

Anti-Bullying Policy

Trinity High School and Sixth Form Centre



Trinity High School & Sixth Form Centre

Part of Bordesley Multi Academy Trust

Approved by: Local Governing Body Date: October 2023

Last reviewed on:

Next review due by: October 2024

This policy is based on DfE guidance “Preventing and Tackling Bullying” July 2017 and supporting documents. It also considers the DfE statutory guidance “Keeping Children Safe in Education” 2022 and ‘Sexual violence and sexual harassment between children in schools and colleges’ guidance. The setting has also read Childnet’s “Cyberbullying: Understand, Prevent and Respond: Guidance for Schools”.

THIS POLICY HAS BEEN FORMULATED AND CO-DEVELOPED BY LEADERS, STAFF AND MOST IMPORTANTLY STUDENTS. ALL STAKEHOLDERS WERE CONSULTED ON THE BEST APPROACHES TO USE WITHIN OUR ANTI-BULLYING STRATEGY. THE ANTI BULLYING AMBASSADORS AT TRINITY HIGH SCHOOL AND SIXTH FORM CENTRE ARE REGULARLY CONSULTED AND SUPPORT THE REVIEWING OF THIS POLICY.

Contents

1. Policy objectives.....	3
2. Links with other schools and practices	3
3. Rationale	3
4. Definition of bullying	3
5. Forms of bullying covered by this policy	4
6. Preventing, identifying and responding to bullying.....	4
7. Anti-bullying in the curriculum	5
8. Reporting bullying	5
9. Role of parents / carers	5
10. Role of anti-bullying ambassadors	5
11. Role of governors	6
12. Role of school staff	6
13. Disciplinary measures	6
14. Useful organisations and contacts	7

1. Policy objectives

- This policy outlines what we will do to prevent and tackle all forms of bullying.
- The policy has been adopted with the involvement of the whole school community.
- Trinity High School is committed to developing an anti-bullying culture, where the bullying of adults, children or young people is not tolerated in any form.

2. Links with other school policies and practices

This policy links with several school policies, practices and action plans including

- Behaviour policy.
- Complaints policy.
- Child protection policy.
- Confidentiality policy.
- Online safety and Acceptable Use Policies (AUP).
- Curriculum policies, such as: PSHE, citizenship and computing.
- Mobile phone and social media policies.
- Searching, screening and confiscation policy.

3. Rationale

Trinity High School is a school built around a 'Big Heart', and as such our core values are Happiness, Excellence, Ambition, Respect and Tolerance. Students need to feel happy, safe and respected if they are to learn effectively. If bullying is left unaddressed it can create a barrier to learning and serious consequences for mental wellbeing. Since we are a school that sets high standards for our students, it is vital that we create an atmosphere in which bullying cannot thrive and in which no student has to suffer from harassment of any kind.

Bullying occurs in all societies and therefore it is important that we teach character virtues, tolerance and respect explicitly. As bullying is often high profile in the news and is a trigger of real anxiety for parents, it is important that we frequently communicate with parents/carers about our approach to dealing with bullying, so that parents are able to distinguish between what is bullying is and what it is not.

4. Definition of Bullying

Bullying can be defined as "behaviour by an individual or group, repeatedly over time that intentionally hurts another individual either physically or emotionally". (DfE 'Preventing and Tackling Bullying' July 2017).

Bullying is not when two students of approximately the same age and strength have the occasional quarrel or fight.

Bullying can include name-calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

This includes the same unacceptable behaviours expressed online which is referred to as online or cyber bullying. 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.

5. Forms or bullying covered by this policy

- Bullying related to physical appearance.
- Bullying of young carers, children in care or otherwise related to home circumstance.
- Bullying related to physical or mental health conditions.
- Physical bullying.
- Emotional bullying.
- Sexual bullying.
- Bullying via technology, known as online or cyber bullying.
- Prejudicial bullying (against students with protected characteristics).
- Bullying related to race, religion, faith and belief and or those without faith.
- Bullying related to ethnicity, nationality or culture.
- Bullying related to Special Educational Needs or Disability (SEND).
- Bullying related to sexual orientation (homophobic/biphobic).
- Gender-based bullying, including transphobic bullying.
- Bullying against teenage parents (pregnancy and maternity under the Equality Act).

6. Preventing, identifying and responding to bullying – Strategy co-developed with the anti-bullying committee, November 2022.

There are a number of well publicised and well-rehearsed strategies that allow students to feel happy and safe at Trinity High School and Sixth Form Centre.

- We encourage the reporting of bullying behaviour through the promotion of **SEE SOMETHING, SAY SOMETHING**
- Students are educated on what is bullying and the different types of bullying through our PSHE programmes and Character Education Programmes.
- Students have several methods to report bullying. They are the traditional methods such as reporting to a tutor or Head of Year but there is also a referral to HAPPINESS AT HEART on the school website.
- Our Anti Bullying Strategy is highly visible and well-rehearsed so that everyone knows our strategy and can use the support that is 'never far away'.
- We provide students with a framework of behaviour including rules which support this policy. Staff and students follow 'Get it Right'
- Staff are trained to identify bullying and follow school policy and procedures on bullying.
- Staff will exhibit positive behaviours, demonstrate our core values and become positive role models.
- We engage students in reviewing anti-bullying procedures through our anti bullying committee and student council.
- We have actively created 'safe spaces' in school for vulnerable students. We use a variety of techniques to resolve the issues between those who bully and who have been bullied. HEART centre programmes support both victims and perpetrators.
- We continually analyse available data, responding to any trends.

7. Anti-bullying in the curriculum

Bullying is covered in the Character Education assembly programme. The table below shows the curriculum plan for PSHE programme 2022 – 2023.

Year 9	
Year 10	
Year 11	

8. Reporting bullying

- We encourage all students to report bullying immediately to a member of staff. This member of staff will support the student in the first instance but will most likely refer the matter to the relevant Head of Year or Pastoral Manager who will take ownership of the investigation, actions, sanctions (if appropriate) and follow up with parents.
- As part of the schools commitment to ensuring that students take significant ownership in tackling and eradicating bullying behaviour, we have appointed and trained Anti-Bullying Ambassadors who are available at break and lunchtimes to discuss and report bullying behaviour to. The Ambassadors will not resolve bullying alone but will consult with members of the Pastoral Team. Similar systems have been extremely effective in other high performing schools nationally and this initiative will be reviewed periodically to evaluate impact.

9. Role of parents / carers

- The parent/carer is vital in the implementation of this policy. Sometimes a student will not inform school staff if they are being bullied but will inform their parent or other family member. When this is done the parent/carer is expected to contact the form tutor or a member of the pastoral team to discuss the incident to ensure staff can deal with the issue. Parents need to acknowledge that they don't always see the whole picture and should be involved in the solution. Parents and staff need the focus to be on preventing further occurrences rather than establishing blame.
- Parents should communicate with the relevant Form Tutor or Head of Year with any concerns about their son/daughter. The parent/carer of a student displaying bullying behaviour must be contacted by school staff and then, if necessary invited into the school to discuss the behaviour shown by their son/daughter. It is also essential that the parent/carer of the student doesn't feel isolated and that they are also getting support in ensuring that the behaviour is not repeated.

10. Role of Anti-Bullying Ambassadors

Anti-Bullying Ambassadors provide support to students on friendship related issues and bullying. They are a valuable addition to the pastoral support systems in school. Their work empowers students and helps

them feel safe and supported. They are closely guided by and receive supervision from staff and provide a gateway for student opinion.

11. Role of Governors

Governors are expected to take a role in monitoring and reviewing this policy and its effectiveness. Governors should scrutinise data on bullying incidents, while recognising that it is possible for increased reporting of bullying to be a good thing and appreciating the importance of transparently and openly dealing with these issues.

12. Role of school staff

It is the responsibility of all staff to:

- Investigate, act upon their findings, and report when confronted with a bullying incident
- Report to parents/carers of all parties
- Deal with bullying promptly
- Support all the people involved in the bullying behaviour
- Monitor and evaluate

13. Disciplinary measures

The primary aim of dealing with bullying has to be to eliminate the behaviour and resolve the situation. This does not mean bullying is tolerated and punishments will not be considered, but the longer term priority has to be looking forward rather than backwards.

Students who have bullied will be helped by:

- Discussing what happened and establishing the concern and the need to change
- Informing parents/carers to help change the attitude and behaviour of the child
- Providing appropriate education and support
- If online, requesting content be removed and reporting account/content to service provider.
- Sanctioning in line with our behaviour policy. This may include official warnings, detentions, internal suspension or suspension
- Speaking with police or local services.

Students who are the victims of bullying will be helped by:

- Educating the victim on what constitutes a healthy friendship and how they can avoid any future confrontations or bullying episodes.
- Provide a member of staff to see any victims of bullying daily so that any further incidents can be tackled immediately and a student has a designated contact.
- Arrange a review meeting between parents/carers and school to review intervention and assess if any further measures need to be taken.
- If online bullying has taken place, the victim will be signposted to the necessary services to ensure that online bullying can be reported and ceased.

14. Useful organisations and contacts

Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk

Beat Bullying: www.beatbullying.org

Childline: 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/preventing-and-tackling-bullying>

DfE: "No health without mental health": <https://www.gov.uk/government/publications/no-health-without-mental-health-across-government-outcomes-strategy>

Family Lives: www.familylives.org.uk

Kidscape: www.kidscape.org.uk

MindEd: www.minded.org.uk

NSPCC: www.nspcc.org.uk

PSHE Association: www.pshe-association.org.uk

Restorative Justice Council: www.restorativejustice.org.uk

The Diana Award: www.diana-award.org.uk

Victim Support: www.victimsupport.org.uk

Young Minds: www.youngminds.org.uk

Young Carers: www.youngcarers.net

Cyberbullying

Childnet International: www.childnet.com

Digizen: www.digizen.org

Internet Watch Foundation: www.iwf.org.uk

Think U Know: www.thinkuknow.co.uk

UK Safer Internet Centre: www.saferinternet.org.uk

LGBTQ

EACH: www.eachaction.org.uk

Pace: www.pacehealth.org.uk

Schools Out: www.schools-out.org.uk

Stonewall: www.stonewall.org.uk

SEND

Changing Faces: www.changingfaces.org.uk

Mencap: 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

Kick it Out: www.kickitout.org

Report it: www.report-it.org.uk

Stop Hate: www.stophateuk.org

Show Racism the Red Card: www.srtrc.org/educationa