



Great Torrington School

ANTI-BULLYING POLICY

Approving Committee:	Teaching and Learning
Approval date:	24th November 2014
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To Full Governors Y/N Minute Reference	Not Applicable
Staff Sponsor	ABL
Date of the next review of the Policy Document:	September 2015

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 fundamentally 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.

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 DFE definition set out in its document "Prevention and Tackling Bullying":**

‘Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.’

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.

- a. 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.
- b. 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 for 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. Bullying Incident form completed and letter sent to parents.

HOL to collect and monitor incidents and complete bullying form where necessary. Assistant Head Teacher (AHT) (Support and Development) to meet with HOL. There will be communication between pupil/staff/parents by HOL or AHT.

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 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. 8), sanctions will be fairly and consistently applied.

2. Depending on circumstances sanctions might include:

- a. Lunchtime detention – pastoral
- b. Internal Suspension – 1 day
- c. Internal Exclusion – 1 to 3 days
- d. Fixed term exclusion 1 to 5 days
- e. 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. PSHE
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
15. Police presentations
16. Governor link
17. TLC card

8. MONITORING AND EVALUATION

1. Working group
2. HOY
3. Survey for parents, pupils and staff

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 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. The appropriate school bullying forms are available to all staff in staff room, at the end of this policy and on the “T” drive.
 - e. Incidents of “racial abuse” are reported to the appropriate anti-discriminatory organisation and forms will be completed and handed to HOY/AHT 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.

Report Form for Bullying Incidents

Type of Incident	Staff Initial & Date	
Racist		
Religion or Culture		
SEN or Disability		
Appearance		
Health conditions		
Sexual Orientation (homophobic)		
Sexist		
Sexual		
Other		

Method of Bullying

Physical (hitting, kicking, taking belongings)	
Verbal (name calling, insulting, making offensive remarks)	
Indirect (spreading nasty stories, exclusion from social groups, malicious rumours, text messaging, cyberspace)	

This form should be used by a Head of Learning, to report any bullying incidents directed at pupils on school premises or on a journey to and from school by any member of the school community.

Its purpose is to provide information about bullying incidents that occur so that preventive action can be taken, and to evaluate effectiveness of how incidents are dealt with.

In cases of personal injury an accident form should also be completed.

PUPIL

Forename and Surname _____

Tutor Group _____

Year		Boy		Girl	
SEN		CIC		EAL	

ALLEGED OFFENDERS (Please tick appropriate boxes)

Member of school staff
 Pupil
 Intruder
 Other:

Visitor
 Student teacher
 Parent/carer

Name (s):

Date of incident	
Time of incident	
Location	
Brief description of events, including those leading up to the incident:	

WITNESS(ES) (Only record addresses if not a member of the school community)

Name	Age	Male/Female	Address

OTHERS WHO NEED TO BE INFORMED (BUT DO NOT NEED THIS FORM)

Parents/Carers of Victim	<input type="checkbox"/>	Police	<input type="checkbox"/>
Parents/Carers of Perpetrator	<input type="checkbox"/>	Other(please state)	<input type="checkbox"/>
Mr A Bloodworth	<input type="checkbox"/>		<input type="checkbox"/>

ACTION TAKEN

With offender:

With victim:

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Yes
No

Are the victim/family satisfied the matter has been dealt with effectively?

Outcomes/further action required (including Whole School Action/Recommendations):

Is this a repeat incident?	Offender	Victim
If yes, state number of previous incidents:		
DISABILIITY / SEN (State yes/no)		

Signed by student:	Date:
Signed by pastoral member of staff:	Date:

**THIS FORM NEEDS TO BE RETAINED UNTIL THE PUPIL IS 25 YEARS OF AGE.
DESTROY AFTER**

Report Form for Racist Incidents

The Stephen Lawrence Inquiry defines a racist incident as 'any incident which is perceived to be racist by the victim or any other person'.

EXAMPLES OF RACIST INCIDENTS

- Refusal to co-operate with others
- Racist remarks or jokes
- Assault
- Promotion of racist materials
- Racist graffiti
- Name-calling

This form should be used by a student, or member of staff with pastoral responsibility on behalf of a student, to report any racist behaviour/incidents including that directed at her/him on school/college premises or on journey to and from school by any member of the school community.

Its purpose is to provide information about racist incidents that occur so that preventive action can be taken.

In cases of personal injury an accident form should also be completed.

Students for whom English is an additional language may complete the form in their own language and must be given help with translation.

PUPIL/STUDENT (to fill in this side of form, with help if necessary)

Forename and Surname _____

School/College _____

ALLEGED ASSAILANT(S) OR PERPETRATORS (Please tick appropriate boxes)

Member of school staff <input type="checkbox"/> Pupil <input type="checkbox"/> Intruder <input type="checkbox"/> Other: <input type="checkbox"/>	Visitor <input type="checkbox"/> Student teacher <input type="checkbox"/> Parent/carer <input type="checkbox"/>
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Name (s): _____

Note: The identity of the assailant/victim is not needed for the report, but the school must keep a record of the name or have a description of the person involved which may be required in the event of court proceedings.

INCIDENT REPORT

This form should be kept by the school and a copy sent to Children and Young People's Services Directorate, County Hall, Topsham Road, Exeter EX2 4QG.

Use additional sheets if needed (or adjust size electronically).

To be filled in by investigating staff:

School/College _____
 School/College Address _____

DESCRIPTION OF INCIDENT (tick all that apply)

Verbal	<input type="checkbox"/>	Being excluded	<input type="checkbox"/>	Sexual harassment	<input type="checkbox"/>
Physical	<input type="checkbox"/>	Incitement of others	<input type="checkbox"/>	Disability related harassment	<input type="checkbox"/>
Graffiti	<input type="checkbox"/>	Threat with a weapon	<input type="checkbox"/>	Other (state below):	<input type="checkbox"/>

Date of incident: _____

Time: _____

Location: _____

Brief description of events, including those leading up to the incident:

WITNESS(ES) (Only record addresses if not in school records)

Name	Age	Male/Female	Address

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OTHERS WHO NEED TO BE INFORMED (BUT DO NOT NEED THIS FORM)

Parents/Carers of Victim	<input type="checkbox"/>	Police	<input type="checkbox"/>
Parents/Carers of Perpetrator	<input type="checkbox"/>	Racial Equality agency (state which)	<input type="checkbox"/>
Other (please state):	<input type="checkbox"/>		

ACTION TAKEN

Action taken against assailant/perpetrator: Support for victim:

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	Yes	No
Are the victim/family satisfied the matter has been dealt with effectively? Please indicate that you have completed a PO3 (the Corporate Incident form) and forwarded it to the appropriate centre for recording on-line.	<input type="checkbox"/>	<input type="checkbox"/>

Outcomes/further action required (including Whole School Action/Recommendations):

What support/training did/could the local authority or other agencies provide that helped you with this matter?:

DIVERSITY DATA (MUST BE COMPLETED)

For the purposes of DfES statistics it is helpful for us to have the following details.

	Perpetrator	Victim
Is this a repeat incident?		
If yes, state number of previous incidents:		
GENDER (e.g. Male or Female)		
AGE		
DISABILITY / SEN (State yes/no)		
ETHNIC ORIGIN		
Asian/Asian British		
Indian		
Pakistani		
Bangladeshi		
Other Asian background (please specify below)		
Black or Black British		
Caribbean		
African		
Other Black background (please specify below)		
Chinese/Chinese British		
Mixed		
White/African Caribbean		
White/African		
White/Asian		
White/Chinese		
Other Mixed background (please specify below)		
White		
British		
Irish		
European		
Other White background (please specify below)		
Traveller/Gypsy		

Other description: _____

We have decided it is not appropriate to collect data on sexual orientation for a number of reasons including the disclosure of information that might be private.

Signed by student/parent/carer:	Date:
Signed by headteacher/pastoral member of staff:	Date:
