Anti-bullying Policy

Contents

1 Introduction

It is a fundamental principle of Trinity School that all members of the community – teachers, support staff and pupils – are expected to treat each other with courtesy and respect. Everyone has the right to be safe and secure, whether at school or elsewhere, and to be protected when vulnerable, so that they may flourish without fear of unfair treatment or harassment.

Bullying must be dealt with quickly and firmly because it is a very serious matter. Bullying can cause serious and long-term physical and psychological damage to a victim. In extreme cases, bullying can lead to suicide. The whole school community has a responsibility to combat bullying. And action which is taken must take careful account of the needs of both the victim and the bully.

Failure by any member of the school community to treat others with courtesy and respect undermines the ethos and wellbeing of the whole school, and will always be regarded as a serious matter. The School's approach to bullying is clear: it is always unacceptable. It damages children and the School will, therefore, do all it can to prevent it.

Most experts say that bullying involves an imbalance of power between the perpetrator and the victim. The imbalance of power can manifest itself in several ways: it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person through the threat of violence or humiliation or by isolating them either in real life or online. Sometimes the perpetrator is just being thoughtless. Bullying causes fear and distress for the victim(s) and may distract them from their schoolwork. It may also affect other pupils who witness it and it can damage the atmosphere in a class or even in the entire school.

The aim of this policy is therefore to describe what the School understands as bullying, establish the School's stance towards such unacceptable behaviour, indicate how it will be dealt with and how it may be prevented from occurring.

The statutory framework which governs anti-bullying strategy in all schools in England is provided in Appendix 1 of this policy. This policy pays particular regard to the 2010 Equality Act, the provisions of the 1989 Children's Act and Keeping Children Safe in Education, whereby a bullying incident should be treated as a safeguarding concern when there is "reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm."

2 Definition of Bullying

Any behaviour which makes another person feel uncomfortable or threatened may be construed as bullying – whether intended or not.

Bullying may be of a racist, sexist, homophobic or otherwise personal nature such as commenting on a person's culture, religious background, sexual orientation, or disability, or

holding up members of a person's family to ridicule on the basis of their race, gender, sexuality, religious belief, disability or appearance, or because of the fact of the person targeted by the bully/bullies being adopted, or looked after, or looking after others themselves.

There are many definitions of bullying, but most have three things in common:
- it is deliberately hurtful behaviour.
- it is repeated often over a period of time.
- it is difficult for those being bullied to defend themselves.

At Trinity School, we respond to and record as bullying incidents **where hurtful behaviour is repeated**. Bullying behaviour which is repeated after a sanction or a warning about that behaviour is of particular concern and liable to serious sanctions.

While the school's definition of bullying requires that a behaviour be repeated for it to be treated as a bullying incident, a racist incident can be logged as such after a single instance of behaviour. See '*Responding to a Racist Incident Policy'* for further details.

Bullying is listed as a type of child-on-child abuse in Keeping Children Safe in Education and in Trinity School's Safeguarding and Child Protection Policy. The pastoral staff will always consider, in discussion with a member of the Safeguarding Team, whether there is a safeguarding concern presented by an incident or pattern of bullying behaviour. Equally, pastoral and safeguarding staff will be mindful of the fact that some aspects of bullying behaviour (eg some types of harassing or threatening behaviour) may be criminal offences and act accordingly, by seeking the assistance of the police if a criminal offense is suspected.

2.1 TYPES OF BULLYING
Bullying can take many forms, but the main types are:

2.1.1 Physical Bullying
This may include fighting, hitting, kicking, taking or damaging belongings, setting up someone else to get the blame for a breach of school rules; initiation ceremonies.

2.1.2 Emotional or Psychological Bullying
This may include excluding someone from a group, activity or place; spreading rumours, being deliberately unfriendly; unpleasant digital communication or telephone calls or unpleasant material placed on websites.

2.1.3 Verbal Bullying (including prejudice-based and discriminatory bullying)
This may include aggressive name calling, teasing, mockery, insults, use of homophobic, racist, sexist, ableist and other types of discriminatory language. Any or all of the listed forms of bullying may, by some, be considered to be harmless 'banter' but will still be considered as bullying behaviour by the School.

2.1.4 Sexual Harassment
This may include making inappropriate comments about appearance and attractiveness, uninvited propositions, uninvited touching and using innuendo or inappropriate imagery. The

School also considers the showing of sexual and/ or pornographic material which could be upsetting to those who view it as a form of sexual harassment.

Staff should note that

- The practice of 'upskirting' (taking a picture under someone's clothes) is a criminal offence
- The dividing line between sexual harassment and sexual assault is not clear cut, and 'unwanted touching' could fall into the latter category. This possibility should be carefully considered when dealing with an incident, which should always involve referral to the DSL.

See the School's Safeguarding and Child Protection policy for more guidance on this topic.

2.1.5 Cyberbullying

Cyberbullying – this is the use of information and communications technology particularly mobile phones, email, social media, text / direct messages, group chats, cameras and the internet, which could reasonably be seen to be unkind, whether intended or not. It may occur in or outside school and can happen at all times of the day, with a potentially large audience and/or more accessories, since others are able to 'forward on' bullying content at a click.

Given the extent to which young people engage with one another online, staff should be open to the likelihood that any type of bullying may have an online / cyber component that facilitates, threatens or encourages the abuse.

3 Preventing Bullying and Promoting positive behaviour at Trinity School

The School, at all times, seeks to promote a culture of courtesy and mutual respect amongst all members of the School's community. Positive values of mutual respect, kindness and consideration will be promoted within the school in a wide range of contexts from assembly and tutorial periods to informal discussion.

The School implements disciplinary sanctions for bullying behaviour. The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable.

Information available in the DfE advice documents listed below has been used to inform this policy and the messages disseminated to the School community:

- [Keeping Children Safe in Education](#)
- [Preventing and tackling bullying](#) (DFE, July 2017)
- [Cyberbullying: advice for headteachers and school staff](#) (DFE, November 2014)
- [Advice for parents and carers on cyberbullying](#) (DFE, November 2014)

3.1 ANTI-BULLYING EDUCATION

The School addresses the nature and implications of bullying through our programmes in Personal Development, through discussions and presentations during tutor periods and

through Assemblies. The School aims to sustain an inclusive environment where students can openly discuss the cause and nature of their bullying, without fear of further bullying or discrimination.

All students are given clear advice about the part they can play to prevent bullying, including when they find themselves as bystanders. Anti-bullying topics are covered in Personal Development tutorials regularly from Junior Year onwards. All First Year boys receive a talk in the Autumn Term on bullying – how to recognise it, how to combat it, why it must not be tolerated. Tutors will remind students at the start of each academic year about the definition of bullying and the action they should take if they are the victim of bullying or become aware that another member of the school is being bullied, as per the advice sheet displayed in every classroom. Tutors are encouraged to make use of all opportunities to explore with their forms why bullying is unacceptable.

We aim, through discussions in tutor groups and lessons, to openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, gender identity or sexuality, also children with different family situations, such as looked after children or those with caring responsibilities. We also give clear advice to students and staff that using any prejudice-based language is unacceptable and aim to challenge the use of such language any time it is used. Further advice on response to racist language can be found in the '*Response to Racist Incidents Policy'.*

There is a focus on 'kindness' in discussions that Tutors and Heads of Year have with individuals and groups of students in relation to behaviour between pupils, with the intention of encouraging pupils to act kindly and notice when unkindness happens. Students are also educated about the importance of being an 'active bystander' or 'upstander' if they should witness an incident of bullying.

3.2 REPORTING BULLYING
The School aims to make it easy for pupils to report bullying, such as via the 'Report Bullying' button on Ludus, so that they are assured that they will be listened to and incidents acted on.

Advice for pupils, displayed on every classroom wall, details actions that pupils should take if they become aware that bullying is happening.

Pupils are also encouraged through Personal Development lessons and assemblies to feel that they can report bullying which may have occurred outside school, including cyber-bullying.

3.2 STAFF TRAINING
We understand that policies are most effective when all school staff understand the principles and purpose of the School's policy, its legal responsibilities regarding bullying, how to resolve problems, and where to seek support. Staff receive anti-bullying training as part of induction and ongoing CPD.

3.3 MONITORING AND RECORDING OF BULLYING INCIDENTS
Heads of Section and Heads of Year record incidents of bullying on the Bullying Log whenever they are reported. Incidents are recorded when they meet the definition of bullying noted in section 2 above. Incidents which do not meet this definition will be responded to sensitively and with due regard to appropriate record keeping, as any pastoral concern would be, with

the understanding that they could be a precursor to bullying (eg if repeated). Incidents of bullying that include racist behaviour also trigger the completion of a 'racist incident reporting form' and are also logged on the racist incident log by Heads of Year.

The Heads of Section and Heads of Year will identify any patterns relating to bullying behaviour and decide what action needs to be taken to prevent recurrences of such behaviour.

3.4 MEASURES TO PREVENT CYBERBULLYING

Online, the School monitors and filters anything connected to the Trinity School Network. Personal devices connected to other networks cannot be monitored by the School, but through the ICT AUP, the Personal Development curriculum, online safety tutorial topics, advice from visiting speakers (annual visits from either Childnet or Digital Awareness UK) and our Computing curriculum pupils are educated as to good and safe use of digital technologies. Furthermore, school rules around mobile phone use mean that students in the Lower and Middle School do not have access to phones during the school day.

The School regularly evaluates and updates its approach to take account of developments in technology, for instance by updating 'acceptable use' policies for devices and regularly reviewing and updating this policy.

3.5 PARENTAL INVOLVEMENT

The School aims to ensure parents are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. Parents should feel confident that the School will take any complaint about bullying seriously and resolve the issue in a way that protects the child. The School also expects all parents to reinforce the value of good behaviour, compassion and kindness at home.

3.6 WORKING WITH EXTERNAL AGENCIES

The School will work with the wider community such as the police and children's services where bullying is particularly serious or persistent and/or where a criminal offence may have been committed, including working with other agencies and the wider community to tackle bullying that is happening outside school.

The School may draw on the experience and expertise of anti-bullying organisations with proven track records and which provide resources for dealing effectively with certain forms of bullying.

4 What is expected of staff, pupils, parents and governors?

All members of the Trinity School community - and this includes staff, students, parents and governors - have a responsibility to show that they believe that any form of bullying is unacceptable and to set an example which reflects that view.

All members of the School should help to create an atmosphere in which bullying and inappropriate behaviour or language that demeans any individual or section of society, will be spoken of openly, taken seriously and responded to with appropriate action.

The school expects staff, pupils, parents and governors to:
- treat other people with respect and sensitivity – including (but not limited to) members of the school and the wider community; members of other schools; visitors and exchange students.
- think carefully before speaking/commenting/acting (whether face-to-face or via any form of media or communications technology) in ways which may cause upset
- respect and celebrate differences and diversity
- report concerns about bullying to relevant pastoral staff (eg Heads of Year) as soon as possible.

4.1 ADVICE TO PUPILS

Bullying and its effects can only be dealt with if responsible adults are made aware of what is happening. Students must, therefore, tell their Form Tutor or any other responsible member of the school community (which could be a Head of Year, any teacher, the nurses, a prefect, a Sixth Form mentor) whenever
- they feel that they have been a victim of bullying.
- they see someone else being bullied – this includes what is seen or heard when online or using a phone
- they have bullied someone themselves and would like to stop.

Any student who suspects bullying should report it to their Tutor or Head of Year. Alternatively they can tell staff about bullying through the 'report bullying' button on Ludus. Telling is absolutely necessary. The bully believes he or she is safe so long as nobody tells. In fact, we help nobody - victim, school, bully or future victims - by keeping such behaviour secret. For victims and onlookers to tell is not just their right, it is an obligation. In the end, telling helps everybody.

4.2 ADVICE TO PARENTS
A parent who is concerned that a student (their own son/daughter or another student) may be being bullied, should speak to their child's Tutor, the relevant Head of Year, Head of Section, the Pastoral Deputy Head, the Senior Deputy Head or the Headmaster.

4.3 ADVICE TO STAFF
In addition to the expectation that tutors should discuss anti-bullying procedures with their form groups at the start of every academic year, staff should be ready to remind pupils of the definition and meaning of bullying which the School has adopted, whenever they deem it appropriate. This might, for example, be during a tutor meeting, on a coach to a sports fixture, during a lesson or while supervising the queue in the dining hall. The intention of this expectation is that the anti-bullying culture which the School has worked hard to create is maintained and, indeed, enhanced.

All staff receive training in terms of identifying and responding to bullying as part of their induction; discussion of concerns about the wellbeing of individual pupils also forms a normal part of tutors' meetings and Heads of Year meetings.

All staff must be alert to the possibility that bullying may occur at any time and any place. Staff should be sensitive to changes in behaviour, mood, and patterned absenteeism. If you believe you have noticed such a pattern emerging, discuss your concerns as soon as possible with the relevant Head of Year or Head of Section.

Staff must take every incident of bullying seriously and speak directly to the Form Tutor and Head of Year should they learn about bullying behaviour within the School's community.

For a member of staff to allow or to condone the bullying of a pupil is an extremely serious matter. If a member of staff is found to have behaved in this way then an investigation, led by the Deputy Head (Pastoral) or the Senior Deputy Head, will take place.

Although bullying can occur at any time and in virtually any location, staff should take particular note of the following times/locations:

- before school
- after school, including at the bus stops
- during break and lunchtime in classrooms; remember that, below the Sixth Form, boys from one year group are not permitted to be in the form room of a different year group unless some specific permission has been given by a member of staff
- changing rooms (especially before and just after PE/Games sessions) and toilet facilities
- Perimeter areas of the School grounds – especially the wooded area bordering the lower fields.
- In corridors between lessons – be alert for signs such as intimidatory body language being used by one pupil towards another
- During lessons – be aware and respond firmly to any malice or derision being directed towards one pupil's contributions.

While any student may be the target of bullying, staff should be alert to the increased vulnerability of SEND students. Staff should recognise that prejudice-based and discriminatory bullying is more likely to be targeted at students of colour, students who are, or who are believed by their peers to be, LGBT, and female students. In relation to sexual harassment staff should be mindful of the fact it is more likely that girls will be victims and boys' perpetrators, but that every incident, regardless of the target, is unacceptable.

5 Dealing with an allegation of bullying

All reported incidents of bullying will be taken seriously and investigated by pastoral staff, supervised by the relevant Head of Section. This includes those which take place away from the school site or out of hours, as well as incidents of cyberbullying.

Investigations will involve interviewing alleged victims and perpetrators, as well as witnesses, if there were other pupils present at the time of the incident or who have other relevant information. In the cases of cyberbullying, a digital record of the evidence will be made (e.g. saving screenshots) if possible. Staff should be aware that if there is a possibility that the online activity includes an indecent image of a child, they should not look at this material, but instead confiscate the device to preserve evidence for a possible police investigation and immediately contact a member of the Safeguarding Team.

In cases where an allegation is made but evidence (e.g. independent witnesses, digital records) is unavailable, and the alleged perpetrator denies involvement, it will not always be possible for sanctions to be applied. However, the following action will be taken:

- a report of the investigation will be kept on the bullying log
- all of the pupils involved will be made explicitly aware that the behaviour in question is unacceptable and should they be involved in this or similar behaviour in future, the School would take serious action.

In an instance of alleged bullying, the teacher, Form Tutor or Head of Year (depending on who receives the report) has the responsibility for initiating the School's response and he or she may take advantage of the expertise of any other member of staff, subject to the following considerations:

- the member of staff receiving the report must inform the appropriate Head of Year and Head of Section.
- the Head of Year should enter details of the incident on to the Bullying Log
- the Head of Section(s) must be informed whenever parents are contacted.
- If racist behaviour is involved, the '*Response to Racist Incidents Policy*' should be followed, and the Racist Incident Recording Form used to make a record of the incident.
- the Heads of Sections (who are Deputy Safeguarding Leads) will discuss the case with the Safeguarding Lead if the seriousness of the incident or contextual safeguarding concerns mean this is necessary. This discussion will also include a consideration of whether there is any criminal behaviour.
- serious bullying must be reported to both sets of parents in a calm, clear and reassuring manner.

In dealing with bullying, the following considerations should apply:

- always talk sensitively and privately to both victim and bully
- a written and dated statement should be made and kept on file
- reassure and guarantee support to victim
- that SEND students may find reporting bullying more difficult and may need additional support after incidents
- consider requesting mentor support
- the victim may need advice on how to respond to, or avoid, similar incidents in future
- the bully must see and feel the School's (and his/her parents') disapproval and must understand that his/her acts must stop
- try to get the bully to see the victim's point of view – empathy is the key to improvement; this may entail a face-to-face meeting if the victim is comfortable with this.
- with a group, deal with the pupils separately
- the bully may also require subsequent support
- where possible and thought to be of help, the bully should be involved in reparatory behaviour which may include, for example, formally expressing an apology to the person(s) who has been hurt.
- ultimately, continued bullying is likely to lead to the Headmaster considering a pupil's membership of the School, in accordance with the procedures set out in the School's Behaviour and Sanctions Policy.

- It is not uncommon for pupils at Trinity to approach members of staff with concerns about a fellow member of the School who is being bullied. As far as is possible and consistent with allegations being investigated fairly, pupils who express such concerns should be allowed to remain anonymous. Any such concern expressed must be treated seriously. Information or evidence they may supply should be written down, by the pupil, and the statement dated. Where such information leads to an incident of bullying being uncovered, it is appropriate, at a later point, to acknowledge the positive contribution made by pupils who give such information, in a way that is discreet – for example, a written note to a tutor or parent and private word of encouragement and appreciation for the pupil in question, in line with the School's Behaviour and Sanctions Policy
- It is possible that an incident of bullying may have implications in terms of Safeguarding, according to the terms of the 1989 Children's Act and Keeping Children Safe in Education, as indicated in the introductory paragraph above. For example, if bullying of one pupil by another has been carried out with the involvement of an adult, where the victim or bully expresses suicidal thoughts or engages in self-harm or where investigation of the behaviour causing a child to bully reveals significant information about that child's personal circumstances, the School's Designated Safeguarding Lead should be informed without delay.

6 Sanctions for Bullying

Punishment needs careful consideration and must go hand in hand with pastoral advice and, if needed, counselling. For sanctions to be applied allegations must be substantiated (to the standard of 'on balance of probabilities').

The following should also be noted:
- the bully may have had some provocation and needs to be listened to
- the bullying behaviour may be related to a deeper issue in that child's life and circumstances.

In accordance with the School's Behaviour and Sanctions Policy, a pupil found to have bullied another member of the School community can expect to receive a sanction. This is most likely to be a Saturday Detention. If the circumstances and nature of the bullying are regarded by the Headmaster and his Deputies as serious enough, a suspension or permanent exclusion may be considered.

The 2010 Education Act grants powers to schools to authorise searches of personal electronic devices including, but not limited to, mobile phones, laptops and tablets, where there is reason to suspect these devices contain material which has been used, or could be used, to bully another person. Where this is thought to be the case, the Headmaster or his Deputies may authorise a search of any such devices that may be on the school site, or may require them to be produced in order that such a search can take place.

Counselling and/or advice and guidance may need to extend to the whole form/tutor group.

7 Criminal law

Although bullying in itself is not a specific criminal offence in the UK, some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

If school staff feel that an offence may have been committed they will seek assistance from the police. For example, under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

8 Bullying outside school premises

Where bullying outside school is reported to school staff, it will be investigated and acted on in accordance with the procedure above. The Headmaster, Senior Deputy Head or Designated Safeguarding Lead will also consider whether it is appropriate to notify the police or other agencies of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed.

Teachers have the authority to discipline pupils for misbehaving outside the school premises in accordance with the Behaviour and Sanctions Policy and Department for Education advice in 'Preventing and Tackling Bullying'. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops or during an educational visit.

9 Appendix 1: Statutory Framework

What does the law say and what does the School have to do?
Every school must have measures in place to prevent all forms of bullying.

The Education and Inspections Act 2006
Section 89 of the Education and Inspections Act 2006 provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents.

Independent School Standard Regulations 2010
The Independent School Standards Regulations 2010 provide that the proprietor of an Academy or other independent school is required to ensure that an effective anti-bullying strategy is drawn up and implemented.

The Equality Act 2010
The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. A key provision is a new public sector Equality Duty, which came into force on 5 April 2011. It

replaces the three previous public sector equality duties for race, disability and gender, and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty has three aims. It requires public bodies to have due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act
- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations between people who share a protected characteristic and people who do not share it.

Maintained schools and Academies are required to comply with the new Equality Duty. Part 6 of the Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment. In England and Wales Part 6 of the Act applies to maintained schools and Academies and to other independent schools.

Safeguarding children and young people
Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

Criminal law
See Item 7 in this policy

Cyber-bullying
The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. Separate advice on teachers' powers to search (including statutory guidance on dealing with electronic devices) is available – see below for a link to this document.

For more information on how to respond to cyber-bullying and how pupils can keep themselves safe, please refer to the Childnet link under 'further resources'.

10 Appendix 2: Additional Resources
Further information is available online as follows:

- [Preventing and tackling bullying](#) (DFE, July 2017)
- [Cyberbullying: advice for headteachers and school staff](#) (DFE, November 2014)

- [Advice for parents and carers on cyberbullying](#) (DFE, November 2014)
- https://www.childnet.com/resources/cyberbullying-guidance-for-schools

11 Policy Review Record

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