



Trinity School and College

## **ANTI-BULLYING POLICY**

**2019-2020**

*Trinity puts children's rights at the heart of our provision in order to improve well-being and develop every child's talents and abilities to their full potential. Trinity recognises the United Nations Convention on the Rights of the Child putting it into practice within the school and beyond.*

*This policy promotes Article 3: all adults should do what is best for you; Article 19: the right to be protected from being hurt and mistreated; and Article 29: your education should help you use and develop your talents and abilities, live peacefully, protect the environment and respect other people.*

### **This policy should be read in conjunction with**

- Behaviour Policy
- Child Protection Policy
- Curriculum of Life Policy
- Curriculum Policy
- Equality and Diversity Policy
- Enterprise Policy
- Exclusions Policy
- Mental Health and Emotional Wellbeing Policy
- Online Safety Policy
- Preventing Extremism and Radicalisation Policy
- Risk Assessment Policy
- Safeguarding Policy
- Safeguarding Vulnerable Adults Policy
- Staff Handbook and Training Schedules

## **Statement of Intent**

We are committed to providing a caring, friendly and safe learning environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at Trinity and will not be tolerated. An ethos of mutual respect is required and students are expected to treat staff and fellow students with respect. Therefore, any behaviours from students towards staff which could be view as bullying and intimidation will be dealt with under this policy. We take all incidences of bullying seriously and it is our duty as a whole community to take measures to prevent and tackle any bullying, harassment or discrimination.

If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly and effectively.

Anyone who knows that bullying is happening is expected to tell staff members or the School/College Peer Mentors so that Trinity can act to support immediately.

We will listen to everyone involved in the bullying incident and help our pupils to take part in a restorative practice process.

Students will learn best in a safe and calm environment that is free from disruption and in which education is the primary focus.

## **Why is it Important to Respond to Bullying?**

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Students who are bullying need to learn different ways of behaving. Trinity accepts that it has a responsibility to respond promptly and effectively to issues of bullying. Should bullying incidences persist even after Trinity working with the student and family to stop bullying behaviours then the Exclusions Policy and Behaviour Policy will be used to ensure the safety of all the learners within Trinity.

## **Objectives of the Policy**

Directors and all Trinity staff, learners and parents should have an understanding of what bullying is.

- That all employees of Trinity will have read and had constant access to the Anti-Bullying Policy.
- That everyone is aware of the Trinity procedures when dealing with bullying incidences within Trinity
- That all parents and students know about the Trinity policy on bullying and what they should do if bullying arises.

- There will be a 'child friendly' policy to enable children to follow safe procedures and processes in the event of any bullying incident.

Trinity School and College takes bullying incidences very seriously. Students and parents should be assured that they will be supported when bullying is reported, and that bullying will not be tolerated.

We actively promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole community. We want to enable our students to become responsible citizens and to prepare them for life in 21<sup>st</sup> Century Britain. We promote British values of democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. These values reflect those that will be expected of our students by society when they leave school/college, and in the world of work or further study.

We are committed to improving our school's approach to tackling bullying by regularly monitoring, reviewing and assessing the impact of our preventative measures.

### **What Is Bullying?**

*Bullying is behaviour by an individual or group (which could be repeated over time), which intentionally hurts another individual or group either physically or emotionally. It is characterised by an imbalance of power.*

Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Stopping violence and ensuring immediate physical safety is obviously Trinity's first priority but emotional bullying can be more damaging than physical; teachers and senior leadership and management team have to make their own judgements about each specific case.

### **Bullying can take many forms including:**

- Physical – kicking and shoving, injuring the target or damaging their belongings, intimidation, or using inappropriate or unwanted physical contact towards someone
- Verbal – taunts and name-calling, insults, threats or humiliation, intimidation, using derogatory or offensive language

- Emotional / psychological – behaviour intended to isolate, ignore, hurt or humiliate someone
- Attacking property – damaging, stealing or hiding someone’s possessions
- 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 (homophobic or biphobic bullying)
- Gender identity (transphobic bullying)
- Disability or Special Educational Need (SEN)
- Long term illness or health conditions
- Appearance
- Related to home or other personal situation
- Related to another vulnerable group of people, such as LAC and young carers

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

**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, recorded, and monitored, and follow up actions and sanctions, if appropriate, will be taken for students and staff found using any such language.

**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 towards a protected characteristic or minority groups. It can be targeted towards an individual or group of people and have a significant impact on those targeted. Prejudice-based incidents, including homophobic, biphobic and transphobic (HBT) bullying, are unacceptable. All prejudice-based incidents are taken seriously and recorded and monitored in Trinity, with the Headteacher regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

**Signs and Symptoms**

A child may indicate by signs or behaviour that he or she is being bullied.

Adults should be aware of these possible signs and that they should investigate if a student:

- Is frightened of travelling to or from Trinity
- Changes their normal routines
- Changes in attendance
- Reports a reluctance to come to Trinity
- Becomes withdrawn, anxious, or lacking in confidence
- Starts to stammer or fails to communicate
- Lower self esteem
- Attempts or threatens suicide, runs away
- Reporting lack of sleep or nightmares
- Feels ill
- Failing to thrive and achieve within the classroom
- Clothes, or personal possessions being damaged, go missing or torn
- Requests money or steals money (to pay a bully)
- Loses money
- Has unexplained cuts or bruises
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Refuses or stops eating
- Is frightened to speak with anyone about what's wrong, giving improbable excuses
- Afraid to use the internet or mobile phone
- Nervous and jumpy when a message, email or telephone contact is made

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and will be investigated.

### **Bullying outside school premises**

Teachers have the power to discipline students for misbehaving outside the school or college premises "to such an extent as is reasonable". This can relate to any bullying incidents occurring anywhere off Trinity premises, such as on school or public transport, outside the local shops, or cyber-bullying from the home or community.

Where bullying outside Trinity is reported to staff, it should be investigated and acted on. The Headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a student. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed. In all cases of misbehaviour or bullying the teacher can only discipline the student on Trinity premises or elsewhere when the student is under the lawful control of the staff member.

## Prevention

Trinity School and College is proactive in gathering intelligence about issues between students which can provoke conflict and develop strategies to prevent bullying occurring in the first place. Significantly Trinity has an outstanding Curriculum for Life Programme of Study together with a focused Information and Technology Programme around Online Safety which is practiced annually.

Trinity promotes an ethos of good behaviour where students treat one another and the staff with respect because they know that this is the right way to behave. Values of respect for staff and other students, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole learning environment and are reinforced by staff and older students who set a good example to the rest (see GROWTH Values).

Trinity has a Bullying Intervention Focus Group which is made up of Parents, Trinity Staff and Students for helping children to prevent bullying. The group focuses on

- The monitoring of the Policy
- The development of posters highlighting the importance of an anti-bullying environment within Trinity
- The highlighting of Bullying Education through the Curriculum of Life, Scheme of Work and the Information and Communication Technology Scheme of Work.
- Supporting and monitoring the buddy system
- Creating awareness and activity days around the issues of bullying and racism.
- Holding discussions about bullying and why it matters.
- Analysing the data on bullying and racism within Trinity.
- Curriculum for Life programme of study for all learners.

### Trinity

- involve parents to ensure that they are clear that Trinity does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. Parents feel confident that Trinity will take any complaint about bullying seriously and resolve the issue in a way that protects the child, and they reinforce the value of good behaviour at home (safeguarding questionnaire responses 2018/9);
- involve parents and learners in the reviewing of the Anti-Bullying Policy annually;
- involve parents by informing them of any issues relating to cyber-bullying for which they must take a parental role in managing in the home;
- involve students: All students understand Trinity's approach and are clear about the part they can play to prevent and report bullying. Students understand that they should not take part in any kind of bullying behaviour and should watch out for potential signs of bullying among their peers. They should never be bystanders to incidents of bullying. If a student witnesses bullying they should

support the victim, encourage them to report the bullying and, if possible, accompany them to tell a trusted adult;

- regularly evaluate and update our approach to take account of developments in technology, for instance updating 'acceptable use' policies for computers;
- implement disciplinary sanctions. The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable [refer to Exclusions and Behaviour Policy];
- openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender or sexuality. Also children with different family situations, such as looked after children or those with caring responsibilities. Trinity teaches children and young people that using any prejudice based language is unacceptable. Stereotypes are challenged by staff and students;
- celebrates difference and diversity through diverse displays, books and images. The whole School and College participate in events including Anti-Bullying Week, Black History Month, LGBT Week;
- embeds values of equality and respect across the curriculum to ensure that it is as inclusive as possible;
- make partnerships with the Bullying Intervention Group ([www.bigaward.org.uk](http://www.bigaward.org.uk)) in order to draw upon the experience and expertise of this anti-bullying organisation with a proven track record and specialised expertise in dealing with bullying and racism with young people;
- provide effective staff training, increasing knowledge and understanding of Anti Bullying Policy principles, purpose, legal responsibilities and where to seek support;
- work with the wider community and all agencies which tackle bullying including the police and children's services where bullying is particularly serious or persistent and where a criminal offence may have been committed;
- make it easy for students to report bullying so that they are assured that they will be listened to and incidents acted on by the introduction of the Buddy System within the Trinity created by the Bullying Intervention Focus Group;
- make it easy for students to report bullying which may have occurred outside Trinity including cyber-bullying ([bullying@trinityschoolrochester.co.uk](mailto:bullying@trinityschoolrochester.co.uk));
- create an inclusive environment which is a safe and secure learning zone where students can openly discuss the cause of their bullying, without fear of further bullying or discrimination;
- Celebrate success. Celebrating success is an important way of creating a positive school and college ethos around the issue.

## **Reporting Incidences of Bullying**

**STUDENTS WHO ARE BEING BULLIED:** If a student is being bullied they are encouraged to not retaliate but to tell someone they trust, such as a trusted adult or teacher. At Trinity, students can report bullying incidents by:

- Report to a teacher
- Report to another member of staff, such as the Deputy Headteacher, or a member of the Pastoral Team
- Report by emailing: [bullying@trinityschoolrochester.co.uk](mailto:bullying@trinityschoolrochester.co.uk) or [wellbeing@trinityschoolrochester.co.uk](mailto:wellbeing@trinityschoolrochester.co.uk) (which is monitored by the DSL)
- Using the anonymous bullying reporting box
- Students can also call ChildLine to speak with someone in confidence on 0800 1111

All reports of Bullying are highlighted on Incident Forms (see Safeguarding Policy) and are recorded by the Senior Designated Safeguarding Professionals within Trinity. The records will be held in the Safeguarding Filing System and also cross referenced to safeguarding files.

All information on safeguarding documentation are shared between agencies as appropriate and are held in accordance with the GDPR and Confidentiality procedures within Trinity.

### **All staff at Trinity:**

Both teaching and non-teaching, have a duty to report bullying, to be vigilant to the signs of bullying, and to play an active role in Trinity's efforts to prevent bullying. If staff are aware of bullying, they should reassure the student(s) being bullied and inform the Designated Safeguarding team by emailing a completed Incident Form to [safeguarding@trinityschoolrochester.co.uk](mailto:safeguarding@trinityschoolrochester.co.uk). Trinity has a named Safeguarding Team with members in School and College, and Mrs Paula Brett is our Designated Safeguarding Lead.

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

**Parents and carers** should look out for potential signs of bullying such as distress, changes in attendance, engagement, lack of concentration, feigning illness or other unusual behaviour. Parents and carers should tell their child not to retaliate and support and encourage them to report the bullying. Parents and carers can report an incident of bullying either in person, or by phoning or emailing the school on the following emails:



[safeguarding@trinityschoolrochester.co.uk](mailto:safeguarding@trinityschoolrochester.co.uk)

[wellbeing@trinityschoolrochester.co.uk](mailto:wellbeing@trinityschoolrochester.co.uk)

[bullying@trinityschoolrochester.co.uk](mailto:bullying@trinityschoolrochester.co.uk) .

## **Procedure**

1. Report bullying incidents to the Senior Designated Safeguarding Professional
2. All incidents are recorded on the Trinity Bullying tracking system
3. In serious cases parents will be informed and will be asked to come in to a meeting to discuss the problem
4. If necessary and appropriate, police will be consulted
5. The bullying behaviour or threats of bullying will be investigated and the bullying stopped quickly
6. An attempt will be made to help the bully (bullies) change their behaviour through a range of supportive and mentoring processes.

## **Outcomes**

- The bully (bullies) may be asked to genuinely apologise within the Restorative Practice Process; if this is not considered appropriate by Trinity staff, other consequences may take place.
- There may be a period of lost free time where the student may be asked to consider their behaviour and thereby increase their awareness of the effects of bullying.
- In more serious cases, suspension or even exclusion will be considered
- After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

## **Training staff to deal effectively with Bullying Incidences**

Anti-Bullying Training and the Reporting of Bullying takes place twice a year within Trinity and is linked to the Safeguarding Training Schedule. All staff complete an annual self-evaluation on their confidence in dealing with Bullying Incidences within Trinity.

## **Responsibility, Reporting and Reviewing Process**

Responsibility for the Policy

*Cavendish Education Group*

*Executive Principal for Kent and Medway*

Written and Reviewed by

*Georgina Moorcroft , Executive Lead for Pastoral Welfare and Safeguarding, Trinity School and College*

Reviewed by Bullying Intervention Group

### The Law

Trinity School will take all measures in place to prevent all forms of bullying.

#### The Education and Inspections Act 2006

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

#### Independent School Standard Regulations 2010

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

#### The Equality Act 2010

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. A key provision is a new public sector Equality Duty, which came into force on 5 April 2011. It replaces the three previous public sector equality duties for race, disability and gender, and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty has three aims. It requires public bodies to have due regard to the need to:

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

#### Safeguarding children and young people

##### Keeping Children Safe in Education 2018 and Working together to Safeguard Children

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is '**reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm**'. Where this is the case, the school staff should report their concerns to their local authority children's social care (Safeguarding Policy, Child Protection Policy). Even where safeguarding is not

considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

## **Criminal law**

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

If the school feels that an offence may have been committed they will seek assistance from the police. For example, under the Malicious Communications Act 2003, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

## **Revenge Porn**

Became a specific offence in the **criminal Justice and Courts Bill**.

<https://www.gov.uk/government/news/new-law-to-tackle-revenge-porn>

It was not intended that this be used to criminalise children, but some cases have resulted in cautions.

## **The Serious Crime Act (2015)**

Has introduced an offence of sexual communication with a child. This applies to an adult, who communicates with a child and where the communication is sexual or if it intended to be elicited from the child a communication, which is sexual and the adult reasonably believes the child to be under 16 years of age. The Act also amended the Sex Offences Act 2003 so it is now an offence for an adult to arrange to meet with someone under 16 having communicated with them on just one occasion, previously it was on at least two occasions.

## **Guidance and Organisations which support the Trinity Anti Bullying Policy**

### **DFE Guidance**

Latest government guidance is here:

- Cyberbullying: advice for headteachers and school staff
- Advice for parents and carers on cyberbullying
- DfE Behaviour and Discipline in Schools Guidance
- Supporting children and young people who are bullied: advice for schools
- Counselling in schools a blueprint for the future: advice for school leaders and counsellors

- Make Them Go Away (A video resource about bullying involving young children with disabilities)
- Let's Fight it Together (A video resource about cyber-bullying)

### **Legislative links**

- Schools' duty to promote good behaviour: Education and Inspections Act 2006 Section 89 and Education (Independent School Standards) (England) Regulations 2010
- Power to tackle poor behaviour outside school
- The Equality Act 2010

### **Specialist organisations**

- The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.
- Beatbullying: A bullying prevention charity with an emphasis on working directly with children and young people. In addition to lesson plans and resources for parents, Beatbullying have developed the Cybermentors peer support programme for young people affected by bullying.
- Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.
- Restorative Justice Council: Includes best practice guidance for practitioners 2011.
- Action Work : <http://www.actionwork.com> – A creative resource centre for workshops, performance shows, resources and support.
- The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector which can be accessed here <http://www.anti-bullyingalliance.org.uk/advice/support-from-the-sector/>.
- 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.
- The BIG Award: The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.
- Restorative Justice Council: Includes best practice guidance for practitioners

## **Cyber-bullying**

- ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves
- Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.
- Digizen: provides online safety information for educators, parents, carers and young people.
- Advice on Child Internet Safety 1.0: The UK Council for Child Internet Safety (UKCCIS) has produced universal guidelines for providers on keeping children safe online.

## **LGBT** [lesbian, gay, bisexual, and transgender]

- Stonewall: An LGBT equality organisation with considerable expertise in LGBT bullying in schools, a dedicated youth site ([www.youngstonewall.org.uk](http://www.youngstonewall.org.uk)), resources for schools, and specialist training for teachers. Trinity School and College is a member of Stonewall's School Champions programme.
- EACH: (Educational Action Challenging Homophobia): provides a national Freephone Actionline (0808 1000 143). A training agency for employers and organisations seeking to tackle discrimination on the grounds of gender and sexual orientation. Also provides one to one support for young people experiencing homophobic, biphobic or transphobic bullying.
- Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

## **SEND**

- Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.
- Changing Faces: Provide online resources and training to schools on bullying because of physical difference.
- Cyberbullying and children and young people with SEN and disabilities: Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.
- 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.

## **Racism**

- Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.

- Kick it Out: Uses the appeal of football to educate young people about racism and provide education packs for schools.
- 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.

### **Trinity Ambassador Programmes**

- Trinity Ambassador Programme, written by Trinity SEN teachers and accredited through the ASDAN award system [2020]
- Westminster Insight Mental Health Conference, Student Presentations [2019]
- Anne Frank Ambassador Programme [2018]
- Autism Ambassadors [2017]
- Anti-Bullying Ambassadors [Diana Award 2017]

## Appendix 2 : Anti Bullying Action Plan

<b>Personal Development, Behaviour and Welfare (Safety) of pupils in Trinity College Anti Bullying Action Plan 2019/20</b>						
<b>Objective</b>	<b>Management, Monitoring and Evaluation</b>					
	<b>Who</b>	<b>When</b>		<b>Target and Method</b>	<b>Data and Evaluation</b>	<b>Resourcing and Cost</b>
		<b>Start</b>	<b>End</b>			
<i>To create a book of evidence on focus and activity days with respect to Anti Bullying</i>	GMO	09/19	06/20	To collate all evidence of focus and activity days which support an Anti Bullying Culture	06/20 Portfolio	Photographic and printing costs
	GMO	11/19	06/20	To present all evidence in a portfolio for Governors	06/20 Portfolio	Teachers Time
<i>To have at least one assembly for school and for college recognising the importance of an Anti Bullying Culture</i>	GMO	01/20	01/20	To have a speaker on the impact of bullying on any society and how everyone can make a difference	01/20 Susan Pollack Interview	Link to UCL resources
	GMO	01/20	01/20	To discuss a school and college lead assembly on acceptance, tolerance, kindness and consideration of others	01/20 Assembly notes	Teachers Time
<i>To hear the voice of all stakeholders to impact positively on the Anti Bullying Culture of Trinity</i>	GMO	01/19	03/20	Organise the BIG Forum Meeting with parent, student and staff representatives	03/20 Minutes	Teachers Time
	GMO EBA	11/19	12/19	To issue a questionnaire on Anti Bullying to parents, students and staff	11/19 Questionnaire	Teachers Time
	EBA	11/19	01.20	To write a full report on the results of the questionnaires and present at the January Governors Meeting	01/20 Report	Governors Time
<i>To create a Buddy Scheme within the school which is linked to the Prefect Scheme to support potential new students visiting Trinity</i>	EBA RKE SDA	11/19	07/20	To set up a group of learners who are ambassadors of Trinity and will support visiting students	Identification Process and Policy	Teachers Time
	EBA RKE SDA	06/20	06/20	To evaluate the impact of the Buddy Scheme for current and potential students	Report 06/20	Teachers Time
	DBA	01/20	01/20	To source BUDDY badges for the school	Order completed	£25.00

<i>To create a Ambassador Scheme within the school which is linked to the Prefect Scheme to support potential new students visiting Trinity</i>	TFU KMA HPH	11/19	07/20	To identify ambassadors for Trinity College to support students in transition	Identification Process and Policy	Teachers Time
	DBA	01/20	01/20	To source AMBASSADOR badges for the college	Order completed	£25.00
	EBA RKE SDA	06/20	06/20	To evaluate the impact of the Ambassador Scheme for current and potential students	Report 06/20	Teachers Time
<i>To improve CPD for staff linked to Welfare</i>	LBE HPH	01/20	06/20	All staff to have access to ABA online training	Online Report	Teachers Time
	HPH	11/19	06/20	to provide access to ABA email newsletters containing anti-bullying resources and developments	Email	Teachers Time
<i>To increase student and young people involvement with delivering the teaching and learning provision around Anti Bullying Culture</i>	HPH AFO	01/20	06/20	To present to the school and college the importance of an anti-bullying culture, drawing on own personal experiences	Conference 06/20	Student and Teacher Time
<i>To review impact of Anti Bullying teaching, learning and CPD termly</i>	HPH EBA	02/20	02/20	To issue a short questionnaire which provides evidence of any improvements to the Anti Bullying Culture within Trinity	02/20 Questionnaire and Report	Teacher and Governor Time
	HPH EBA	06/20	06/20	To issue a short questionnaire which provides evidence of any improvements to the Anti Bullying Culture within Trinity	06/20 Questionnaire and Report	Teacher and Governor Time
<i>To apply for Stonewall Bronze Award</i>	HPH	02/20	02/20	To complete final audit for award	Final Audit 02/20	Teacher and Governor Time

Georgina Moorcroft, Executive Lead for Pastoral, Welfare and Safeguarding

**Date: November 2019**

**Review Date: September 2020**



Elizabeth Baines, Executive Principal/Governor

**Ratified 25<sup>th</sup> November 2019**