



# ANTI-BULLYING POLICY 2021-22

## **School Mission Statement**

“We pledge, through respectful relationships, to ensure all members of our community are supported in taking responsibility for their own learning, to become ‘well-rounded’ and caring individuals, with skills, attributes, qualifications and experiences to prepare them for their and our futures.”

**Excellence through Partnership**

Approved by: Academy Council

Date:

Last reviewed on: July 2021

Next review due by: September 2022

## Contents

|   |    |
|---|----|
| 1. Rationale.....   | 3  |
| 2. Aims .....   | 3  |
| 3. Definition and types of bullying .....                   | 3  |
| 4. Indicators of bullying .....                             | 4  |
| 5. School systems to support anti-bullying agenda.....      | 4  |
| 6. Reporting of bullying incidents .....                    | 5  |
| 7. Key personnel and responsibilities .....                 | 5  |
| 8. The seven steps approach.....                            | 6  |
| 9. Parent/carer support.....                                | 6  |
| 10. Continued bullying .....                                | 6  |
| 11. Links with other policies .....                         | 6  |
| Appendix 1: Bullying record .....                           | 8  |
| Appendix 2: The Seven Steps record .....                    | 11 |
| Appendix 3: Guidance model for dealing with incidents ..... | 12 |

## **1. Rationale**

Tottington High School strives to educate all its pupils in a happy school with high expectations, delivering quality education through quality first teaching and effective pastoral care. Bullying, of any sort, compromises this aim and prevents equality of opportunity and experience. It is the responsibility of all members of the school community to prevent bullying and to support the ethos of Tottington High School. Accordingly, the overall aim of this policy is to support everyone within the school community in tackling and eradicating bullying.

Where bullying exists, the victims must feel confident to activate the anti-bullying systems within the school in order to resolve situations. Furthermore, pupils must feel confident that when reporting matters relating to bullying, that these situations will be dealt with sensitively and effectively. It is our aim to empower the victims of bullying and to challenge the attitudes and values of those who are or have bullied. This will help to build and sustain an anti-bullying ethos at Tottington High School.

## **2. Aims of this policy**

The aims of this policy are:

- To demonstrate that the school takes bullying seriously and that it will not be tolerated;
- To take measures to prevent all forms of bullying and to protect those who might be bullied.
- To secure the active involvement of all staff, pupils and parents to combat bullying;
- To support everyone in the actions to identify and protect those who might be bullied;
- To demonstrate to all that the safety and happiness of pupils is enhanced by dealing positively with bullying.

## **3. Definition and Types of Bullying?**

Bullying occurs when an individual or a group uses strength or power to hurt, either emotionally or physically, by intimidating or demeaning others. Bullying can be emotional, physical, racist, homophobic, biphobic, transphobic, verbal or cyber. It is usually persistent and is often covert and is a conscious attempt to hurt, threaten or frighten someone. Pupils who are being bullied may show changes in behaviour such as becoming shy and nervous, feigning illness, taking unusual substances or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school.

Bullying can take many forms. The following list attempts to categorise those particular to an educational context but is not necessarily exhaustive:

Physical bullying – can include kicking, hitting, pushing and taking away belongings;

Verbal bullying – can include name calling, mocking and making offensive comments;

Emotional bullying – can include isolating an individual or spreading rumours about them;

Cyber bullying – involves the use of technology to hurt an individual – for instance, text messaging or posting messages/images on the Internet or any form of social media;

Racist bullying – occurs when bullying is motivated by racial, ethnic or cultural prejudice;

Sexual bullying – occurs when someone makes unwanted physical contact or makes sexually abusive comments;

Homophobic or biphobic bullying – occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people;

Transphobic bullying – occurs when bullying is motivated by a prejudice against people who identify as trans;

Disablist bullying – occurs when bullying is motivated by a prejudice against people with any form of disability;

Sexist bullying – occurs when bullying is motivated by a prejudice against someone because of their gender.

#### **4. Indicators of bullying**

In order to identify and support students who may be being bullied at Tottington High School, the following warning signs should be referred to:

- Changes in academic performance;
- Regularly feeling unwell or sick. Students may visit staff or room 34 in order to report feeling unwell and seek contact with home;
- Reluctance to attend school;
- Appearing anxious;
- Internal truancy;
- Money or possessions going missing;
- Damage to private property;
- Unexplained cuts and bruises;
- Unexplained changes in behaviour and sustained low mood;
- Loss of appetite and a loss of weight;
- Clear physical indicators of sleeplessness;
- Self-inflicted isolation;
- Withdrawn and unresponsive.

It is the responsibility of all members of the school community to follow the appropriate procedures when concerned about the welfare of one of our students. These are outlined in section 5.

#### **5. School systems to support anti-bullying agenda**

The anti-bullying agenda will be continuously promoted through the Personal Development curriculum, Form Time activities and assemblies throughout the academic year.

All members of the school will be vigilant and conscientious in their efforts to identify and then tackle all forms of bullying at Tottington High School. This will be supported through staff CPD and tutor sessions with pupils.

Student leadership teams will be tasked with supporting students for whom bullying is an issue and support the school to develop systems of restorative justice to resolve bullying incidents.

Staff and members of the student leadership team will act as mentors both to the victims of bullying and to students who themselves have been guilty of bullying behaviour in order to modify behaviour and support the ethos and culture of the school.

Where appropriate, incidents of bullying will be sanctioned internally by the school according to severity.

Tottington High School will be transparent in their reporting of all incidents as per Local Authority, Trust and National guidance with internal systems also utilised to ensure information is accurate.

Staff at Tottington High School will work proactively to establish a positive approach to and encourage confident relationships between staff and pupils so that the pupils themselves can make a positive contribution in reporting and resolving bullying issues.

Parents of victims and perpetrators will be kept fully apprised of all investigations and resolutions to issues around bullying.

## **6. Reporting of bullying incidents**

In most instances, allegations of bullying will be investigated and recorded using the document in appendix 1. This will usually be conducted by the relevant Head of Year. Depending on the nature and severity of the incident, and at the discretion of the Senior Leadership Team at Tottington High School, a subsequent report may be made to My Health and Safety, Staffordshire County Council as per Academy Trust guidance. Parents will be advised if this has been a necessary action and will be advised of any additional outcomes.

In some instances of bullying, it will be necessary to make an additional report to the Police. This will be submitted either electronically or verbally. Parents will be advised if this has been a necessary outcome and will be advised of any additional outcomes.

## **7. Key personnel and responsibilities**

It is the responsibility of the Headteacher to ensure that policy and procedures are in place in school to deal with bullying.

It is the responsibility of the designated Assistant Headteacher to ensure there is effective implementation, monitoring and review of the anti-bullying policy in conjunction with senior colleagues. This includes ensuring that all staff are fully engaged with the school's stance on anti-bullying and are enabled with applying policy effectively.

It is the responsibility of school Governance to liaise with the Headteacher and Senior Leadership Team to monitor incidents of bullying in school and the effectiveness of the policy and its application.

It is the responsibility of the Pastoral Leadership Team to fully investigate allegations of bullying and ensure that appropriate reporting of incidents takes place. Additionally, PLT are required to administer sanctions and to communicate – when appropriate – actions and next steps to parents. PLT are also expected to liaise with colleagues in school to ensure the anti-bullying agenda is at the forefront of practice and thinking.

It is the responsibility of all staff at Tottington High School to ensure that every child in school has the right to be able to learn in a safe and stable environment free from physical, verbal or any type of bullying or discrimination.

It is the responsibility of students and parents to advise the school of any incidents of bullying of which they are aware so that they can be investigated fully. It is an expectation that parents will support Tottington High School in the sanctioning of any behaviour found to challenge the anti-bullying ethos of the school.

## **8. The 'Seven Steps' Approach**



In some cases of bullying, the 'Seven Steps' approach will be utilised to ensure the best outcomes for all parties involved. Upon identifying an issue, either the class teacher or Pastoral Leader for that Year group will ensure that the above steps are applied.

The 'Seven Steps Approach' focuses on not attaching blame to a particular person or group, but it aims to change the behaviour of the bully as well as creating a safe and secure environment for the victim.

Interactions involving the 'Seven Steps Approach' will be recorded on the document in appendix 2 and retained in school records. Outcomes and next steps will be shared with the parents of all those involved by the relevant Pastoral Leader.

## **9. Parental/carer support**

As outlined above, the expectation is that Tottington High School will receive the full support of parents in tackling and resolving issues of bullying. This includes the reporting of incidents and the support of sanctions and resolutions as deemed appropriate by the school. In addition, the following measures will also support our anti-bullying ethos:

A great deal of bullying is now taking place electronically. Please regularly monitor your child's use of texting, Facebook, Twitter and other social media sites. Any material found to stand in contradiction of our anti-bullying stance should be retained or recorded for future evidence and shared with the school alongside any disclosures of bullying.

Please talk and listen to your child on a regular basis so they feel comfortable if there is the need to make a disclosure.

Be realistic with your expectations around the resolution of issues. Sometimes on-going problems can take time to resolve fully. Please cooperate fully with the school and ensure you do so calmly as when we work in partnership, issues are resolved more quickly.

## **10. Continued bullying**

In the event of a repeated incident of bullying, the use of internal sanctions (for example, isolation) and fixed term exclusions may apply. Beyond this, continued bullying may result in permanent exclusion.

## **11. Links to other policies**

- Attendance policy
- Behaviour policy
- Safeguarding policy
- SEND policy

## Appendix 1: Bullying Record



| <b>School Incident</b>   |  |
|--|--|
| <b>Who is the incident reporter:</b><br>Please <input checked="" type="checkbox"/> | School employee <input type="checkbox"/><br>Pupil <input type="checkbox"/><br>Parent <input type="checkbox"/><br>Supply colleague <input type="checkbox"/>   |
| <b>Name:</b>   |  |
| <b>Email:</b>  |  |
| <b>Telephone:</b>  |  |
| <b>Job title:</b>  |  |
| <b>General Details</b>   |  |
| <b>Type of bullying incident:</b><br>Please <input checked="" type="checkbox"/>    | Physical <input type="checkbox"/><br>Verbal <input type="checkbox"/><br>Emotional <input type="checkbox"/><br>Cyber <input type="checkbox"/><br>Sexist <input type="checkbox"/><br>Racist <input type="checkbox"/><br>Sexual <input type="checkbox"/><br>Homo/bi/trans phobic <input type="checkbox"/><br>Disablist <input type="checkbox"/> |
| <b>Did the incident happen on school premises:</b>                                 | N/A    NO    YES   |
| <b>Exact location of incident:</b><br>E.g.<br>Classroom/Playground/Corridor.       |  |
| <b>Date of incident:</b>   |  |
| <b>Time of incident:</b>   |  |
| <b>Incident Details</b>  |  |
| <b>Detailed account of incident:</b>   |  |
| <b>What led to the incident:</b>   |  |
| <b>Is there any video evidence:</b><br>E.g. CCTV:                                  | N/A    NO    YES   |



|  |            |
|--|------------|
| <b>General Details</b>   |            |
| <b>Affected Person</b>   |            |
| Name:  |            |
| Address and Postcode:  |            |
| Telephone number:  |            |
| Date of birth:   |            |
| Has the parent/guardian been notified:                         | N/A NO YES |
| Has a statement been taken?                                    | N/A NO YES |
| Details of the incident/allegation in brief                    |            |
| Who was affected (this can include additional people):         |            |
| Gender:  |            |
| Any other information or description of injury:                |            |
| <b>Assailant (s):</b>  |            |
| Name(s):   |            |
| Address and Postcode:  |            |
| Telephone number:  |            |
| Date of birth:   |            |
| <b>Witness (If applicable)</b>                                 |            |
| Response to allegation and further information:                |            |
| Has the witness given consent to have their details submitted: | N/A NO YES |
| Was the witness an employee:                                   | N/A NO YES |

|   |  |
|---|--|
| <b>Witness details:</b>   | <b>Name:</b><br><b>Email:</b><br><b>Witness details:</b> |
| <b>Next steps</b>   |  |
| <b>Sanction(s) applied:</b>   |  |
| <b>Restorative actions undertaken?</b>  | N/A    NO    YES   |
| <b>Reported to My Health and Safety?</b>  | N/A    NO    YES   |
| <b>Reported to the Police?</b>  | N/A    NO    YES   |
| <b>Follow Up Actions</b>  |  |
| <i>Please note below any additional information/dates regarding next steps if required.</i> |  |
|   |  |

**This form should be submitted to the Assistant Headteacher with designation for Anti-bullying policy overview.**

## Appendix 2 – The Seven Steps Record



|   |   |
|---|---|
| 1. Details of incident  |   |
| 2. Details of harmed pupil (statements attached)              |   |
| 3. Details of wrong doer(s)                                   |   |
| 4. Contact with parents/carers made?                          |   |
| 5. Agreed sanctions   |   |
| 6. Date of meeting with pupils involved and record of meeting |   |
| 7. Final review meetings                                      |   |
| Outcomes  | <p>Harmed person: GOOD – SATISFACTORY – NOT RESOLVED</p> <p>Wrong doer(s): GOOD – SATISFACTORY – NOT RESOLVED</p> <p>Reporter: GOOD – SATISFACTORY – NOT RESOLVED</p> <p>Parent/carer: GOOD – SATISFACTORY – NOT RESOLVED</p> <p>School: GOOD – SATISFACTORY – NOT RESOLVED</p> |

**Appendix 3 – Guidance model for dealing with incidents**

