



THOMAS ALLEYNES HIGH SCHOOL  
UTTOXETER

# ANTI-BULLYING POLICY

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Learning and Standards May 2022	
Next review	May 2023

## **Anti-bullying Policy**

This policy is informed by The Education and Inspections Act of 2006, which requires schools to have in place measures to prevent all forms of bullying amongst pupils, and the Equality Act of 2010 which requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it

Further, the policy reflects safeguarding practices and procedures for Staffordshire in line with Keeping Children Safe in Education, January 2021 for peer on peer abuse.

### **Aims of Thomas Alleyne's High School Anti Bullying Policy:**

- To ensure that all students in the school community are able to work in a safe and secure environment and that they are free from humiliation, harassment, discrimination, victimisation, oppression and abuse
- To create an atmosphere in school where anyone who is being bullied, or others who know about it, feel that they will be listened to, and that action taken will be swift and effective in halting the bullying and sensitive to their needs
- To clarify for all members of the school community that bullying is not acceptable and must be totally discouraged. Everyone must act in a positive way to ensure that bullying is challenged and reported
- To teach pupils that causing avoidable distress to others is wrong
- To ensure that all pupils, parents, staff, governors and others are aware how we deal with bullying and know that action will be taken to prevent bullying

### **Definition of bullying:**

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group physically or emotionally. It is documented as peer on peer abuse in Keeping Children Safe in Education, January 2021.

Bullying can take many forms such as cyber-bullying via text messages or on the internet. It is often motivated by prejudice against particular groups, for example on grounds of:

- race
- religion
- gender
- sexual orientation
- a child being adopted or has caring responsibilities
- SEND

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. Emotional bullying can be more damaging than physical. Teachers and schools often have to make their own difficult judgements about each specific case.

Bullying could include:

- mocking
- making offensive comments
- kicking,
- hitting
- pushing
- taking belongings
- text messaging
- emailing
- gossiping
- excluding people from groups
- spreading hurtful and untruthful rumours

The key features are that it is:

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

**All incidents must be logged on our school SIMS systems for action and so they can be formally logged and reported to the local authority if requested.**

### **Signs of Bullying:**

A child may indicate by signs of behaviour that they are being bullied.

Adults should be aware of possible signs that could indicate bullying is occurring. These could include,

- Frightened of walking to or from school
- Does not want to go on the school/public bus
- Unwilling to go to school (school phobic)
- Begins to truant
- Becomes withdrawn, anxious or lacking in confidence
- Damaged or incomplete work
- Has possessions which are damaged or "go missing"
- Asks for money or starts stealing money (to pay bully)
- Has unexplained cuts or bruises
- Becomes aggressive, disruptive or unreasonable
- Bullying other children or siblings
- Stops eating
- Frightened to say what is wrong
- Gives improbable excuses for any of the above
- Afraid to use the internet or mobile phone
- Nervous and jumpy when a cyber-message is received

These signs and behaviours could indicate other problems, but bullying should be considered as a possibility and should be investigated.

The characteristics of some children may make it more likely that they bully. Such children may:

- have low self-esteem and achievement
- need a 'prop' of power over others
- come from households in which they or siblings have been bullied
- have authoritarian personalities

The characteristics of some children may make it more likely that are bullied:

- lack close friends
- are shy
- have an over-protective family environment
- belong to an ethnic minority group
- have a disability
- have special educational needs
- display anti-social/poor behaviour, intrusiveness or a tendency to spread gossip
- are arrogant
- have a background of poverty/wealth

#### **Procedures:**

It is the responsibility of all adults on site to intervene where bullying is suspected.

When any instance of suspected bullying is reported or observed, staff **must**:

- intervene to prevent any immediate continuation of the behaviour.
- ascertain whether this behaviour has occurred before.
- ask those involved their names (if not known) and the causes of their differences, listening without pre-judgement to all explanations.
- make it clear that unacceptable distress has been caused, or is likely to be caused, and establishing friendly relationships if possible.
- be proactive in preventing repetition of the behaviour. eg: change seating plan or escort to next lesson.
- all incidents of bullying must be reported to the Heads of House of all involved.
- Heads of House must complete the relevant investigations and ensure, alongside the students support assistant that the incidents are logged bullying incidents

#### **Role of the Head of House and SLT:**

Heads of Houses and the Senior Leadership Team will ensure that incidents of bullying are fully investigated and will also take steps to ensure that:

- it is emphasised to aggressors the unacceptability of their behaviour, with punishment if considered appropriate and support available for the bully to help change behaviour.
- that appropriate sanctions are put into place

- victims are helped to consider why he or she has been the target of bullying behaviour and aim to restore their confidence and independence, giving strategies as to how to deal with bullying behaviour.
- wherever possible all involved are brought together to acknowledge that distress has been caused and to establish the basis for an acceptable relationship.
- it is ascertained with the distressed pupil whether any repetition has occurred or whether relationships are restored and that further action is taken if necessary.
- if a pupil is experiencing repeated distress or behaving repeatedly in a threatening manner, the matter is discussed with the appropriate Senior Team Member and that contact is made with parents/guardians.
- where the causes of the distress or threatening behaviour appear to reveal a difficulty by the pupils involved in developing friendly relationships easily or in behaving appropriately to others, that pastoral staff work closely with the young person on a longer term strategy designed to resolve issues

#### **Advice to Students:**

The school has established a group called 'ABC' (Anti-Bullying Campaign) which works with Year 9 tutor groups. This is a committed group of responsible sixth form students who provide an immediate contact point for pupils who feel they are being bullied. Year 9 pupils can report incidents of bullying to their ABC mentor in addition to any adult in school they feel comfortable talking to. Such people will include form tutors, teachers, students support assistants and heads of houses.

In other year groups pupils should report any bullying concerns to any adult in school they feel comfortable talking to. Such people will include form tutors, teachers, students support assistants and heads of houses.

#### **Advice to Parents:**

Parents should be advised strongly against involving themselves directly with other pupils or parents. Any concerns of bullying should be reported to their child's Head of House or the Student Support Assistant attached to that house

#### **Parents should:**

- watch for early signs of bullying
- listen and take seriously comments which their child may make about bullying
- reassure their child that they are doing the right thing to tell about the bullying
- contact their child's Head of House or Student Support assistant
- encourage their child to talk to an adult they trust at school

- remember that they may be the first person to know of any bullying incident. They should try to stay calm and make notes which may be useful later
- work **with** the school to draw up ideas that will help to support their child both inside and outside school

### **Anti-Bullying Education in the Curriculum:**

The school will raise the awareness of the anti-social nature of bullying through our Respect programme, school assemblies, the school council, and in subject curriculum programmes of study as appropriate.

The head of ICT will deliver assemblies relating to e-safety and cyber bullying alongside external professionals.

#### **HELP ORGANISATIONS:**

Advisory Centre for Education (ACE) 020 7354 8321

Children's Legal Centre 0845 345 4345

KIDSCAPE Parents Helpline (Mon-Fri -10-4) 0845 1205 204

Parentline Plus 0808 800 2222

Youth Access 020 8772 9900

Bullying Online [www.bullying.co.uk](http://www.bullying.co.uk) Childline 0800 1111