

TCS Anti-Bullying Policy

Policy responsible: Assistant Headteacher (Pastoral)

Approved by: Curriculum, Standards and Welfare

Statutory/Discretionary: Discretionary

Review cycle: Annual

Last reviewed: October 2020

Contents

1. Purpose
2. Objectives
3. Statement of Intent
4. Actions to Tackle Bullying

Appendix A - Anti-Bullying Charter

Appendix B - Anti-Bullying Process Flowchart

Appendix C - definition of bullying and other scenarios

1. Purpose

At Testbourne we are committed to providing a caring, friendly and safe environment for all of our students so they can learn in a relaxed and secure atmosphere.

Bullying of any kind is unacceptable at our school. Testbourne will not tolerate bullying between any members of its community be they staff, students or the wider community. 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 report this.

2. Objectives

Objectives of this Policy

To ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated.

- All governors, teaching and non-teaching staff, students and parents should understand what bullying is and be responsible for helping to reduce bullying.
- All governors, teaching and non-teaching staff should know what the school policy is on bullying and follow it when bullying is reported.

- All students and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Students and parents should be assured that they will be supported when bullying is reported.
- To help and support pupils displaying bullying behaviour to change their attitudes and understand why it needs to change.
- To liaise with parents/carers and other appropriate members of the Testbourne School Community.

Testbourne's Definition of Bullying

"Bullying happens when a group or individual person consistently abuses someone or another group physically, verbally, mentally or emotionally due to an imbalance of power. This can be because of their identity, background, religion or appearance. "

This definition is on the Testbourne Anti Bullying Charter.

The school works hard to ensure that all students know the difference between bullying and simply "falling out". Friendship fallouts occur at times and occasionally there will be conflict between students. Bullying occurs where there is an imbalance of power that is **persistent** and **deliberate**.

Bullying behaviour can include:

- **Emotional** – Being unfriendly, excluding, tormenting
- **Physical** – pushing, kicking, hitting, punching or any use of violence
- **Sexual** – unwanted physical contact or sexually abusive comments
- **Direct or Indirect Bullying** – name calling, sarcasm, spreading rumours, teasing.
- **Cyber bullying** – all areas of the internet, such as email and internet chat rooms AND SOCIAL MEDIA MISUSE. Mobile threats by text messages and calls. Misuse of associated technology ie cameras, video facilities and game consoles.
- **Harassment** – systemic and / or continued unwanted and annoying actions of one party or a group, intending to disturb, threaten or upset.
- **Prejudice based Bullying** – also known as identity based bullying refers to any form of bullying related to the characteristics considered unique to an individual's identity. These forms of bullying are not only targeted at an individual, but reflect negative attitudes towards a wider sub- community or a group to whom that individual identifies with. Prejudice- based bullying can be separated in to 9 characteristics unique to a child's identity, these are:
 - **Race or ethnicity:** bullying directed towards an individual which relates their skin colour, ethnicity, or national identity. Includes racial taunts, graffiti or gestures.
 - **Gypsy, Roma and Traveller:** because of or focusing on being a member of a travelling community.
 - **Asylum seekers and refugees:** because of or focusing on being from refugee and asylum seeking backgrounds.

- **Religion or belief:** bullying motivated by prejudice against an individual's perceived or actual religious or spiritual beliefs and practices
- **Learning disability/difficulty:** Bullying of an individual who has an impairment which affects the way they learn, understand, socialise and communicate (i.e. speech and language difficulties). **Disability:** Bullying of an individual who has a physical or mental impairment. For example, mobility, visual or hearing impairments, epilepsy, diabetes or a progressive condition such as multiple sclerosis.
- **Homophobic:** bullying because of or focusing on the issue of sexuality.
- **Gender:** bullying based around sexist attitudes or sexually inappropriate behaviours, intended to either demean or humiliate an individual because of their sex.
- **Transphobic:** bullying directed towards an individual whose gender identity is seen as being different to typical gender norms.

Signs and symptoms that someone is being bullied may include:

- Is frightened of walking to or from school
- Doesn't want to go on the school/public bus.
- Begs to be driven to school.
- Changes their usual routine.
- Is unwilling to go to school (school phobic).
- Begins to truant.
- Becomes withdrawn, anxious, or lacking in confidence.
- Attempts or threatens suicide or runs away.
- Cries themselves to sleep at night or has nightmares.
- Feels ill in the mornings.
- Standards in school work drop.
- Comes home with clothes torn or books damaged.
- Has possessions which are damaged or 'go missing'.
- Asks for money or starts stealing money (to pay bully)
- Has dinner or other monies continually 'lost'.
- Has unexplained cuts or bruises.
- Comes home starving (money/lunch has been stolen).
- Becomes aggressive, disruptive or unreasonable.
- Is bullying other children or siblings.
- Stops eating.

- Is frightened to say what's wrong.
- Gives improbable excuses for any of the above.
- Is afraid to use the internet or mobile phone.
- Is nervous or jumpy when a cyber-message is received.

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

Appendix C provides some helpful guidance to support in the identification of bullying behaviours.

3. Statement of Intent

At Testbourne we are committed to providing a caring, friendly and safe environment for all of our students so they can learn in a relaxed and secure atmosphere.

Bullying of any kind is unacceptable at our school. Testbourne will not tolerate bullying between any members of its community be they staff, students or the wider community. If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that **anyone** who knows that bullying is happening is expected to tell the staff. Bystanders have a responsibility to tell an adult in school or a Prefect if they are concerned that bullying is occurring.

Where bullying exists the targets must feel confident to activate the anti-bullying systems within the school to end the bullying. It is our aim to challenge attitudes about bullying behaviour, increase understanding for bullied students and help build an anti bullying ethos in the school.

Who can you tell?

Students can speak to various people within the school, for example:

- Their tutor
- Any teacher
- Head of Year
- A member of the SLT
- School Prefects
- A member of the Anti-Bullying Team.
- Any adult they trust in school
- Their parent or carer

Students can either tell in person, via a note or email (ntb@testbourne.school). They can also use the 'No to Bullying Alert' accessed from the school website via the contacts tab.

Adults in our school should talk to their line manager or the Headteacher if they feel they are the target of bullying or harassment.

Who has responsibility?

- Everyone
- Governors, Anti Bullying Governor specifically to review data related Bullying Incidents/Concerns every term
- Assistant Headteacher will review log of Bullying Incident/Concerns, policy and actions as set out below
- Teaching staff and tutors will deal effectively with any bullying incidents they are aware of
- Students will tell an adult or a prefect if they have any concerns of bullying or, see or hear any bullying actions towards any member of the school community

Parents will support students by ensuring that students communicate any concerns that they have as soon as possible

4. Actions to Tackle Bullying

Anti-Bullying Charter

All students at Testbourne will sign the Anti-Bullying Charter and will be expected to act in accordance with the Charter. As a school community we are powerful if we act together. We recognise that awareness needs to be regularly raised and use national campaign weeks, assembly time, tutor activities and PSHE lesson to seize every opportunity to remind students of their responsibilities as part of our community.

A copy of our Anti-Bullying Charter can be found in **Appendix A**

Prevention is better than cure so at Testbourne we will be vigilant for signs of bullying and always take reports of incidents seriously. Staff and Prefects are on duty around the school at social times to prevent any incidents of bullying. We use the PSHE curriculum, assemblies and Anti Bullying Week to reinforce the ethos of the school and help students to develop strategies to combat bullying type behaviour. Testbourne seeks best practice from other agencies to support its work on promoting equality and celebrating diversity.

This policy works in partnership with the school's policy on mobile phones and acceptable ICT usage. In addition, this policy interacts with our policy on Equality and we regularly monitor whether any group is disproportionately victimised and act accordingly.

We have established support systems such as Peer Mentors, an Anti-Bullying Team and Wellbeing Prefects. Students can also use the 'Bully alert' on the Contact Us page on the school website or ntb@testbourne.school to email concerns. In some circumstances the student will be encouraged to keep a "Log" of incidents. Students are asked to keep informing staff of any incidents to ensure that staff are acting from a position of knowledge. Any reported incidents are recorded and will be followed up after it has initially been resolved to ensure that the situation has been permanently resolved.

This policy is available on the school website. Staff are provided with advice on how to recognise and deal with bullying at Testbourne.

Procedures and Outcomes

Please refer to the Anti-Bullying Process Flowchart that outlines the school's tiered response to incidents of bullying. This can be found in **Appendix B**.

All members of Testbourne are encouraged to challenge all forms of bullying including prejudice-based bullying if they come across it. Training and strategies are shared to empower all to do this confidently.

Everyone has a responsibility to report bullying incidents to staff.

Students that exhibit bullying behaviour:

- The bullying behaviour will be investigated, and the bullying stopped quickly.
- If appropriate, a problem solving, or restorative approach may help. If possible, the students will be reconciled.
- All attempts will be made to help the bully (bullies) change their behaviour. The bully (bullies) may be asked to genuinely apologise.

Bullying behaviour will not be tolerated and may result in serious consequences if not improved:

- Meeting with staff, parent and child.
- Missing another activity.
- Pastoral support plan.
- Official warnings to cease offending.
- Detention (lunch/afterschool).
- Internal Exclusion.
- Minor fixed-term exclusion.
- Major fixed-term exclusion.
- Permanent exclusion.

Students who are the target of bullying will be supported by:

- Offering an immediate opportunity to discuss the experience with a member of staff of their choice.
- Reassuring the student.
- Discovering why the student guilty of bullying became involved.
- Establishing the wrongdoing and need to change, as well as suggesting strategies to assist change.
- Offering continuous support.
- Restoring self-esteem and confidence.
- Building resilience and strategies to manage situations

- Student may be allocated a Peer Mentor

Students with a special educational need or disability who are concerned about bullying can seek support from their key worker or the SENCO in addition to their tutor or Head of Year. Key workers are vigilant for any signs of bullying and work to support the student if concerns are noted or raised.

Online Bullying

Bullying online should be reported using the “Report Abuse” facility on the site itself and where possible a screen shot or print out should be taken if it is thought the bullying is by another student. Students should take every possible measure to ensure they are using sites within the providers terms and conditions, for example age restrictions, they should also ensure privacy settings are set at their highest and regularly reviewed. For further advice visit www.thinkuknow.co.uk there is further advice and guidance on our school website for both students and parents.

Monitoring and Reviewing

The logging of incidents is monitored on a daily basis for serious incidents, weekly for individual incidents and each half term for patterns across year groups and whole school. The termly monitoring is reviewed by a governor.

Incidents are followed up and subsequently monitored.

An annual survey is carried out in the Spring Term of all students regarding bullying. The outcome of this survey informs planning for whole school learning and policy is reviewed before its review cycle if this is deemed necessary. The policy and procedures are reviewed every 2 years, this includes consultation with all stakeholders via letter and the school website.

Following the regular review of the bully log, if any patterns are identified which require specific learning within the school community then targeted work is done. For example around inappropriate language this may be built in to a PSHE lesson or assembly.

Parental Involvement

The parents of bullies and their targets will be informed of an incident and the action that has taken place. Parents are reminded that they or their children must tell the school if there is an issue with bullying. Keeping information from the school will never help a problem to be solved and may prolong the period of suffering. Parents can inform the school via their child’s tutor in the first instance, if they feel the situation has not been resolved they should contact the Head of Year or failing that the Assistant Headteacher responsible for Anti Bullying. This contact can be via email, telephone, the NTB – email, the ‘Bully Alert’ or appointment.

We urge parents to keep an open mind and work with the school to achieve a positive solution. Despite the upset that bullying causes, we believe that retribution does not solve anything but is, in fact, counterproductive. We ask parents to encourage their child to understand that bystanders can be powerful in contributing to bullying or preventing it.

At Testbourne we believe it is essential to constantly review this policy to ensure that we are in a position to strengthen our approach to this issue. This policy is seen as an integral part of our Safeguarding Children Policy.

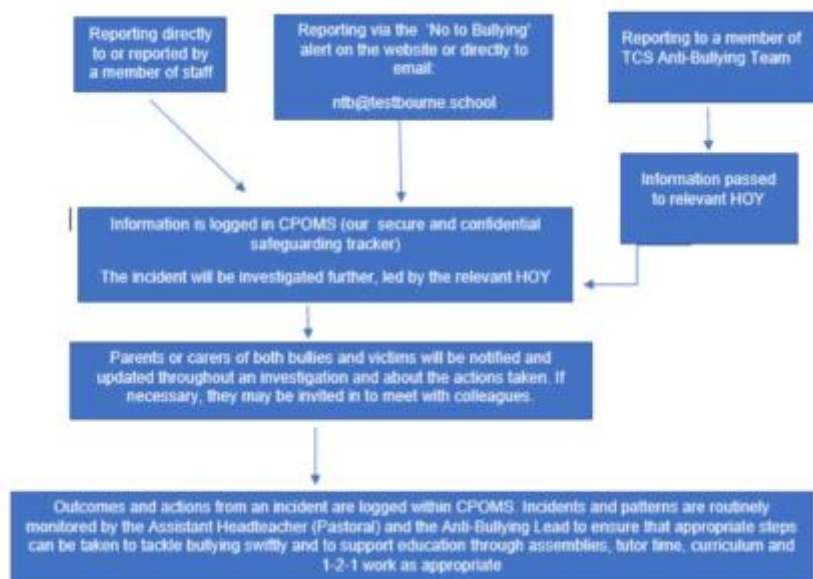
Appendix A - Anti Bullying Charter

At Testbourne School we are committed to prevent and respond to bullying.

At Testbourne we:

- Understand –all staff, students, parents and carers understand what bullying is and what it isn't.
- Listen-all students and parents and carers are listened to and influence strategies and approaches to prevent, report and respond to incidents of bullying.
- Include -all students, including those with SEND, are included, valued and participate fully in all aspects of school life.
- Respect-all students, staff, parents and carers are role models to others within the school in how they treat others.
- Challenge–all forms of discriminatory language e.g. racist, homophobic, transgender or disablist are seriously challenged by everyone.
- Celebrate difference–difference is actively and visibly celebrated and welcome across the whole school.
- Believe-all students, and their parents and carers are acknowledged, believed and taken seriously when reporting incidents of bullying.
- Report-all students within the school and their parents and carers understand how to report incidents of bullying.
- Act-we respond quickly to all incidents of bullying. All students participate fully in decisions made about them and help to formulate appropriate action to respond to incidents of bullying.
- Have clear policies-our school's anti-bullying policy reflects these principles and is embedded within other school policies. They are widely and actively promoted to school staff, students and their parents and carers.

Appendix B - Anti-Bullying Process Flowchart



Appendix C - definition of bullying and other scenarios

CONFLICT	RUDE	MEAN	BULLYING
Occasional	Occasional	Once or Twice	Is REPEATED
Not planned; in the heat of the moment	Spontaneous; unintentional	Intentional	Is planned and done on purpose
All parties are upset	Can cause hurt feelings; upset	Can hurt others deeply	The target of the bullying is upset
All parties want to work things out	Based in thoughtlessness, poor manners or narcissism	Based in anger; impulsive cruelty	The bully is trying to gain control over the target
All parties will accept responsibility	Rude person accepts responsibility	Behavior often regretted;	The bully blames the target
An effort is made by all parties to solve the problem			The target wants to stop the bully's behavior; the bully does not
Can be resolved through mediation	Social skill building could be of benefit	Needs to be addressed/ should NOT be ignored	CANNOT be resolved through mediation

Source: Jennifer Aziles, DASA Newsletter, January 2014, TST #0023