

Introduction

“All children are a gift from God. They are all special and should be allowed to develop and “grow in a nurturing environment secure in the knowledge that they are cherished.”

At Holy Trinity we endeavour to create a safe and stimulating environment where everyone knows that they are valued. A child has the right to be treated with respect and has the responsibility to treat others in the same way. Children are given the confidence and strategies to speak up and tell of any bullying experiences, knowing that positive action will be taken.

Aims and objectives

- To promote a secure and happy environment free from threat, harassment or any type of bullying behaviour
- To create a school ethos in which bullying is regarded as unacceptable
- To produce a consistent school response to any bullying incidents that may occur
- To inform pupils and parents of the school’s expectations and to foster a productive partnership which helps maintain a bullying free environment

What is bullying?

Bullying is a conscious and willful repetitive act of aggression and/or manipulation by one or more people against another person or people. It is also an abuse of power by those carrying out the bullying, which is designed to cause harm. If bullying is allowed it harms the perpetrator, the target and the whole school community and its culture of safety and well being in the school.

Bullying is considered to be:

- Deliberately hurtful (including aggression)
- Repeated often
- Often difficult for individuals who are being bullied to defend themselves

Bullying can take many forms:

- Physical: hitting, kicking, taking belongings
- Verbal: name calling, insulting, making offensive remarks
- Indirect: spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours
- Pupils may use the tool of cyber-bullying (e.g. text messages, e-mail or using social networking sites)

People may bully others because of varying perceived differences:

- Sexism, racism, religion or belief, academic ability, gender identity, homophobia, disability, perceived characteristic (e.g. hair colour or weight) or because of an associate (family member or friend)

Our Approach to Bullying

We believe that if children are encouraged to be good citizens in an environment where they feel stimulated and excited by their learning, it will minimize the occurrence of bullying. We feel it is important to create an atmosphere where our children know that they will be listened to and where their problems and worries are taken seriously and responded to with sensitivity.

Bullying is always unacceptable and always serious. We are committed to creating a safe environment where children can learn and play, can talk about their worries, confident that an adult will listen and will offer help.

Through a variety of planned activities and planned events such as circle time, role-play, class performances, sharing assemblies, our children gain in self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions. Encouraging children to take responsibility by becoming a member of the school council, prefect, house captain promotes children's self confidence. In having this approach we believe this helps to reduce a code of secrecy where children feel too scared to speak up and tell of any bullying experiences.

Our Personal, Social, Health and Economic Education (PSHEE) curriculum will ensure that each year group addresses issues related to bullying. This may take the form of an explicit approach or maybe implicit, in terms of looking at friendships and valuing each other, appreciating differences, to develop individual self-confidence. In addition to this, the issue of bullying in its many forms is the focus of circle time discussions.

Incidences of bullying brought to the attention of the class teacher are investigated as soon as possible. Information is gathered from pupils and any staff concerned by the class teacher and any relevant observations are recorded in the teachers' classroom information file. The inclusion lead and head teacher receive a copy of any report forms related to serious incidents.

We have two aims when reacting to incidents of bullying:

1. To make the child who has been bullied feel safe
2. To encourage better behaviour from the child/children who has displayed bullying behaviours and bystanders

In order to achieve this we use a range of strategies appropriate to the nature, severity and history of the bullying.

If the bullying is a recently established behaviour by an individual or a group which involves regular name-calling, intimidation or social exclusion (but not gross physical violence) a problem solving approach is adopted. The underlying intention is to change the dynamics of the situation, to raise the awareness of the participants about bullying, and to support the peer group in taking responsibility for bullying. It is an eight-step approach.

Step 1: The child who has been bullied is interviewed

Once it has been established that a child has been bullied, the child is interviewed. The main focus of the interview is to understand the effect the bullying has had upon the child. If appropriate the child may be asked to draw a picture or write a poem to describe the effect the bullying has had on them. The child is then asked who he or she would like to attend a meeting who might help to make their lives much safer at school.

Step 2: A meeting is convened with people involved

A small group of pupils is asked to meet with the teacher or the person who is handling the incident. This will include those who have displayed the bullying behaviour, others who have witnessed it but have not taken part, and other members of the peer group who may not have been involved at all but who could make a positive contribution.

Step 3: The problem is explained to the group

The bullying is explained to the children and is emphasized that the bullying makes the person being bullied feel really bad. The others are read the child's poem or shown the picture if the child agrees; either is used as the basis for discussion. No one is blamed for the bullying but solutions are sought.

Step 4: The responsibility is shared

The group shares the responsibility for the bullying. Although blame is not attributed and punishments are not meted out, the act of bullying has to be acknowledged so the group can move onto the next stage.

Step 5: The group is asked for its ideas

The group is asked what they feel should be done. After brainstorming, individuals suggest solutions - how they feel they can help and what they will do. Good, positive suggestions for making things better are sought.

Step 6: It is left up to the group

The responsibility for carrying out their suggestions is left up to the group. They go away feeling they will do something positive that is supported by the teacher who has conducted the session and in conjunction with the effects of the peers.

Step 7: A review meeting with the child who was bullied

A week or so later the teacher meets up with the child to find out what improvements have been made.

Step 8: The group meets again

The group meets again to discuss what they have done and what effect they have had and have some feedback from the meeting the teacher has had.

If the bullying involves an individual or group, who have been involved in bullying on a previous occasion and the school has previously implemented the above problem solving approach, then the following procedure will be followed:

1. The pupil or pupils who have displayed bullying behaviours is/are interviewed and comments recorded by the class teacher
2. The inclusion lead and the head teacher are informed
3. The parents of the individual who has shown bullying behaviour are contacted and invited to a meeting with the class teacher, the incidents are outlined and the sanctions are detailed

4. To improve and monitor behaviour it may be necessary to involve the expertise of outside agencies e.g. BIT/Early Intervention
5. The class teacher informs the BIP lead and referrals are made
6. Individual Behaviour Plans and targets are set with the class teacher and relevant staff e.g. inclusion lead / outside agencies
7. In persistent circumstances sanctions may include:
 - Exclusion from the playground at lunchtime
 - Exclusion from the school premise at lunchtime
 - Temporary exclusion
 - Permanent exclusion
8. The parents/carers of the pupil who has been bullied are kept informed throughout the whole process

The Role of the Governing Body

The governing body monitors the incidents of bullying that occur and reviews the effectiveness of the school policy regularly. This will be done through a monitoring log. The governors require the head teacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the head teacher and asks her/ him to conduct an investigation into the case and to report back to a representative of the governing body.

Monitoring the Policy

Governors analyse information with regard to gender, age and ethnicity, perceived sexual orientation and any other characteristic/ background of all children involved in bullying incidents

Signed:
Head teacher:

Signed:
Chair of Governors:

Date:

Date

Questionnaire about Bullying

Class:

This school takes bullying very seriously and we wish to know your views on bullying. Bullying can be kicking, or the use of force in any way. It can be teasing, making rude gestures, name-calling or leaving you out.

Bullying means that these things happened more than once and were done by the same person or persons. Bullying means to hurt, either physically or so that you feel very bad.

This is an anonymous questionnaire. This means that you can answer the questions but you don't have to let us know who you are. There is a blank for your name, however, so if you are having a problem with bullying you may wish to put your name in so that we can help you sort it out. If you do this it will be kept confidential. We will not give any information to anyone or do anything without your agreement.

Name: _____ (give your name only if you wish)

1. Are you a boy or a girl? (please tick)

Boy	<input type="checkbox"/>	Girl	<input type="checkbox"/>
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2. Since I have been at this school, I have been bullied... (tick which ones)

Never	<input type="checkbox"/>	Once in a while	<input type="checkbox"/>
About once a week	<input type="checkbox"/>	More than once a week	<input type="checkbox"/>

3. I have been bullied in the following ways (tick which ones have happened to you)

Hitting(punching, kicking, shoving)	<input type="checkbox"/>	Mean teasing	<input type="checkbox"/>
Purposefully left out of things	<input type="checkbox"/>	Had my things damage or stolen	<input type="checkbox"/>
Was sworn at	<input type="checkbox"/>	Received nasty notes	<input type="checkbox"/>
Had untrue and mean gossip spread about	<input type="checkbox"/>	Someone said nasty things to make others dislike me	<input type="checkbox"/>
I was threatened	<input type="checkbox"/>	Had rude gestures or mean faces made at me	<input type="checkbox"/>
People used texts, e-mails, face book or another site to be nasty to me			<input type="checkbox"/>

Anything else (write down here):

4. When was the last time you were bullied? (tick which ones)

Yesterday		Last week	
Last term		Last year	

5. Since I have been at school, I have bullied someone: (tick which ones)

Never		Once in a while	
About once a week		More than once a week	

6. Since I have been at school, I have seen bullying take place: (tick which ones)

Never		Once in a while	
About once a week		More than once a week	

7. I have watched or have heard about the following types of bullying (tick which ones)

Hitting(punching, kicking, shoving)		Mean teasing	
Purposefully left out of things		Had my things damage or stolen	
Was sworn at		Received nasty notes	
Had untrue and mean gossip spread about		Someone said nasty things to make others dislike me	
I was threatened		Had rude gestures or mean faces made at me	
People used texts, e-mails , face book or another site to be nasty to me			
Anything else (write down here):			

8. Tick all the places where you have been bullied or have seen bullying take place:

In the playground		In the corridors	
In the classroom		In the cloakroom	
In the toilets		On the way to school	
On the bus		On the way home from school	

9. Where are the danger spots where most bullying takes place? Please list here:

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10. Who do you feel you feel most happy to talk to: (tick which ones)

Your teacher	<input type="checkbox"/>	Another teacher	<input type="checkbox"/>
Another adult who works in school	<input type="checkbox"/>	A friend	<input type="checkbox"/>
A member of the School Council:			