Anti-Bullying Policy

SLT Oversight	MCA
Adopted by the LGB	MAY 24
Review Date	MAY 27

Aim

Tadcaster Grammar School is committed to further developing a culture where the bullying of students and adults is not tolerated in any form.

This policy outlines:

- our approach in recognising, addressing and preventing all forms of bullying among students;
- what we will do to prevent and tackle all forms of bullying.

It links with the four core student values, especially:

- RESPONSIBILITY: taking ownership of our actions.
- RESPECT: being considerate to ourselves and others.

National Guidance References

Department for Education "Preventing and Tackling Bullying" (2017)
Department for Education "Keeping Children Safe in Education" (2020)

Responsibilities

It is the responsibility of:

- The headteacher to communicate this policy to the school community;
- The headteacher to ensure that disciplinary measures are applied fairly, consistently and reasonably;
- School Governors to take a lead role in monitoring and reviewing this policy;
- All staff (including governors, teaching and non-teaching staff) to support, uphold and implement this policy consistently;
- Parents/carers to work in partnership with the school;
- Students, to respect and abide by the policy.

Forms of bullying covered by this policy

- Bullying related to:
  - race, religion, nationality or culture;
  - SEND (Special Educational Needs or Disability);
  - appearance or physical/mental health conditions;
  - sexual orientation such as homophobic and biphobic bullying;
  - young carers, children in care or otherwise related to home circumstances.
- Sexist and/or sexual bullying.
- Transphobic bullying.
- Cyberbullying.

Definition of bullying

- Bullying is "behaviour by an individual or a group, **repeated over time** that intentionally hurts another individual either physically or emotionally". (DfE, Preventing and Tackling Bullying, July 2017).

- Bullying can include: name calling, making offensive comments, kicking, hitting, taking belongings, producing offensive graffiti, gossiping, excluding people from groups and spreading hurtful and untruthful rumours.

  - This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

- Bullying can be a form of peer on peer abuse and can be emotionally abusive; it can cause severe and adverse effects on children's emotional development.

- Bullying can involve an imbalance of power and can take place between children, between adults and between adults and children.

Bullying is not

Behaviour that all parties have consented to and enjoy.

The Law

There are a number of pieces of legislation, which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These include, but are not limited to:

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

Although bullying in itself is not illegal, some forms of bullying are illegal and could be reported to the police if school deems this appropriate to do so. These forms of bullying include:

- violence or assault
- theft
- repeated harassment or intimidation, for example threats and abusive phone calls or text messages
- hate crimes

In addition, parents of the victim always hold the right to make a complaint to the police if they deem it appropriate to do so.

Links to the curriculum

From their arrival in Year 7, students are given the very clear message that any form of bullying or unpleasant behaviour is neither welcomed nor tolerated at Tadcaster Grammar School. This is reiterated in assemblies, in tutor groups and through the curriculum, particularly in subjects such as Life Skills. Within this subject, students cover a wide range of social issues around differences which might provoke conflict if not explained and understood properly.

In-school strategies to support anti-bullying

- Ensuring that there is a promotion of an open and honest anti-bullying ethos in the school.
- Investigate all allegations of bullying.
- PSHE program that discusses issues such as diversity and anti-bullying messages.
- Calendared anti-bullying week.
- Assemblies both in Year groups and tutor time that promote a sense of community.
- Class discussions and role plays in Drama, English and RE that draw out anti–bullying messages.
- Acceptable User Agreement that is signed by all to prevent misuse of the internet and deter cyberbullying.
- Appropriate use of CCTV.
- E-safety covered in ICT lessons.
- Adequate staff supervision at lunch and break times.

- Clear and consistently applied policies to support Behaviour for Learning.
- Core values that support anti-bullying, which are promoted throughout the school year.

Procedure for students to report bullying behaviour

Where bullying does occur, students and parents/carers are encouraged to report it as soon as possible.

The first point of contact should be with the relevant Pastoral Leader.

If they are not satisfied with the response or are unsuccessful in making contact, then they should report an incident to the Year Leader.

Procedures for Responding to Bullying

Investigation into the bullying incident is completed through a staged approach process

Stage 1 - The member of staff receiving the bullying complaint must respond by logging the incident on Class Charts and with the relevant Patoral Leader, detailing all known information. If able and appropriate , the member of staff who has received the complaint should take statements and help collect evidence using the school witness statement forms.

Stage 2 -The Pastoral Leader will take responsibility for ensuring the issue is investigated and that appropriate actions are taken. They will work in conjunction with Year Leader, and relevant Tutors to ensure that the victim is supported and appropriate sanctions are applied to the aggressor.

Stage 3 –The Pastoral Leader will contact parents/carers to explain what is happening with identification of the bully not given. Regular follow up checks will be carried out by the Pastoral Leader, Year Leader or the Tutor of the victim.

Stage 4 –The Pastoral Leader will ensure that all witness statements are filed away and the bullying incident is record on Class Charts. Recording of bullying with be recorded under one of the following bullying categories; Physical, Verbal, Cyber, Homophobic or Racist incident.

Factors that will be considered when determining the appropriate sanctions:

The policy should be followed consistently but we will consider:

- Any additional needs of all involved;
- The impact on the victim;
- The motivation of the aggressor.

Useful links and supporting organisations

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practice-schools

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance for young people with SEN and disabilities: www.cafamily.org.uk
- SEND code of practice: www.gov.uk/government/publications/send-code-of-practice

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/ukcouncil-for-child-internet-safety-ukccis

Race, religion and nationality

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama:www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com/
- Show Racism the Red Card: www.srtrc.org/educational

LGBTQ

- Barnardos LGBTQ Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org

- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

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