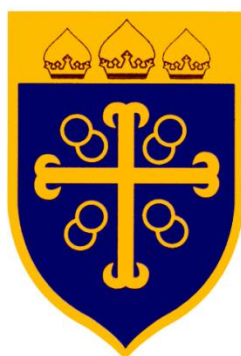


# **Durham Trinity School and Sports College**



## **Anti – Bullying Policy / Guidelines Document**

Responsibility: Mr David Matthews  
Date: January 2019

Signed and Adopted by Governing Body:  
Chair of Governors  
Date: 20<sup>th</sup> March 2019

To be reviewed: January 2020

Durham Trinity School and Sports College will not tolerate bullying in any form. We firmly believe that every student should feel safe, secure and valued when attending this school. Therefore bullying is regarded as a very serious matter.

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.

There are any types of bullying, the main types are:

- Physical (hitting, kicking, theft)
- Verbal (name calling, racist remarks)
- Emotional (deliberately trying to scare, humiliate, ignore or isolate)
- Indirect (spreading rumours, excluding someone form social groups)
- Cyber bullying and sexual exploitation (when a person or group of people use the internet, mobile phone or other digital technologies to threaten, tease or abuse someone)

(Teacher Net – Anti Bullying Policy 2008).

**AIMS:**

- To create a climate where bullying is not accepted
- To enable students to develop / practice appropriate social skills
- To teach the values which render bullying to be unacceptable
- To ensure that all school staff, students and parents/carers know how they can both prevent bullying from starting and respond if it happens
- To empower victims of bullying to seek help and support
- To help students who bully to change their behaviour
- To involve every – staff, students, parents / carers and governors in acting against bullying and wherever it occurs.

## **TYPES OF CYBER BULLYING AND SEXUAL EXPLOITATION**

### **WHAT IS CYBER BULLYING?**

Cyber bullying is any form of bullying which takes place online or through your mobile phone. Social Media websites, instant messaging on MSN and gaming forums can be great fun. But what do you do when things go wrong? Cyber bullying is rife on the internet and most young people will experience it at some time.

Durham Trinity School and Sports College need to ensure that pupils/students and parents/carers know that there is lots you can do to protect yourself in the first place, and how to get abusive material removed quickly when you see it.

The Education Inspections Act 2006 gave a school the power to discipline a pupil/student for incidents outside of a school such as cyber-bullying and the power to confiscate electronic devices such as mobile phones in such cases. If an electronic device that is prohibited by the School rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, then they must give the device to the police as soon as it is reasonably practicable.

Problems include:

- Stolen identity
- Threats
- Blackmail
- Rumours and gossip
- Abusive comments
- Nasty pictures

CEOP (The Child Exploitation and Online Protection Centre) investigates cases of sex abuse and grooming on the internet. Grooming is where people make friends with you and try to involve you in inappropriate activities. In the UK this behaviour is a criminal offence. Pupils/students or parents/carers can report incidents by clicking the red button on the top right hand corner of the CEOP website.

Although the Police can get information from your computer's hard drive, it's helpful if you don't delete anything you think is inappropriate or concerning until the Police have decided whether they need it as evidence.

## **BULLYING BY STEALING YOUR IDENTITY**

This happens when someone either hacks into your account or pretends to be you when they set up a new account. Pupils/students need to be aware.

Try to pick an unusual password and use letters and numbers. Don't use any part of your name or email address and don't use your birth date either because that's easy for people who know you to guess. Don't let anyone see you signing in and if they do, change the password as soon as you can.

## **BULLYING BY SPREADING RUMOURS AND GOSSIP**

The worst thing about social networking websites is that anything nasty posted about you can be seen by lots of people because it's so public and because the bullies make sure they tell everyone where to find the abuse. Posting false and malicious things about people on the internet can be harassment.

## **THREATS**

Anyone who makes threats to you on the internet could be committing a criminal offence. It's against the law in the UK to use the phone system - which includes the internet - to cause alarm or distress. It could also be against the 1997 Harassment Act. If threats are made against you then it's essential pupils/students tell parents/carers so that they can alert us and make a complaint to the Police. If you can't print out the threats, use the "print screen" button to take a snapshot of the computer screen and then save that in a word processing package or in your draft email folder.

## **BLACKMAIL**

Threats have been made that their parent/carer will be told embarrassing things if they don't take part in filming themselves or removing clothes. This is an offence called "grooming" in the UK and men and women who have been found guilty of "grooming" have been jailed. Remember, everyone you meet on the internet is a stranger and you need to keep personal things personal to you, don't share your secrets with other people and if anyone asks you to do anything that makes you feel uncomfortable then don't do it.

Pupils/students should be told if anyone you know on the internet puts pressure on you to do things you don't want to then that's a big danger sign and you need to tell your parents/carers or an adult about it so that their behaviour can be investigated by an organisation like CEOP which looks after the safety of young people in cyber space. Even if all you know about the person is their email address the Police can still find out who they are.

### **ABUSIVE COMMENTS**

Pupils/students need to be aware. It's tempting to have a go back if someone makes a rude posting on your webspace but don't. This is called flaming and it just makes the problem worse. Abusive comments are very upsetting but the best way to deal with them is to get them removed by the website. Find out how to remove comments for social networks like Bebo, Facebook, MySpace and YouTube.

### **INSTANT MESSAGING**

There are quite a few instant messaging systems; they're a great way to have a chat with a friend. MSN and Google are two of the best known ways to IM. But if things turn nasty you can block people from seeing you are on line and you can save abusive conversations or print them out as evidence.

### **INAPPROPRIATE/UNSAFE PICTURES**

Pupils/students need to be aware.

It's easy to snap off pictures on a mobile phone and upload them to the internet. Make sure that you have the person's permission to take a picture and that they're happy for thousands of people to see it on the internet. Don't upset people and then upload their pictures for other people to have a laugh. That could be harassment. Don't digitally alter pictures of people either because what you think is funny may be offensive to other people. Don't let anyone take pictures of you that might embarrass you.

(Refer to RSE policy)

### **VERY IMPORTANT INFORMATION**

If you post abuse about anyone else on the internet, whether it's in places like Facebook or Ask.fm, in games forums or message boards, or if you send threats in chatrooms or on IM like MSN, you can be traced by the Police without any difficulty.

Every time you visit a website or make a posting, your internet service provider, i.e. AOL, BT or Virgin, has an electronic note of your activity. Even if you create an anonymous email address like Hotmail or Yahoo, you can still be traced.

### **DON'T FORGET**

Nothing is secret in cyber space and something you write now might damage your job prospects in future because many employers search the internet before they take people on.

Please see Durham Trinity School and Sports College's Appropriate Usage Policy and Parental Agreement.

### **REPORTING HATE CRIME**

To report a hate crime or hate incident contact:

- Durham Police on 101
- In an emergency call 999
- Call in to a local Police station
- Crimestoppers on 0800 555 111 (calls are free and confidential)
- Online via True Vision website [www.report-it.org.uk](http://www.report-it.org.uk)

To speak to someone anonymously and in confidence for advice and support without reporting the incident contact:

- A Community Cohesion Officer on 101
- Citizens Advice Bureau [www.citizenadvice.org.uk](http://www.citizenadvice.org.uk) / 03444 111444
- Victim Care and Advice Service [www.victimcareandadvice.service.uk](http://www.victimcareandadvice.service.uk) / Freephone 0303 0401 099
- Equality and Human Rights Commission [www.equalityhumanrights.com](http://www.equalityhumanrights.com) / 0808 800 0082
- Social Care Direct [www.durham.gov.uk/hatecrime/](http://www.durham.gov.uk/hatecrime/) 03000 26 79 79

## **TACKLING HOMOPHOBIA AND TRANSPHOBIA**

- Where comments were inappropriate because of SEN or lack of understanding parents/carers will be informed in writing and pupils/students referred for education and intervention.
- Where comments are inappropriate because of an inherent belief that being 'gay' is wrong the parents/carers will be informed in writing and pupils/students referred for education and intervention.
- Online-Safety and cyber-bullying Action plan is in place and pupils/students are taught how to report issues on social media sites in the community and how to stay safe online.
- Gay pupils/students may receive counselling within the School and have been signposted to MIND as a local helpline if they are anxious
- Homophobic bullying/transphobic bullying and how to prevent it is taught in the curriculum but via special assemblies.
- Across the curriculum different types of families are celebrated
- Staff will receive training as part of Anti-bullying training and Equality training on homophobic/transphobic bullying
- PSHE and Relationship and Sex Education policy and curriculum has been reviewed to ensure it meets the needs of LGBT families

## **OTHER TYPES OF BULLYING**

Bullying can take many forms including:

- Physical – kicking and shoving, injuring the target or damaging their belongings, intimidation
- Verbal – taunts and name-calling, insults, threats or humiliation, intimidation
- Emotional - behaviour intended to isolate, hurt or humiliate someone
- Indirect – sly and underhand, behind the target's back, rumour spreading
- Cyber – using any form of electronic means, mobile phones, social networks, gaming, chat rooms, forums or apps

Bullying can be driven by prejudice or fear of difference.

It can be linked to:

- Race, religion or culture
- Gender
- Sexual orientation
- Disability or special need
- Long term illness
- Appearance
- Family arrangements
- Any protected characteristic within the Equality Act 2010

DCC Bullying and Prejudice-Related Categories must be logged on CPOMS/ Major Incident Forms/ DCC Bullying and Prejudice-Related Incident Form.

Bullying is often a series of apparently minor incidents. Tackling these minor incidents will reduce the occurrence of more major or persistent bullying.

Minor incidents include:

- Name calling
- Looks
- 'Borrowing' equipment
- One pupil/student intimidating another in order to copy homework
- Spoiling another pupil/students work
- Pushing in at the dinner queue
- Groups of pupils/students isolating another by not letting him or her join in
- Forcing pupils/students to give up their place at a computer

We recognise that particular pupils/students may be more vulnerable because of all or some of the following and will require a sensitive approach:

- Learning Difficulties, SEND and, or, Disabilities
- Physical Appearance or Health Conditions
- Social Circumstances
- Gender or sexuality
- Race, religion and culture

### **PUPIL EMOTIONAL WELLBEING**

Bullying can happen to all children and young people and it can affect their social, mental and emotional health. School staff should support all pupils/students who are bullied. This means being alert to the effect any form of bullying can have and being especially alert to where it may have a severe impact. There is evidence to suggest that pupils/students that are badly bullied in school are more likely to be bullied out of school, for instance either on their way to or from school or through cyberbullying.

If a person feels they are being bullied, then the incident must be treated accordingly.

Equality is promoted and differences are celebrated both within the curriculum and within the climate of the School.

If there is an allegation of bullying by a member of staff, pupil/student, parent/carer, this will be investigated according to the Staff Allegation Policy by the Headteacher or the Designated Safeguarding Lead.



## **SIGNS AND SYMPTOMS**

In some circumstances, the consequences of bullying may lead to a child or young person experiencing pronounced social, emotional or mental health difficulties.

There are a number of possible signs and behaviours which might indicate a pupil/student is being bullied:

- Withdrawn, isolated behaviour
- Unwillingness to come to school
- Stops eating
- Is afraid to use the internet or mobile phone
- Complaining about missing possessions
- Begins to truant
- Feels ill in the morning
- School work begins to deteriorate
- Becomes aggressive, disruptive or unreasonable
- Is bullying other pupils/students
- Refusal to talk about the problem
- Easily distressed
- Damaged or incomplete work
- Refusing to work in a group or with another pupil/student, and
- Reluctance to enter a classroom or stand with other pupils/students whilst waiting for a teacher to arrive or walk past another classroom, where they know other pupils/students might harass them

Whatever the intensity of the bullying, staff should intervene. All staff should be vigilant at all times. Every incident, however minor it may seem, is crucial for the pupils/students involved. Non-intervention condones the bullying.

## **POLICY INTO PRACTICE (refer to Behaviour and Emotional Wellbeing policy)**

Pupils/students will learn best in a safe and calm environment that is free from disruption and in which education is the primary focus. Personal development, behaviour and welfare are of vital importance at Durham Trinity School and Sports College. The actions taken to prevent and tackle bullying in addition to how incidents are dealt with are at the forefront of our vision in enabling all children to achieve in their physical, emotional and academic potential.

It is important that tackling bullying is seen as an ongoing process which involves all members of Durham Trinity School and Sports College community. Prevention of bullying must comply fully with the Equality Act 2010 Public Sector Duty.

All establishments associated with Durham Trinity School & Sports College will be made aware of the policy.

## **PRINCIPLES**

It is expected that the raising of awareness of the whole school community will produce a safe, caring non-threatening environment encouraging members of that community to feel secure. Both pupils and staff should feel able to express concerns and opinions which will be valued, when determining of school policy and rules.

Awareness can be raised through vehicles such as:

the curriculum,

the pastoral system,

assemblies,

home/school links,

P.S.H.E

R.S.E

tutorial time,

drama,

whole staff and governor training,

consistently promoting positive behaviour,

The hidden curriculum (refers to life lessons that students learn that are not part of traditional studied subjects – such as teaching the school's social norms and values).

The website will give information to parents on actions to be taken if they suspect their child is being bullied or is involved in bullying.

## **PROCEDURES AND PREVENTION**

- Staff proactively gather information about issues between pupils/students which may lead to a conflict
- Using information and procedures, to develop strategies to eliminate the potential bullying
- Address the needs of the pupils/students through structured approaches such as Restorative Approach
- Introduce topics through assemblies and provide opportunities for projects and events
- Pupils/students can report bullying in a variety of ways. Bullying incidents can be reported to any members of staff who will forward it the class teacher/key stage leader or senior leader dependent on the type of bullying. Referrals may also be accepted from other multi-agency partners or parents/carers
- The priority is to give protection and support to the victim
- Staff must make it clear that the bullying pupils/students behaviour is totally unacceptable it is important that disapproval is explained in a calm and rational way – avoid bullying the pupils/students who are doing the bullying
- It is vital that alternative behaviour is discussed with the bullying pupils/students in order that long-term behaviour can be improved
- Appropriate follow-up work, including counselling or Restorative Justice approach

where appropriate, should be carried out

- Any incident of bullying is reported on the anti-bullying logs and stored on CPOMS so that appropriate measures can be put in place
- Victims of bullying may end up believing that they deserve to be bullied; they feel powerless and vulnerable, self-esteem can be badly damaged, so it is essential that self-confidence is re-established
- Investigations into bullying incidents will be thorough and involve the bullying pupils/students, the victim and any witnesses
- The bullying pupils/students will be supported in recognising their unsociable behaviour and offering support to modify that behaviour, they may be required to attend a reflection session
- Consideration given to the motivation behind the bullying behaviour and if it reveals any concerns for the safety of the perpetrator and if they may need support themselves.
- Appropriate consequences will be decided on the individual incidents and circumstances
- Parents/carers will always be informed of the incident and the outcome
- After the incident has been dealt with, each case will be monitored to ensure repeated bullying does not take place
- Anti-bullying days/weeks and assemblies inform the curriculum
- Culture of respect to extend beyond the classroom to the corridors, dining hall, playground and beyond the school gates
- Values of respect for staff and other pupils
- A clear understanding of how our actions affect others
- Positive whole school environment with staff and older students setting good examples

### **SAFE HAVENS**

Pupils/students must be aware of places they can go to during non-teaching time where they feel safe. Pupils/students can go to class staff. They should be aware of whom they can contact for support at any time during the day. This can be any member of staff or a member of the school council, or their class staff.

School Council representatives can be identified by wearing a yellow badge and their photograph on class doors. They are available at break and lunchtimes.

At Durham Trinity School and Sports College we have a responsibility to support children who are bullied and make appropriate provision for a child's needs.

The nature and level of support will depend on the individual circumstances and the level of need.

These can include:

- a quiet word from a teacher that knows the pupil/student well
- asking the relevant agency team to provide support
- restorative justice
- specific strategies
- providing formal counselling

- engaging with parents
- support for parents
- referring to local authority children's services
- involving social workers
- Referring to Child and Adolescent Mental Health Services (LDCAMHS).

Strategies to prevent bullying must be used in all areas of the school including playground, dinner hall, corridors and open areas. Staff monitor areas where bullying could occur e.g. at lunchtimes, behind bushes/trees etc. Staff are trained and utilised to reduce bullying at breaks and lunchtimes.

### **SERIOUS BULLYING INCIDENTS IN A CLASSROOM**

If a serious bullying incident occurs in a classroom, when a teacher needs assistance, initially Key Stage Leads should be used. Sensitivity towards the victim must be exercised in order that he or she is not further embarrassed in front of his or her peers. Similarly, the bullying pupils/students should not be given the opportunity to become a 'hero'.

### **BULLYING IN THE COMMUNITY**

If a parent/carer, pupils/students reports bullying in the community, all staff must be made aware. Where the incident is serious the Police and or Safeguarding/Social Care will be made aware. The School will follow a multi-agency plan if incident is serious.

Pupils/students are advised to report any issues on the way into school and staff will take appropriate actions e.g. phone call to parents/carers, interview pupils/students, and/or contacting transport dept. If any incidents are serious, the Headteacher/ Designated Safeguarding Lead and/or the Deputy Headteacher will refer to the Police.

Every young person should feel safe to learn, play and socialise. Whether on a bus or in the street, every child should be safe from victimisation and discrimination. Anti-bullying activity contributes to safer neighbourhoods, promotes community cohesion and reduces crime. At Durham Trinity School and Sports College we work closely with all community agencies including the Police on this agenda. Durham Trinity School and Sports College works with the Local Authority on an effective local safe travel. Durham Trinity School and Sports College will involve pupils/students in developing guidelines for safer travel and encourage pupils/students to report any issues to the school and parents/carers.

### **THE CURRICULUM**

The ideals of tolerance, acceptance and self-worth will be maintained by a continuing programme of reference in the curriculum and in the day to day life of the school. At Durham Trinity School & Sports College we recognise that bullying may take the form of physical, psychological, racist, homophobic prejudice-related or technological cyber types. We aim to identify the form of any bullying and address it appropriately.

## **RESOURCES**

### **Adult resources**

Durham Trinity School & Sports College intends to make full use of existing links with outside agencies, such as the Educational Welfare Officer, Social Care, EWEL Team, the school nurse, Educational Psychologist and the Police and will prioritise meetings with pupils who have been accused of bullying and their parents.

All adults working in the school have a responsibility to promote positive behaviour. The P.S.H.E. and R.S.E co-ordinator with the Senior Leadership Team will monitor the policy and assure all staff are aware and practising its content.

### **Materials**

A selection of resources to promote positive behaviour and eliminate bullying is included in P.S.H.E. resources.

## **THE PUPIL**

Durham Trinity School & Sports College endorses the fact that pupils have a right to:

- be physically safe,
- keep their own possessions and money,
- be free of insult, derogatory comments and teasing,
- be able to associate with other young people for companionship and friendship.

Pupils should take some responsibility for:

- physical safety of others,
- security of everyone's personal possessions and money,
- freedom from hurt by name calling and teasing,
- including all pupils in play and learning activities.

Although continually reinforcing the above, Durham Trinity School & Sports College recognises that the change in attitudes is not always or immediately reflected in changes in skills or behaviour. These changes are difficult and can only be brought about by practise, with support and in the context of a continuing programme of development and change.

Pupils/students can report an incident via written statement, verbally, to a School Council Representative as well as to a range of allocated staff.

Incidents of E-Safety and cyber-bullying are also reported as described in the E-Safety Policy.

## **PASTORAL RESPONSIBILITY**

It is important that class teachers/tutors are informed of any incidents which involve pupils in their class. The school will ensure that all class teachers engender and maintain a safe environment where pupils feel secure and valued. The class teacher needs to be involved in any action formulated to avoid further incidents of bullying and is responsible for ensuring that records of the incident are filled in for both parties and filed. The class teacher should make any other members of staff involved with the pupil aware of actions to be taken to prevent further incidents.

## **RECORDING AND MONITORING**

Any member of staff who observes or whom a bullying incident is reported to should:

Every case will be listened to by a member of staff.

- Listen carefully to the student, give them sufficient opportunity to discuss their concerns, describe what it is, has been happening and treat what they say seriously.
- Reassure the student that they have done the right thing and thank them for either reporting the bullying themselves and/or agreeing to discuss the matter. Give them the support by assuring them that school will take appropriate action.
- If it is established that the incident was a one off then it should be dealt with accordingly. A note should be made in the pupil's diary that they have reported an incident as bullying and make a note on CPOMS.
- If a pattern of bullying behaviour is established then the member of staff should record the details on a DCC bullying and prejudice-related category form, attaching it to CPOMS. Inform the KS leader, Behaviour Lead (DHT), and Designated Safeguarding Lead. Discuss with the pupil any possible action that you are going to undertake; listen to both sides (separately then possibly together) and judge each case on merit, not on the basis of previous incidents
- If the incident involves prejudicial-related behaviours then the member of staff should record the details on a DCC bullying and prejudice-related category form, attaching it to CPOMS. Inform the KS leader, Behaviour Lead (DHT), and Designated Safeguarding Lead Co-ordinator.

The above procedures should be recorded appropriately and placed in individual pupil's black files.

## **THE KEY STAGE LEADER AND/OR SENIOR LEADER (dependent on type of bullying)**

Should support staff within their department when there is a pattern of incidences of bullying by:

- Interview the bullied student and ask them to talk about their feelings and worries, avoiding direct questions about incidents, though trying to establish all involved.
- Contact parents/carers and inform them of the situation and the intended course of action. This will enable better of their child when they return home and may assist with gathering further information.
- Use Restorative Justice - Explain to the bullying student/s how the bullied student/s is feeling without discussing the details of the incidents or allocating blame. The bullied student/s may be present if they wish. Clarify with the bullying individual or group that they are responsible and can do something about. The focus is continually upon a solution to the problem rather than apportioning blame. Ask the bullying individual or group in turn to identify ways in which they could help the bullied student/s feel happier in school. Approving of suggestions but not seeking promises of exactly how, when and what they are going to do. Conclude the meeting by re-emphasising the individual's or group's responsibility to solve the bullying problem. (Dependent on SEND of pupils a more simplified version of events will need to take place).
- Arrange to meet again to review how successful the remedial actions have been.
- After an agreed period of time see all concerns individually to see how things have been going. The objective being is to establish that the bullying has stopped and the bullied student/s is satisfied and feeling better.

- Record the actions of the process and further action should this prove necessary.
- If bullying situations do not improve and bullying behaviours continue then school will consider:
- Involving parents/carers directly and inviting them in for a meeting.
- Devising a behaviour/engagement management plan (identified strategies appropriate to the individual's SEND).
- Organising a Solution Circle.
- Rearranging class groups or dynamics.
- Referring for counselling/therapy.
- Only in extreme circumstances and appropriate to SEND, exclusion will be considered only by the Headteacher.

Key Stage Leaders is responsible for all DCC bullying and prejudice-related category form forms which are stored onto the Key Stage Anti-Bullying Log. All paper copies of DCC bullying and prejudice-related categories are stored in the Behaviour Lead's Behaviour Monitoring File. This is reviewed carefully to ensure that no one group is being victimised and where necessary child protection referrals are made.

The Anti-Bullying Log (Shared area) is reviewed and evaluated on a half termly basis in order to inform and improve practice and to analyse for patterns or support needs of individual pupils/students.

### **BEHAVIOUR LEAD (DHT)**

The role of the behaviour lead is:

- To monitor CPOMS and Key Stage Leaders Anti-bullying Log and report to the Full Governing Body on a termly basis the number and nature of bullying incidences including DCC bullying and prejudice-related categories (attach to CPOMS).
- To support Key Stage Leaders and class staff with advice and guidance including strategies and presence at Solution Circles meeting and parent meetings.
- To prepare and review the school policy,
- To liaise with senior staff regarding policy implementation,
- To consult with the CPD co-ordinator to ensure staff development through courses, meetings and training,
- Keep up to date with new developments and resources,
- Provide resources within financial limitations.

### **PARENTS**

- Parents/carers are reminded of the importance of taking an active interest in their child's school / social life – discussing friendships, the school day, break and lunch times, journeys to school, etc;

- If parents/carers think their child is being bullied or have reason to believe their child is bullying another pupil, contact the school immediately. School staff will listen to any concerns and where necessary arrange a meeting to discuss.
- Following any incident, parents/carers of both bullies and victims should be made aware of the situation and how their actions could help. Class teachers, in consultation with the Key Stage Leader, should involve parents/carers at an early stage whenever it appears that there may be a problem.
- Durham Trinity School & Sports College aims to promote positive behaviour and in 1999 adopted the 'no blame' approach which uses group/problem solving processes (Appendix 7)

### **STAFF DEVELOPMENT**

The class teacher/tutor will be involved in INSET provision in the school and make the INSET Co-ordinator aware of any training needs.

### **THE GOVERNING BODY**

The School will ensure that the governors are kept informed of school developments in relation to this policy. Any future developments and amendments to the school policy will be placed before the governing body for information, discussion and approval.

It is expected that parents will support the policy. They will be kept informed of any developments in relation to this policy which will be made available for inspection upon request.

### **RESPONSIBILITY OF REVIEW:**

The policy is reviewed by the Behaviour and Emotional Wellbeing working party. The policy is also reviewed alongside pupil/student voice surveys and parents/carers views (sought via surveys, website).

Three key questions will be asked regarding success of the policy:

- Do pupils/students feel safe?
- Does the bully's behaviour change?
- What have we learned or need to update?

As new advice is available this will be fed into the policy.

The Equality Policy and the Equality Action Plan are reviewed annually and as part of this communication with all stakeholders is discussed.

### **CURRENT PROVISION**

All policies and curriculum are under constant review. Resources are inspected to ensure equality issues are promoted appropriately. All forms of bullying are tackled as part of the



Anti-Bullying policy. This is reviewed with staff, parents/carers and pupils/students. Durham Trinity School and Sports College will not tolerate bullying and will act immediately but through its curriculum offer actively prevents homophobic/transphobic bullying.

### **USEFUL LINKS AND CONTACTS - SPECIALIST ORGANISATIONS**

#### **ACE (ADVISORY CENTRE FOR EDUCATION)**

This is an independent advice service for parents/carers on all issues relating to state education in England and Wales. Phone 08088 005 793 – open from 2 – 5 pm Monday to Friday.

[www.ace-ed.org.uk](http://www.ace-ed.org.uk)

#### **ANTI-BULLYING ALLIANCE**

The **Anti-Bullying Alliance** is an alliance of over 70 organisations, we work to stop bullying and create a safer environment

[www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

#### **BIG AWARD TRAINING AND RESOURCES**

Offers training, resources and advice for children and young people, staff and parents/carers. Also has useful help page on their website.

#### **BULLYING UK**

This charity's work has expanded over the years and apart from giving practical information and advice to young people and their parents/carers through the website and by email, it includes work with schools, youth organisations, police forces and health trusts, running workshops and speaking at conferences.

[www.bullying.co.uk](http://www.bullying.co.uk)

#### **CHILDLINE**

Free 24 hour telephone line for children and young people – Phone 0800 1111

[www.childline.org.uk](http://www.childline.org.uk)

#### **THE DIANA AWARD**

Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.

[www.diana-award.org.uk](http://www.diana-award.org.uk)

#### **IMPACT ANTI BULLYING SERVICE**

Is a voluntary organisation which offers advice and support to children, young people and families affected by bullying. The service also offers a range of training material for children, young people and professionals across the city. Impact Family Service 0191 567 8282

[www.impactfs.org.uk](http://www.impactfs.org.uk)

### **KIDSCAPE**

Kidscape is committed to keeping children safe from abuse. Kidscape is the first charity in the UK established specifically to prevent bullying. It is for children and young people, parents/carers and professionals. Phone 08451 205 204 from 10 – 4pm Monday to Friday

[www.kidscape.org.uk](http://www.kidscape.org.uk)

### **NSPCC**

Offers a wide range of advice and support in this area, including what to do when a child discloses a further problem such as domestic violence or neglect. 24 hour helpline, though they recommend that children call Childline. Phone 08008 005 000.

[www.nspcc.org.uk](http://www.nspcc.org.uk)

### **PARENTLINE PLUS**

Offers a free 24 hour, confidential help line to parents/carers on all aspects of parenting. Also provides secure email help line via the website. Phone 08088 002 222 Text phone: 08007 836 783

[www.parentlineplus.org.uk](http://www.parentlineplus.org.uk)

### **THERE 4 ME**

This site is for 12 – 16 year olds. It provides confidential, one-to-one online advice or you can send a private message to an advisor and receive a personal reply.

[www.there4me.org.uk](http://www.there4me.org.uk)

### **THE RESTORATIVE JUSTICE COUNCIL**

Includes best practice guidance for practitioners

[www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)

### **TRANSFORMING CONFLICT**

For information on restorative practices and training.

[www.transformingconflict.org](http://www.transformingconflict.org)

### **YOUNG CARERS**

An innovative, online service for **Young Carers** from The Princess Royal Trust for Carers, in addition to a breadth of information young carers can join the on line community for discussion or advice from qualified youth workers.

[www.youngcarers.net/](http://www.youngcarers.net/)

### **CYBER BULLYING AND ONLINE SAFETY**

#### **ChildNet International**

Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifically includes new cyberbullying guidance and a practical PSHE toolkit for schools.

[www.childnet.com](http://www.childnet.com)

### **DIGIZEN**

Provides online safety information for educators, parents/ and young people.

[www.digizen.org](http://www.digizen.org)

### **INTERNET MATTERS**

Provides help to keep children safe in the digital world.

[www.internetmatters.org](http://www.internetmatters.org)

### **THINK U KNOW**

Resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents/carers and teachers.

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

### **THE UK COUNCIL FOR CHILD INTERNET SAFETY (UKCCIS)**

A range of resources for schools, colleges and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of 'Youth Produced Sexual Imagery.'

[www.gov.uk](http://www.gov.uk)

### **LGBT**

#### **BARNARDOS**

Through its LGBTQ hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying.

[www.barnardos.org.uk](http://www.barnardos.org.uk)

#### **EACH (EDUCATIONAL ACTION CHALLENGING HOMOPHOBIA)**

Provides training for local authorities to challenge homophobic bullying. EACH also provides a national helpline for young people experiencing homophobic bullying:

Tel: 0808 1000 143.

[www.eachaction.org.uk](http://www.eachaction.org.uk)

#### **PROUD TRUST**

Helps young people to empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering training and events, campaigns, undertaking research and creating resources.

[www.theproudtrust.org](http://www.theproudtrust.org)

#### **SCHOOLS OUT**

Offers practical advice, resources and training to schools on LGBT equality in education.

[www.schools-out.org.uk](http://www.schools-out.org.uk)

#### **STONEWALL**

Stonewall works with a whole range of agencies to address the needs of lesbians, gay men and bisexuals in the wider community.

[www.stonewall.org.uk](http://www.stonewall.org.uk)

## **SEND**

### **MENCAP**

Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

The Don't Stick It, Stop It! Campaign contains stickers and useful materials, such as line animations and video clips, which can be used for training/awareness purposes.

[www.mencap.org.uk/dontstickit](http://www.mencap.org.uk/dontstickit)

### **CHANGING FACES**

Provides online resources and training to schools on bullying because of physical difference.

[www.changingfaces.org.uk](http://www.changingfaces.org.uk)

### **CYBERBULLYING AND CHILDREN AND YOUNG PEOPLE WITH SEN AND DISABILITIES**

Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

[www.cafamily.org.uk](http://www.cafamily.org.uk)

### **ANTI-BULLYING ALLIANCE SEND PROGRAMME OF RESOURCES**

Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.

<https://www.anti-bullyingalliance.org.uk>

### **INFORMATION, ADVICE AND SUPPORT SERVICE NETWORK**

Every Local area has an information, advice and support service, providing information, advice and support to disabled children and young people, and those with SEN, and their parents.

<https://councilfordisabledchildren.org.uk>

### **MENTAL HEALTH**

#### **MindEd**

Provides a free online training tool for adults that are also available to schools. It can be used to help school staff learn more about children and young people's mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied.

[www.minded.org.uk](http://www.minded.org.uk)

#### **PSHE Association**

Guidance and lesson plans on improving the teaching of mental health

[www.pshe-association.org.uk](http://www.pshe-association.org.uk)

### **YOUNG MINDS PARENTS/CARERS' INFORMATION SERVICE**

A free confidential telephone service, providing information and advice for any adult concerned about the mental health of a child or young person.

[www.youngminds.org.uk](http://www.youngminds.org.uk)

### **RACE, RELIGION AND NATIONALITY**

#### **ANNE FRANK TRUST**

Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.

<https://annefrank.org.uk>

#### **EDUCATE AGAINST HATE**

Provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.

[www.educateagainsthate.com](http://www.educateagainsthate.com)

#### **SHOW RACISM THE RED CARD**

Provides resources and workshops for schools to educate young people, often using the high profile of football, about racism.

[www.theredcard.org](http://www.theredcard.org)

#### **KICK IT OUT**

Uses the appeal of football to educate young people about racism and provide education packs for schools.

[www.kickitout.org](http://www.kickitout.org)

#### **TELL MAMA**

Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies.

[www.tellmamauk.org](http://www.tellmamauk.org)

#### **ANTI-MUSLIM HATRED WORKING GROUP**

Independent members of this group are representatives from the Muslim community and will assist and advice on all relevant issues.

[www.gov.uk](http://www.gov.uk)

### **SEXUAL HARASSMENT AND SEXUAL BULLYING**

#### **Ending Violence Against Women and Girls (EVAW)**

A Guide for Schools. This guide from the End Violence Against Women Coalition sets out the different forms of abuse to support education staff to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse.

[www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk)

**DISRESPECT NO BODY**

Home Office led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom.

[www.gov.uk](http://www.gov.uk)

**ANTI-BULLYING ALLIANCE**

Advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying.

[www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

## **APPENDIX**

- APPENDIX 1 Guidelines for parents of a child who appears to be bullying
- APPENDIX 2 Guidelines for children who are being bullied
- APPENDIX 3 Guidelines for children who are being bullied (Reinforce in briefings . Talk to class termly or when incidents occur)
- APPENDIX 4 Guidelines for parents of children being bullied
- APPENDIX 5 Guidelines on dealing with bullying - signs which may indicate that a child is being bullied
- APPENDIX 6 Guidelines for members of staff confronted by bullying
- APPENDIX 7 No Blame Approach
- APPENDIX 8 Recording DCC Bullying and Prejudice-Related Incident Form (attach to CPOMS)

## **APPENDIX 1**

### **Guidelines for parents of a child who appears to be bullying.**

We are committed to working with **all** parents to ensure that every one of our pupils is safe and happy in school.

BULLYING is when you are picked on by someone you are frightened of. It could be they hit you, call you names or make you do things you do not want to. It might happen every day or not very often, but even if it only happens once it is SERIOUS.

The following guidelines may be helpful if a problem arises involving your child in any incidents of bullying.

#### **What you can do**

- Make time to talk with and listen to your child.
- Listen carefully to what they have to say.
- Keep an open mind - there are two sides to every story.
- Get in touch with us - do not try to tackle the problem alone.

#### **What we can do**

We will support you and take the following action:

- Meet with you as soon as possible to discuss the problem.
- Fully investigate the issues.
- Take appropriate action.
- Keep you informed.

#### **What we can do together**

- Create an atmosphere of trust and self-worth both at school and at home.
- Communicate with each other regularly.
- Be aware of any signs that show your child may be unhappy.



## APPENDIX 2

### Guidelines for children who are being bullied.

1. Ensure the child understands what bullying is, by using:  
stories,  
discussion.
2. Create the climate for children to tell.
3. Encourage all children to report incidents of bullying.

#### For the child

1. If you are being bullied, or know someone who is, talk to an adult you can trust.
2. They may not be able to solve the problem but they will try to help.
3. If you want to talk to a teacher they will take you somewhere quiet where they can listen carefully to what you have to say.
4. The teacher will tell you what can be done but you will help to decide what happens next.

You and everyone else in school has a right to be happy.

### **APPENDIX 3**

#### **Guidelines for children who are being bullied.**

1. Come and tell.
2. We will be friendly.
3. We will listen to you carefully.
4. We will help.
5. We will try to:
  - stop the bully,
  - find out the facts,
  - make you happy again.
6. We will write it all down.

## **APPENDIX 4**

### **Guidelines for parents of children being bullied.**

1. Try to discuss the issue with your child and reassure him/her that the school will deal with the situation.
2. Inform someone in the school whom the child trusts - this need not necessarily be the Headteacher.
3. All incidents should be seen as “alleged” until proved.
4. All incidents will be investigated, and as a parent you will be informed of the progress/outcome.
5. The investigation may involve talking with other parties concerned, but confidentiality will be respected.
6. Appropriate action will be taken in accordance with the school policy, a copy of which is available for you.
7. It must be realised that instant solutions cannot always be found, but every effort will be made to reach an outcome as soon as possible.

## APPENDIX 5

### Guidelines for dealing with bullying.

#### Signs which may indicate that a child is being bullied.

1. Cuts, bruises or aches and pains which are not adequately explained.
2. Clothes or possessions belonging to the child are damaged or lost.
3. The child requests extra money or starts stealing.
4. The child starts going to school or returning to school at an earlier or later time or starts using a different route.
5. The child starts refusing to go outside at breaktimes or refuses to stay at school for school dinners.
6. The child requests to change classes, options or school.
7. Reluctance or refusal to attend school.

#### Symptoms of Stress

Any marked change in a child's behaviour, especially in well-established patterns of behaviour, may indicate that the child is under stress.

The child's behaviour may become immature, i.e. the child reverts to a previous behaviour such as thumb sucking or tantrum behaviour.

The child may become withdrawn, clingy, moody, aggressive, unco-operative or non-communicative.

The child may be unable to concentrate and school performance may deteriorate.

There may be sleep or appetite problems.

In some cases, bullying may be a cause of stress. In other cases, it may be family difficulties, the child may be abusing drugs or some other problem may be the case. Whatever the case, sensitive enquiries need to be carried out and help made available to the child.

## **APPENDIX 6**

### **Guidelines for members of staff confronted by bullying.**

1. Publicise the school policy on anti-bullying (to those concerned).
2. Be alert for signs of bullying (see Appendix 1)
3. React to signals.
4. Do not be misled by requests for confidentiality.
5. Reassure the child(ren) that the problem will be handled sympathetically.
6. Explain the alternative courses of action and involve the child(ren) in decisions.
7. Refer to other staff as appropriate.
8. Support the child in crisis.
9. Monitor.
10. Record all incidents.

## APPENDIX 7

### No Blame Approach.

This approach, widely used throughout the U.K. and abroad is effective and does not put the victim at risk.

The steps can be summarised:

#### **Step 1 - interview the victim**

When the teacher discovers that bullying has occurred he/she talks to the victim about their feelings. The victim is not questioned but asked to say who was involved.

#### **Step 2 - convene a meeting with those involved**

The teacher arranges to meet with the pupils involved. This will include some bystanders or colluders who joined in but did not initiate the bullying. A group of 6-8 works well.

#### **Step 3 - explain the problem**

Tell the group how the victim feels without allocating blame or discussing details of the incident.

#### **Step 4 - share responsibility**

Teacher states that it is known that the group are responsible and that something has to be done about it. No blame is apportioned.

#### **Step 5 - ask group for their ideas**

Each member of the group is asked to suggest a way in which the victim could be helped to feel happier. The teacher gives some positive responses but does not go on to extract a promise of improved behaviour.

#### **Step 6 - leave it up to them**

The teacher ends the meeting by passing over the responsibility to the group to solve the problem, arranging to meet with them later to see how things are going.

#### **Step 7 - meet them again**

About a week later, the teacher meets with each group member individually, including the victim, to discuss how things are going. This allows the teacher to monitor the bullying and keeps the young people involved in the process.

*Maines and Robinson, 1992*

**APPENDIX 8 Durham Trinity School & Sports College Behaviour Alert (Jan 16)**  
**[Incorporating DCC Bullying and Prejudice-Related Incident Form (BPRI-1)]**



<b>Incident initially reported by:</b>		<input type="checkbox"/> Pupil		<input type="checkbox"/> Staff		<input type="checkbox"/> Parent		<input type="checkbox"/> Visitor	
<b>Day, date and time of incident:</b>									
<b>Lesson &amp; location of incident</b>									
<b>Incident relates to the following protected characteristic(s):</b>									
<input type="checkbox"/> Age				<input type="checkbox"/> Pregnancy/Maternity					
<input type="checkbox"/> Disability or SEN				<input type="checkbox"/> Race					
<input type="checkbox"/> Gender				<input type="checkbox"/> Religion or Belief					
<input type="checkbox"/> Gender Identity				<input type="checkbox"/> Sexual Orientation					
<input type="checkbox"/> Marriage/Civil Partnership				<input type="checkbox"/> All other reasons .....					
<b>Nature of Incident:</b>									
<input type="checkbox"/> Name calling/verbal abuse				<input type="checkbox"/> Written/Graffiti					
<input type="checkbox"/> Physical aggression				<input type="checkbox"/> Spreading rumours					
<input type="checkbox"/> Joke or Ridicule				<input type="checkbox"/> Intimidation/threat					
<input type="checkbox"/> Damaging/taking possessions				<input type="checkbox"/> Refusal to cooperate					
<input type="checkbox"/> Deliberate exclusion				<input type="checkbox"/> Extortion					
<input type="checkbox"/> Cyber-bullying				<input type="checkbox"/> ESafety					
<input type="checkbox"/> Other:									
<b>Details of people involved:</b>									
	Full Name	Gender (f/m)	Year group/ staff/parent/ adult	Ethnic Origin Code	SEN or Disability	Role*	Other Relevant Information (i.e. disclosed sexual orientation, faith group, refugee)		
1									
2									
3									
4									
5									
V = Victim P = Perpetrator A = Associate W = Witness D = Defender									
<b>Brief description of incident (continue on separate sheet if required):</b>									
<b>Action Checklist: (tick as appropriate)</b>									
<input type="checkbox"/> Discussions had with all involved?				<input type="checkbox"/> Repeat victim?					
<input type="checkbox"/> Parents/carers of victim notified?				<input type="checkbox"/> Repeat perpetrator?					
<input type="checkbox"/> Parents/carers of perpetrator notified?				<input type="checkbox"/> Referral to other agencies?					
<input type="checkbox"/> Documents attached:									
<b>Resulting Action:</b>									
<b>Form completed by: (name and role)</b>					<b>Date completed:</b>				
Once completed with any relevant documents attached the form should be handed to: Key Stage Leader if incident involves pupil(s) and Headteacher if incident involves <b>only</b> visitors/staff.									

