

# Holy Trinity Church of England Primary School



## Anti-Bullying Policy

*To be the best we can be: for God, for others and  
for ourselves*

**Agreed by Governors** September 2023

**Due for Review** September 2026

## **Our Trust Prayer**

Heavenly Father,  
Let peace, friendship and love grow in our schools.

Send the Holy Spirit to give  
excellence to our learning,  
love to our actions and joy  
to our worship.

Guide us to help others,  
so that we may all  
Learn, Love and Achieve, Together with Jesus.

Amen

## Our Vision Statement

At Holy Trinity Church of England Primary School, every child is recognised as a unique individual. We celebrate and welcome differences within our diverse school community, encouraging all to grow and flourish as precious children of God. Learning is centred around experiencing the joy of discovery. The ability to learn is underpinned by the teaching of skills, knowledge, concepts and values, with a vision to prepare our children to be life-long learners, rooted in our school motto: To be the best we can be: For God, for others and for ourselves.

## School Statement on bullying

Holy Trinity CE Primary School recognises that bullying of anyone in our school community is an issue to be taken seriously. We recognise the damage it can cause to the education of the victim, the wellbeing of the victim, the perpetrator and the school as a whole. We are committed to working towards its complete eradication and to establish appropriate means of providing after care should an incident of bullying occur.

## Equality Statement

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. At Holy Trinity C.E. Primary School, equality is a key principle for treating all people the same irrespective of their age, disability, gender reassignment, marriage & civil partnership, pregnancy & maternity, race, religion or belief, sex, sexual orientation (Equality Act 2010). Within our Christian school, this policy fully supports our duty and actively looks for ways to strengthen this fundamental aspect of school life.

[https://www.equalityhumanrights.com/sites/default/files/psed\\_guide\\_for\\_schools\\_in\\_england.doc](https://www.equalityhumanrights.com/sites/default/files/psed_guide_for_schools_in_england.doc)

## Aims and purpose of the policy

- To ensure a secure and happy environment free from threat, harassment, discrimination or any type of bullying behaviour.
- To create an environment where all are treated with dignity and respect and where all members of the school community understand that bullying is not acceptable.
- To ensure a consistent approach to preventing, challenging and responding to incidents of bullying that occur.
- To inform pupils and parents of the school's expectations and to foster a productive partnership which helps to maintain a bullying-free environment.

- To outline our commitment to continuously improving our approach to tackling bullying by regular monitoring and reviewing the impact of our preventative measures.

## Definition of bullying

Bullying is hurtful, unkind or threatening behaviour which is deliberate and repeated. **Bullying can be carried out by an individual or a group of people towards another** individual or group, where the bully or bullies hold more power than those being bullied. If bullying is allowed it harms the perpetrator, the target and the whole school community and its secure and happy environment.

### **The nature of bullying can be:**

- Physical (e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact)
- Verbal (e.g. name calling, ridicule, comments)
- Cyber (e.g. messaging, social media, email)
- Emotional/indirect/segregation (e.g. excluding someone, spreading rumours)
- Visual/written (e.g. graffiti, gestures, wearing racist insignia)
- Damage to personal property
- Threat with a weapon
- Theft or extortion
- Persistent Bullying

### **Bullying can be based on any of the following things:**

- Race (racist bullying)
- Sexual orientation (homophobic or biphobic)
- Special Educational Needs (SEN) or disability
- Culture or class
- Gender identity (transphobic)
- Appearance or health conditions
- Religion or belief
- Related to home or other personal circumstances
- Related to another vulnerable group of people

### **The Roles and Responsibilities**

#### **Holy Trinity CE Primary School Staff**

- Staff must act firmly against bullying wherever and whenever it appears
- Individual members of staff must be alert to signs of bullying and act promptly and firmly against it.

- Failure to respond to incidents may be interpreted as condoning the behaviour.

### **Holy Trinity CE Primary School Children**

It is important that our children should:

- Be involved in the development and reviewing of anti-bullying policies and practice
- Learn about what constitutes bullying and what to do about it
- Have opportunities to develop the skills to resist bullying and to deal with bullying
- Be aware that knowing about bullying by or to others and doing nothing is unacceptable

### **Holy Trinity CE Primary School Parents / Carers**

Holy Trinity CE Primary School parents' / carers' role is to help the school to deal with bullying. They should:

- Discourage their children from using bullying behaviour at school, at home or elsewhere
- Take an active interest in their children's school life, especially with regard to friendships, playtime and the journey to and from school
- Watch out for signs that their children are being bullied, or are bullying others
- Contact the school at the first sign if they are worried that their children are being bullied or are bullying others.

### **Holy Trinity CE Primary School Governors**

Holy Trinity CE Primary School Governors' role is to ensure that the school has a policy, that all staff operate the policy and that it is effective. The governing body should:

- Review the school's bullying policy regularly
- Consult all interested parties in revising the policy as necessary
- Help to explain the policy to all interested parties
- Ask for information to enable it to monitor the implementation and evaluate the effectiveness of the policy.

## **Cyber bullying at Holy Trinity**

Tackling cyber bullying directly links to Holy Trinity CE Primary School Acceptable Use of Technology Policy.

Mobile, Internet and wireless technologies have increased the pace of communication and brought benefits to users worldwide. But their popularity provides increasing opportunities for misuse through 'cyberbullying'. It's crucial that children and young people, who are particularly skilful at adapting to new technology, use their mobiles and the Internet safely and positively, and that they are aware of the consequences of misuse. School staff, parents and pupils at Holy Trinity CE Primary School have to be constantly vigilant and work together to prevent this form of bullying and tackle it wherever it appears. The advent of cyberbullying adds new dimensions to the problem of bullying. Unlike other forms of

bullying, cyberbullying can follow children and young people into their private spaces and outside school hours. Cyber bullies can communicate their messages to a wide audience with remarkable speed and can often remain unseen and unidentifiable.

### **What is cyberbullying?**

Cyberbullying is bullying that takes place over digital devices like mobile phones, computers, and tablets. Cyberbullying can occur through SMS, Text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information and/or pictures about someone else causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behaviour, which is why children need to understand the implications of their actions.

The most common places where cyberbullying occurs are:

- Social Media, such as Facebook, Instagram, Snapchat, and Tik Tok (Please note there are age restrictions for these apps. Most apps start at 13 years old).
- Text messaging and messaging apps on mobile or tablet devices
- Instant messaging, direct messaging, and online chatting over the internet
- Online forums, chat rooms, and message boards, such as Reddit
- Email
- Online gaming communities
- School staff, parents and pupils at The Beacon need to work together to prevent this and to tackle it whenever it occurs.

### **What is LGBT+ bullying?**

LGBT+ bullying is designed to intimidate, humiliate, ridicule or undermines the confidence of another student by reason of the student's sexuality, gender identity whether by established fact or assumption. This could be any hostile or offensive action against lesbians, gay males, bisexuals, transgender persons or in relation to gender identity or those perceived to be.

These actions might be:

- Verbal, physical, or emotional (social exclusion) harassment, insulting or degrading comments, name calling, gestures, taunts, insults, jokes or banter.
- Offensive graffiti.
- Humiliating, excluding, tormenting, ridiculing or threatening refusing to work or cooperate with others because of their sexual orientation or identity.

Any reported incidents should be taken to the safeguarding team and documented on CPOMS under the correct categories.

## [Reporting bullying](#)

All staff have a duty to challenge bullying (including Homophobic, Biphobic and Transphobic bullying and language), report bullying, be vigilant to signs of bullying and play an active part in the school's efforts to prevent bullying. Mrs J Morrell is the school's antibullying lead.

The Senior Leadership team and the headteacher have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and wellbeing of all young people.

Parents and Carers also have a responsibility to look out for signs of bullying (e.g. distress, feigning illness, lack of concentration). Parents and carers should support their child to report the bullying. The first point of contact is the class teacher, then the school's antibullying lead – Mrs Thompson

Pupils should not take part in any kind of bullying and should watch out for signs of bullying amongst their peers. Pupils should never be bystanders to incidents of bullying- they should offer support to the victims and encourage them to report it.

## Responding to bullying

When bullying has been reported, the following actions will be taken:

1. Staff will record the bullying incident centrally in the school's electronic Child Protection Online Management System (CPOMS).
2. Designated school staff will monitor information recorded on CPOMS analysing the results.
3. The headteacher will produce termly reports summarising the information which will be reported to the Governing body every term with a review of school procedures if necessary.
4. Support will be offered to the target of the bullying from the class teacher, learning mentor or through use of restorative justice.
5. Staff will proactively respond to the bully who may require support from the class.
6. Staff will support parents/carers where necessary to understand the role that they play in this process.
7. Staff will assess whether any other authorities (such as police or local authority) need to be involved, particularly when actions take place outside of school.

## Whole School strategies to prevent and tackle bullying

We use a range of measures to prevent and tackle bullying including:

- Our school vision is at the heart of everything we do and ensures that all members of the school community are revered and respected as members of a community where all are known and respected by God.
- We use a pupil-friendly anti-bullying policy to ensure that all pupils understand the policy and know how to report bullying.
- The PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond to and prevent bullying. It also includes opportunities for pupils to learn to value themselves, value others and appreciate and respect difference.
- Collective worship explores the importance of inclusivity, dignity and respect as well as other themes that play a part in challenging bullying.
- Through a variety of planned activities and time across the curriculum pupils are given the opportunity to gain self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions.
- Circle time provides regular opportunities to discuss issues that may arise in class and for teachers to target specific interventions.
- Stereotypes are challenged by staff and pupils across the school. • Restorative justice systems provide support to targets of bullying and those who show bullying behaviour.
- Pupils are involved in developing school-wide anti- bullying initiatives through consultation with groups, such as the school council.
- Working with parents and carers, and in partnership with community organisations to tackle bullying where appropriate.

## Monitoring the policy

The headteacher and SLT and our Safeguarding Team are responsible for monitoring the policy on a day to-day basis. The headteacher and anti-bullying lead are responsible for monitoring and analysing the recorded data on bullying. Any trends should be noted and reported.

## Evaluating and reviewing

The headteacher is responsible for reporting to the Governing Body (and the LDST) on how the policy is being enforced and upheld, via the termly report. The governors are in turn responsible for evaluating the effectiveness of the policy via the termly report and by in-school monitoring such as learning walks and focus groups with pupils. If further improvements are required, the school policies and anti-bullying strategies should be reviewed. The policy is reviewed every 12 months, in consultation with the whole school community including staff, pupils, parents, carers and governors.

## Appendix 1

### Supporting Organisations and Guidance

- 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" March 2014:  
<https://www.gov.uk/government/publications/preventingandtacklingbullying>
- DfE: "No health without mental health":  
<https://www.gov.uk/government/publications/no-health-without-mentalhealth-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/education](http://www.srtrc.org/education)