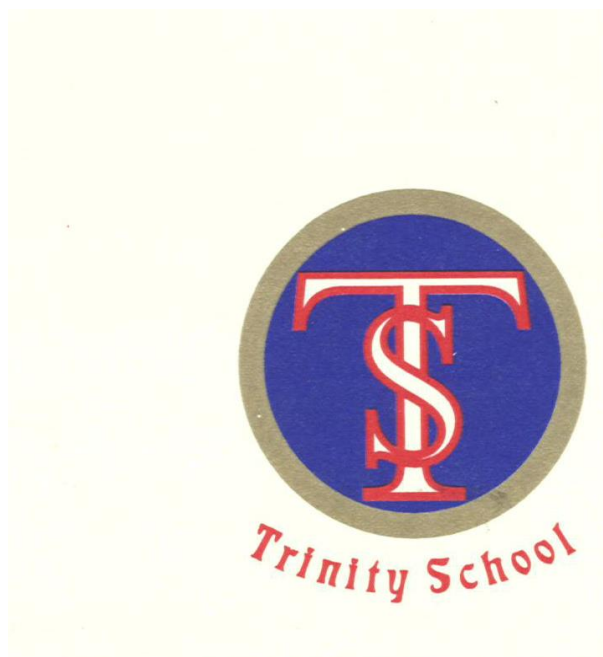


TRINITY SCHOOL



Anti-bullying Policy

October 2018

A Procedural Guide

Date of Document: October 2018
First Revision: To be reviewed September 2020
Second Revision:
Third Revision:

Signed Chair/Vice Chair of Governors

Date

Anti-Bullying Policy

This policy is intended to ensure that the Governors' Vision and Aims are delivered, as set out below:

Trinity School Vision

- Leading Excellence in SEND Provision
- Ensuring Outstanding Person-Centred Achievement
- Including Everyone in Meaningful and Safeguarded Life

Rationale behind the policy

All members of our school community deserve the right to feel valued, equal and respected, to be able to come to school without fear and to expect protection from adults in positions of care and responsibility.

Bullying has a serious effect on a pupil's self esteem, emotional and mental health, which in turn prevents them from developing to their full potential and taking advantage of life chances.

Bullying will not be tolerated at our school from any member of the school community (staff, pupils, parents or governors). As a 'listening and telling' school we are committed to the creation of positive and safe learning environments for all.

Definition

There are a number of definitions of bullying but all include the following characteristics:

- It tends to be repetitive or prolonged
- It involves an imbalance and abuse of power
- It may be verbal, physical or psychological
- It produces damaging or hurtful effects physically or emotionally to an individual.
- There is intent and motivation to cause distress to another individual or group.

The main types of bullying are:

- physical (e.g. hitting, kicking, theft, sexual assault)
- verbal (e.g. name calling, insults, offensive sexual or racist remarks)
- relational (e.g. social exclusion, spreading rumours or stories, sexual harassment and racial abuse)
- indirect (e.g. spreading rumours, excluding someone from social groups)
- cyber bullying (e.g. offensive or abusive text or Internet messages)
- homophobic or transgender bullying

Bullying may occur frequently or infrequently, regularly or irregularly but it should be taken seriously even if it has occurred on only one occasion. The fact that incidents are not reported does not necessarily mean that bullying is not taking place.

Not all aggressive behaviour is bullying. Behaviour which appears to be bullying, may be exhibited by some children without the intention or awareness that it causes distress.

Some individuals may feel they are being bullied, even when there is no intention from others to cause them distress. Such perceptions of bullying should nevertheless be taken seriously as a reflection of the individual's vulnerability.

Purpose of the policy

1. To raise awareness of bullying
2. To develop a positive and safe learning environment in which bullying will not be tolerated.
3. To promote inclusion, mutual respect, self-esteem and self worth in order to meet the physical, emotional and mental health needs of all members of the school community.
4. To raise the standards of behaviour and levels of achievement of all.
5. To establish a consensus amongst school staff about good and bad practice based on an understanding of the problem of bullying, and ensure that everyone has the information needed to fulfil their obligation to prevent bullying.

Guidelines for implementing policy:

The Head teacher and Governing Body have a statutory responsibility for school behaviour and discipline but all members of the school community need to accept collective responsibility if an anti-bullying policy is to be successful.

Pupils should be encouraged to report all incidents of bullying, whether they are victims or bystanders but given the communication difficulties experienced by large numbers of our school population all staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

All staff have a responsibility to respond, and treat seriously pupil, staff or parental concerns and support the agreed procedures.

Proactive strategies

1. The implementation of the Anti-bullying policy shows 'development in use' and acceptance of collective responsibility with staff 'doing what we say we do' and addressing incidents of bullying consistently and promptly.
2. The message, 'We are a listening and telling school.' is promoted at all times
3. Awareness of bullying is raised through PSHE, citizenship, circle time, assemblies, projects, role-play, social stories and social skills training.
4. Pupils are taught what bullying is, what they should do and who they can tell.
5. Our pupils are particularly vulnerable to bullying in the wider community and development of their self-advocacy and social skills are a priority.
6. The School Council includes bullying on its agenda.
7. Preventative measures such as adaptation and improvement of the school environment are made wherever possible to reduce the risk of bullying.
8. The Governing body and SLT monitor bullying via audit strategies, annual pupil and parent questionnaires.
9. The policy is distributed to all new staff.

Our Reactive strategies

1. All issues concerning dealing with individual cases of bullying are addressed by the Behaviour Management team and a personalised programme to support pupils would be implemented. School managers would ensure that parents are informed and involved.

2. Our prime concern in cases of bullying should be the support and protection of the victim so action should continue until the issue is satisfactorily resolved and the bullying ceases. The actions should be reviewed and modified in light of circumstances and if the bullying continues.
3. Strategies to support victims should involve staff and pupils. Approaches such as circle of friends, mentoring and social skills training etc. should be considered.
4. Appropriate support should be identified for bullies and victims. In some circumstances this might appropriately involve outside agencies.
5. Appropriate interventions / sanctions should be used in consultation with all parties
6. In applying interventions / sanctions these may include:
 - social skills training
 - verbal reprimand
 - break-time detention,
 - lunch-time detention
 - letter to parents
 - meetings with parents.
7. If an incident is serious, fixed exclusion will be considered but only after a full review of the facts.
8. Victims (where appropriate) should be made aware of the sanctions strategies that are being used.
9. Bullying incidents will be logged and monitored by the SLT.
10. Staff, parents and pupils can actively support the school's policy by reporting incidents, or any suspected bullying activities that the victim may be afraid to report.

Parents

Parents are asked to actively support the Bullying Policy by informing the school of any concerns they have.