



Anti-Bullying Policy December 2020

Vision Statement

'A cord of three strands is not easily broken' Ecclesiastes 4:12

The Trinity Partnership embodies the strength and unity of three schools working as one. The Trinity Partnership aims to engage across schools, churches and communities, working in partnership with DEMAT, governors and school leaders to ensure that life is lived in all its fullness as unique children of God.

Policy Statement

The Trinity Partnership schools are happy schools with a reputation for being caring and supportive. We are, however, aware that bullying exists in all schools. We do our very best to maintain an ethos which prevents it from happening. Issues which do arise are taken seriously and dealt with promptly and thoroughly. This policy should be read in conjunction with our Good Behaviour Policy.

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our schools. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are TELLING schools. This means that anyone who knows that bullying is happening is expected to tell the staff.

Definition

Bullying is the wilful, conscious desire to hurt, threaten, upset or frighten someone, often to gain respect, power or status. A bully is someone who **repeatedly** targets people and hurts or upsets them on purpose again and again. One-off incidents can be described as 'bullying behaviour'. The word 'bullying' is not used to describe the general rough and tumble of school life.

Bullying can be:

Name calling – leaving people out – teasing because different – winding up – whispering – setting up for trouble – kicking – hitting – sarcasm – spoiling work – hiding possessions – spitting – glaring – staring – passing hurtful notes – tripping up – chanting – damaging personal property – refusing to touch anything to do with victim – belittling – degrading – stealing – obstructing – laughing at – humiliating – aggression – sexual harassment – racial abuse – gender abuse – mimicking – spreading rumours – telling lies – taunting – daring – threatening – extortion – intimidating – denting choice – saying unkind things about family – demanding money – ganging up – forcing to do something against will – cyber-bullying – insulting text messages – using social networking sites to threaten, intimidate and insult.

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Schools have a responsibility to respond promptly and effectively to issues of bullying.

- To make it clear that no bullying of any kind will be tolerated
- To maintain and implement effective anti-bullying procedures
- To deal with bullying promptly whenever it comes to our attention
- To implement our policy to combat bullying in a way which is consistent with our other policies relating to behaviour
- To ensure parents, governors, all staff and the wider community understand what bullying is/is not and our strategies for dealing with it.

Signs of Bullying

Looking out for signs of bullying is a collective responsibility. The following 'out of character' behaviours may be an indication that a child is being bullied:

- School refusal
- Frequent illness
- Not wishing to go out at break times
- Easily upset
- Tries to avoid certain situations (eg getting changed for PE)
- Books or possessions go missing
- Seems frightened of walking to or from school
- Begins to do badly in school work
- Clothes or possessions damaged or destroyed
- Becomes depressed or withdrawn and starts to stammer
- Becomes distressed and eats significantly less
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Attempts self-harm
- Cries easily
- Has unexplained bruises, scratches or cuts
- Asks for money or starts to steal (to give to bully)
- 'Loses' pocket money
- Solitary at playtime
- Refuses to say what is wrong or is frightened to say what is wrong
- Gives improbable excuses for any of the above
- Is afraid to use the internet or mobile phone
- Is nervous and jumpy when a cyber-message is received
- Gives an improbable excuse to explain any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Dealing with a bullying incident

Keep calm, take it seriously, act promptly and reassure the victim. Investigate fully all incidents that are reported to the satisfaction of all parties.

Whole school action

- Inform new parents and children of our attitude towards bullying and remind potential bullies that such behaviour is not acceptable
- Keep an eye on children who start at the school during the year until they are established
- Use assemblies, PSHE lessons and Circle Time to establish peer group disapproval of bullying
- Participate in an Anti-Bullying week as appropriate
- Teach co-operative games in PE
- Provide playground space which caters for a variety of play needs, encourage co-operative games
- Create a climate which enables children to talk in confidence to teachers or other adults about bullying
- Make full use of the resources available to put positive messages across
- Seek views of parents and children and monitor results

- Be vigilant in looking for the signs of bullying
- Use pupil voice surveys to listen to children's views on bullying
- Display information within school to discourage bullying

Strategies for dealing with children demonstrating bullying behaviour

- Inform an adult
- Inform parents
- Select appropriate course of action with reference to the school's Behaviour Policy
- Deal with bully disapprovingly without resorting to bullying behaviour yourself
- Monitor behaviour to prevent repetition informing other duty teachers and midday supervisors if appropriate
- Review arrangements for movement about the school and supervision at key times to restrict or eliminate opportunities for bullying
- Initiate an education programme, a PSHE activity or chose a relevant theme for Collective Worship if bullying is about a particular issue (e.g. difference), without focusing it on the child concerned
- Encourage witnesses of bullying to report it
- Help the bully to understand what it is like to be a victim and to understand the consequences of his/her actions
- Help bullies to change their behaviour over a period of time

Strategies for supporting children identified as being the victims of bullying

- Reassure the victim
- Help the victim overcome the 'afraid to say' hurdle
- Initiate an education programme, a PSHE activity or chose a relevant theme for Collective Worship if bullying is about a particular issue without focusing it on the child concerned
- Help the victim to help him/herself by being more assertive or less sensitive
- Tell the victim to:
 - Remember that he/she doesn't deserve to be bullied
 - Get friends together and say "no" to the bully
 - Stay with groups of people even if they are not friends (safety in numbers)
 - Avoid being alone in places where bullying happens
 - Get away if in danger (don't fight to keep your possessions)
 - Remember that fighting back might make it worse
 - Ignore the bully
 - Be proud if you are different (it is good to be an individual)

Strategies for dealing with bullying

- Help children to solve their own problems through discussion
- Help children to understand the link between their behaviour and the consequences of their actions
- Support pupils with 'cyber-bullying' outside of school

Further information

Support for parents: www.norfolk.gov.uk/bullying

Anti-bullying Alliance: www.anti-bullyingalliance.org.uk

Childline: www.childline.org.uk

Kidscape: www.kidscape.org.uk

