



Trinity Church of England/Methodist Primary School

— BUCKSHAW VILLAGE —

Headteacher: Mrs Jill R Wright

✉ head@trinitybuckshaw.lancs.sch.uk

Trinity Church of England/Methodist Primary School **Anti-Bullying Policy**

Trinity is a Christian school with a caring environment in which each individual is valued as special and is encouraged to reach their full potential while enjoying life in all its fullness.

All children, regardless of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, have the right to equal protection from all types of harm or abuse.

At Trinity C of E/Methodist Primary School we are aware of the possible consequences of bullying and through this policy and practice we strive to address the negative effect that such experiences may have on both children and staff within the school.

This policy should be read in conjunction with other relevant school policies e.g. Behaviour Policy, Health and Safety, Safeguarding, Computing, On Line Safety and SEND Policies. Through this policy we strive to ensure that we build a school community where bullying is not tolerated.

Aims and objectives of the policy

- To prevent bullying from happening between children who are a part of our school or take part in our activities
- To make sure bullying is stopped as soon as possible if it does happen and that those involved receive the support they need
- To provide information to all staff, volunteers, children and their families about what we should all do to prevent and deal with bullying

Values and Principles

We believe that children should never experience abuse of any kind.

- a. We seek to provide a safe, secure and positive environment in which children and adults can grow and develop, making full use of the range of facilities available to them.
- b. We are committed to a value system within which children and adults involved



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with them are entitled to be treated with respect and understanding and to participate without fear of intimidation. Any behaviour that undermines this is unacceptable.

- c. We seek to ensure that those acting on behalf of our school will:
 - Actively listen to children
 - Act appropriately on information received in order to ensure that a safe, secure and positive environment exists.
- d. All our children have the right to feel secure, to be able to trust without fear, and to expect protection from adults in positions of care and responsibility. They also have a basic right to take full part in their education in an environment that does not subject them to cruelty or create despair.
- e. All bullying is unacceptable, regardless of how it is delivered or what excuses are given to justify it.
- f. Victims of bullying will be treated in a supportive manner, and their case heard in an atmosphere of positive concern.

Definition of Bullying Behaviour

Bullying can be defined as '*behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally*'. DfE 'Preventing and Tackling Bullying'

Bullying falls into two categories:

1. Emotionally harmful behaviour, such as taunting, spreading hurtful rumours and excluding people from groups, or cyberbullying.
2. Physically harmful behaviour, such as kicking, hitting, pushing or other forms of physically abusive behaviour.

The behaviour constitutes bullying if:

- It is repetitive, wilful or persistent
- It is intentionally harmful, carried out by an individual or group
- There is an imbalance of power leaving the person who is being bullied feeling defenceless



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Bullying is not:

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. It is bullying if it is done repetitively or persistently.

Children sometimes fall out and say things because they are upset. When occasional problems of this kind arise, although unkind, it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns or a misjudged prank. We all have to learn how to deal with these situations and develop skills to repair relationships.

Types of Bullying Behaviour

Bullying can take many forms:

- Emotional - being unfriendly, excluding, tormenting, threatening behaviour
- Verbal - name calling, sarcasm, spreading rumours, teasing, use of derogatory language
- Physical - pushing, kicking, hitting, punching or any use of violence
- Extortion - demanding money/goods with threats
- Online – use of social media, messaging and calls. Misuse of associated technology e.g photos and videos.
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact, sexually abusive comments
- Homophobic or biphobic - bullying because of sexuality or perceived sexuality
- Transphobic – because of gender identity or perceived gender identity

Children can be bullied for a variety of reasons. Specific types of bullying include:

- Bullying related to race, religion, nationality or culture
- Bullying related to special educational needs or disabilities (SEND)
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation
- Bullying of young carers or looked-after children or otherwise related to home circumstances



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Effects of Bullying

Bullying affects different people in different ways. Bullying can occur anywhere and everywhere; in schools within the home and in the community. The fact that incidents are not reported does not necessarily mean that bullying is not taking place. Bullying or other forms of harassment can make children's lives unhappy, can hinder their academic progress and can sometimes push otherwise studious children into truancy.

Signs and Symptoms of Bullying

Signs of bullying can be extremely variable and will very much depend on the individual. It is important, however, that parents/carers and school staff are aware of the signs and symptoms associated with bullying so that they can identify possible problems. The more common signs include:

- Physical signs e.g. Physical injuries, damaged clothing with no convincing explanation and general ill-health due to stress
- Emotional signs e.g. mood swings, apparent changes in personality, constant anxiety/nervousness, depression or tearfulness for no apparent reason, lack of confidence, negative self-image, hostility and defensiveness
- Behavioural signs e.g. withdrawn, frequent, unexplained absences, poor concentration, eating disorders, evidence of self harming and disruptive/challenging/bullying behaviour
- General e.g. frequently "lose" possessions, appears tired and lethargic, avoids entering/ leaving school with others.

Preventing Bullying

Taking the view that bullying is an interaction that establishes group identity, dominance and status at the expense of others, then it is only by the development of 'higher values' such as empathy, consideration, unselfishness, that the bully is likely to relinquish their behaviour and function differently in as social setting. If the preventative policy depends upon policing the environment, forbidding the behaviour, encouraging the victims and punishing the perpetrators then no lasting changes can be expected. The strategies employed must impact upon the lasting behaviour of the perpetrator. Through the following preventative strategies and planned curricular opportunities we hope to lay the foundations of positive behaviour and to eliminate



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bullying before it becomes an issue:

- Awareness raising through Anti-Bullying week, assemblies and lessons
- On-line safety lessons half termly
- Clear Anti-Bullying policy which all members of the school are aware of
- Reward system for positive behaviour
- Circle Time – opportunities for children to discuss sensitive issues in a safe environment
- Yoga and calming techniques
- Worry boxes – placed in an agreed places within the school that all children can access in a discrete way.
- Twice weekly 'check ins' with all children to allow the opportunity for them to share concerns.
- Social and Emotional Aspects of Learning – a National Strategy programme delivered throughout the school which focuses on fostering positive relationships, dealing with difficult decisions, feeling good about yourself etc
- Seeking opportunities to learn about and celebrate difference
- Ethos of the school
- Providing a safe and secure environment
- Operating an open door and "Ok to Tell" policy
- Providing staff training to identify forms of bullying
- Positive role models reflected through staff behaviour

Involvement and Liaison with Parents and Carers

We will:

- Make sure that key information about prejudice-based and discriminatory bullying (including policies and points of contact) is available to parents/carers via the school website.
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for children, both on and offline. (Parent, Carer and Visitor Code of Conduct Policy)



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Responding to Bullying

Procedures for Reporting Bullying Behaviour

- A child can report being bullied to any member of staff or via the classroom Worry Box (Years 3 – 6).
- Children can also report concerns about another child being bullied in the same way.
- In Years Reception – Year 2, children are encouraged to 'tell' an adult. There are also opportunities for children to express their emotions through visual display boards/resources indicating if they are concerned about an issue.
- If a staff member suspects that a child is being bullied, they should in the first instance, complete a Bullying Concern Form (Appendix 1). They should then speak to the class teacher, who should then refer to the Headteacher.
- Parents or other adults should in the first instance be encouraged to speak to the class teacher. They can however speak to the Headteacher if they wish.
- Parents should not confront the perpetrator or their parents. This can complicate the situation and distress the child.
- Adults who are being bullied should speak to the Headteacher/Chair of Governors.

Procedures for dealing with incidents with children

When a bullying incident has been reported, the following steps will be taken:

1. A discussion will take place between the class teacher and Headteacher/SLT to decide the most appropriate person to talk to the victim. This will be the person who has the best relationship with the victim and who will make the victim feel most comfortable. During this discussion the member of staff will follow safeguarding procedures and will not promise confidentiality but will assure the victim that it is "Ok to tell". They will ask the victim what happened, where, if there were any witnesses and how it has made them feel. Reassurance will then be given that they have done the right thing by telling and that steps will be taken to resolve the situation. The adult should complete a Bullying Incident Form (Appendix 2).
2. The adult will report back to the Headteacher who will discuss concerns with the class teacher.



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3. The class teacher will provide emotional support for the victim. If the victim and perpetrator are in the same class, the class teacher will immediately begin monitoring the situation informally until interviews with pupils have been completed.
4. The Headteacher or designated member of the SLT along with the adult who talked to the victim will meet the perpetrator(s) to discuss the allegation. If appropriate the victim may also be present at the meeting (age/personality dependent). The perpetrator(s) must be made aware of how their actions have made the victim feel. Behaviour expectations will be reiterated at this point and the School's Behaviour Policy will be followed regarding sanctions.
5. Once bullying is confirmed, the class teacher(s) will monitor using anti bullying monitoring forms (Appendix 3), one for the victim, with another for the perpetrator(s), checking after each session/break that the victim has not been bullied and that from the perpetrators side that they have not been near the victim, hurting them etc. This may be done by checking with the adult on duty at playtime if appropriate but it is only aimed at the victim not at other children/incidents.
6. Adults in school will be made aware of bullying so that they can be alert at all times and report any incidents to class teacher/Headteacher.
7. The Headteacher will inform the victim's parents of the incident(s). They will be informed about the anti bullying monitoring procedures and will be advised to encourage their child to tell the class teacher if there are further instances of bullying so that school can act on the information. When the class teacher is made aware of incidents they will inform the parents. Parents will be encouraged to contact school if they have any concerns.
8. The Headteacher will contact the perpetrator(s) parents and invite them into school to discuss the incident(s). The school's anti bullying monitoring system will be discussed and an action plan will be drawn up as appropriate. This may take the form of small group work, peer mentoring or outreach work for example referral to the school's Family Support Worker or the Children's Family and Wellbeing Service to support behaviour. If further incidents of bullying occur, the class teacher/Headteacher will liaise with the parents and support/action will be increased.

Follow Up Procedures

The Headteacher is to be informed if further bullying occurs.

We acknowledge that it is difficult to put a timescale on when bullying has ceased or when a victim will feel completely 'safe' after being bullied. Along with the Perpetrator's



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Action Plan, we will continue to use the monitoring system until a period of 5 weeks has lapsed without an incident and will then

- Speak to the victim to see if they feel safe enough to remove the monitoring system.
- Speak to the victim's parents to seek their views, with the proviso that they can contact school again if they have any concerns.
- Speak to the perpetrators' parents to advise them of the removal of the monitoring system, reiterating our behaviour expectations and assessing the success of the action plan.
- Speak to the perpetrator(s) reminding them of Trinity's behaviour expectations.

If after a period of 5 weeks the incidents are still occurring, both sets of parents will be invited into school for separate meetings. Support will be offered to the victim, for instance counselling. Depending on the Action Plan support put into place, an increase in support by way of referral to outside agency or higher level support will be put into place.

Range of Actions

There is no single model of bullying and all incidents of bullying are very individual to the victim and the perpetrator, we will use the procedures above with the understanding that each incident will be dealt with on an individual basis.

Recording and Reporting Incidents

The Headteacher will record and monitor all incidents of bullying and report to the Governing Body on a termly basis.

Support for children and adults during and after incidents

At Trinity we aim to look after all of the children in our care. If any children or adults are affected by bullying we will access services from outside agencies, such as counselling if required.



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Anti-Bullying Complaints

If parents are unhappy about the way that an alleged bullying incident has been handled they should in the first instance speak with the class teacher or Headteacher. There is a School Complaints procedure if parents are still concerned. Parents will be advised of this procedure by the Headteacher and a copy will be made available from the school office.

Monitoring

We involve children in discussions about bullying and seek their views through pupil voice: the Pupil Attitude Questionnaire carried out annually in Year 5 and Year 6, our School Councils at Key stage 1 and Key Stage 2 and through discussions with children.

Useful contacts

- Childline: www.childline.org.uk
- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- Young Minds: www.youngminds.org.uk
- Childnet: www.childnet.com

Policy reviewed October 2022



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Appendix 1

Confidential

Date _____

BULLYING CONCERN FORM

Date of Incident _____ Time _____

Observation

| |
|--|
| |
|--|

| Name(s) of Pupils Involved | Year | Class/Form Teacher |
|----------------------------|------|--------------------|
| | | |
| | | |
| | | |
| | | |

Action Taken

| |
|--|
| |
|--|

Signed _____ Date _____

Parents Informed

YES/NO

Any other information:

| |
|--|
| |
|--|

Form Seen By

| | | |
|--------------|---------------------------|-----------------------------|
| SMT - Yes/No | Pastoral Manager - Yes/No | Class/Form Teacher - Yes/No |
|--------------|---------------------------|-----------------------------|

Date for Review _____



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Appendix 2

Confidential

Date _____

BULLYING INCIDENT FORM

Date of Incident _____ Time _____

| Name(s) of Pupils Involved | Year | Class/Form Teacher |
|----------------------------|------|--------------------|
| | | |
| | | |
| | | |
| | | |

Outline of Incident (Including Type of Bullying)

Action Taken

Parents Informed

YES/NO

Any other information:

Signed _____ Date _____

Follow up Action Taken

Parents Informed YES/NO

Signed _____ Date _____

Form Seen By

| | | |
|--------------|---------------------------|-----------------------------|
| SMT - Yes/No | Pastoral Manager - Yes/No | Class/Form Teacher - Yes/No |
|--------------|---------------------------|-----------------------------|

Date for Review _____



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ANTI BULLYING MONITORING FORM

| Perpetrator _____ | | Class _____ | | Week Beginning _____ | | | |
|-------------------|----------------------------|-------------|----------------------------|----------------------|----------------------------|------|-------------------------|
| Day | 1 st session am | Play | 2 nd Session am | Lunch | 1 st Session pm | Play | 2 nd session |
| Monday | | | | | | | |
| Tuesday | | | | | | | |
| Wednesday | | | | | | | |
| Thursday | | | | | | | |
| Friday | | | | | | | |