

Re-approved: July 2016

Review Date: June 2017

Policy Title	Anti- bullying
1. Purpose	<p>The purpose of this policy is to set out Trinity Academy’s approach to bullying and how it will prevent and deal with it.</p> <p>This policy is supported by an Anti-Bullying Procedure and links in with the Academy’s Equal Opportunities Policy, Behaviour Policy and Pupil Code of Conduct.</p> <p>Appendix 1 identifies relevant legislation and guidance. Appendix 2 contains the Anti-Bullying Procedure</p>
2. Summary	<p>Bullying is an anti-social behaviour that can damage both individuals and communities and, as such, is regarded as inappropriate and unacceptable.</p> <p>It can be defined as behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group.</p> <p>Bullying can be classified under the following headings:</p> <ul style="list-style-type: none"> • Physical • Verbal • Emotional • Cyber • Prejudice <p>Everyone at Trinity Academy has a responsibility to contribute to the prevention of bullying, to be vigilant in recognising the signs of bullying and to report any concerns.</p>
3. Aims	<p><u>Anti-bullying statement of commitment</u></p> <p>Trinity Academy is committed to providing a safe learning environment, free from harassment, intimidation and bullying. It will work in partnership with parents and pupils to develop an open and inclusive culture within which bullying will not be tolerated. The Academy will take a pro-active approach to preventing all forms of bullying and guarantees that all reported incidents will be dealt with promptly.</p>
4. Objectives	<ul style="list-style-type: none"> • To create a supportive environment in which pupils feel able to talk about their concerns. • To ensure that pupils understand the nature of bullying, the potential effects on victims and that bullying is unacceptable. • To ensure that all allegations are dealt with promptly, in line with the Academy’s Anti-Bullying procedure. • To establish effective systems for the recording and motoring of all incidents. • To establish appropriate strategies for dealing with the perpetrators of bullying, including restorative justice.

	<ul style="list-style-type: none"> • To ensure that parents' concerns are dealt with appropriately in line with the Academy's Complaints Policy and that they are kept informed at each stage of the process. • To be pro-active in preventing bullying through a range of strategies and interventions that reflect the ethos and values of Trinity Academy.
5. Roles and Responsibilities	<p>The Headteacher is responsible for ensuring that this policy is communicated throughout the Academy community.</p> <p>All staff have a responsibility to ensure that the policy is fully understood and implemented across the Academy.</p>
6. Implementation	<p><u>Preventing Bullying</u></p> <p>Trinity Academy believes that the best way to deal with bullying is to stop it before it starts. We therefore take a pro-active approach to preventing bullying through a variety of means. This includes:</p> <ul style="list-style-type: none"> • Having a clear behaviour policy and pupil code of conduct that establish expected standards of behaviour • Building bullying prevention materials into the curriculum and school activities • Engaging and involving pupils and parents in planning and implementing anti bullying policy and practice. • Fostering positive relationships and a sense of community within the Academy, based on acceptance, tolerance and respect. • Conducting regular assessments to determine the success of prevention strategies. <p><u>Identifying Bullying</u></p> <p>Guidance for staff, parents and pupils on how to identify bullying and the signs to look for can be found in the Academy's anti -bullying procedure.</p> <p><u>Dealing with Bullying</u></p> <p>In dealing with bullying, Trinity Academy has adopted a five step approach, as follows:</p> <ul style="list-style-type: none"> • Be available • Investigate • Record • Respond • Follow up <p>Detailed guidance in respect of these five steps can be found in the anti-bullying procedure.</p> <p><u>Staff training</u></p> <p>All employees, teaching and non-teaching, including volunteers will receive training in how to contribute to the prevention of bullying, how to identify the signs of bullying and the procedures to be followed.</p>

7. Monitoring and Evaluation	The Headteacher will monitor the implementation and effectiveness of this policy through analysis of data, the Academy's self-evaluation processes and through the production of reports for the Board of Trustees.
8. Frequency of Review	This policy will be reviewed on an annual basis.
9. Approval	Approved by Board of Trustees
10. Appendices	<p><u>Appendix 1</u></p> <p>Below is a list of helpful resources and guidance:</p> <ul style="list-style-type: none"> • DfE Behaviour and Discipline in Schools Guidance • Education (Independent Schools Standards) (England) Regulations 2010 • DfE Supporting Children and Young People who are Bullied: Advice for Schools • DfE Preventing and Tackling Bullying • www.stopbullying.gov • www.bullying.co.uk <p><u>Appendix 2: Anti-Bullying Procedure</u></p> <p>Understanding bullying</p> <p>Bullying is an abuse of power that results in distress and pain (physical, mental or emotional) to the victim. It is usually part of a pattern of behaviour rather than an isolated incident. There are three significant factors in bullying:</p> <ol style="list-style-type: none"> 1. A power imbalance in favour of the aggressor. 2. A victim who cannot match that power. 3. It is repeated often over a period of time. <p>Bullying is the wilful, conscious desire to frighten, dominate or hurt someone else by the use of words or gestures (including via text messaging or on the internet), even just a look, or by actual physical violence – thereby damaging their self-confidence or self-esteem.</p> <p>Bullying can have potentially long-lasting and damaging psychological effects on the victim, and is harmful to the whole Academy community.</p> <p>Signs and Symptoms</p> <p>A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:</p> <ul style="list-style-type: none"> • Is frightened of walking to or from school. • Doesn't want to go on the school / public bus. • Begs to be driven to school.

- Changes their usual routine.
- Is unwilling to go to school (school phobic).
- Begins to truant.
- Becomes withdrawn anxious, or lacking in confidence.
- Starts stammering.
- Attempts or threatens suicide or runs away.
- Cries themselves to sleep at night or has nightmares.
- Feels ill in the morning.
- Begins to do poorly in school work.
- Comes home with clothes torn or books damaged.
- Has possessions which are damaged or " go missing."
- Asks for money or starts stealing money (to pay bully).
- Has dinner or other monies continually "lost."
- Has unexplained cuts or bruises.
- Becomes aggressive, disruptive or unreasonable.
- Is bullying other children or siblings.
- Stops eating.
- Is frightened to say what's 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.

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

Dealing with bullying

The five-step approach, as detailed below, should be followed.

Be available	Break the code of secrecy. Make it known that pupils will be listened to. Provide immediate support and reassurance that bullying will be taken seriously.
Investigate	All incidents of bullying will be reported to the Headteacher or nominated Senior Leader. Every incident will be investigated as soon as possible. In the first instance, all parties will be interviewed individually to avoid intimidation and produce an accurate report.
Record	Record every incident in a manner that reinforces the anti-bullying policy. All parties should be encouraged to record the incident in writing.
Respond	The Headteacher or nominated Senior Leader will be responsible for deciding on an appropriate strategy that may include counselling to support the victim, restorative justice strategies, sanctions to punish the bully and behavioural interventions to prevent future bullying e.g.

	<p>Follow up</p> <p>anger management/counselling for the bully.</p> <p>All incidents will be followed up at pre-arranged times to ensure there is no repetition of the bullying and to provide ongoing support, if required.</p>
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