



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.

Trinity C of E/Methodist Primary School is committed to developing an anti-bullying culture where the bullying of adults, children and young people is not tolerated in any form.

This policy should be read in conjunction with other relevant school policies e.g. Behaviour Policy, Health and Safety, Safeguarding, Computing, Online Safety and SEND Policies.

Aims and Objectives

- 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

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'

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



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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. We have strategies in school to teach children how to do this.

- Bullying can include physical and emotional abuse such as name calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, producing offensive graffiti, gossiping, peer isolation (e.g. excluding people from groups) and spreading hurtful and untruthful rumours.
- The same unacceptable behaviours can be expressed online; this is sometimes called online bullying or cyberbullying. Specifically this can include sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- Trinity CE/Methodist Primary School recognise that bullying can be emotionally abusive and can cause severe and adverse effects on children's emotional development.
- Bullying is recognised by Trinity CE/Methodist Primary School as being a form of child on child abuse; children can abuse other children.
 - Abuse is abuse and it should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".
 - We recognise that even if there are no reports of bullying, it does not mean it is not happening and it may be the case that it is just not being reported.
 - All victims will be taken seriously and offered appropriate support, regardless of where the abuse takes place

Forms and Types of Bullying Behaviour

Bullying can take many forms:

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexualised bullying/harassment
- Bullying via technology, known as online bullying or cyberbullying
- Prejudiced-based and discriminatory bullying (against people/pupils with protected characteristics) which may include:
 - Bullying related to race, religion, faith and belief and for those without faith



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- Bullying related to ethnicity, nationality or culture
- Bullying related to Special Educational Needs or Disability (SEND)
- Bullying related to sexual orientation (homophobic/biphobic bullying)
- Gender based bullying, including transphobic bullying

We recognise that AI has many uses to help pupils learn, but may also have the potential to be used to bully others. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real. We will treat any use of AI to bully pupils in line with our Anti Bullying/Online Policies.

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 adults and children's lives unhappy. It can hinder 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.



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School Ethos

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

- 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.
- We are committed to a value system within which children and adults involved 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.
- 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.
- 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.
- All bullying is unacceptable, regardless of how it is delivered or what excuses are given to justify it.
- Victims of bullying will be treated in a supportive manner, and their case heard in an atmosphere of positive concern.
- We understand the importance of challenging inappropriate behaviours between peers
- We support staff to promote positive relationships to help prevent bullying.
- We recognise that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND.
- We require all members of the community to work with the school to uphold the antibullying policy.

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 a 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



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perpetrator. Through the following preventative strategies and planned curricular opportunities we hope to lay the foundations of positive behaviour and to eliminate 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 community 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.
- 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
- PSHE/Computing Curriculum
- Trinity Affirmations promoting self esteem
- Trinity Friendship Wheel
- Work with external agencies

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

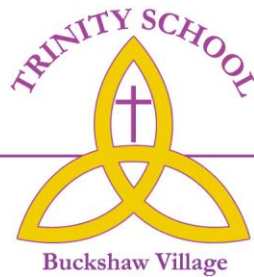
Procedures for Reporting Bullying Behaviour - Children

- 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 completed, 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. *Consideration must be given as to whether this should be a Designated Safeguarding Lead (DSL)*. 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. School will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate. 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. The victim may also wish to be present at the meeting, it is their choice. However, 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. *Or Safeguarding policy followed.
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) when bullying is confirmed. 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. Support will be made available for the victim as needed, working towards restoring self esteem and confidence.
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, along with sanctions, 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 work towards changing the attitude and behaviour of the child. If further incidents of bullying occur, the class teacher/Headteacher will liaise with the parents and support/action will be increased.



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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 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.

Procedures for Reporting Bullying Behaviour – Adults

Our school takes measures to prevent and tackle bullying amongst children; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by parents, other staff members or children is unacceptable.

Adults affected by bullying should report their concerns to the Headteacher, a Designated Safeguarding Lead or Chair of Governors. Concerns will be investigated and appropriate action taken in line with School Policies. Support and guidance will be offered to adults as appropriate.

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.



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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.

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 or online.

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

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- 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
- Victim Support: www.victimsupport.org.uk
- Kick it Out: www.kickitout.org
- Anne Frank Trust: www.annefrank.org.uk
- Changing faces: www.changingfaces.org.uk

Policy reviewed Sept 2025



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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
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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

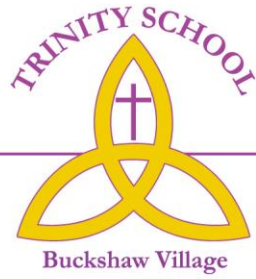
Parents Informed YES/NO

Signed _____ Date _____

Form Seen By

SMT - Yes/No	Pastoral Manager - Yes/No	Class/Form Teacher - Yes/No
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Date for Review _____



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Appendix 3

ANTI-BULLYING MONITORING FORM

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



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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							