



Great Torrington School

ANTI-BULLYING POLICY

Approving Committee:	Teaching and Learning
Approval date:	5th December 2016
Reference to the item within the relevant Committee minutes:	2014-15/T&L/16
To Full Governors Y/N Minute Reference	
Staff Sponsor	ABL
Date of the next review of the Policy Document:	Autumn 2018

In this policy where staff is referred to this relates to all members of both teaching and non-teaching staffs.

1. ETHOS AND VALUES

GTS is committed to creating a safe environment where young people can learn and socialise freely and without fear. Bullying is completely contrary to our school values. We recognise bullying is a complex and emotive issue and we will not tolerate it any form and will act swiftly to address it. We aim to create an environment in which targeted children (and their families) feel safe to tell when bullying does occur and confident that action will be taken by the school. Parents and carers, pupils and governors, as well as school staff, will be involved in the implementation, monitoring and revision of this policy.

2. AIMS AND OBJECTIVES

1. The aim of the policy is to prevent and deal with any behaviour deemed as bullying, and to promote an ethos where bullying is regarded as unacceptable, so that a safe and secure environment is created for everyone to learn and work in.

This Policy can relate to any bullying [and prejudice related] 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. Head teachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff.

Where bullying [including prejudice related incidents] outside school is reported to school staff, it should be investigated and acted on. The head teacher should also consider whether it is appropriate to notify the police or local authority of the actions taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

2. Objectives:
 - a. To reduce the frequency of bullying incidents.
 - b. To increase the likelihood that incidents are disclosed to responsible adults.
 - c. To intervene effectively when bullying happens.
 - d. To improve children's safety and well-being.
3. The school will aim to achieve its objectives through:
 - a. Raising awareness of, and defining bullying, as well as gaining an understanding as to why children bully.
 - b. Positive action to prevent bullying through 3Rs, House Time and opportunities through other curriculum areas.
 - c. Development of a consistent response to any bullying incidents that may occur.
 - d. Provision of support for all members of the school community who may be involved in a bullying situation.
 - e. Developing and supporting home, school and community partnerships.

3. DEFINITION OF BULLYING

1. **Bullying is a subjective experience but for the benefit of this policy we are taking the following definitions contained within "Bullying and Prejudice Related Incidents - preventing and responding" (Babcock/Devon County Council 2012)**

Bullying may be defined as deliberately hurtful behaviour (physical or emotional), usually repeated over a period of time, where it is difficult for those bullied to defend themselves. Bullying may or may not be because of a protected characteristic (sometimes referred to as 'identity based bullying').

Prejudice related incidents are one-off incidents relating to a protected characteristic, which may or may not be directed at an individual. They may or may not be carried out with the intention to harm or cause offence.

At GTS we consider bullying to be:

- Repetitive, wilful or persistent
- Intentionally harmful, carried out by an individual or a group
- An imbalance of power leaving the victim feeling defenceless.

Pupils, Staff and Parents are encouraged to think S.T.O.P when considering whether a child is being bullied or being a bully.

Several Times On Purpose

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

Bullying behaviours may include: Name calling, taunting, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or via the internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours. Although often done in isolation, it can take place in the presence of others.

4. ROLES AND RESPONSIBILITIES

1. All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
2. All governors and teaching and non-teaching staff should know what the school policy is on bullying and follow it when bullying is reported.
3. All pupils and parents should know what the school policy is on bullying and what they should do if bullying arises.

5. PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING

1. Reporting Incidents:

Incidents are recorded by staff on a pupil information slip or e-mail and forwarded to the Head of Learning (HOL) and Pupil coach (PC).

2. Responding to Incidents:

All incidents of bullying to be discussed by HOL and PC and to gather further information from pupils and colleagues.

3. Recording to Incidents:

All information obtained during investigation should be copied to both the victims and perpetrators personal file.

- One off incident – action taken – logged in personal file
- Second incident or one which required more significant intervention should be logged on the Bullying Log – Stage 1. This is found on the T Drive. Letter sent to parents advising them of the incident.
- Repeated incident or serious incident requiring significant intervention logged on Bullying Log – Stage 2. BPRI (Appendix 1) form completed and submitted. Letter sent to parents. Parents asked to attend meeting to discuss further actions and sanctions.
- HOL to collect information and monitor further incidents and complete further BPRI forms where necessary. Assistant Head Teacher (AHT) (Support and Development) to meet with HOL if bullying continues to discuss the implementation of further or increased sanctions. All communication between pupil/staff/parents/HOL and AHT to be logged.

4. Follow-up to Incidents:

- a. Parents and pupils may be invited to attend Restorative Justice Meetings.
- b. The school will inform Educational Welfare Service (EWS).
- c. The school, where necessary, will inform outside agencies.
- d. The school, where necessary, will inform the community police.
- e. Pupils (victim / aggressor) to be offered counselling and/or support where appropriate.

5. APPEALS PROCEDURE

It is the right of every pupil and their parents or guardians to appeal to the Chair of Governors if they consider that a bullying matter has been dealt with insensitively or ineffectively. This appeal should only be as a last resort and should always follow a complaint to the Headteacher and failure to act on that complaint. If no satisfaction is gained from the Headteacher or the Governing Body then communication with the Children & Young People's Services Office, Civic Centre, Barnstaple is advised.

6. SANCTIONS

1. There is no single solution to bullying, at GTS we will consider the most appropriate actions in order to achieve a positive outcome for the pupils and families involved. Appropriate sanctions will be carried out in line with the school's Behaviour for Learning Policy (Policy no. 3), sanctions will be fairly and consistently applied.
2. Depending on circumstances sanctions might include:

- a. Restorative actions/meeting
- b. Lunchtime detention – pastoral
- c. Internal Suspension – 1 day
- d. Internal Exclusion – 1 to 3 days
- e. Fixed term exclusion 1 to 5 days
- f. Permanent exclusion

7. STRATEGIES FOR THE PREVENTION AND REDUCTION OF BULLYING:

1. Buddy system
2. Assemblies
3. Anti-bullying week
4. Peer support
5. Drama, role-play about bullying
6. 3Rs curriculum
7. Counselling
8. Tutorial
9. Displays
10. Youth worker
11. Lunchtime KS3 club
12. Parent council
13. ICT KS3 cyber bullying E safety
14. Workshops including “Day of Difference” Year 10.
15. Police presentations
16. Governor link
17. TLC card

8. MONITORING AND EVALUATION

1. Working group
2. HOL
3. Survey for parents, pupils and staff including Ofsted based questionnaires
4. Annual report to Governors

9. OTHER POLICIES

This policy should be read in conjunction with the school’s Behaviour Policy, Pupil Attendance Policy, Equal Opportunities Policy, Race Equality Policy, Drugs Policy, PSHE (3Rs) Policy, Child Protection Policy, Disability & Equality Policy. The school, when drafting this policy, is mindful of The Equality Act (2010).

10. GUIDELINES

Guidelines for All Staff:

1. All staff undertake all reasonable steps to ensure the safety and well-being of young people under their supervision and will endeavour to pick-up, on and address, issues that impact adversely on them at the earliest possible stage.
2. For a pupil to discuss incidents of this nature he or she must feel great confidence in the adult concerned. Ideally such discussion will take place in a private space and be given adequate time. In every circumstance teachers should be seen to listen carefully and accept what pupils say in a calm and non-judgemental manner. Frequently children who are victims of bullying have low self-esteem and lack confidence. One way of redressing this is the willingness of the teacher to listen and then to demonstrate that the individual

concerned is being respected and is worthy of attention. At the end of a discussion the pupil must know that the teacher is concerned, that they know bullying has happened and that help will be offered. Confidentiality may not be able to be kept depending on the circumstance.

3. Within the school procedures for handling incidents, or difficulty, the pupil should be given access to a member of staff with whom they can discuss any further problems. It will be helpful for the pupil to decide who this should be. In due course it may be necessary to work with a pupil and/or parents on strategies that will help to safeguard against further incidents.
4. Do not minimise the “crime” of bullying – assault is an offence, harassment is an offence. In appropriate cases and in consultation with victim and parents, AHT may refer to the PCSO.
5. Strategies might include:
 - a. Helping the individual to return to the group in which they have been bullied, considering, for example, what the pupil might say on meeting the bully.
 - b. Enabling the pupil to express feelings about being bullied and fears about the future.
 - c. Considering with the pupil whether aspects of their own behaviour might be inviting a bullying response from others.
 - d. Incidents of any BPRI (Stage 2) are reported to Reducing Bullying in Schools, Babcock LDP forms will be handed to HOL link.
 - f. Helping pupils to deal with private feelings, such as those of shame, humiliation or fear.
 - g. Working with the pupil to find the most important aspect of the problem, offering a weekly support or where available and appropriate, counselling sessions.
 - h. Consider with the pupil the most appropriate places in which to spend leisure time.
 - i. Assisting the pupil to participate in activities.
 - j. Experiences can be introduced in which an individual can develop positive attitudes to his or her own performance.
 - k. Work with the pupil if there are identification triggers for the bullying. Teaching staff are aware that 72% of “Young Carers” have experienced bullying. Children in Care, personal hygiene, special educational needs may all be a factor for the bully.

11. GUIDELINES FOR INVESTIGATING BULLYING

1. If you can't deal with it straight away, make an appointment (the sooner the better).
2. Get the facts before you act.
3. Confirm those facts with a neutral party, if possible.
4. Check out the background with tutor.
5. Interview pupils singly and minimise the risk of collusion.
6. Maintain confidentiality.
7. Recognise that getting to the truth often takes time and persistence.
8. If in doubt, get a second opinion from a colleague.
9. Make early contact with parents (of bully and victim) unless victim makes a strong and well-reasoned case to the contrary.
10. Enforce appropriate sanctions.
11. Arrange for the victim to receive support.
12. Record incident on SIMS.net.
13. Communicate outcomes and action to parents and to staff on a “need to know” basis.
14. Ensure that the situation is monitored as is appropriate.

12. BULLYING – ADVICE TO STAFF

1. Take any report of bullying seriously.
2. Be prompt to class and prompt to duty.
3. Don't leave your class unless it's an emergency.
4. Always be on the look-out for behaviour which points to bullying: e.g. unexpected silence, that look, bags out-of-place, pupils where they shouldn't be, torn/spoiled clothing, whispering, tripping/kicking, poor attendance etc.
5. Record all incidents of bullying on pupil information slip or e-mail.

13. BULLYING – ADVICE TO PUPILS

1. Tell someone early and nip it in the bud – prevention is better than cure.
2. Tell someone else – support a friend in need.
3. Don't leave your personal belongings unattended – this can often lead to problems.
4. Stick with your friends – this makes bullying more difficult.
5. Stay away from places where you know trouble can happen.
6. If you suffer problems on a school bus where you can't get away, seek help from the school leaders. If that doesn't work, speak to your parents or see your tutor who may decide to alert your Head of Learning or AHT to the problem.
7. Trust those people who deal with bullying - they know what there are doing.
8. Complete a personal diary/log of incident (stage times, date, place, witnesses).
9. Be aware of cyber-bullying collect evidence (text message, e-mails, chat room).

14. BULLYING – ADVICE TO PARENTS

1. If you suspect your child is being bullied – ask him/her.
2. Recognise that it often takes courage for a child to admit they are being bullied. They will almost always have tried already to deal with the problems themselves.
3. Listen carefully to him/her and find out what's going on.
4. Help your child to keep a record/diary of incidents.
5. Take what he/she tells you seriously.
6. Inform his/her tutor or Head of Year.
7. Work with the School to solve the problem – we cannot succeed if we work independently.
8. Help your child cope with the bullying and equip him/her to resist it until it goes away.
9. Don't hope it will go away – the sooner you act, the more chance we have of nipping the problem in the bud.
10. Work with any identified outside agencies.

For Further information and guidance please refer to:

“Bullying and Prejudice Related Incidents: preventing and responding - Information for schools, pupil referral units and other settings for children and young people”. September 2012

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf

Bullying and Prejudice Related Incidents Form –

Send to: reducingschoolbullying@babcockinternational.com

BPRI Form

Details of those involved:

Names:	Target(s)	Aggressor(s)
<p>Please also provide per name:</p> <ul style="list-style-type: none"> • Year Group/Staff/Guardian/Visitor. • Ethnicity (and religion if relevant). • Disability or SEN? • Gender. • Child in Care (CiC)? 		

Type of incident (tick all that apply):

<input type="checkbox"/> Visual/written (e.g. graffiti, gestures, showing pictures, wearing racist insignia).	<input type="checkbox"/> Incitement (e.g. spreading rumours or encouraging others to participate).	<input type="checkbox"/> Damage to personal property.
<input type="checkbox"/> Physical (e.g. hitting, kicking, pushing or unwanted touching).	<input type="checkbox"/> Cyber bullying (e.g. text, facebook or email).	<input type="checkbox"/> Threat with a weapon.
<input type="checkbox"/> Verbal (e.g. name-calling, ridicule, comments).	<input type="checkbox"/> Segregation (e.g. excluding, ignoring or avoiding).	<input type="checkbox"/> Theft or extortion.
<input type="checkbox"/> Racism (e.g. skin colour, nationality, culture, ethnicity).	<input type="checkbox"/> Homophobia (e.g. derogatory use of the word “gay”).	<input type="checkbox"/> Sexism/Sexual harassment.
<input type="checkbox"/> Disability related.	<input type="checkbox"/> Religion or belief related.	<input type="checkbox"/> Gender identity related.
<input type="checkbox"/> Related to the target’s perceived characteristics (e.g. their skin colour or learning disability).	<input type="checkbox"/> Related to the perceived characteristics of someone the target associates with (family member, friend etc).	<input type="checkbox"/> Persistent Bullying Other (<i>please describe below</i>):

Description of the incident(s):

When did it happen? (date & time)	Where did it happen?	Summarise what happened and who was involved including witnesses, participants and bystanders:

Appropriate action agreed to be taken:

With the aggressor(s)	With the target(s)	With the school
<input type="checkbox"/> Apology to the target(s).	<input type="checkbox"/> Comfort and reassurance.	<input type="checkbox"/> Staff/governor training.

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| <input type="checkbox"/> Awareness raising (behaviour unacceptable/valuing diversity). | <input type="checkbox"/> Buddying, mentoring or peer support. | <input type="checkbox"/> Class/peer group workshop. |
| <input type="checkbox"/> Restorative justice. | <input type="checkbox"/> Counselling. | <input type="checkbox"/> Assembly subject. |
| <input type="checkbox"/> Disciplinary action. | <input type="checkbox"/> Referral to specialist help/agency. | <input type="checkbox"/> Review of curriculum or policy. |
| <input type="checkbox"/> Notify parent(s)/guardian(s). | <input type="checkbox"/> Notify parent(s)/guardian(s). | <input type="checkbox"/> Campaign e.g. posters. |
| <input type="checkbox"/> Exclusion. | <input type="checkbox"/> Medical treatment. | <input type="checkbox"/> Letter to parent(s)/guardian(s). |
| <input type="checkbox"/> Notify police (if criminal activity). | <input type="checkbox"/> Set review dates. | <input type="checkbox"/> Initiative with learning community/loc authority. |
| <input type="checkbox"/> Other (<i>please describe below</i>): | <input type="checkbox"/> Other (<i>please describe below</i>): | <input type="checkbox"/> Other (<i>please describe below</i>): |

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Repeat incidents:

Select if this is a repeat Incident.	<input type="checkbox"/>
Date(s) of previous incident(s):	

Other relevant information:

Describe any other relevant information: if it has stopped, details of changes made, other people or agencies involved, information about the target and aggressor's relationship, educational needs or attendance record, things that could have influenced the incident such as world events or media coverage.

Form completed by:

Print name	Position	Signature	Date
Name of School and contact details:			

- Select if you would like the local authority to contact you about the support available.

Send to: reducingschoolbullying@babcockinternational.com or Reducing Bullying in Schools, Babcock LDP, 2nd Floor, Milford House, Pynes Hill Exeter, EX2 5GF. **Please refer to the BPRI Guide for further information.**