TORQUAY BOYS' GRAMMAR SCHOOL

Anti-Bullying Policy & Procedures

Reviewed by Personnel Committee – March 2020

To be reviewed by Full Governing Body – May 2020

This policy is in accordance with the following document: Preventing and tackling bullying Advice for headteachers, staff and governing bodies July 2017
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

Contents

Anti-Bullying Policy & Procedures

Reviewed by Personnel Committee – March 2020

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Torquay Boys' Grammar School understands that children have the right to be safe and happy in school, or during any activity related to their education at TBGS.

When joining the school, students are encouraged to follow the twin ideals of **R**espect and **R**esponsibility at all times.

Our Policy Statement is:

The individual

- Respect every child's needs for, and rights to, a safe environment where they can enjoy their time at TBGS free from intimidation.
- Respect for every individual's feelings and views.
- Recognise that our differences make each of us special – 'Being Different Belonging Together'
- Show appreciation of others, by acknowledging individual qualities, contributions and progress
- Respect the Anti-Bullying Code (ABC) and apply this in all aspects of school life.

Bullying

Our school community will not tolerate any forms of bullying, whether online or in person, and which may include:

- Physical pushing, kicking, hitting, pinching etc.
- Persistent name-calling, sarcasm, spreading rumours, teasing and emotional torment through ridicule, humiliation, and the continual ignoring of individuals.
- Racial taunts, graffiti, gestures.
- Sexual comments, and/or suggestions.
- Unwanted physical contact.
- Cyberbullying

We recognise that children from ethnic minorities, disabled children, young people who are gay, lesbian or transgender, or those with learning difficulties, who could be more vulnerable to this form of abuse and may well be targeted.

We recognise that the appropriate staff and volunteers should have access to training on anti-bullying.

Where a child is found to be exhibiting sexually harmful behaviour to another child, staff will notify the Designated Safeguarding Lead and the school will contact the appropriate Multi Agency Service Hub (MASH), as soon as possible.

Staff at TBGS receive regular safeguarding training and our policies ensure that staff and volunteers are

aware of the differences between sexually harmful behaviour and bullying behaviour.

Where a child's bullying behaviour is of a particularly violent or aggressive nature and the school is unable to address the behaviour through behaviour management strategies or disciplinary measures within a reasonable time, child protection procedures may be instigated.

Incidents will be recorded and action will be taken in line with our safeguarding procedures.

1. Principles

Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood, but can have a lasting effect on their lives well into adulthood. By effectively preventing and tackling bullying, schools can help to create safe, disciplined environments where students are able to learn and fulfil their potential.

Every school must have measures in place to prevent all forms of bullying. 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 students.

Safeguarding children and young people - When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm', a bullying incident should be addressed as a child protection concern under the Children Act 1989. Where this is the case, TBGS staff, visitors and volunteers should discuss this with the school's Designated Safeguarding Lead and report their concerns to their local authority children's social care team and work with them to take appropriate action. Full details can be found in Part 1 of Keeping Children Safe in Education. However, external support can be given to students whether or not it is deemed a child protection concern. Even where safeguarding is not considered to be an issue, TBGS may need to draw on a range of external services to support the student who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying. Full details can be found in Part 1 of Keeping Children Safe in Education and Chapter 1 of Working Together to Safeguard Children.

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 1988, the Communications Act 2003, and the Public Order Act 1986. If TBGS staff feel that an offence may have been committed they should seek assistance from the police. For example, under the Malicious Communications Act 1988, any person who sends 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, is guilty of an offence if their purpose in sending it was to cause distress or anxiety to the recipient.

Anti-Bullying Policy & Procedures

Reviewed by Personnel Committee – March 2020

To be reviewed by Full Governing Body – May 2020

Bullying which occurs outside school premises - School staff members have the power to discipline students for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address students' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate students' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The Deputy Headteacher and Designated Safeguarding 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.

While TBGS staff have the power to discipline students for bullying that occurs outside school, they can only impose the disciplinary sanction and implement that sanction on the school premises, or when the student is under the lawful control of school staff, for instance on a school trip.

2. AIMS

To provide a safe and secure environment for everyone in our school community.

To ensure that any incidents that do take place are dealt with promptly and effectively.

To address all incidents of bullying and to bring it under control through the implementation of whole-school policy and procedures

To fulfil the School's statutory responsibility to safeguard and promote the welfare of students and young people in its care.

To clarify the School's responsibility for responding to incidents of bullying and to emphasise to staff, students, parents and carers the School's zero tolerance attitude towards bullying behaviour.

To eliminate intimidating behaviour and promote a school ethos in which everybody is safe and able to realise their full potential.

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Anti-Bullying Policy & Procedures

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3. OBJECTIVES

To develop and implement an anti-bullying policy based on a consistently implemented whole-school approach.

To raise awareness among staff, parents/carers and students about the issue of bullying and the school's attitude towards it and to create an environment in which bullying is seen as inappropriate and unacceptable.

To be proactive in the prevention of bullying.

To demonstrate to bullies that their behaviour is unacceptable and to reassure victims that action will be taken to keep them safe.

To address with bullies their problematic behaviour with a fair and firm response, and to provide them with support to enable them to change their behaviour.

To accurately record all incidents of bullying and to monitor the effectiveness of strategies for bringing it under control.

4. DEFINITION/ TYPES of BULLYING

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Stopping violence and ensuring immediate physical safety is a school's first priority, but emotional bullying can be more damaging than physical; schools have to make their own judgements about each specific case.

Research suggests that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as 'banter' or 'horseplay' it can also lead to reluctance to report other

behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating.

Cyber-bullying - The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been confiscated by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone. 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, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police. If a staff member finds material that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline.

5. VULNERABILITY

Some students are more likely to be the target of bullying because of the attitudes and behaviours some young people have towards those who are different from themselves. For example, those with special educational needs or disabilities, those who are adopted, those who are suffering from a health problem or those with caring responsibilities may be more likely to experience bullying because of difference.

Children in care that are frequently on the move may also be vulnerable because they are always the newcomer. These young people are often the same young people who might need greater support to deal with the impact of bullying, for example those who are going through a personal or family crisis.

Children with special educational needs or disabilities can often lack the social or communication skills to report such incidents so it is important that staff are alert to the potential bullying this group faces and that their mechanisms for reporting are accessible to all. There will also be a range of other local or individual factors that result in some children being more vulnerable to bullying and its impact than others. Being aware of this will help schools to develop strategies to prevent bullying from happening. It will also help schools be alert to those children who may be severely affected when it does occur. The impact of bullying can be severe because of the nature and extent of the bullying or because it is combined with other factors such as those mentioned above that also affect the social, mental and emotional health of the pupil.

Support for staff who are bullied- It is important that schools take measures to prevent and tackle bullying among students, but we recognise that it is equally important that schools make it clear that bullying of staff, whether by students, parents or colleagues, is unacceptable.

6

TORQUAY BOYS' GRAMMAR SCHOOL

<u>Anti-Bullying Policy & Procedures</u>

Reviewed by Personnel Committee – March 2020

To be reviewed by Full Governing Body – May 2020

The Department for Education have published a separate advice note Cyber bullying Advice for Headteachers and School Staff which provides advice for headteachers and all school staff on how to protect themselves from cyberbullying and how to tackle it if it happens.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf

6. INTERVENTIONS

Bullying can happen to all children and young people and it can affect their social, mental and emotional health. School staff should support all 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 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.

In all cases, schools have a responsibility to support children who are bullied and make appropriate provision for a child's needs. At TBGS, the nature and level of support will depend on the individual circumstances and the level of need.

Possible Interventions for the victim:

- Support from a teacher that knows the student well.
- Asking the tutor/Head of House to provide support.
- The provision of formal counselling through our school counsellor.
- Access to Kooth Support, an online support and counselling service open to all students at TBGS.
- Engaging with parents.
- Referring to the appropriate local authority children's services.
- Support from mental health & well-being practitioner.
- Referring the student to the Child and Adolescent Mental Health Services (CAMHS).

For the perpetrator:

- Parents informed.
- Engagement with the bully to reinforce the message that their behaviour is a breach of school rules and is unacceptable.
- Loss of lunch/break time privileges.
- A one-hour detention after school.
- A report card.
- Removal from class/group.
- Withholding participation in sports or out-of-school activity (if not essential part of curriculum).
- Counselling/instruction in alternative ways of behaving.

- Adult mediation between the perpetrator and the victim (provided this is safe for the victim).
- Fixed periods of exclusion.
- Permanent exclusion (in extreme cases which may involve violence).
- A risk management plan (in extreme cases when bullying is persistent).
- Rewards/positive reinforcement for students in order to promote change and bring unacceptable behaviour under control.

6.1 Prevention

TBGS staff and volunteers are aware of the issue of bullying and the need to apply the school's policy of zero-tolerance consistently when episodes of bullying are witnessed or reported. Staff will constantly reinforce the message to children that bullying is unacceptable and will take positive action to prevent and control it.

In addition, the issue of bullying will be raised with students at a number of levels including:

- At whole-school level – through assemblies. Students will be informed of the school's zero-tolerance policy and the actions that will be taken to prevent bullying taking place.
- At classroom level – e.g. during tutor time and through our PHSE programme.

- At individual level – students who are felt to be at risk of bullying (or who have suffered from bullying in the past) will be offered additional support and guidance.
- Students who have bullied others will be given advice and support and taught strategies to enable them to bring their unacceptable behaviour under control and to prevent further incidents.
- TBGS recognises there are particular times when students may be more vulnerable to bullying – lunch and break times and the beginning and end of the school day. Arrangements will be made to ensure that at such times there is adequate supervision available to reduce the risk of bullying incidents.
- Students will be encouraged to talk to staff about incidents of bullying which they experience, or of which they may be aware. In these circumstances staff will respond positively, take the expression of concern seriously and ensure that the matter is fully investigated.
- Parents who believe their children are the victim of bullying should share their concerns with school at the earliest opportunity and be prepared to work with school to keep their children safe in future. All expressions of concern will be taken seriously and investigated thoroughly.
- Parents who believe their child is bullying others are encouraged to share this information with school so the problem can be addressed and a plan agreed to prevent further incidents and the bullying child helped to change their behaviour.
- Staff at all times will treat each other (and children, parents and carers) with courtesy and respect and will model appropriate and acceptable behaviour.

Anti-Bullying Policy & Procedures

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6.2 Parental involvement

TBGS is committed to working in partnership with parents. We believe the best outcomes emerge when professionals and parents/carers are able to work together when bullying occurs.

We recognise the important influence which parents/carers have on their children and actively seek their support when their child is involved in the bullying – either as the victim or a perpetrator.

If a child is involved in a single serious incident of bullying or there is evidence that the same child is involved repeatedly in less serious incidents (either as a victim or a perpetrator) we will inform parents, involve them in the management of the problem and the prevention of further incidents. Isolated and less serious incidents will be managed by school staff and parents will be informed.

6.3 Implementation

TBGS is committed to creating an environment free from bullying and will ensure that its zero-tolerance policy is applied rigorously. All staff and volunteers involved in the teaching and/or supervision of children will take responsibility for addressing incidents which fall within the school's definition of bullying and ensure that the victim receives the support required; that the bully is informed of the unacceptability of his/her behaviour; and that a record is made of the incident.

Students are made aware that staff want to be informed of any incidents or concerns and that action will be taken when bullying is reported. Students are aware of our expectations to **SEE IT-REPORT IT-STOP IT.**

6.4 Managing Incidents

TBGS will take firm and decisive action to deal with any incident of bullying which is witnessed by, or reported to, any member of staff.

Each incident of bullying will be recorded by staff on SIMS, using the **Bullying Concerns Category**.

Pastoral leads will use the information stored on CPOMS to identify incidents of persistent bullying and safeguard students accordingly.

Any racist, or prejudice related incidents will be identified and recorded on CPOMS. Pastoral Leads will submit either a **Bullying Prejudice/Hate Incidents Form (BPHI)** to Devon County Council (DCC), or a Report Form for Racist Incidents (RFRI) to Torbay Children's Services.

https://www.devon.gov.uk/equality/reportincidents/schools/report-pupilsparents

http://torbaysafeguarding.org.uk/workers/safeguarding-in-education/

Anti-Bullying Policy & Procedures

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7. RESPONSIBILITIES

All members of staff and volunteers are responsible for ensuring that action is taken if bullying occurs. This will be supported and monitored by Heads of House, other members of the Pastoral team and the Senior Management Team.

8. SUPPORT ORGANISATIONS

The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the ABA brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues. 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.

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).

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.

Digizen: provides online safety information for educators, parents, carers and young people.

Internet Matters: provides help to keep children safe in the digital world.

Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

The UK Council for Child Internet Safety (UKCCIS) has produced 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 'sexting.'

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.

EACH: (Educational Action Challenging Homophobia): provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyber homophobia.

10

Anti-Bullying Policy & Procedures

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To be reviewed by Full Governing Body – May 2020

Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

Stonewall: An LGBT equality organisation with considerable expertise in LGBT bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

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.

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.

Educate Against Hate: provides teachers, parents and school leaders with practical advice and information on protecting children from extremism and radicalisation.

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.

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.

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.

Sexual harassment and sexual bullying
Disrespect No Body: a 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.
Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying.

11

TORQUAY BOYS' GRAMMAR SCHOOL

Anti-Bullying Policy & Procedures

Reviewed by Personnel Committee – March 2020

To be reviewed by Full Governing Body – May 2020

ANTI-BULLYING CODE

- **Everyone has the right to feel safe and enjoy their time at TBGS free from intimidation.**

- **Our school community will not tolerate any _unkind_ acts whether they are**
    - **physical**
    - **cyber**
    - **verbal**
    - **emotional**
    - **Homophobic, Biphobic or Transphobic (HBT)**

    Such behaviour will be regarded as bullying.

- **Bullying is too important not to report it – we as a community should support each other by reporting all incidents of bullying - you can talk to anyone.**
- **TBGS has a zero-tolerance attitude to bullying**
- **TBGS will take firm and decisive action to deal with any incident of bullying which is witnessed by, or reported to, any member of staff.**

SEE IT – REPORT IT – STOP IT

Anti- Bullying

Support & Help

Your tutor and Head of House can support you with any bullying concerns, they are here to help you.

If you wish to remain anonymous, you could use the confidential school email address BeSafe@tbgs.torbay.sch.uk, or the confidential BeSafe text messaging service 01803 501300 (school hours only)

If you do not feel comfortable speaking to someone you know, contact an advisor on Kooth.com, or phone Childline on 08001111