



**Leatherhead Trinity School and Nursery  
Anti-Bullying Policy (to be read alongside the Behaviour Policy)**

**Status:** Statutory

**Responsible Manager:** Head of Inclusion

**Review Period:** 1 year

**Responsible Governor:** Inclusion Governor

**Valid From:** September 2024

**Next Review Date:** September 2025

### **Aims**

The aim of our school is to create a safe, secure and happy environment, where all our children can thrive and learn. We expect, encourage and reinforce good behaviour. We believe that the school has a central role in the children's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's ability to develop and grow into positive members of society. We aim to provide a safe, caring and friendly environment for all our pupils to allow them to learn effectively, improve their life chances and help them maximise their potential. All members of our school should adhere to Leatherhead Trinity School's five underpinning values of Respect, Truth, Love, Forgiveness and Commitment that supports our children in becoming rounded people. These lie at the heart of the high expectations we have for behaviour in our school.

We support a zero tolerance ethos towards bullying, and aim to teach our children and staff how to manage any such situations. This policy is updated annually, and shared with staff, parents and children. It is shared on the website, as pupil and parent friendly leaflets.

We have an open-door policy and encourage parents to come in and work with us to support their children to feel safe in our school.

The policy should be read alongside the following documents:

- Surrey Guidance on Anti-Bullying
- Prevent Guidance
- Safer Surrey
- PSHE and Citizenship curriculum
- RSE guidance
- Model safeguarding
- Drug and alcohol awareness
- Healthy schools
- Equalities Act
- Index for Inclusion
- Preventing and Tackling Bullying (DfE 2017)

We would expect pupils to feel safe in school, including an understanding of the issues relating to safety, such as bullying. We also want them to feel confident to seek support from school should they feel unsafe or concerned

Every child should be able to learn in a school environment free from bullying of any kind and in which they feel safe and supported. There is no place for bullying in our schools and communities and each of us involved in education has a role in creating a culture in schools where bullying is not tolerated (Safe to Learn 2007).

### **Principles that underpin the policy**

#### **For pupils who experience bullying that:**

- They are heard
- They know how to report bullying and get help

- They are confident in the school's ability to deal with bullying, and feel happy and comfortable with any plans that are put in place
- Steps are taken to help them feel safe again
- They are helped to rebuild confidence and resilience
- They know how they can get support from others.

**For pupils who engage in bullying behaviour that:**

- Learning programmes and strategies hold them to account for their behaviour and help them to face up to the harm they have caused
- They will learn to behave in ways which do not cause harm in future, because they have developed their emotional skills and knowledge
- They will learn how they can take steps to repair the harm they have caused
- They will have any safeguarding issues, around their circumstances, addressed
- Schools are aware of other circumstances and situations that may be influencing the child's behaviour.

**For schools:**

- The whole school community is clear about the anti-bullying stance the school takes
- Pupils, as well as staff and other members of the school, are fully engaged in developing and reviewing anti-bullying work in the school
- Occurrences are recorded and audited, anti-bullying work is monitored, and every chance is taken to celebrate success
- All pupils are clear about the roles they can take in preventing bullying, including the role of bystanders
- The school promotes a climate where bullying and violence are not tolerated and cannot flourish
- Curriculum opportunities are used to address bullying
- Peer support systems are in place to prevent and respond to bullying
- The school has addressed site issues and promotes safe play areas
- All staff are aware, and model positive relationships
- The school works in partnership with parents, other schools, and with Children's Service and community partners to promote safe communities.
- That inclusive values are promoted and underpin behaviours and school ethos.

**For parents / Carers**

- They are clear that the school does not tolerate bullying
- They know how to report and get help if they are concerned that their child is being bullied or does not feel safe to learn, and are clear about the complaints procedure
- They have confidence that the school will take any complaint about bullying seriously and investigate/resolve as necessary and that the school systems will deal with the bullying in a way which protects their child
- They are clear about ways in which they can complement the school on the anti-bullying policy or procedures.

**Links with other policies:**

Behaviour Policy

Safeguarding Policy

Acceptable Use Policy - Cyberbullying and internet safety

Equalities and diversity Policy - Race, Sexist, Sexual, Transphobic, Homophobia, SEN and Disability

PSHE and Citizenship Policy

Complaints policy

Staff Code of Conduct

RSE policy

### **How policy sits in line with the school Behaviour Policy**

Scope of this policy:

- bullying of students within school
- bullying of and/or students outside of the school, where the school is aware of it
- bullying of staff by students or bullying of students by staff, within or outside of school
- bullying of staff by staff within or outside of school

### **Roles and Responsibilities**

**The Head Teacher** – Has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, Local Authority and outside agencies and appointing an Anti-Bullying Coordinator who will have general responsibility for handling the implementation of this policy.

The Anti-bullying Coordinator in our school is: Head of Inclusion (Anna Gattey)

Their responsibilities are:

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Co-ordinating strategies for preventing bullying behaviour
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

### **Definition of Bullying**

D of E definition of bullying from 'Preventing and Tackling Bullying' (July 2017)

"Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences."

**The Anti-Bullying Alliance (ABA)** defines **bullying** as "the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.

**Bullying** can be physical, verbal or psychological. It can happen face-to-face or through cyberspace." (ABA 2014)

An incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils the descriptions of bullying.

### **How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?**

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent (isolated cyberbullying incidents may be seen as one-off incidents but if sent to a range of pupils would be seen as bullying)
- Friendship fall outs are seen as accidental, occasional, no power imbalance or hierarchy, those involved show remorse and want to resolve the situation – this is different to isolating or excluding children from groups

### **Why are some children and young people or adults, more vulnerable to being bullied?**

Specific types of bullying include

- bullying related to race, religion or culture
- bullying related to special educational needs or disabilities
- bullying related to appearance or health
- bullying relating to sexual orientation e.g. homophobic language
- bullying related to gender orientation e.g. transgender/questioning/pan
- bullying of young carers or looked after children or otherwise related to home circumstances
- sexist or sexual bullying provide a definition/example

Bullying can be:

- Physical, e.g. kicking, hitting, taking and damaging belongings
- Verbal, e.g. name calling, taunting, threats, offensive remarks
- Relational, e.g. spreading nasty stories, gossiping, excluding from social groups
- Cyber, e.g. texts, e-mails, picture/video clip bullying, Instant Messaging (IM), social media or gaming.

**Bullying can take place between:** young people; young people and staff; between staff; individuals or groups

Certain groups of pupils/adults are known to be particularly vulnerable to bullying by others: these may include pupils with special educational needs such as learning or physical disabilities; young carers, Children Looked After, those from ethnic and racial minority groups and those young people who are/perceived as lesbian, gay, bi-sexual, transgender or questioning their gender role.

### **What does bullying look like?**

Bullying can include:

- cyber bullying - inappropriate text messaging and e mailing; sending or demanding offensive or degrading imagery by mobile technologies or via the internet (Youth Produced Sexual Imagery); offensive or prejudice comments/posts on social media
- name calling
- taunting
- mocking
- making offensive comments
- physical assault
- taking or damaging belongings
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups.
- Prejudice-related behaviour
- Controlling behaviour
- intimidation

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

### **Why are some children, young people and adults, more vulnerable to becoming bullies?**

- Family background
- Social deprivation
- Trauma/loss in the family
- Domestic violence/abuse/bullying in the home
- Feeling powerless
- Low self-esteem
- Trying to get admiration and attention from friends
- Fear of being left out if they don't join in
- Not understanding how someone else is feeling
- Taking out their angry feelings
- A culture of aggression and bullying
- Being bullied themselves
- Cultural causes of bullying
- Institutional causes

- Social issues
- Family issues
- Gender
- The bully's personal history
- Having power
- The bully has been bullied before
- The bully is lonely
- The bully is jealous
- The bully is part of a pack
- The bully sees you as being different

### **Developing and promoting Resilience and Emotional Well being**

#### **This is what we do at Leatherhead Trinity School**

- Solution focused approach, involving and including all parties
- Ensuring a Pupil Voice – pupil friendly literature and information
- PSHE and Citizenship programmes (e.g. SEAL, Jigsaw)
- Pastoral systems
- Healthy Schools
- TAMHs
- CAMHs
- Nurture provision
- Restorative Approaches
- Index for inclusion
- Safer Surrey
- Learning Mentors
- ELSA support
- Social Skills groups
- Peer mentors/buddies
- Community Links
- THINK training for year 5 and 6

### **Strategies for Preventing Bullying**

As part of our on going commitment to the safety and welfare of our pupils we at Leatherhead Trinity School have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

- Anti-bullying partnership
- Restorative Approaches
- Involvement in SEAL including Anti-bullying Unit.
- Involvement in Healthy Schools
- Feeling Good Week
- Daily Mindfulness sessions
- PSHE/Citizenship
- Circle Time
- Assemblies (collective worship) – school led and outside agency/charity led
- Specific curriculum input on areas of concern such as Cyberbullying and internet safety
- Student voice
- Parent groups/extended schools
- Playground Buddying – Helping Hands
- Friendship bench
- Lunchtime clubs
- ELSA support
- Parent information events/information
- Regular Staff training and development for all staff (internal and external)
- School schemes to celebrate success: Friday Celebration Assembly

### **Reporting and Responding to Bullying**

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders)

Detail the systems of reporting for :

- Children and young people in school : talking to any member of staff, completing a 'worry sheet' for the Worry Box, PSHE lessons, Circle of friends, adult or peer mentor
- Parents/carers : talking to a member of staff (face-to-face, email ([info@leatherheadtrinity.surrey.sch.uk](mailto:info@leatherheadtrinity.surrey.sch.uk)), phone call (01372 813 615)
- All staff and visitors: talking to any member of staff
- Bystanders : talking to any member of staff

### **Procedures**

At Leatherhead Trinity School we have developed a consistent approach to recording and monitoring bullying incidents in their school, and evaluating whether these approaches are effective. All reported incidents will be taken seriously and investigated involving all parties.

- Interviewing all parties and recording information
- Informing parents
- A range of responses appropriate to the situation: - solution focused, restorative approach, circle of friends, individual work with victim, perpetrator, referral to outside agencies if appropriate
- Referral to Behaviour policy and school sanctions and how these may be applied including what actions may be taken if bullying persists.
- Responses and support may vary dependant on the type of bullying.
- Follow up of an incident (to be recorded and reviewed at regular intervals) especially keeping in touch with the person who reported the situation and parents/carers
- Support for the **ALL** involved in the bullying incident (give details of resources, strategies that could be used)
- Contacting outside agencies for support if needed (e.g Surrey STIP teams/ EP team)
- Contacting the Police (see D of E Guidance on Criminal Law re: Hate Crime) or DSL
- Should a complaint arise at any point regarding how the bullying is being tackled, then the school will refer to the Complaints Procedure (which can be found on our website).

### **Recording Bullying and Evaluating the Policy**

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be notified to and held by the Anti-bullying coordinator (Head of Inclusion, Anna Gattey).

The information we hold will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy by the Senior Leadership Team.

This information will be presented to the governors in an anonymous format as part of the termly and annual reports.

The policy will be reviewed and updated annually. The policy review will be linked to the School Improvement Plan, working towards a more inclusive and harmonious ethos across the school community.