

TCS Anti-Bullying Policy

Review cycle:	Annual
Policy prepared / reviewed by:	JL / Assistant Headteacher
Committee responsible:	Personal Development, Behaviour and Welfare
Statutory/Discretionary:	Discretionary
Date of last review:	October 2018
Date of next review:	October 2019

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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

- All governors, teaching and non-teaching staff, students and parents should have an understanding of what bullying is.
- 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.
- Bullying will not be tolerated towards any member of the school community be they a child or adult.

Testbourne's Definition of Bullying - Wellbeing Prefects' Definition

"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.

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?

Tutor, any teacher, Pastoral Support Assistant, Head of Year, SLT, School Prefects or Wellbeing Prefects (Year 11 with plain navy tie), parents. You can tell in person, via a note or email (ntb@testbourne.school). You can also use the '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.

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 schools 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 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 displayed in the staff room and is available on the school website. Staff are provided with advice in how to recognise and deal with bullying at Testbourne.

Procedures and Outcomes

Please refer to the Anti-Bullying Charter that outlines the school’s tiered response to incidents of bullying.

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. 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. Other consequences such as lunchtime or after school detentions or internal exclusions may take place. In serious cases, fixed term exclusion or even permanent exclusion will be considered. After the incident/incidents have been investigated and dealt with, each case will be followed up to ensure repeated bullying does not take place.

Students who are the target of bullying and want to access support to build resilience and strategies to manage situations are offered resilience support. Vulnerable students are offered this support even if they have not experienced bullying. Students may be allocated a prefect to support them in the longer term.

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.

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.

As far as possible parents will be kept informed of the situation, this will be either by letter or telephone call. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem.

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.

Version control

Version	1.0
Committee responsible for review	Personal Development, Behaviour and Welfare
Date ratified by Governing Body	October 2018
Date of next review	October 2019

Acceptable Behaviour Contract

This contract is between Testbourne Community School, and

(Student)_____

I agree to the following in respect of my future conduct.

- 1. I have read and signed the Testbourne Anti Bullying Charter and I understand my responsibilities regarding the way I behave towards others in school.
- 2. I will report to staff any incidents where the conduct of others causes me harassment, alarm or distress in order that they are dealt with in the proper manner by school staff
- 3. I will not engage in any behaviour likely to cause harassment, alarm or distress to anyone in Testbourne Community School; this includes inciting others to act on my behalf.
- 4. I fully understand the meaning of this contract and am aware that if I breach this contract the consequences will follow the tiered response to bullying. This could ultimately lead to an exclusion.

Signed..... Date:

Print Name (Student)

Signed..... Date:

Print Name (Parent/Carer)

Witnessed..... Date:

Print Name (School Representative)

Bullying Incident/Concern Sheet

Your Name:		Tutor Group (if applicable):
Date:	Time:	Place:
Incident/Concern details		
What did you see (include name(s)):		
What did you hear:		
Name(s) of other Students present:		
How do you feel?		
Signed.....		Date:
Print Name		

Bullying Incident Sheet

Action taken by staff (include dates)

Previous incidents: Yes / No

Other relevant information

Signed..... Date:

Print Name

Position in School:

	Yes	No
Issue Resolved:		
Restorative Justice Meeting / Apology		
Logged on SIMS		
Parents/tutor/HOY / SLT informed		
Is follow up required		