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**Anti- Bullying Policy**

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| Reviewed:  | Spring 2018 |
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| Next Review:  | Spring 2020 |
| Ratified by Governors: | Curriculum Committee – Spring 2018 |

Trinity Road Primary believes that RESPECT is fundamental to good development and forms the basis of our school ethos.

Trinity Road Primary believes that every child needs, and has a right to, an environment where safety, security, praise and recognition are available and that safety through rules and practices are clearly set out.

At Trinity Road we believe that bullying is detrimental to all concerned and that there is no room for bullying within our whole school community. We are committed in creating a bully- free school. This is clearly reinforced in our behaviour policy.

Bullying is the regular or persistent action of deliberate physical, verbal or psychological violence, conducted by an individual or group and directed against an individual or group, defenceless in the actual situation

We recognise that bullying can take many forms:

* Name calling
* Malicious gossip/talking about someone behind their back
* Damaging or stealing property
* Try to coerce others against their will
* Threatening
* Pushing
* Pinching or kicking
* Jostling
* Teasing/making fun of family members
* Making racist comments
* Making negative comments about SEN or disabilities
* Making negative comments about personal appearance
* Making negative comments about home circumstances
* Making negative comments about sexual orientation
* Making negative comments about ethnicity or religion
* Intimidation
* Damaging work or equipment
* Unwanted physical contact
* Text bullying
* Internet or cyber bullying using social media.

This list does not necessarily cover all possible bullying incidents – an incident should be seen as bullying when a person is regularly made to feel, victimised, vulnerable, unsafe or unhappy. These actions must be persistent or repeated to be considered bullying as opposed to unacceptable behaviour.

Bullies rely on power and domination often with group support. We recognise that the only way to stop bullying is **to tell someone.** We do everything we can to ensure children are not a by-stander to bullying but report incidents as soon as they can.

**How the school addresses anti-bullying in the curriculum**

Anti- bullying is addressed as part of the school’s PSHCE curriculum. In these lessons, children discuss what bullying is and are made aware of how and where to seek help if they are bullied or if they feel that a friend might be the victim of bullying.

The school has a Pastoral Support Worker who will spend time with children who have been identified as a victim of bullying and support them to deal with the situation. The Pastoral Support Worker may also work with the bully and identify any issues behind the bullying behaviour.

The school regularly participates in activities and focused days or weeks that focus on anti-bullying and highlights through class activities and special assemblies organisations like ChildLine and the NSPCC.

All staff are made aware of the issues surrounding bullying through relevant CPD and updated about any school specific concerns through staff meetings.

**How is Bullying dealt with in school.**

* Any report of unacceptable behaviour is investigated by class teacher, member of SLT or the school’s Pastoral Support Worker.
* If bullying appears to have taken place, this is recorded on the school’s Incident Report proforma (see appendix 1).
* This is followed up by interviewing both the victim and the bully separately. If possible conflict resolution/restorative justice between the victim and bully will be used if this is deemed as appropriate.
* Interviewing the bully may result in a disclosure which could result in Safeguarding procedures being instigated, in this case the CP lead for the school would also be consulted and arising issues dealt with in the appropriate way (Safeguarding Policy)
* Where a child has been found to be bullying another, parents will be informed via a formal meeting with the Head Teacher, Deputy Head Teacher or Pastoral Support Worker. At this meeting an agreement will be reached and targets set for improved behaviour. This will be monitored by the class teacher and a member of SLT.
* The agreement will be reviewed after a set period of time.
* Continued bullying may result in the possibility of fixed term exclusion at this point Governors will be informed.

A record of bullying is kept by the Head Teacher and the records monitored regularly.

**Support to the child**

In order for Anti-bullying procedures to be effective, the school should make it clear to children who will listen to them and that they will be taken seriously.

Children will be informed about what is being recorded and what will happen as a result.

The child will be made to feel safe and given strategies to deal with bullying behaviour.

The child may be allocated a ‘buddy’ who will provide support at break and lunchtimes- this could be another child or a member of staff.

The child will be given the opportunity to work 1:1 with the Pastoral Support Worker within school providing strategies to build self- esteem and confidence.

If the child requires further support the school may request counselling through RELATE

**Support to the bully**

Underlying reasons for bullying behaviour need to be investigated. This may result in the bully requiring support from outside the school (EWMHS/RELATE).

**Support for parents and carers**

Parents of both victim and bully could be offered support from the school’s Pastoral support worker and also informed of useful helplines and websites which may offer additional support.

Parents will be asked to attend meetings to be part of the monitoring and review of behaviour

Parents may be signposted to any Parenting course available locally and encouraged to attend.

**Roles and responsibilities within school**

* Class teachers are responsible for observing behavioural changes in pupils and reporting any concerns in regard to bullying.
* Phase leaders are responsible for monitoring behaviour within their phase and escalating any incidents to HT/DHT which need more detailed investigations.
* The Pastoral Support Worker is responsible for supporting the victim of bullying and working with the bully to identify any underlying issues.
* HT/DHT is responsible for dealing with incidents of bullying and meeting with parents of both victim and bully. They are also responsible for monitoring the record of bullying log. The HT has the responsibility of informing Governors about incidents of bullying. The HT, DHT and PSW have the responsibility of following safeguarding procedures where disclosures are made.
* The Governing body is responsible for monitoring the school’s record of bullying and any incidents of exclusions via the Head Teacher’s report to Governors.

**Monitoring of the policy.**

This policy will be ratified by Governors and monitored by the Head Teacher and SLT to ensure it is adhered to.

**Links to legislation**

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying as well as criminal law. These may include:

* The Education and Inspection Act 2006, 2011
* The Equality Act 2010
* The Children Act 1989
* Protection from Harassment Act 1997
* The Malicious Communications Act 1988
* Public Order Act 1986
* The Computer Misuse Act 1990

**Support for victims and information on Anti-Bullying**

* Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
* Beat Bullying: [www.beatbullying.org](http://www.beatbullying.org)
* Childline: [www.childline.org.uk](http://www.childline.org.uk)
* DfE: “Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies”, and “[Supporting children and young people who are bullied: advice for schools](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/292505/supporting_bullied_children_advice.pdf)” March 2014: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
* DfE: “No health without mental health”: <https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
* Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
* Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
* MindEd: [www.minded.org.uk](http://www.minded.org.uk)
* NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
* PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
* Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
* The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
* Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
* Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
* Young Carers: [www.youngcarers.net](http://www.youngcarers.net)

**Cyberbullying**

* Childnet International: [www.childnet.com](http://www.childnet.com)
* Digizen: [www.digizen.org](http://www.digizen.org)
* Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
* Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
* UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)

**LGBT**

* EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
* Pace: [www.pacehealth.org.uk](http://www.pacehealth.org.uk)
* Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
* Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

## SEND

## Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)

## Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)

## DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

**Racism and Hate**

* Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
* Kick it Out: [www.kickitout.org](http://www.kickitout.org)
* Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
* Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
* Show Racism the Red Card: [www.srtrc.org/educational](http://www.srtrc.org/educational)