

**TRINITY ACADEMY NEWCASTLE TRUST**

**ANTI-BULLYING POLICY**

**Approved by the Committee – December 2020  
On behalf of the Board**

**Next Review Date – December 2021**

**We at Trinity Academy Newcastle Trust (The Trust) will not tolerate bullying in any form. We firmly believe that every learner should feel safe, secure and valued when attending this Trust. Therefore bullying is regarded as a very serious matter.**

Our Student Council has defined bullying as ‘the activity of repeated behaviour intended to hurt another person, physically or mentally. Bullying is characterised by an individual, or group, behaving in a certain way to gain power over another person, or persons’.

At Trinity Academy Newcastle, all our students are vulnerable with specific SEMH needs.

As a school we recognise that there are specific social groups who are more vulnerable to bullying such as:

- People with learning difficulties
- People with hearing and visual problems
- People who are illiterate
- People who are suffering with a mental illness
- People from minority groups
- People whose religious/cultural beliefs teach that it is ‘not right’ to rely on someone outside of your family or community for help.

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

- Physical, (Hitting, Kicking, Theft).
- Verbal, (Name Calling, threats etc.).
- Racism (Targeting others due to ethnicity or religious beliefs).
- Homophobic bullying (Targeting other due to their sexual orientation).
- Indirect, (Spreading rumours, excluding someone from social groups and targeting more vulnerable learners i.e. physically disabled etc.).
- Cyber bullying, (When a person or group of people, use the internet, mobile phones or other digital technologies to threaten, tease or abuse someone). (Teacher net, Anti-bullying policy 2008)

These types of bullying behaviours can also be categorised as hate crimes.

Hate Crime is defined as anti-social behaviour or an incident where anyone believes the victim has been targeted because of their race, religion, sexual orientation, gender identity and disability.

Keeping Children Safe in Education 2018 has also identified a rise in around peer-on-peer abuse and, in particular, sexual violence and sexual harassment. Peer-on-peer abuse includes bullying, physical abuse, sexual violence and sexual harassment, sexting, and so-called initiation ceremonies.

Peer on peer abuse is often unseen, it often takes place on-line or away from the school setting. Therefore as a Trust we need to recognise the signs and know what to do to support young people.

Peer on peer abuse includes, but is not limited to:

- Physical and sexual abuse
- Sexual harassment and violence
- Emotional harm
- On and offline bullying

- Teenage relationship issues.

It can often include grooming children for sexual and criminal exploitation.

Peer on peer abuse that involves sexual assault and violence must always result in a multi agency response.

There is also an increased awareness of 'mate crime'. Mate crime does not start with abuse or bullying, it starts with someone 'making friends' with a person, very often someone with vulnerability. What can appear to some students as being a 'genuine' friendship can be abusive.

All of these forms of bullying fit inside the 2 recognised categories of Physical or mental abuse.

Staff procedure for tackling evidence of Cyber Bullying in school (Cyber Bullying: advice for headteachers and school staff (DfE 00652-2014):

- Learners, staff and parents/carers will be advised to keep a record of the bullying as evidence.
- The school will take steps to identify the bully, where appropriate, such as examining system logs, identifying and interviewing possible witnesses, and contacting the service provider and the police, if necessary.

Sanctions for those involved in Cyberbullying may include:

- The bully will be asked to remove any material deemed to be inappropriate or offensive
- A service provider may be contacted to remove content.
- Internet access may be suspended at school for the user for a period of time.
- Parent/Carers will be informed.
- The police will be contacted if a criminal offence is suspected.
- These sanctions also apply to mobile phone content (See also section **3.5 Mobile Phones** within E-Safety Policy).  
(See E-Safety Policy for further information).

**Whatever type of bullying behaviour happens - three factors are usually common:**

- It is hurtful behaviour towards the person experiencing the bullying behaviours, although may not always be the intention of the person displaying these actions;
- It is a form of abuse which happens more than once and over a period of time;
- The person experiencing the bullying behaviour is usually unable to or does not wish to defend themselves against the actions.

As part of our Anti-Bullying strategy we actively support and promote the following guidelines and information.

**Aims:**

- To create climate where bullying is not accepted;
- To enable learners to develop/practice appropriate social skills;
- To teach the values which render bullying to be unacceptable;
- To ensure that all school staff, learners and parent/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 learners who bully to change their behaviour;
- Involve everyone: staff, learners, parent/carers and governors in acting against bullying whenever and wherever it occurs;
- To evaluate the effectiveness of our anti-bullying policy annually.

#### **Objectives:**

- Providing both learners and parents and carers with an information and advice booklet;
- Providing school staff with relevant training as necessary;
- Discussing bullying issues within the school's PSHE curriculum;
- Regularly using assembly time to raise the issue of bullying;
- Displaying anti-bullying messages around school;
- Recognizing the achievements of all our learners and celebrating success publicly;
- Affording learners opportunities and responsibility for shaping our school community and practices;
- Regularly reinforcing the importance of the school's Code of Conduct;
- Treating every reported incident of bullying seriously with formal recording,
- Continually monitoring the incidents of bullying and conducting an annual survey of learners, including parents.

#### **Ways of preventing bullying (Preventing and tackling Bullying July 2017 DfE );**

We believe that everybody can help to prevent bullying from starting in the first place and can take action if they find out it is happening.

#### **What you can expect of staff;**

- Victims of bullying are listened to, taken seriously, and informed of what action will be taken, they are reassured that all possible steps will be taken to ensure their safety.
- Staff will act discreetly to ensure that your problems are dealt with sympathetically.
- Staff will ensure that parents and carers are contacted and kept informed on what action the school decides to take.
- Staff will also contact parents and carers of those that are doing the bullying, and inform them also of the schools actions.
- Parents of learners involved in bullying will be informed of possible future action.

#### **What can you do if you are being bullied?**

- Don't keep it a secret. Talk to **ANY** member of staff **ANY** time you are feeling bullied.
- Tell your parent or carers about how your feeling and what has been happening.
- Do not retaliate by becoming a physical or verbal bully yourself.
- Try to ignore the bullying. If you show that you are not upset, the bully may stop.
- Tell the bully to stop, try not to react and try not to retaliate.
- There are many adults at school who want to help you, they can help you to decide how to handle the situation or they can take action. Please talk to them about your feelings.

#### **Guidelines for parents and carers (Advice for parent carers on cyber bullying (DfE 2014):**

- School provides all parents and carers with an information booklet at the time of their child's admission, informing them of ways they can help school prevent bullying behaviour and how we would like them to respond should their child be affected by the bullying.
- Parent/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 and from school.

- If they think their child is being bullied or have reason to believe that child is bullying another learner they are asked to contact school immediately and ask to speak with the Pastoral Manager, Deputy Head or Head of School. Staff will listen to any concerns and where necessary arrange for a convenient time to formally meet in school to record, discuss and address the issue.
- Parent/carers have the opportunity to join the academies Anti Bullying Steering Group to help support and be a part of further developments.

### **Anti-bullying procedures:**

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

Listen carefully to the learner, give them sufficient opportunity discuss their concerns, describe what is, has been happening and treat what they have to say seriously. Reassure the learner 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 support by assuring them that school will take appropriate action to ensure the bullying ceases within school.

Ask the learner being bullied what can be done to make him or her feel safe. Remember that changes to routine should be minimized. He or she is not at fault and should not be singled out. For example, consider rearranging classroom or bus seating plans for everyone. If bigger moves are necessary, such as switching classrooms or bus routes, the learner who is bullied should not be forced to change.

If it is established that the incident was an isolated occurrence which was easily resolved then it should be dealt with accordingly. A note should be made of the incident and recorded on CPOMs. A Senior staff member must then be notified of the incident.

The Senior staff member will then take the following action:

- Interview the bullied learner and ask them to talk about their feelings and worries, avoiding direct questions about incidents, though trying to establish all involved.
- Contact parent/carers and inform them of the situation and the intended course of action. This will enable better to support their child when they return home and may assist with gathering further information.
- Explain to the bullying learner/s how the bullied learner/s is feeling without discussing details of the incidents or allocating blame. The bullied learner/s may be present if they so wish.
- Clarify with the bullying individual or group that they are responsible and can do something about it. The focus is continually upon a solution to the problem rather than apportioning blame.
- Ask the bullying individual or individuals in turn to identify ways in which they could help the bullied learner/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-emphasizing the individual or groups responsibility to solve the bullying problem.
- Arrange to meet again with both parties to review how successful the remedial actions have been.
- After an agreed period of time (usually 1 week) see all concerned individually to see how things have been going. The objective being to establish that the bullying has stopped and the bullied learner/s is satisfied and feeling better.

- Record the actions taken and evaluate them. Parent/carers will be informed of the outcome of the process and any further action should this prove necessary.
- All actions must be recorded on CPOMs.
- If bullying situations do not improve and bullying behaviours continue then school will consider the following strategies/actions in response to bullies:
  - Involving parents directly and inviting them in for a meeting.
  - Devising a Behaviour Management Plan
  - Rearranging class groups or dynamics
  - Referring for counseling/therapy
  - Excluding the bullies.

As an additional support measure, the Trust is committed to implementing a peer mentor scheme. The peer mentor scheme is designed to allow learners to receive support from peers who have undertaken an in school peer mentor programme.

Peer mentors will be given the relevant information necessary for them to support and signpost young people who may already be a victim of bullying or who are potentially victims of bullying. Peer mentors will only be entered onto the programme if they agree to do so and with the support of their parents/carers. Recently the academy has appointed Anti Bullying Ambassador Staff Leads at both our Upper and Lower sites with Student Anti Bullying Ambassadors to help support anyone who wishes to speak about any bullying incidents. Students across the academy will be given Anti Bullying information during key aspects of the year – **Anti Bullying week** as well as a part of the PSHE programme. Students and parents also undertake a yearly Anti Bullying Questionnaire to express their views on the schools Anti Bullying procedures. This enables the academy to see where developments have had impactful and further developments are required in order to continue to support our students.

### **Bullying in the Community:**

We are very aware that bullying is also an issue for many young people outside of school. Our learners may experience bullying behaviour within their home communities. If this matter is reported to us in school then we regard this equally as serious as bullying occurring in school. We will support where possible.

**Staff group:** School staff were consulted upon policy review during whole-school staff meetings over the period of review. A consensus existed regarding the aims, objectives and procedures within the current policy.

**Parent/carers:** The current policy is available to parents through access on our school website by clicking Menu – Policies – Safeguarding Policies – Anti-Bullying policy.

Screen Shot of new website with Anti-Bullying Policy placement

# Policies

## Safeguarding Policies

Please find all of our Safeguarding Policies available for download below.

**Safeguarding Policies Downloads**

- [Anti-Bullying Policy](#)
- [Attendance Policy](#)
- [Behaviour Policy](#)
- [Child Protection Policy](#)
- [Complaints Policy](#)
- [Confidentiality Policy](#)
- [E-Safety Policy](#)

- [Policies Overview](#)
- [Accessibility Plan](#)
- [Administration of Medicines](#)
- [Assessment](#)
- [Charging](#)
- [Data Protection](#)
- [Drugs, Alcohol and Tobacco](#)
- [Equality](#)
- [Exams](#)

Other linked policies – Student Friendly Anti Bullying Policy, Behaviour Policy, E Safety Policy and key Pastoral information are all available on the school website.

Future consultation will be organised through parental evenings/support groups. Feedback from parental support group highlight no issues.

### Monitoring and evaluation:

Tutor groups and teaching staff will assume responsibility for presenting assemblies on the issue of bullying throughout the academic year. The student councils on each site will also be consulted at regular times to discuss any relevant issues.

The issue of bullying is strongly featured within the school's PSHE curriculum. PSD Sessions incorporate a monitoring function via discussions and learner surveys.

A survey of all learners will be carried out annually at the time of policy review to determine the prevalence of bullying behaviour in school and assess the effectiveness of school's policies and procedures.

Monitoring information is reported to a school governor representative, with responsibility for all matters pastoral, on a termly basis. There were no negative comments received from all three student councils consulted in the design of this policy. This policy has continued to be reviewed annually with no amendments yet to be suggested by learners.

### Staff support

Staff will have Anti-bullying training as part of the Trust's commitment to ensuring everything possible is done to support them. Anti-bullying refresher training will be delivered to the entire staff team at a minimum of once per year. All new staff will receive training as part of their Pastoral Induction and either be given a copy of the Anti Bullying policy or they will be sign posted to it. All staff will be advised if any changes have been made to the anti-bullying policy following annual reviews.

The Trust is committed to having its anti-bullying practice monitored and evaluated via an external verification agency. Our current choice external agency is ABQM-uk. As of September 2016 The Trust has achieved Bronze status in the award. Currently Trinity is working towards the Silver

Award.

**Policy development:**

The Trust have consulted RESPONSE-Newcastle Action Against Bullying Service, for consultation with the production of this policy. They also advise that the policy is reviewed regularly.

**Signed on behalf of the Board:**

A handwritten signature in black ink, appearing to read 'P. J. Carter', with a long horizontal stroke extending to the right.

---

**Peter Carter (Chairperson of the Board)**

**Date: December 2020**