

Anti-Bullying Policy

Date ratified	January 2026
Committee Responsible for Policy	Children, Families and Community
Date to be updated	January 2029
Headteacher Signature	<i>L. Richards</i>
Chair of Governors/ Committee Signature	<i>L. Richards</i>

Growing together as children of God

At Holy Trinity C of E Primary School:

- we want our pupils to **grow** in confidence, independence, resilience and knowledge, so that all achieve their full potential and develop a life-long love of learning and of the world around us.
- we work **together** with families, community and church to model positive relationships, supporting each other and acknowledging that we are stronger when we work together.
- we are growing together as **children of God**, strengthening our faith, secure in the knowledge we are unique, loved and cherished.

Biblical Basis

Titus 2:7

In everything set them an example by doing what is good.

Our school is a place where every person has the right to be themselves, where inclusion, safety and a true sense of belonging is paramount. Everyone at our school is equal and treats each other with respect and kindness.

Aims and purpose of the policy

Bullying of any kind is unacceptable and will not be tolerated at our school. The safety, welfare and well-being of all pupils and staff is a key priority.

We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassments or discrimination.

We actively promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our pupils to become responsible citizens and to prepare them for life in 21st Century Britain.

We are committed to improving our school's approach to tackling bullying and regularly monitor, review and assess the impact of our preventative measures.

The schools' Belonging and Behaviour Policy and Equality policy should be read in conjunction with this policy.

1. Definition of bullying

Bullying is hurtful or unkind behaviour which is primarily deliberate and repeated. Bullying can be carried out by an individual or a group of people towards an individual or group. The **STOP** acronym can be applied to define bullying – **S**everal **T**imes **O**n **P**urpose.

The nature of bullying can be:

Physical – such as hitting or physically intimidating someone, or using inappropriate or unwanted physical contact towards someone

Attacking property – such as damaging, stealing or hiding someone's possessions

Verbal – such as name calling, spreading rumours about someone, using derogatory or offensive language or threatening someone

Social – Ostracism or rejection by others, especially the peer group

Psychological – such as deliberately excluding or ignoring people

Online – such as using text, email or social media to write or say hurtful things about someone

Bullying can be based on any of the following things:

- Race (racist bullying)
- Religion or belief
- Culture or class
- Gender (sexist bullying)
- Sexual orientation (homophobic or biphobic bullying)
- Gender identity (transphobic bullying)
- Special Educational Needs (SEN) or disability
- Appearance or health condition
- Related to home or another personal situation
- Related to another vulnerable group of people

No form of bullying will be tolerated and all reported incidents will be taken seriously.

2. Reporting bullying

Pupils are being bullied

If a pupil is being bullied they are encouraged to not retaliate, but to tell someone they trust about it such as a friend, family member or trusted adult. They are also encouraged to report any bullying incidents in school:

- Report to a teacher – their class teacher, or any other teacher
- Tell a playground buddy, who in turn can help them tell a teacher or staff
- Tell any other adult staff in school – such as lunch time supervisor, Learning Support Assistants or the school office

HOLY TRINITY C of E PRIMARY SCHOOL



- Tell an adult at home
- Report anonymously – by leaving a note in the class worry box or on the teacher’s desk, or in Mrs Rickards’ box outside her office
- Call Child Line to speak with someone in confidence on 0800 1111

Reporting – roles and responsibilities

Staff

All school staff, both teaching and non-teaching (for example midday supervisors, caretakers, librarians) have a duty to report bullying, to be vigilant to the signs of bullying and to play an active role in the school’s measure to prevent bullying. If staff are aware of bullying, they should reassure the pupils involved and inform their class teacher. Mrs Ottley is the Anti-Bullying Lead.

Senior Leadership Team

The Senior Leadership Team and the head teacher have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and well-being of all young people.

Parents/Carers

Parents and carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour. Parents and carers should encourage their children not to retaliate and support and encourage them to report the bullying. Parents and carers can report an incident of bullying to the school either in person, or by phoning or emailing the school office or the headteacher (headteacher@holytrinity.merton.sch.uk)

Governors

Parents can also contact the Chair of governors by email governors@holytrinity.merton.sch.uk

Pupils

Pupils should not take part in any kind of bullying and should watch out for signs of bullying among their peers. They should never be bystanders to incidents of bullying, but should offer support to the victims and, if possible, help them to tell a trusted adult. The ‘Who to talk to if you have a worry’ flowchart is displayed in each classroom for children to access.

Anti-Bullying Ambassadors

The World Friendship Ambassadors (formerly the Anti-Bullying Ambassadors) are Year 6 pupils who support the Anti-Bullying Lead. They act as role models in the school and play the part of Playground Buddies. They help lead the annual Anti-Bullying Week, and other school initiatives.

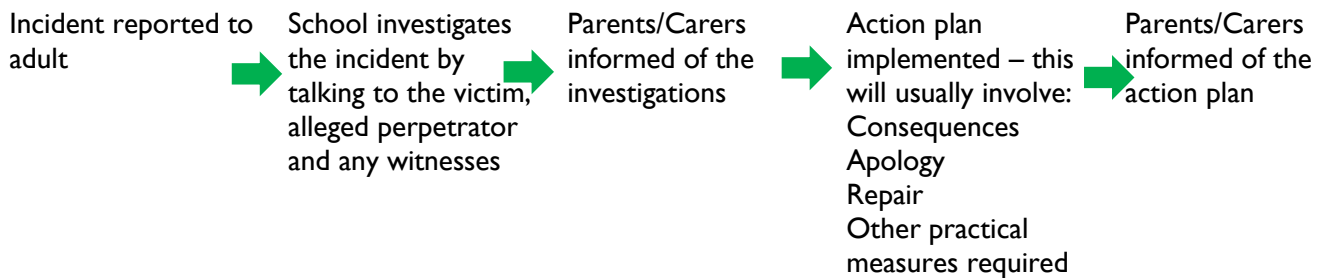
Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of staff by parents or pupils is unacceptable and will not be tolerated. Staff should refer to the relevant HR policies for more information.

3. Responding to bullying

When bullying has been reported, the following actions will be taken:

HOLY TRINITY C of E PRIMARY SCHOOL

- Staff will record the bullying on MyConcern (our online reporting system). SLT will immediately get notification of this and closely monitor any bullying that is reported.
- Staff will investigate the incident. This will involve speaking to the alleged victim and perpetrator, and with any witnesses.
- Staff will offer support to the target of the bullying in discussion with the pupil's class teacher. Individual meetings will then be held with any target of bullying to devise a plan of action that ensures they are made to feel safe and reassured that the bullying is not their fault.
- Staff will pro-actively respond to the bully who may require support. They will discuss with the target's class teacher to devise a plan of action
- Staff will inform parents or carers and where necessary involve them in any plan of action
- Staff will assess whether any other authorities (such as police or the local authority) need to be involved, particularly when actions take place outside school



Supporting pupils:

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous support, often through a key adult that the child has access to.
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
- Working towards restoring self-esteem and confidence
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services, or support through Child and Adolescent Mental Health Services (CAMHS).

Pupils who have perpetrated the bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change.

- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.

4. Bullying outside of school

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekend or during the holidays, or in the wider community. The nature of online bullying in particular means that it can impact on pupil's well-being beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities as outlined in this policy.

5. Derogatory language

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored on MyConcern, and follow up actions and consequences, if applicable, will be taken for pupils and staff found using such language. Staff are also encouraged to record the casual use of derogatory language on MyConcern.

6. Prejudice-based incidents

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitored in school, with the head teacher regularly reporting incidents to the governing body. This is not only ensuring that all incidents are dealt with accordingly, but also helps to prevent bullying as it enabled targeted anti-bullying interventions.

7. School initiatives to prevent and tackle bullying

We use a range of measures to prevent and tackle bullying including:

- A child-friendly anti-bullying policy, displayed in each classroom, ensures all pupils understand and uphold the anti-bullying policy.
- The Growing Together Rules are clearly displayed around the school
- The PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying.
- Collective Worship themes help raise pupil's awareness of bullying and derogatory language.
- Difference and diversity are celebrated across the school through diverse displays, books and images.
- The whole school participates in events including Anti-Bullying Week.

- The school values of equality and respect are embedded across the curriculum to ensure that it is as inclusive as possible.
- Stereotypes are challenged by staff and pupils across the school.
- Playground buddies offer support to all pupils, including those who may have been the target of bullying.
- Pupils are continually involved in developing school-wide anti-bullying initiatives through the Junior Leadership Team and through the annual pupil survey.
- Working with parents and carers and in partnership with community organisations to tackle bullying, where appropriate.

8. Training

The head teacher is responsible for ensure that all school staff, both teaching and non-teaching, receive regular training on all aspects of the anti-bullying policy.

9. Monitoring and reviewing

The head teacher is responsible for reporting to the governing body on how the policy is being enforced and upheld, via the termly report. The governors are in turn responsible for monitoring the effectiveness of the policy via the half-termly report and by in-school monitoring such as learning walks and focus groups with pupils.