

TADCASTER GRAMMAR SCHOOL



Toulston, Tadcaster,
North Yorkshire, LS24 9NB

ANTI-BULLYING POLICY STATEMENT

Written by Cayte Mulhern (Deputy Headteacher)
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TADCASTER GRAMMAR SCHOOL
'A Culture of Excellence'



Safe to Learn - Anti-Bullying Policy

1. Rationale

Every child should be able to learn in a school environment free from bullying behaviour of any kind and in which they feel safe and supported. There is no place for bullying behaviour in our school and communities and each of us involved in education has a role in creating a culture in schools where bullying behaviour is not tolerated. No child deserves to suffer the pain and indignity that bullying behaviour causes. We recognise the negative impact it has on the educational experiences and wider development of so many of our children and young people. Bullying behaviour has no place anywhere in the School Community, and this applies both to the bullying behaviour towards students and teachers.

Schools need to take an active approach to promoting good behaviour, good manners, co-operation and respect for others and to tackling all forms of bullying behaviour — including prejudice-driven bullying behaviour and Cyberbullying. Schools, with the support of parents, the wider community, the Local Authority (LA) and young people themselves, need to take effective action to prevent bullying behaviour happening in the first place. A preventative approach helps schools to safeguard the well-being of their students and staff, as well as playing their part in creating a society in which we all treat each other with dignity and respect.

2. Aims

At Tadcaster Grammar School, the aim of our Anti-Bullying Policy is to ensure that students learn in a supportive, inclusive, caring and safe environment without fear of bullying behaviour. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated.

This policy will:

- Raise awareness across the school that bullying behaviour in any form is unacceptable and that everyone has a shared responsibility in promoting a safe and secure environment.
- Promote a positive ethos where respect, relationships and responsibilities are key to developing social and emotional well-being.
- Ensure a consistent response to bullying behaviour, with effective support in place for both the person experiencing bullying behaviour by an individual or groups and the student showing bullying behaviour.

3. Definitions and Signs

The Department for Education (DFE) states that bullying behaviour is “behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.”

The three main types of bullying are:

- physical (hitting, kicking, theft)
- verbal (name calling, racist remarks)
- indirect (spreading rumours, excluding someone from social groups)

Cyberbullying can be defined as ‘the use of Information and Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else’.

Cyberbullying is a 'method' of bullying behaviour. It can be used to carry out all the different 'types' of bullying behaviour (such as racist bullying, homophobic bullying, or bullying related to SEN and disabilities), but instead of the perpetrator carrying out the bullying in person, they use technology as a means of conducting the bullying behaviour. Cyberbullying can include a wide range of unacceptable behaviours, including harassment, threats and insults, and like face-to-face bullying behaviour, cyberbullying is designed to cause distress and harm. Cyberbullying can take place between children, between adults, but also across different age groups. Young people can target staff members or other adults via cyberbullying; there are examples of school staff being ridiculed, threatened and otherwise abused online. It is an offence to cause distress or anxiety via an electronic communication. The wider search focus included in the Education Act 2011 enables school to tackle cyberbullying by providing authority to search for and delete, if necessary, inappropriate images or files on electronic devices including mobile phones.

Homophobic bullying occurs when bullying behaviour is motivated by a prejudice against lesbian, gay or bisexual (LGB) people.

Students who experience bullying behaviour may show changes in their own 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, lacking concentration or truanting from school. Tadcaster Grammar School teaching and associate staff must be alert to the signs of bullying behaviour and act promptly and firmly against it in accordance with school policy.

A student who is experiencing bullying behaviour may be too scared to come forward. However, there are often quite visible signs of bullying behaviour:

- Items of clothing and property may be damaged or lost more often than normal
- Injuries may be frequent
- A student may become withdrawn but reluctant to say why or want to spend more time with staff
- A student may often appear tired
- Educational attainment may be slowly or suddenly reduced
- A student may be always hungry
- A student may be reluctant to attend school
- A student may change their route to school or request to be accompanied
- Money or possessions going missing
- Depression – tearful
- Students may ask to go to the toilet five minutes after a lesson has started.
- Frequent visits to the School Health & Curriculum Manager headache, tummy ache

4. Statutory duty of schools

There are various legal requirements for schools that relate to bullying (including homophobic, racist and cyberbullying). In particular, the Education and Inspections Act 2006 (Section 89 (5)) requires that Headteachers must determine measures on behaviour and discipline that form the school's Behaviour Management Policy, acting in accordance with the governing body's statement of principles in so doing. The policy determined by the Headteacher must include measures to be taken with a view to 'encouraging good behaviour and respect for others on the part of students and, in particular, preventing all forms of bullying behaviour among students'.

The law empowers Headteachers, to such extent as is reasonable, to regulate the behaviour of students when they are off school site (which is particularly pertinent to regulating cyberbullying) and empowers members of school staff to impose disciplinary sanctions for inappropriate behaviour.

Headteachers have a specific statutory power to discipline students for behaviour outside the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers the power to regulate students' conduct when they are not on school premises and are not under the lawful charge of a member of school staff. This can relate to any bullying behaviour incidents occurring anywhere off the school premises, such as on school or public transport, outside local shops or in a town centre. When such behaviour is reported to school staff it will be investigated and acted upon. The Headteacher will consider whether to notify the police.

5. Implementing the policy

For the successful implementation of the policy, our school will ensure that the following statements are true:

For students who experience bullying behaviour:

- they are listened to
- they know how to report bullying behaviour and get help
- they are confident in the school's ability to deal with the bullying behaviour
- steps are taken to help them feel safe again
- they are helped to rebuild confidence and resilience
- they know how they can get support from others – peer supporters

For students who engage in bullying behaviour:

- sanctions and learning programmes hold them to account for their behaviour and help them to face up to the harm they have caused
- they learn to behave in ways which do not cause harm in future because they have developed their emotional skills and knowledge
- they learn how they can take steps to repair the harm they have caused – restorative practices

For the school:

- the whole school community is clear about the anti-bullying stance our school takes
- students, as well as staff and other members of the school, are fully engaged in developing and reviewing anti-bullying work in the school
- every chance is taken to celebrate the success of anti-bullying work
- all students are clear about the roles they can take in preventing bullying behaviour, including the role of bystanders. Students must recognise that being a bystander is not acceptable and accept that their silence makes them part of the bullying behaviour

For the Head, Governors and other school staff:

- they develop whole-school policies which meet the law and school-inspection requirements
- they promote a school climate where bullying behaviour and violence are not tolerated

- they continually develop best-practice based on knowledge of what works
- curriculum opportunities are used to address bullying behaviour
- student support systems are in place to prevent and respond to bullying behaviour
- all staff take part in relevant professional development, and are clear about their roles and responsibilities in being vigilant for, preventing and responding to bullying behaviour
- all staff are aware of the importance of modelling positive relationships
- data systems gather useful information about the effectiveness of the anti-bullying work, and this data is used for monitoring and evaluation, and is shared with the school community
- they work in partnership with parents, other schools and with children's services and community partners to promote safe communities.

For parents:

- they are clear that our school does not tolerate bullying behaviour
- they are aware of procedures to use if they are concerned that their child is experiencing bullying behaviour or does not feel safe to learn, including our school's Complaints Procedure
- they have confidence that our school will take any complaint about bullying behaviour seriously and investigate/resolve as necessary, and that our school systems will deal with the bullying behaviour in a way which protects their child
- they are clear about ways in which they can complement our school on the Anti-Bullying Policy or procedures.

6. Preventing and reacting to bullying

Our school will adopt a range of strategies to reduce bullying behaviour and to tackle it effectively when it does occur. Our school will take a preventative approach to bullying in a range of ways:

Leadership:

- Promote an open and honest anti-bullying ethos which secures whole-school community support for the Anti-Bullying Policy.
- Staff actively demonstrate positive behaviour and set a positive context for anti-bullying work in the school.
- Link with other schools in the local school partnership and with LA strategies.

Use of curriculum opportunities:

- Life Skills lessons will be used to discuss issues around diversity and draw out anti-bullying messages.

Use of other opportunities to raise awareness:

- Anti-Bullying Week (ABW) events in November of each year
- Targeted small group or individual learning will be used for those who display bullying behaviour as well as those who experience bullying behaviour
- Whole-school assemblies will be used to raise awareness of the school's anti-bullying policy and develop students' emotional literacy
- Events which can prompt further understanding of bullying behaviour, such as theatre groups, exhibitions and current news stories.

Student voice:

- Engage students in developing the Anti-Bullying Policy and practice is an effective form of prevention.

Structured data gathering:

- Gathering information and data on the views and experiences of students, staff and parents in relation to bullying behaviour will enable the school to monitor and evaluate its anti-bullying work more effectively.
- Improving the school environment:
- Use available data to identify how the school environment, and travel to and from school can be made safer can help to reduce incidents of bullying behaviour

Working with Outside Agencies:

- To ensure that partner agencies such as Behaviour and Attendance Consultants, Education Psychology Service, Education Welfare Service, Child and Adolescent Mental Health Services (CAMHS) are engaged with anti-bullying work and student safeguarding has a high priority.

Our school will take a react to bullying in a range of ways:

- Clear and effective student-reporting systems - our school has systems in place to enable students to report bullying behaviour incidents. Student-reporting systems include:
- confidential and varied routes to report bullying - dedicated email and bullying boxes
- effective and fair investigation
- listening strategies/restorative practices
- follow-up systems to ensure that agreements are sustained.
- support to students who experience bullying behaviour. They will be reassured that they do not deserve to experience such behaviour and that this is not their fault. We will assure them that it was right to report the incident.

For those students who have shown bullying behaviour we will:

- Listen effectively
- Use effective and fair investigation by interviewing the student (or students) involved in bullying behaviour separately.
- Reinforce the message that bullying behaviour is not acceptable, and that we expect it to stop.
- Follow-up systems to ensure that agreements are sustained.
- Use sanctions and learning programmes: at our school sanctions are applied fairly, proportionately, consistently and reasonably, taking account of any SEN or learning differences that students may have, and taking into consideration the needs of vulnerable children. Bullying behaviour by children with learning differences or SEN is no more acceptable than bullying behaviour by other children and it should be made clear that their actions are wrong and appropriate sanctions imposed.

Sanctions re-inforce:

- to the student showing bullying behaviour that what he/she has done is wholly unacceptable
- to deter him/her from repeating that behaviour
- to signal to other students that such behaviour is unacceptable and to deter them from doing it.

Our sanctions ensure that they address bullying behaviours in a way which does not lead to escalation but resolution and which gives the best chance that bullying behaviour will not be repeated. We will consider sanctions under our school's Behaviour Management Policy. Including:

- Removal from the group
- Withdrawal of break and lunchtime privileges
- Learning Conduct
- After School detentions
- Withholding participation in school events that are not an essential part of the curriculum
- Isolation
- Internal Exclusion

It also includes Fixed Term and Permanent Exclusion from school.

When other strategies and sanctions do not resolve the problem, Permanent Exclusion may be justified in the most serious and persistent cases, particularly where violence is involved. Guidance for Exclusion Appeal Panels makes clear that students responsible for violence or threatened violence should not normally be re-instated. Students must not be excluded from school for experiencing bullying behaviour, even if the school believes they are doing so for the child's benefit. The legislation on exclusion makes clear that 'exclude...means exclude on disciplinary grounds'

Strategies are also in place to provide an opportunity for the student to put right the harm they have caused.

- Use of reward and celebration strategies: Our school uses a range of rewards and celebration strategies to encourage students to behave positively and take care of each other, including:
- Use of the Anti-Bullying Charter to communicate and celebrate the school commitment to anti-bullying.
- Rewards for individual students who take a specific role in anti-bullying work, e.g. as peer supporters or 'listeners'. Our Act of Kindness Awards during Anti-Bullying Week
- The National Healthy Schools Status.
- Use of national awards such as the Princess Diana Memorial Award for Anti-Bullying.
- Developing the roles students can play- our school involves students in promoting a positive whole school ethos (including the prevention of bullying behaviour) in a number of ways:
 - Through class, group or 1:1 situations in understanding the needs of their peers.
 - As trained peer supporters or trained mediators.
 - As 'defenders' in the bystander terminology.
 - Through assertiveness training which can help rebuild confidence and resilience for a child who has experienced bullying behaviour.
- Through active participation in the Social and Emotional Learning (SEAL) programme/club for targeted groups.
- Through being encouraged to have a say about the reward and sanction policy of the school to ensure they view sanctions as fair and ensure they feel they have an influence over tackling the issue.
- Adult mediation: Mediation usually focuses on students who have shown bullying behaviour to others regularly for some time, as well as those experiencing it. Our aim is to establish ground rules that will enable the students to co-exist at the school. Mediation can be very effective, but used in isolation may not have long-term success. It should be re-inforced by other procedures, both disciplinary and student-centred.
- Engaging parents: the school believes it is important for our school to work with parents to help them to understand our approach with regards to bullying behaviour and to engage promptly with them when an issue of bullying behaviour comes to light, whether their child is the student experiencing bullying behaviour or the one showing bullying behaviour. We will ensure that parents are made aware of how to work with us on bullying behaviour and how they can seek help if a problem is not resolved. We are legally required to have a Complaints Procedure and to make parents aware of this.
- Parenting Contracts and Orders: some parents may need specific support to help deal with their child's behaviour. Where our school identifies that this is the case, we will initially provide support ourselves or signpost the parents to appropriate channels of help. When parents refuse to engage voluntarily and where their child's behaviour has led to, or has the potential to lead to, Exclusion, then a court-imposed parenting order may be sought.

7. Reporting and recording incidents of bullying behaviour

We encourage students to report bullying behaviour in confidence, using a variety of methods. However, if student safety is at risk then school staff cannot keep the information confidential. Staff will use their judgement as to how to speak to the students about this. A range of strategies are used in school to encourage reporting:

- Confidential web-based reporting systems at school
- Peer mentors
- Email systems
- Adult counsellors or drop-in facilities to talk with Student Development Team
- Talking to teachers, associate staff and the Care & Guidance Team

These systems work well because:

- Students have confidence that their concerns will be treated promptly and seriously, and that action will be taken which will not make their situation worse
- Students can access reporting routes easily

- Students know who will deal with their concerns, and have trust both in them and the systems which the school uses
- Students are aware that malicious reporting relating to students or staff will be taken seriously and could incur a disciplinary sanction eg. Facebook etc.

Reporting arrangements for parents

Parents are frequently the ones to report bullying behaviour incidents to our school. If a parent contacts us:

- Reception staff and other staff taking phone messages, notes or receiving visitors have been trained in school systems and procedures, and are clear about the steps they should take.
- Reception and other staff are sensitive to the emotional needs of parents making contact with a school about incidents of bullying behaviour
- Parents should have confidence that staff will act promptly, take their concern seriously and not take action which makes the situation worse for their child.
- Staff will take actions to agreed timescales and report progress to parents.
- Parents are clear about how to take further action if they do not feel that their concern has been properly addressed.

We recognise that there may be times when parents feel that we have not dealt well with an incident of bullying behaviour and we would ask that this be brought, in the first instance, to the Headteacher's notice. If the Headteacher cannot resolve these concerns informally, parents can raise their concerns more formally through our school's Complaints Procedure.

Data-Collection Management

The Department for Education (DFE) recommends that schools should record all incidents of bullying behaviour, including by type, and report the statistics to their Local Authority (LA). The purpose of reporting incidents to the LA is to enable the gathering of information on the number and nature of bullying behaviour incidents, and to identify any developing trends. The LA can analyse the information gathered from schools to identify any issues of particular concern. The data will also enable LAs to support and challenge schools in their duties to promote the positive welfare of students.

Schools have a specific legal duty to have an Equality and Diversity Policy and monitor its impact on students, staff and parents. Schools also have a specific duty to eliminate disability-related harassment under the Disability Discrimination Act 1995. Keeping records of bullying behaviour incidents enable us to:

- manage individual cases effectively
- monitor and evaluate the effectiveness of strategies
- celebrate the anti-bullying work of the school
- demonstrate defensible decision-making in the event of complaints being made
- engage and inform multi-agency teams as necessary.

We use data on bullying behaviour to:

- provide monitoring reports to students and staff
- work towards meeting National Healthy Schools criteria and achieve National Healthy Schools Status
- inform the evidence presented in the school Self-Evaluation Form.

What sort of data can be collected and used?

We log information on the date and type of incident and record data on:

- information on what action the school took and the impact this had on the bullying behaviour
- a range of data from student surveys including quantitative data and perception data
- parental complaints to the school or LA regarding bullying behaviour
- records of the Educational Welfare Service identifying where bullying behaviour is a factor in non-attendance at school

- Exclusions data related to bullying behaviour
- transfer and admissions data, specific requests for transfer due to bullying behaviour or harassment
- information and evidence collected under the National Healthy Schools theme of 'emotional health and well-being' (including bullying behaviour)
- data from Ofsted reports
- information contained in School-Improvement Plans.

8. Communicating the Policy

As a school, we summarise the Anti-Bullying Policies on the school's VLE, and include them within induction programmes for all staff. The policy is always accessible to parents and can be found on the Tadcaster Grammar School website or upon request from the School Office. Students are made aware of the policy via a range of means including assemblies, Life Skills lessons, Student Leadership and School Council meetings.

The policy reflects the 'Bullying Charter for Action' which is used as a key vehicle for communicating and celebrating the anti-bullying stance of the school with students, parents and partner agencies. It has been developed and customised for our school by the student peer supporters the ABAs (Always Being Around). It is displayed prominently in the school Reception area and teaching rooms.

9. Monitoring, evaluation and review

The school will review this policy regularly and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Links to whole school policies:

This policy links to other whole school policies and practices on:

- Curriculum policies
- Child Protection & Safeguarding policies
- School-Improvement Plan
- Behaviour Management Policy
- Staffing policies
- Site policies including those for before/after school clubs, break-times, lunchtimes and travel-management supervision routines.
- Equality and Diversity
- The Anti-Bullying Charter
- The School Code of Conduct
- Home School Agreement
- Physical Control and Intervention

Additional Information

Support for parents: parents can contact Family Lives on 0808 800 2222 for further advice on helping their child to deal with bullying behaviour. Family Lives offers a 24-hour confidential and free line for parents staffed by trained volunteers, as well as materials, workshops and courses that give parents tools and ideas to build closer relationships with their children, and to help their children to make the most of life. There is extensive information on the Family Lives website.

Procedures for Staff

- Investigate every complaint as soon as possible.
- Make sure a written record is kept or it is recorded on E-portal
- Establish whether the incident is of a very serious nature (e.g. repeated name calling or of a physical nature) or of a less serious nature (e.g. an isolated incident of name calling)

An isolated incident of a less serious nature:

- The student or students involved in the incident is/are to be spoken with and a verbal warning is to be issued to the student who has shown bullying behaviour
- The incident is to be followed by referring it to the Form Tutors or Student Development Team Lead who will follow up by speaking to all to make sure the situation is resolved.

Any incident where a verbal warning has already been given or the bullying behaviour involved physical violence:

- Student Development Team to deal with incident.
- Parents of both the student showing bullying behaviour and the student experiencing it to be informed.
- The student showing bullying behaviour should be to be isolated and interviewed about his/her actions and consequences thereof.
- Suitable sanctions for the incident to be given (i.e. if incidents are happening at break then the student showing bullying behaviour should be removed from the school population during critical times or placed in Inclusion).
- All students involved will be made fully aware that any further bullying behaviour will lead to students Internal Exclusion or Fixed Term Exclusion.
- All incidents to be followed up by Student Development Team or Tutors.