



## The Tiffin Girls' School

### ANTI-BULLYING POLICY

REVIEWED March 2021

1. The school's vision is to be, 'An intellectually stimulating and outward facing school, enabling students to flourish and contribute to society.' Our motto of '*sapere aude* – dare to be wise' is embodied in our core values of 'Community' (Collaboration, Celebration of diversity & Active citizens), 'Love of Learning' (Inspiration, Embrace knowledge and Creative & Critical Thinking) and 'Character' (Integrity & Respect, Courage & Resilience and Independence & Initiative).
2. At The Tiffin Girls' School all members of the school community have a sense of responsibility and mutual respect for others. These shared values establish a safe and friendly learning culture in the school. Any form of bullying is not tolerated in our school; it undermines the values central to the school and is unacceptable. If bullying does occur, all students should feel able to tell and know that incidents will be dealt with promptly and effectively. This means that anyone who knows that bullying is happening is expected to tell the staff.
3. This policy aims to:
  - clearly define the expectations we have for each member of the school community;
  - Set out the legal framework under which we as a school are obliged to deal with bullying instances
  - provide each member of the school community with an understanding of what bullying is
  - cover a variety of different groups that are effected by bullying including SEND students, Looked After Children, students of differing race and religion, LGBTQ groups and the general student population
  - provide staff, students and parents/carers information on what to do if bullying arises
  - provide a consistent, fair and effective approach to dealing with bullying;
  - encourage a positive and supportive atmosphere for learning and teaching so that students can thrive and engage positively with new experiences and understanding;
  - inform and guide staff in their identification of bullying behaviour and best practice for dealing with bullying situations.

#### Legal Framework

4. As a school, we are aware of our legal responsibility to ensure that measures are in place to encourage good behaviour and prevent all forms of bullying amongst those in our school community. We are also mindful that there are situations when a bullying incident may be seen as a child protection concern. In such situations, we follow our safeguarding procedures and will report these to external authorities.
5. Although bullying is not defined in the UK as a crime, nevertheless certain types of harassing or threatening behaviour or communication can constitute a criminal offence. If we feel that an offence may have been committed, we will seek advice from the police.
6. We recognise that as a school we are given wider search powers through the Education Act 2011 to tackle cyber bullying in particular, and as such can search for and if necessary delete inappropriate images or files on electronic devices.

### **This policy draws on the following documents:**

- Keeping Children Safe in Education
- DFE Preventing and Tackling Bullying 2017
- Cyber Bullying – advice for Headteachers and School Staff
- The Education (Independent Schools Standards) (England) Amended Regulations 2014
- Education Act 2011
- Equality Act 2010
- The Malicious Communications Act 1988.
- The Protection from Harassment Act 1997.
- Children Act 1989
- The Public Order Act 1986.
- The Communications Act 2003.

### **Defining Bullying**

7. There is no single legal definition of bullying. As a school, we draw on a body of literature to clarify our understanding of the features that constitute bullying.
8. Bullying can be defined as: *'Unwanted, deliberate and repetitive behaviour that involves a real or perceived power imbalance'*
9. In order to be considered bullying, the behaviour must be intentional and include:
  - An imbalance of power to control or harm others.
  - Repetition: bullying behaviours happen more than once
10. It is also important to note that bullying 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.
11. A research review for the NSPCC produced a useful definition for the five essential components of bullying:
  - There is an intention to harm e.g. a person teasing another with the intention of deliberately upsetting them
  - There is a harmful outcome: a person or persons are hurt emotionally or physically
  - The act can be direct or indirect e.g. it could involve direct aggression such as kicking someone or it could be an indirect act such as spreading rumours via Facebook
  - There is usually repetition from the perpetrator. However, for vulnerable students in the school community, who may experience bullying, the repetition may be the repeat of the act by several individuals or groups of people
  - There is unequal power. A person or several persons who are (perceived as) more powerful due to, for example, their age or physical strength or size will abuse their power by bullying
12. Bullying behaviour can be direct or indirect, simple or complex.

## Types of Bullying

13. There are several different types of bullying and any bullying situation may involve a number of actions from each type. These categories include:

- Verbal bullying is saying or writing negative or hurtful comments about others. Verbal bullying includes:
  - Teasing, name-calling, taunting
  - Inappropriate direct sexual, racist, homophobic, biphobic and transphobic comments.
  - Hurtful comments about someone's disability
  - Threatening to cause harm
  - Pressuring others through words
  - Sarcasm
- Non-verbal bullying is the use of body language and physical space to intimidate others. Non-verbal bullying includes:
  - Making hurtful or rude hand gestures
  - Eye rolling, blanking, refusing to give eye-contact, teeth sucking
  - Invading others' personal space
  - Excluding others through team picking, group work, paired work
- Physical bullying involves hurting a person's body or possessions. Physical bullying includes:
  - Hitting/kicking/pinching/Spitting/tripping/pushing, any form of violence
  - Taking or breaking someone's possessions
- Social bullying is sometimes referred to as relational bullying, involves hurting someone's reputation or relationships. Social bullying includes:
  - Leaving someone out on purpose
  - Adversely influencing other's relationships
  - Spreading rumors about someone
  - Embarrassing/ridiculing someone
- Cyber bullying is bullying that takes place using electronic technology. Electronic technology includes devices and equipment such as mobile phones, computers, and tablets as well as communication tools including social media sites, text messages, chat, and websites. Examples of cyber-bullying include:
  - Hurtful text messages or emails
  - Rumors sent by email or posted on social networking sites
  - Posting or commenting on embarrassing pictures, videos, websites
  - Creating fake profiles
- Sexual bullying is when the nature of the bullying involves
  - Unwanted physical contact
  - Sexually abusive comments
- Extortion is when individuals are manipulated into behaving in a way that they would not if they were not being bullied. Examples include:
  - Giving over money
  - Doing other's homework or share of group work

## Signs and Behaviours

14. Students who are being bullied at school will not always be prepared to tell others. A student may indicate by signs or behaviour that they are being bullied. Behavioural signs that might indicate a student is being bullied include the following:

The student:

- is frightened of walking to or from school
- does not want to go on the school / public bus; begs to be driven to school
- changes their usual routine or route to school
- is unwilling to go to school (school phobic)
- begins to truant, always wants to be alone, wants to change school
- becomes withdrawn, quiet, distant, anxious, or lacking in confidence
- starts stammering, sweating or shaking
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning, pretends to be ill, self-harms
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable, rapidly changing moods
- begins bullying other children or brothers and sisters (siblings)
- stops eating, over eating
- is frightened to say what is wrong, does not want to communicate or participate
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber-message is received
- In the case of SEND students, their SEND behaviours could indicate that bullying is taken place and so staff should not make assumptions that it is only their learning need

15. While individuals may not feel that, certain actions or words are of a bullying nature, if the recipient feels they are being bullied then that is sufficient evidence to treat the case as prima facie bullying and should be investigated. It may become apparent through the investigation process that signs and behaviours indicate other problems.

## Prevention of bullying

16. It is important that the whole school community is aware of the different types of bullying and its impact on individuals. As a school, we aim to foster this understanding through the following:
- Activities in Anti-Bullying Week
  - PSHE and Citizenship lessons
  - Staff training on the signs and symptoms of bullying
  - Student Council feedback
  - Assemblies addressing bullying and its impact
  - Student comment boxes
  - Outside agencies and speakers
  - Mentoring programmes
  - Information in student planners
  - Information for parents/carers on the school's website

17. These policies, practices and programmes ensure that a clear anti-bullying ethos is present in the school and that should anyone suspect that bullying is taking place, they know that they can inform any member of the school community knowing that their concerns will be thoroughly investigated and appropriate action taken.

### **Roles and Responsibilities**

18. As part of a whole school approach to foster a positive culture where bullying is taken seriously, individuals in our school take on different roles.

#### Headteacher:

- Whilst the Headteacher has overall responsibility for the behaviour and wellbeing of students, they delegate responsibility to a member of the Senior Leadership Team (SLT) to lead on dealing with bullying instances and promoting a 'talking' culture.
- The Headteacher may participate in discussions about appropriate sanctions and support within bullying situations.
- The Headteacher will ensure along with other members of the SLT that there is sufficient supervision at break and lunchtime and at the beginning and end of the day to minimise opportunities for bullying to take place.

#### Senior Leadership Team Lead:

- Ensure that all students, parents/carers and staff in our school know that bullying is completely unacceptable and if a situation arises the victim will be supported.
- Ensure that regular training sessions are provided to train staff in the signs and behaviours of individuals who may be at risk of bullying and what to do if bullying behaviours are observed in the school community.
- Ensure that the Anti-bullying policy and procedures for dealing with incidents of bullying are made available to all students and staff and reviewed annually.
- Liaise with Heads of Year (HoY) in regards to bullying investigations and agree the sanctions that should be put in place for bullies and support for victims.
- Inform parents/carers of victims and bullies of the action being taken, including exclusion.
- Provide a pastoral programme that contains key learning opportunities to engage with discussion about the impact of bullying and its different types.
- Provide clear advice to parents/carers on how to look out for signs of distress and whom to contact if their child is being bullied.
- Maintain the Bullying Log, Homophobic/Biphobic/Transphobic Bullying Log, Racist Incident Log and provide anonymised reports of such behaviours to the Local Authority if requested.

#### Heads of Year:

- Investigate in the first, instances of bullying as per our process for dealing with bullying. (Appendix 1)
- Take incident statements from all individuals within a bullying situation. (Appendix 2)
- Liaise with members of SLT to decide appropriate steps to take in dealing with the bullying situation and final sanctions.
- Alert parents/carers if the situation is unknown and keep parents/carers informed of the progress of the investigation and support that is available.

#### Teachers:

- Watch for early signs of distress in students and know the signs and behaviours to look for that indicate a student is being bullied.
- Address inappropriate behaviour on the spot and make it clear to the bully that this sort of behaviour is not acceptable in this school.
- Should listen carefully and record all incidents that involve bullying, sexist language, racist language and inappropriate homophobic, biphobic and transphobic language.
- Pass on any concerns about bullying behaviour to the HoY.

### Students:

- Should report to a member of staff when someone is being bullied or in distress.
- Let a member of staff or a parent know if they are the victim of bullying behaviour

### Parents and carers:

- Should raise any change in behaviour of their children or concerns about bullying with our school.
- Treat seriously any suggestion by their children that they may be being bullied.
- Encourage their child to talk to a supportive adult they know if they cannot talk to their parents or carers.

### Governors:

- Governors will ensure that the school has an up-to-date Anti-Bullying Policy and that time and resources are available to the school to train staff and students.

### **Review**

19. This policy will be reviewed by the Governing Board on an annual basis.

### **Links with other policies**

20. This policy should be read in conjunction with the following policies:

- Attendance Policy
- Behaviour for Learning Policy
- Discrimination Incident Policy
- Equality Policy
- ICT Acceptable Use Policy
- Relationship and Sex Education Policy
- Safeguarding Policy

### **Other information**

21. The following is a list of documents, websites and guidance that can be accessed in relation to bullying.

- <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- <https://www.anti-bullyingalliance.org.uk/>
- CHILDLINE 0800 1111 [www.childline.org.uk](http://www.childline.org.uk): Childline are there to help everyone whatever his or her worry. The telephone helpline is always available 24 hours a day, 7 days a week. You can also contact them online by email, talk to them in a 1-2-1 online chat, text us, or send your question to Ask Sam or post on the message boards. There are also a range of helpful videos available on the CHILDLINE website.
- KIDSCAPE 08451 205 204 [www.kidscape.org.uk](http://www.kidscape.org.uk): Kidscape is for the use of parents, guardians or concerned relatives and friends of bullied children. If you are a child and you are experiencing bullying problems, then please ring Childline on 0800 1111.
- BULLYING UK 0808 800 2222 [www.bullying.co.uk](http://www.bullying.co.uk)
- YOUTH ACCESS 020 8772 9900 [www.youthaccess.org.uk](http://www.youthaccess.org.uk)
- CHILDREN'S LEGAL CENTRE 0845 345 4345 [www.childrenslegalcentre.com](http://www.childrenslegalcentre.com)
- ADVISORY CENTRE FOR EDUCATION(ACE) 020 7354 8321 [www.ace-ed.org.uk](http://www.ace-ed.org.uk)

## **Appendix 1 - Process for Dealing with Bullying**

Staff members who observe bullying behaviour should deal with it on the spot and pass this information on to the Head of Year (HOY).

A parent who is concerned about bullying behaviour should contact the HOY and outline their concerns providing evidence where applicable, such as screen shots of inappropriate online communications.

Any student who experiences bullying or is a witness to an act of bullying, should tell a member of staff.

Once a report is made to a member of staff then the following actions will be put into place.

1. This information will be investigated by the HOY.
2. The victim will be asked to complete an incident statement. This should include the different instances that have occurred and outline how it made the victim feel and think.
3. The accused student/s will also be interviewed and Incident statements completed
4. Further information/evidence will be gathered as per the circumstances.
5. If there is conclusive evidence bullying has taken place, then the following consequences will apply:
  - a. Parents/carers will be contacted and the impact and consequences of the bullying behaviour will be discussed
  - b. There may be a mediation sessions between the students as part of a restorative justice approach
  - c. It may be appropriate that the bully write a letter of apology.
  - d. Assertiveness training for the victim and/or counselling
  - e. Alternatively, it may be appropriate for there to be an agreement/contract to ensure that events are not repeated.
  - f. It may also be appropriate, depending on the nature of the bullying for there to be a fixed term internal exclusion or fixed term external exclusion
6. The incident will be logged on the Bullying Register, and the Homophobic/Biphobic/ Transphobic Bullying and Racist registers where applicable. A copy of all paperwork will be kept on the student's file.

Appendix 2

**INCIDENT LOG**

STUDENT:	TUTOR GROUP:
STAFF NAME:	DATE:

DETAILS OF CONVERSATION (Give as much information as possible. Include relevant details: date, place, time, witnesses, full names/forms of those involved, direct quotations of what was said)