



Tudor Grange Academies Trust

Anti-Bullying Policy

Document title	Anti-Bullying Policy
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Date of Approval/Review	29.09.2023
Approving Committee	Education Performance Committee
Version	2.4
Policy review date	Biennial - September 2025

Date updated	Version	Change from last version
-	1.0	New document
Oct 2017	2.0	
24.06.2021	2.1	
25.08.2022	2.2	New paragraphs 1.5, 2.7, 3.4 New bullet point in paragraph 6
03.09.2022	2.3	Correction of typographical error in section 6
29.09.2023	2.4	Review to align with new Trust Behaviour Policy; Terminology updated throughout (“parents” now “parents/carers”; “students” to “pupils”; “peer on peer” to “child on child”) Update to paragraph 3.3

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1 Introduction

This policy is based on DfE guidance “Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies”, July 2017 and it is recommended that schools read this guidance:

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

This policy outlines what schools within the Tudor Grange Academies Trust will do to prevent and tackle bullying. The policy has been drawn up through the involvement of the whole school community and we are committed to developing an anti-bullying culture whereby no bullying, including between adults or adults and children and young people will be tolerated.

The school's commitment

- 1.1 The school is committed to providing a caring, friendly and safe environment for all pupils so that they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at the school, whether it is on site or on off-site activities.
- 1.2 If bullying does occur, all pupils should be able to tell someone, 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 a member of staff.
- 1.3 All members of the governing body, staff, pupils and parents/carers should have an understanding of what bullying is and what the school's procedures are for responding to bullying.
- 1.4 The school takes bullying seriously. Pupils and parents/carers should be assured that bullying will not be tolerated and that pupils will be supported when bullying is reported. Pupils who bully will be dealt with through the measures set out in the Behaviour policy.
- 1.5 Any conduct of a discriminatory nature that may occur but does not necessarily meet the definition of bullying e.g. Expressing generally discriminatory views, but not directly towards or about another student is taken seriously and will be recorded on MyConcern.

2 Our Trust schools

Our schools will:

- 2.1 Discuss, monitor and review our anti-bullying policy and practice on a regular basis.
- 2.2 Support all staff to promote positive relationships to prevent bullying and will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- 2.3 Ensure that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- 2.4 Report back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/carers in turn work with the school to uphold the anti-bullying policy.
- 2.5 Seek to learn from good anti-bullying practice elsewhere and utilise support from the Local Authority and other relevant organisations when appropriate.
- 2.6 Ensure that all groups of pupils are monitored to identify patterns and pupils who may be disproportionately impacted, such as those with SEND.
- 2.7 Give guidance that includes advice about interventions and sanctions that should be considered. These are to form part of the Safeguarding induction pack.

3 What is bullying?

- 3.1 Bullying is "Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", July 2017).
- 3.2 Bullying can include: name calling; taunting; mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups; and spreading hurtful or untruthful rumours. This includes the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by phone, text, Instant Messenger, through websites and social media

sites and apps, and sending offensive or degrading images by mobile phone or via the internet.

- 3.3 Bullying is a form of child-on-child abuse which also includes physical abuse, sexual violence, sexual harassment, upskirting, , teenage relationship abuse, causing someone to engage in sexual activity without consent, consensual and non-consensual sharing of nude and semi-nude images, and initiation/hazing type violence and rituals. Incidents of this nature will be recorded in line with the Safeguarding Policy.
- 3.4 It is necessary that advice distinguishes between primary and secondary settings as interpretation of behaviours, and subsequent intervention and sanctions will naturally vary depending on the age and stage of the pupils.

4 Forms of bullying covered by this policy

4.1 Bullying can happen to anyone. This policy covers all types of bullying including:

- bullying related to race, religion or culture;
- bullying related to SEND (Special Educational Needs or Disability);
- bullying related to appearance or physical/mental health conditions;
- bullying related to sexual orientation (e.g. homophobic, transphobic or biphobic bullying);
- bullying of young carers, children in care or otherwise related to home circumstances;
- sexist, sexual and transphobic bullying;
- bullying via technology – (cyberbullying).

4.2 Any instance of bullying as listed above, please refer to the Behaviour policy for sanctions

5 Signs and symptoms

5.1 A pupil may indicate by signs or behaviour that he or she is being bullied. To those who know the pupil this may simply be a feeling that ‘things aren’t quite right’. All staff, and as far as possible parents/carers, should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from the school;
- does not want to go on the school/public bus;
- always asks to be driven to school;
- changes their usual routine;
- is unwilling to go to school (school phobic);
- begins to truant;
- becomes withdrawn, anxious, or lacking in confidence;
- starts stammering;
- attempts or threatens suicide or runs away;
- cries themselves to sleep at night or has nightmares;
- feels ill in the morning;
- 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;
- is bullying other children or siblings;
- stops eating;
- is frightened to say what's wrong;
- gives improbable excuses for any of the above;
- is afraid to use the internet or mobile phone;
- is nervous or jumpy when a cyber-message is received.

6 Preventing, identifying and responding to bullying

The school community will:

- create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all;
- work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience;
- provide a range of approaches for pupils, staff and parents/carers to access support and report concerns;
- challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others;
- consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through tutor time and/or specific sessions based on relationships, displays, assemblies, peer support and the school/pupil council;
- regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour;
- train all staff including teaching staff, support staff (including administration staff, lunchtime support staff and site support staff) and pastoral staff to identify all forms of bullying, and follow the school policy and procedures (including recording and reporting incidents);
- proactively gather and record concerns and intelligence about bullying incidents and issues so as to develop effective strategies to prevent bullying from occurring;
- actively create "safe spaces" for vulnerable children and young people;
- use a variety of techniques to resolve the issues between those who bully and those who have been bullied;
- work with other agencies and the wider school community to prevent and tackle concerns;
- celebrate success and achievements to promote and build a positive school ethos.
- Have dedicated RSHE time that tackles issues relating to all forms of bullying, including antisemitic comments and any high profile events that occur as real world events.

7 Involvement of pupils

Each school will:

- regularly canvas children and young people's views on the extent and nature of bullying;
- encourage pupils to report instances of bullying as soon as possible;
- ensure that all pupils know how to express worries and anxieties about bullying;
- ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying;
- involve pupils in anti-bullying campaigns in the school and embedded messages in the wider school curriculum;
- publicise the details of help lines and websites;
- offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have and reduce further incidences of bullying.

8 Liaison with parents and carers

Each school will:

- make sure that key information (including policies and named points of contact) about bullying is available to parents/carers in a variety of formats;
- ensure that all parents/carers know who to contact if they are worried about bullying;
- ensure all parents/carers know about our complaints procedure and how to use it effectively;
- ensure all parents/carers know where to access independent advice about bullying;
- work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying;
- ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.

9 Links to legislation

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying as well as criminal law. These may include:

- The Equality Act 2010;
- The Education and Inspection Act 2006;
- The Children Act 1989;
- Protection from Harassment Act 1997;
- The Malicious Communications Act 1988;
- Public Order Act 1986;
- The Computer Misuse Act 1990.

10 Responsibilities

It is the responsibility of:

- The Education Performance Committee (EPC) to take a lead role in monitoring and reviewing this policy;
- Governors, Principals/Heads of School, senior managers, teaching and non-teaching staff to be aware of this policy and implement it accordingly;
- the Principals/Heads of School to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably;

- staff to support and uphold the policy;
- parents/carers to support their children and work in partnership with the school;
- pupils to abide by the policy.

Each school will have a Designated Safeguarding Lead and a behaviour lead.

11 Complaints

11.1 If a parent or guardian is dissatisfied with the nature or swiftness of a response made by the school following a reported incident of bullying, he/she may wish to make a complaint. The complaints procedure for a case of bullying follows the guidance in the Trust's Complaints Procedure.

12 Equal opportunities

12.1 In implementing this policy all staff must pay careful attention to the need to ensure that their actions do not discriminate adversely against any groups of pupils or individual pupils, or appear to discriminate.

12.2 All actions must be taken in accordance with the Trusts' Equality and Diversity Policy.

13 Monitoring and review

13.1 A designated member of the Senior Leadership Team will keep and consider reports on serious incidents, and make a termly report, with statistics, to the Principal. The Principal will consider the reports with the Leadership Group to determine what can be learned from the incidents and how they were handled with a view to improving school's strategies.

13.2 The Principal will make an annual report to the Local Governing Body.

13.3 The EPC will review the policy every two years or more frequently if the EPC considers it is necessary.

Appendix 1 Supporting organisations and guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Bullying UK: www.bullying.co.uk
- Childline: www.childline.org.uk
- DfE: “Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies”, and “[Supporting children and young people who are bullied: advice for schools](https://www.gov.uk/government/publications/preventing-and-tackling-bullying)” July 2017: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: Mental health and behaviour in schools – updated March 2016 <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- 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

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

LGBTQIA

- Mermaids: www.mermaidsuk.org.uk
- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Racism and hate

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org/
- True Vision: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: www.theredcard.org

Appendix 2 Anti-bullying procedures

Induction programmes should be tailored to specific individuals. Areas which should be considered for each category of staff are set out below. These are not intended to be exhaustive and careful consideration should be given in relation to each post and the experience of the post holder.

1. Parents/Carers

If parents/carers suspect that their child is being bullied they must contact the school.

Parents/carers should be prepared to explain the signs and symptoms they have noted, and any suspicions they have regarding those carrying out the bullying.

Parents/carers must leave the initial investigation to the school. It is the school's view that any attempt by parents/carers to resolve the issue themselves will inevitably make the matter worse.

Parents/carers should encourage their child to talk to a member of staff.

2. Pupils

Pupils who feel that they are being bullied must tell an adult, parent, teacher/carer or other member of staff.

Pupils who witness bullying must tell an adult, parent, teacher or other member of staff.

3. Staff

Staff must record any incidence of bullying reported to them, and pass the information to the Senior Leadership Team.

The Senior Leadership Team will initiate the 3Rs process, with the support of other members of staff as appropriate:

Reflection – What has happened? Could it have been different?

Resolution – How can we try to ensure this doesn't happen again?

Reconciliation – How we put things right between those involved?

4. Serious bullying

In cases of serious or persistent bullying the school procedure is as follows:

Staff will:

- record the incidents;
- report the matter to the Senior Leadership Team.

A member of the Senior Leadership Team will:

- investigate the case;
- inform parents/carers;
- invite parents/carers to come into the school for a meeting to discuss the problem;
- if necessary and appropriate, consult other colleagues;
- if necessary and appropriate consult the police;
- determine the appropriate action to be taken;
- record all details of the case and the action taken; and
- keep the Principal informed.