



ANTI-BULLYING POLICY

Version No: 1.0

Date to be reviewed: September 2022

Policy status: Approved

Last updated: September 2019

Principles

At TFS, our mission is to create scholars. Our scholars will obtain the education and social skills they need to be successful at university, in professional employment and in their home lives. We are a grammar-style school for everyone, with the highest expectations for achievement and conduct. Working as a team, we aim to create a calm and purposeful environment for our community in which all are welcome and able to learn. We also aim to deliver exceptional teaching and learning in order to ensure that all scholars, regardless of their starting point, have access to a Powerful Education and Success Without Selection.

At TFS, we provide a 'Warm-Strict' approach, which is utilised to encourage scholars to make the right choices regarding their behaviour and teach them how to conduct themselves with kindness, tolerance and respect. Our rules are not traditional; our 'How Tos' summarise the way in which our community operates on a daily basis. These provide clear and consistent guidelines for scholars in order to ensure that they understand how to behave in lessons, how to move around the site etc... They will enable powerful learning to take place consistently and empower scholars to make the right choices with regard to their conduct and their future.

Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. See Appendix 1 - Definition of Bullying and Appendix 2 – Turner Schools Bullying Assessment.

A key element of the school's vision is that all relationships are underpinned by trust. Scholars will always consistently be encouraged to demonstrate consideration, tolerance and respect for one another. This is supported through our approach to Pastoral Care, our House System and through our Family Dining culture.

Aims

In order to consistently uphold the highest standards in this area, we will:

- Ensure that scholars learn in a supportive, caring and safe environment without fear of being bullied
- Create and maintain an ethos in which scholars feel safe to report bullying, know who to report bullying to, and are confident in our ability to help them
- Ensure that all members of the school community recognise the benefit of taking a stand against bullying
- Ensure that all members of the school community share an understanding of what is defined as bullying and to demonstrate that bullying is always unacceptable behaviour
- Implement a complete and consistent method for dealing with incidents of bullying which ensure that victims feel listened to and supported.
- Resolve any incidents of bullying by means of reconciliation, support or sanctions, as appropriate, including offering, to all parties, the opportunity of re-start meetings.

- Help scholars develop their social skills and resilience in order to ensure they are able to deal with changes in relationships.
- Protect and support victims of bullying, in order to help them cope and reduce its impact on their confidence, wellbeing and achievement.
- Offer continuous support through the school's Pastoral system and ensure that children and young people know where to go for further advice as necessary.

Approach

We have a clear and consistent approach to dealing with allegations of bullying, as outlined below:

Incident is Reported or Witnessed	
An alleged or witnessed incident is reported to a member of staff or by a staff member who witnessed the incident	
Investigation	
An appropriate member of staff investigates the incident. They will establish the nature and seriousness of the incident, in addition to the roles of those involved. This should take place within 1 working day of the incident being reported.	
Form 1A should be completed and a sequential number recorded on it (the same number should be used for all documentation in relation to this incident. Forms 1B and 1C should be used as a guide to investigate the incident and will provide a log of evidence identified.	
Assessment	
Use Turner Schools Bullying Assessment Flowchart	
<p>Staff should look for evidence that the behaviour:</p> <ul style="list-style-type: none"> • has occurred before or by its nature has caused repeated experience or the fear of it, e.g. cyber bullying or serious incident • was deliberately intended to cause distress and/or harm • has created a sense of powerlessness on the part of the individual being targeted <p>and consider:</p> <ul style="list-style-type: none"> • whether any aggravating factors such as equalities dimensions have been taken in to account and been addressed 	
Hurtful behaviour has occurred, but it was not identified as bullying	Evidence of bullying is found
<ol style="list-style-type: none"> 1) Identify any harm caused to all involved and provide support if required - complete Form 2. 2) Inform parents/carers of all involved. This should ideally take place within 1 working day of the incident being reported, and always within 2 working days. 3) Decide if any sanction needs to be applied in line with the school Behaviour Policy. 4) Engage and inform external agencies if necessary. 5) Consider the appropriateness of informing the police. 	<ol style="list-style-type: none"> 1) Identify any harm caused to all involved and provide support if required - complete Form 2 (victim) and Form 3 (aggressor). 2) Complete Form 4 and log nature of bullying using school Safeguarding software. Ensure that dates for follow-up meetings are calendared. 3) Inform parents/carers of all involved. This should ideally take place within 1 working day of the incident being reported, and always within 2 working days. 4) Decide if any sanction needs to be applied in line with the school Behaviour Policy. 5) Engage and inform external agencies if necessary. 6) Consider the appropriateness of informing the police.

Repeated incidents of bullying will result in more significant sanctions, including permanent exclusion.

The Bullying Assessment Flowchart and Forms 1A, 1B, 2, 3 and 4 can be found in the appendices to this policy.

Scholars

What do you do if you are being bullied? (a child/scholar)

You must tell a member of staff, immediately and it will be dealt with. Never stay quiet or keep bullying a secret. Never take retribution into your own hands.

What do you do if you see someone being bullied or if you know someone is being bullied?

We all have a responsibility to make sure that bullying is not allowed to continue at our school. It can make people feel miserable and insecure. In its worst forms, it can ruin people's lives. If you see someone being bullied or know that someone is being bullied you must tell a member of staff. Not telling means that the scholar being bullied may continue to suffer and the bully may carry on, probably with other scholars too. Remember that any kind of bullying is unacceptable.

Scholar Entitlement

We will support **scholars who have been bullied by:**

- listening to them as soon as possible on the same day as disclosure
- making an offer of sanctuary, e.g. time away from their peers
- offering an immediate opportunity, wherever possible, to discuss the experience with of the Pastoral Team
- providing such support as might be required on an individual basis and depending on need.

Scholars who have bullied will be able to:

- discuss what happened with a member of the Pastoral Team, or a trusted member of staff
- gain help in establishing the wrong doing
- endeavour to repair harm through mediation, facilitated by a member of the Pastoral Team.

The following disciplinary steps will be taken:

- Parents/carers will be asked to attend a meeting and/or will receive a written warning
- The scholar who has bullied will receive an appropriate sanction depending on the severity of the situation, for example detention or an internal exclusion

In the event of any recurrence of bullying by the same child, there will be, as appropriate:

- a short external fixed-term exclusion
- a long external fixed-term exclusion

Parents/Carers

If you think that your son/daughter is being bullied, please contact the appropriate member of the Pastoral Team immediately. It is important that swift action is taken to resolve the problem. We will work closely with you to ensure that the matter is handled swiftly and effectively in a sympathetic and sensitive manner as outlined above.

Please refer to Appendix 1 and Appendix 2 with regards to the definition of bullying.

Parents are asked to remain calm, it can be an emotional time when your child is upset, but an angry response from a parent does not help the scholar to think through their actions and emotional responses. Please also keep in mind that they have heard their child's version of events whereas the school will have both sides of events. Parents should work with the school in the first instance. Engaging with either the alleged bully, or their parents invariably makes such situations worse, not better.

Following any incident, parents of both scholars who have bullied or been bullied will be informed of the situation and how their actions could help as outlined in our approach above. They will also be made aware of additional support the school and outside agencies can offer, as well as sanctions that the school has imposed.

Staff

If you think that a scholar is being bullied, or if a scholar confides in you, talk to those concerned to try to establish the facts. It is good practice to ask all concerned to write down their own account of events. Please alert the appropriate member of the Pastoral Team if you think bullying has occurred.

It is important to be vigilant at all times, particularly during the less structured times of the day, i.e. during changeover between lessons and at break and lunchtime.

Staff should be aware that some groups of scholars may be more vulnerable than others to bullying. Care should be taken to ensure that these scholars feel safe (e.g. those with a disability or additional educational needs, looked after children and other children who have experienced distressing home circumstances, scholars from minority ethnic communities, scholars who might be targeted on the basis of their actual or perceived sexual orientation, transgender scholars, gender and scholars with minority religions).

Teachers and managers in all departments should, whenever possible, use the curriculum to foster a strong anti-bullying culture and promote scholars' social skills and emotional wellbeing (e.g. emotional literacy, encouraging healthy peer relationships, positive ways of expressing feelings, empathy for others, constructive conflict resolution). All staff are expected to model respectful, positive and supportive behaviour in their relationships with scholars, parents/carers and colleagues.

Senior Leaders should work proactively to raise awareness of this policy and the issues it seeks to address among staff, scholars and parents/carers. They should promote a whole-school approach to tackling bullying and to fostering supportive peer relationships (eg: through pastoral systems, staff training, assemblies, peer support and mentoring systems etc.)

Any Safeguarding/Child Protection issues that come to light when investigating bullying should be referred to appropriate staff (see Child Protection Policy).

How to react when a child wants to talk about bullying:

- Before the scholar gives you any details, let them know that you may need to tell someone else; do not promise confidentiality
- Accept what the scholar says (however unlikely the story may sound)
- Keep calm
- Reassure the scholar. Be aware that the scholar may have been threatened
- Explain your next steps to the scholar
- Report the situation to a member of the Pastoral Team, providing them with as much detail as possible. Written notes may be useful here.

Peer on Peer Abuse

All staff receive regular Safeguarding Training, which includes specific information on peer on peer abuse and how to report any concerns. All staff should recognise that children are capable of abusing their peers. **All peer on peer abuse is unacceptable and will be taken seriously. Abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh”, “part of growing up” or “boys being boys”.** Peer on peer abuse is likely to violate the victim’s dignity, and/or make them feel intimidated, degraded, or humiliated and/or create a hostile, offensive or sexualised environment.

Such abuse can take different forms, including:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting, which typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

Any incidents of peer on peer abuse will be reported immediately to the Safeguarding Team via My Concern, or using paper-based safeguarding forms available in the Admin Office or Pastoral Office. Any such incidents will be dealt with as part of our Safeguarding Policy. Sanctions, where appropriate, will be applied in line with our Behaviour Policy.

Bullying which occurs outside school premises

Schools have a specific statutory power to discipline scholars for poor behaviour outside of 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 scholars’ 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 scholars’ behaviour in those circumstances. This can relate to any bullying incidents occurring anywhere off the school premises.

Where bullying outside school is reported to school staff, it should be investigated and acted on, this includes cyber bullying. The Principal should also consider whether the misbehaviour could be criminal or poses a serious threat to a member of the public in which case, the police should always be informed.

If the incident however relates to social time that is under parental control rather than school control, or, if the cyber bullying is happening when the scholars are under parental control, then, the school may ask parents to take responsibility for resolving the issue. The school wants to work with parents, but cannot replace parents when scholars are out of school.

Sanctions

For less severe cases of bullying, and for friendship issues, the school will use re-start approaches first. If they fail and bullying continues, or if a serious bullying incident occurs, then the Behaviour Policy will be applied with sanctions ranging from detentions, through isolation to exclusion and possible permanent exclusion in the most serious cases. Scholars and parents need to be clear that persistent bullying will not be tolerated.

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 seized by a member of staff who has been formally authorised by the Principal, 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. The school may also confiscate phones and may not return them if the offence is serious or persistent.

Recording

All incidents of bullying will be recorded according to procedures outlined in the Approach above. Records of the incidents and cause for concern will be kept using the key forms which are outlined in the appendices. Incidents of bullying will also be recorded on SIMS. Types of behaviour, whether or not they are believed to be bullying which are subject to statutory reporting (racist, homophobic, religious) will also be recorded in SIMS.

Allegations of bullying by staff

If a serious allegation of abuse (or an allegation of serious and sustained bullying) is made against a member of staff, immediate consultation is required with the LA's Designated Officer (Child Protection) based in the respective area office.

This consultation must take place prior to any form of investigation being undertaken by the school.

Any allegation against an employee should lead to a careful consideration of the possibility of abuse and of a referral being made of any concerns to the statutory agencies. The pastoral care of staff must also be taken into account when an allegation is made.

Appendix 1 – Definition of Bullying

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time. Bullying is characterised by intimidation where the bully has power over another person; it does not have to be repeated with the same victim to be bullying. Bullying can be invisible and silent; it can socially isolate victims. Bullying is very often sustained, deliberate and targeted. However, it can also be a one-off event.

Bullying is behaviour by an individual or a 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 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.

The three main types of bullying are:

- Physical (e.g. hitting, kicking, theft, extortion)
- Verbal (e.g. name calling, racist, homophobic and other discriminatory remarks, prank/threatening phone calls)
- Emotional/Indirect (e.g. spreading rumours, social exclusion, use of the internet)

Each of the lists of examples is not exhaustive. It is important to realise that people react differently and it is not always possible to judge the effects of a seemingly mild form of some of the behaviours listed.

It is common for scholars and parents to feel that bullying has occurred but the school on investigation, to feel that there is a friendship issue occurring. In these situations, the staff involved will still use the bullying methodology outlined in this policy, but they will be careful not to label either friend a bully or victim.

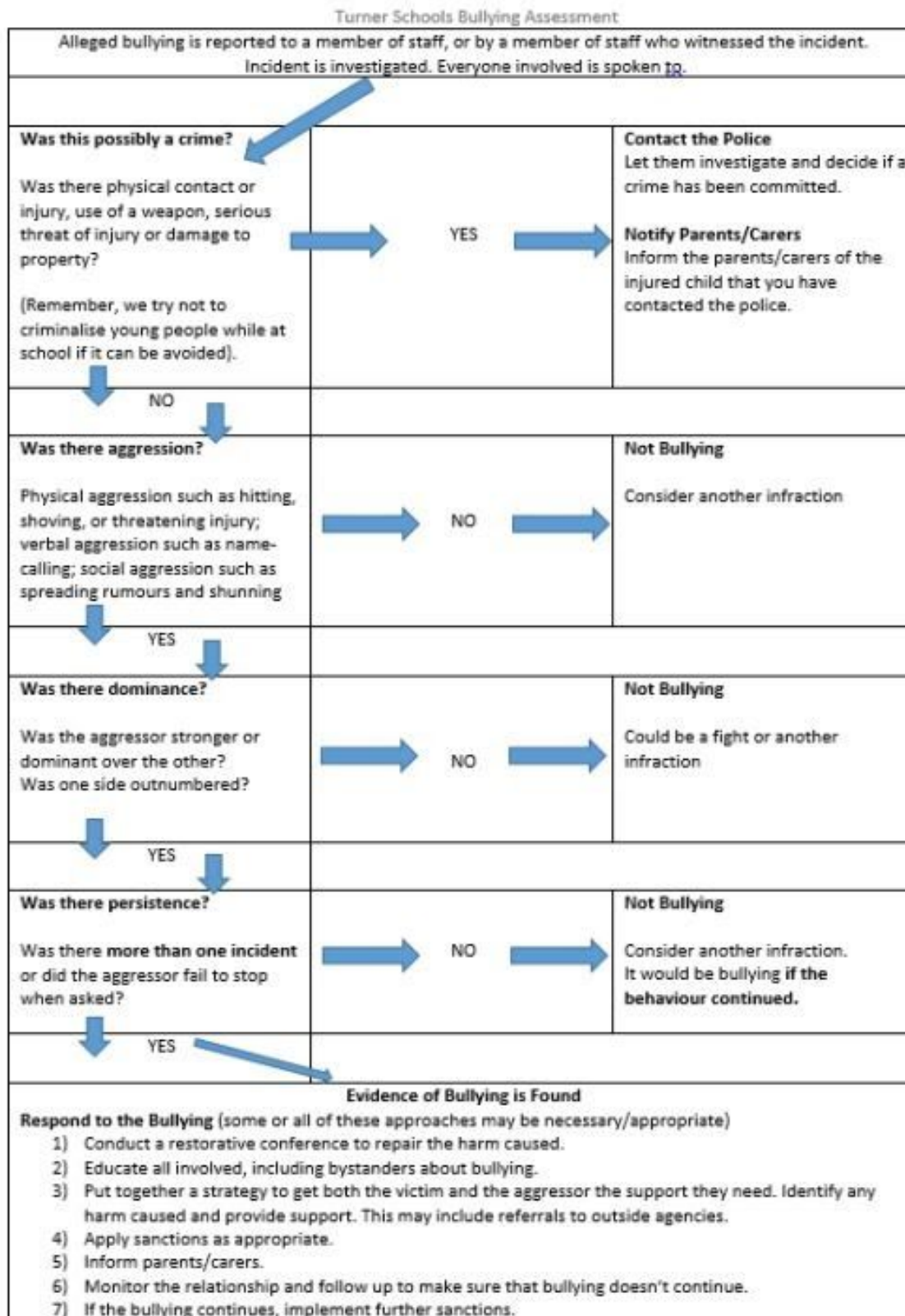
Scholars who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, a lack in concentration or truancy from school. Scholars are encouraged to report bullying in the school. All staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

Bullying can include:

- Physical harm: pushing, kicking, punching, pinching, any form of violence
- Verbal abuse: name-calling, sarcasm, spreading rumours, persistent teasing
- Cyber bullying: sending harmful or cruel text or images using any area of the internet or mobile phones
- Emotional abuse: tormenting, making fun of someone, humiliation, isolation by groups of scholars from groups or activities, destroying or spoiling work, dirty looks, spreading rumours, demanding money
- Homophobic abuse: unwanted physical contact, abusive comments, particularly related to sexuality
- Sexual violence or sexual harassment: sexual assault, unwanted physical contact, abusive comments, particularly of an inappropriate sexual nature, online harassment, upskirting or sexting
- Racist abuse: Racial taunts or 'jokes' 'graffiti', gestures, making fun of customs, music, accents. Refusing to work with someone of a different cultural background
- Initiation/Hazing type violence and rituals

Bullying is often a series of apparently minor incidents. Tackling these minor incidents will reduce the occurrence of more major or persistent bullying. Whatever the intensity of the bullying, staff should intervene. All staff should be vigilant at all times. Every incident, however minor it may seem, is crucial for the scholar involved. Non-intervention condones bullying.

Appendix 2



Appendix 3 – Form 1

Report Number:

Form 1A

Initial Investigation into allegation of bullying

Completed by:
Position:
Date:

Reported by:
Role:
Date:

Form of referral:

Verbal Report

Phone Call

Letter

Email

Child(s) name(s) alleged to be experiencing bullying behaviour	Age

Child(s) name(s) alleged to be engaging in bullying behaviour	Age

Reported account:

Details gathered to date: (use Form 1b restorative questions to interview)

Action taken to date: (please tick relevant boxes)

- Checked for earlier incidents involving same pupils
- Individual discussions with pupils involved
- Discussion of incident with peers/class
- On-going support/monitoring from staff
- Applied sanctions

- Notified class teacher
- Group discussion with pupils involved
- Restorative intervention
- Details of action agreed with pupils
- Parent letter/meeting

Any additional action taken:

Factors to help determine if incident constitutes bullying

? Incident was bullying if all 3 warnings below are confirmed

- Hurt has been deliberately/knowingly caused (physically or emotionally)
- It is a repeated incident or experience or the involvement of a group
- Involves an imbalance of power:
 - target feels she cannot defend her/himself, or perpetrator/s exploiting their power (size, age, popularity, coolness, abusive language, labelling/name calling etc)

? Incident was cyberbullying if messages of an intimidating, humiliating or threatening nature were sent or left on a social networking site.

? Incident was not bullying on this occasion because it was:

- the first hurtful incident between these children
- teasing/banter between friends without intention to cause hurt
- falling out between friends after a quarrel, disagreement or misunderstanding
- conflict that got out of hand
- activities that all parties have consented to and enjoyed (check for coercion)

Focus of bullying behaviour

Please tick all elements which apply in your understanding of the incident(s) and record specific language:

	Definitely applies	Possibly applies
Age/Maturity		
Appearance		
Size/weight		
Class/Socio-economic		
Family circumstance (e.g. caring role)		
Ethnicity/Race		
Religion/Belief		
Gender		
Transphobia/Gender identity		
Homophobia/sexuality		

Sexualised		
SEN and Disability		
Ability/application		

Was alleged bullying confirmed?	*Yes	No	Insufficient evidence
*If Yes, please log details on Form 4 'Confirmed Bullying Report Form'			

Details of any support given:

- Peer support
- Referral to external agencies
- Referral to CAMHS
- Counselling
- Other - please specify:
- None - offered but refused
- None offered

Initial Investigation into allegation of bullying additional information sheet

Continued reporting account:

Additional details gathered to date:

Additional action taken to date:

Information sheet

Report number:

Form 1B

Restorative Questions in Response to Challenging Behaviour

Name: _____

Date: _____

1. Describe what happened?
2. What were you thinking at the time?
3. Since the incident, what have you been thinking about?
4. Who has been affected by what you have done?
5. In what way do you think they have been affected?
6. What do you think you need to do to make things right?
7. How are you going to implement the items above to make things right?

Staff name: _____

Date: _____

Restorative Questions when someone has been harmed

Name: _____

Date: _____

1. Describe what happened?

2. What did you think when you realised what had happened?

3. What impact has this incident had on you?

4. Do you think this incident impacted on others and if so who?

5. What has been the hardest thing for you over this incident?

6. What do you think needs to happen to make things right?

7. How can the items above be implemented and by whom?

Staff name: _____

Date: _____

Appendix 4 – Form 2: Support for a Targeted Child

Report Number:	
Support Provided for a Targeted Child	
Support Provided:	Separate on-site provision
	Regular contact with chosen member of staff
	Restorative process
	Empowerment education (Resilience training)
	Pastoral team support
	Formal counselling
	Parental meetings
	CAMHS
	Other:
Post-Incident Impact Monitoring and Further Action:	
Has the relationship been repaired?:	
Has achievement/ability to learn been affected?:*	
Has there been a change in the pattern of attendance?:	
Any change in social issues?:	
Any change in mental or emotional state?:	
How was the partnership with the parents/carers?:	
Does the target feel safe at school?:	
Does the target feel safe on journeys to and from school?:	
Does the target feel safe while online?:	

Form completed by:

Date:

***N.B If the incident leads to persistent, long-lasting difficulties that cause the child or young person to have significantly greater difficulty in learning than the majority of those of the same age, then schools should consider whether the child will benefit from being assessed for SEND.**

Appendix 5 – Form 3: Support for a Child who Bullied

Report Number:	
Support Provided for a Child who Bullied	
Support Provided:	Separate on-site provision
	Regular contact with chosen member of staff
	Restorative process
	Corrective education
	Removal to a different group/form
	Pastoral team support
	Formal counselling
	Parental meetings
	CAMHS
	Sanction
	Other:
Post-Incident Impact Monitoring and Further Action:	
Has the relationship been repaired?:	
Has achievement/ability to learn been affected?:*	
Has there been a change in the pattern of attendance?:	
Any change in social issues?:	
Any change in mental or emotional state?:	
How was the partnership with the parents/carers?:	
Have there been any signs of remorse?	
Any other relevant information?	

Form completed by:

Date:

***N.B If the incident leads to persistent, long-lasting difficulties that cause the child or young person to have significantly greater difficulty in learning than the majority of those of the same age, then schools should consider whether the child will benefit from being assessed for SEND.**

Appendix 6 – Form 4: Confirmed Bullying Report Form

Report number:

FORM 4

Confirmed Bullying Report Form

For each incident please complete one form and return to the designated teacher for collation and monitoring

1. Focus of bullying behaviour

Please tick all elements which apply in your understanding of the incident(s)

	Definitely applies	Possibly applies
Age/ Maturity		
Appearance		
Size/weight		
Class/Socio-economic		
Family circumstance (e.g. caring role)		
Ethnicity/Race		
Religion/Belief		
Gender		
Transphobia/Gender identity		
Homophobia/sexuality		
Sexualised		
SEN and Disability		
Ability/application		

2. Manifestations of bullying (indicate those that apply)

Perception of individual: feelings of being bullied/harassed	
Isolation/ignoring	
Teasing	
General expressions of prejudice/stereotype	
Racist literature, graffiti or insignia	
Verbal abuse or name calling (specify below)	
Targeted graffiti or hurtful note writing	
Threats including threatened physical assault	

Mobile phone/text message bullying/harassment	
Internet related bullying/harassment	
Camera phone bullying/harassment	
Actual physical assault	
Other:	

3. Those involved – please also record where appropriate:

- **adults as targets or perpetrator’s (At) or (Ap)**
- **perpetrators from outside the school community (O)**
- **children who are in care (CIC) or who have Special Educational Needs (SEN)**

Child(s) name(s) who are experiencing bullying behaviour	Age	Codes (see above)

Child(s) name(s) who are engaging in bullying behaviour	Age	Codes (see above)

4. Description of incident(s): Please give a precise account including dates, times, places and any witnesses. Attach any further information (e.g. pupils’ accounts, witness statements, notes of meetings)

5. Actions taken: Please record all steps (including meetings, letters, investigations, sanctions)

6. Summary of those notified and/or involved

	✓	Any details (e.g. dates)
Head Teacher		
Chair of Governors		
Class Teacher		
Head of Year		
'Target' parents/carers notified		
'Target' parents/carers invited to school		
'Offenders' parents/carers notified		
'Offenders' parents/carers invited to school		
Local Authority informed		
Police		
Others (specify)		

7. Date for monitoring progress of those involved. Follow up on the incidents and check that all parties are progressing well academically and socially. Ensure that these dates are calendared.

Date 1

Date 2

Date 3

Complete Form 2 with details of monitoring progress if needed

Member of staff completing this form:

Name:

Date:

Confirmed bullying form additional Information

Continued description of incident:

Additional action taken:

Monitoring progress:

Date 1:

Date 2:

Date 3: