jigsaw PSHE units
- PSHE and citizenship curriculum
- E-safety week
- Student voice (Trinity Oaks Pupil voice, TOP team)
- Pupil surveys
- ‘Friendship Buddies’ and ‘Friendship Bench’
- Indoor adult supervised lunchtime space for quieter activities
- Staff training and development
- ELSA
- Social skills and friendship groups
- Home School Link worker
- Individual pupil support
- Staff training and updates

### **What parents can do to help**

#### **We ask that parents:**

- Encourage their child to tell a member of staff immediately of any incidents of bullying
- Be aware of the early warning signs
- Listen to their child, but do not put words into their mouths
- Inform the school immediately and do not take the issue into their own hands

If parent do not feel that their concerns have been addressed, they are referred to the school’s Complaints Policy. Information about parental concerns and the complaints procedure can be found on the school website.

### **Monitoring and reporting**

All significant behaviour incidents including bullying are recorded and then entered on the school’s information management system CPOMS. A report is then produced termly or more often if needed. The Headteacher analyses data on behaviour and bullying incidences

to identify trends and review the progress made by individual pupils against their targets. Information is shared regularly at staff and governors' meetings. Data may also be used as evidence for referrals and to ensure that the school meets its statutory duties with regard to the Equalities policy. The Head teacher also monitors the impact of intervention groups used to improve behaviour, for example social skills groups. The school ensures that there is appropriate confidentiality within its monitoring and reporting.

### **Monitoring and Reviewing the Anti-bullying policy**

The Governors and Head teacher will monitor the implementation of this policy annually and make changes in consultation with other members of staff.

The policy will be reviewed formally alongside the Behaviour Policy every year in consultation with staff, governors, pupils and parents/carers.

All staff are given a copy of this policy as part of their induction.

### **Links to other policies**

This policy links to other relevant policies within the school including:

- Child protection and E-Safety
- Anti-bullying
- Health and safety
- Single Equality Scheme and policy
- EYFS, KS1 and KS2 Teaching, Learning, Assessment and Feedback
- Religious Education and Collective Worship
- Attendance
- Home school agreement
- Parental concerns and complaints procedure
- Special Educational Needs and Disabilities

### **Reference Documents**

*Behaviour policy*

*KCSIE*



## **Appendix 1**

### **A restorative approach to bullying behaviour**

A restorative approach seeks to restore the relationships between people when these have been damaged by inappropriate or offending behaviour. Its aims are for the child(ren) to take responsibility for their actions and for them to be aware of the impact of their actions on another child emotionally, socially and physically.

If bullying behaviour is apparent a 'restorative meeting' will take place which allows both children to explain what has happened to an objective facilitator (this may be a member of SLT, class teacher or a support staff member).

The meeting follows guidance from Surrey where the feelings of both individuals are discussed and the implications of what has happened on others. The facilitator of the meeting holds the position of using the information they have heard to identify the needs of each of the children involved, therefore enabling them to agree with the individuals an effective way of repairing and moving on from the incident. A review meeting is held if necessary. Details of meetings may be recorded and stored with 'Thinking sheets' in the folder in the SENCo's office. All staff have received training in using this approach. Following the restorative meeting an appropriate sanction will be put in place.

## **Appendix 2**

### **Cyber-bullying**

All staff/adults are aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography to those who do not want to receive such content.

At Trinity Oaks, we take this form of bullying as seriously as all other types of bullying and will deal with each situation individually and in accordance with the anti-bullying policy. Trinity Oaks has the responsibility to address and challenge any abuse committed online both inside **and outside of school**.

There are many types of cyber-bullying. Although there may be some of which we are unaware, here are the more common:

- Text messages —that are threatening or cause discomfort - also included here is "Bluejacking" (the sending of anonymous text messages over short distances using "Bluetooth" wireless technology)
- Picture/video-clips via mobile phone cameras - images sent to others to make the victim feel threatened or embarrassed
- Mobile phone calls — silent calls or abusive messages; or stealing the victim's phone and using it to harass others, to make them believe the victim is responsible
- Emails — threatening or bullying emails, often sent using a pseudonym or somebody else's name
- Chatroom bullying — menacing or upsetting responses to children or young people when they are in web-based chatroom
- Instant messaging (IM) — unpleasant messages sent while children conduct real-time conversations online
- Bullying via websites — use of defamatory blogs, personal websites and online personal "own web space" sites

#### **In school, our pupils will be taught how to:**

- Understand how to use these technologies safely and know about the risks and consequences of misusing them
- Know what to do if they or someone they know are being cyber bullied
- Report any problems with cyber bullying. If they do have a problem, they can talk to the school, parents, the police, the mobile network (for phone) or the Internet Service Provider (ISP) to do something about it

#### **Trinity Oaks has:**

- Information for parents on: E-Safety, what to do if problems arise and what is being taught in the curriculum
- Support for parents and pupils if cyber bullying occurs by: assessing the harm caused, identifying those involved, taking steps to repair harm and to prevent recurrence
- In addition to the above, please see Trinity Oaks Online Safety Policy

### **Appendix 3**

#### **Trinity Oaks CofE Primary School Friendship Charter**

##### **We will always try to**

- be gentle with our hands
- use kind words
- listen to our friends
- look after each other
- be kind and helpful
- be honest and tell the truth

##### **If things go wrong with our friendships, we will:**

- Talk to each other and try to sort it out
- Ask for help
- Talk to a grown-up

##### **If we have been unkind, we will:**

- Say sorry and try to make it better

**Together everyone can have courage and keep smiling!**