



## **ANTI-BULLYING POLICY 2026**

## AIMS AND SCHOOL ETHOS

Tarporley High School & Sixth Form College is committed to providing a caring, friendly and safe environment for all students so that they can learn and progress.

Our Community Values are:

- We are **safe** and act responsibly.
- We **respect** ourselves, each other and the school community.
- We are **ready** to learn and make progress.
- We demonstrate **kindness** to one and another.
- We make a positive **contribution** and offer the best **representation** of ourselves and our school.

Bullying in any of its forms is a breach of our school's behaviour policy. We are committed to upholding the principle that bullying is not acceptable at Tarporley High School and, should bullying occur, it must cease immediately.

We promote tolerance, cooperation and an understanding that a school community will have diversity amongst all its members. Our school upholds these values. We ensure that all students understand the detrimental effects of bullying and the focus on the positive progress we all make when working together cooperatively.

## DEFINING BULLYING and the RESPONSIBILITY OF SCHOOLS

Tarporley High School's Anti-Bullying Policy is informed by the law and government advice. More details on bullying and the law can be found at [www.gov.uk/bullying-at-school](http://www.gov.uk/bullying-at-school).

There is no legal definition of bullying. However, it is usually defined as behaviour that is: repeated; intended to hurt someone either physically or emotionally; often aimed at certain groups, for example because of race, religion, gender or sexual orientation.

It takes many forms and can include (but is not limited to): physical assault; teasing; making threats; name calling; cyberbullying - bullying via mobile phone or online (for example email, social media networks and instant messenger platforms).

Headteachers have the legal power to make sure pupils behave outside of school premises when behaviour has a direct impact on the daily life of the school community. This includes bullying that happens anywhere off the school premises, for example on public transport or in a town centre.

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| Some forms of bullying are illegal and should be reported to the police. These include: violence or assault, theft, repeated harassment or intimidation, for example name calling, threats and abusive phone calls, emails or text messages, hate crimes. |
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Tarporley High School will report incidents to the police where, in our professional judgement, school has been unable or may be unable to secure an appropriate resolution for an incident or sequence of events or where we feel a police view will support our outcomes. Parents and students retain the right to report any incident to the police that they believe should be reported. Tarporley High School will always work closely with police, taking direction from them where appropriate.

Further to government advice and the law, Ofsted requires that schools keep records of all of the following categories of incidents: bullying; discriminatory and prejudiced behaviour, either directly or indirectly, including racist, sexist, disability and homophobic/ biphobic / transphobic bullying, use of derogatory language and racist incidents. We record these using the school's safeguarding software and data and analysis is report to the governing body. The school recognises that incidents of discrimination and prejudice will require the same level of investigation as bullying.

## **DEFINING CHILD ON CHILD ABUSE**

In addition to bullying, the school recognises that not all harmful exchanges can be captured by the definition of bullying. 'Child on Child Abuse' is an identified wider term for harmful behaviour.

**APPENDIX A** further articulates the links between the anti-bullying policy, child-on-child abuse and also the school's Sexual Violence, Sexual Harassment and Harmful Sexual Behaviour Policy

## **EDUCATION and PROACTIVE APPROACHES**

To promote tolerance, cooperation and diversity in the school community, we take positive action to foster an ethos of working together successfully. Strategies that promote this in school include:

- Promotion of our school rules and values: safe, respect, ready, kindness, contribution and representation.
- An effective transition programme that prepares all students for secondary school and the changes they will encounter as their peer group grows
- Promoting our school ethos of mutual respect with year groups and tutor groups through form time, assemblies and daily conversations that uphold the school's behaviour policy and school rules and values.
- Promoting resilience in working with others through the curriculum model that demands students work in different class groupings during their school career
- Content in tutor time and assemblies that focuses on personal development, life in modern Britain and British values
- Learning activities on PHSE Days that support student development and, on occasion, the bespoke pastoral needs of a year group
- Student leadership programmes
- School Council and student voice
- Targeted support in school for key students and groups to promote cooperation with others (ELSA, Academic Resilience, mentoring).

## **IDENTIFYING and DISCLOSING BULLYING**

### **Identifying Bullying**

Changes in behaviour that may indicate a student is being bullied include (but are not limited to):

- Unwillingness to go to school or return after a break
- Belongings suddenly going missing or being damaged
- Change to established habits (e.g. giving up extra activities, sitting inside instead of going out, changing usual routines for break and lunch)
- Diminished levels of self confidence
- Inability to concentrate
- Anxiety, depression, becoming withdrawn or unusually quiet
- Repressed body language and poor eye contact
- Frequent absence, erratic attendance, late arrival to class
- Reluctance to leave the classroom at the end of lessons or day
- Choosing the company of adults
- Frequent visits to a form tutor, student services or year leader
- Unexplained injuries
- Difficulty in sleeping, nightmares
- Talking of self-harm or running away.

Although there may be other causes for these symptoms, staff, parents and carers, and fellow students should be alert for these possible signs of bullying.

### **Disclosing Bullying**

Students who are experiencing bullying should report their experience. They can do this by:

- Speaking to any adult in the school that they trust to report what is happening.
- If a student feels unable to report their situation face-to-face then they can use their school email account or a personal email. They should send an email to [contact@tarporleyhigh.co.uk](mailto:contact@tarporleyhigh.co.uk) and this will be directed to a member of the school pastoral team.

Students who have a concern regarding a friend can share concerns with any member of staff. Staff should record student concerns or concerns of their own on the school's central recording system for bullying incidents.

## **ACTIONS TO RESOLVE BULLYING**

### **Investigation**

Pastoral leaders will investigate any disclosure thoroughly. This may involve actions over a period of days in school and is likely to involve several of the following:

- All students cited in a disclosure will meet with a member of staff and Viewpoints forms will be completed as required
- Viewpoints forms will be completed by other students. This can include friends of the students involved in the incident or events. It may also extend to students who may be judged by pastoral leads to be independent
- Seeking information from teachers
- Seeking information from parents
- Establishing a timeline of events, including reviewing previous events and considering whether they now form part of the current sequence being investigated.

### **Restorative Strategies**

The nature of bullying means that every incident is different. Pastoral leaders will use their judgement to select appropriate strategies and actions to resolve an incident. These will include some of the following:

- Immediate action to secure a student's safety
- Positive reinforcement to a victim that disclosure was the right decision
- Sympathy and empathy
- Interviewing peers separately and agreeing future actions and behaviour
- Appropriate sanctions
- Restorative conversations between peers
- Offer a mentor
- Informing and / or meeting parents
- Additional supervision or monitoring of a student or students for a period of time
- Asking relevant staff to monitor a situation and report any further concerns
- Referral to school nurse or other agency
- Ensuring the needs of the victim are met
- Consideration of and actions to meet the needs of students who have been found to be bullying others.

## **Resolution**

A resolution will be reached at a point where either or both of the following thresholds have been achieved.

- The student being bullied believes bullying has stopped and/or the incident has concluded and they can continue their school career feeling secure
- Clear expectations for future conduct of the student or students who has found to be bullying have been shared and understood.

Pastoral leaders will record on the school's central record when the above criteria have been met.

*There can be conflicts in school between peers where both peers and their families assert that they are the victim of bullying by the other. In such cases, the school will complete the same process, do our best to mediate, acknowledge the hurt and upset of both peers and then make clear expectations for future conduct for both students.*

## **RECORDING**

All Viewpoints forms will be recorded on the school's central record for incidents of bullying. Pastoral leads will also record their actions of investigation and restorative strategies. These records will be reviewed regularly by the deputy headteachers who oversee each key stage in school and also the safeguarding team.

## **ACCOUNTABILITY**

The school will be held to account regarding bullying in the following ways:

- Reporting to the governors, specifically through termly reports and also by review of bullying records by the lead governor for safeguarding.
- Safeguarding records that may be scrutinised by Ofsted and / or the local authority
- Central records that may be scrutinised by Ofsted
- The school's complaints procedure for parents and carers
- Regular reviews of the anti-bullying policy by the senior leadership team and governors.

Policy authors: JD LM 30.05.26

Reviewed and approved: SLT and the Full Governing Body 14.07.26

Review date – Summer Term 2028

## APPENDIX A Child on Child Abuse

The government document 'Keeping Children Safe in Education 2023 outlines definitions of child-on-child abuse:

*“All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online. All staff should be clear as to the school’s or college’s policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.*

*All staff should understand that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or deputy).*

*It is essential that all staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.”*

This policy sits alongside the school’s Safeguarding Policy and our Sexual Violence, Sexual Harassment and Harmful Sexual Behaviour Policy

The table below identifies which policy is most likely to be used when investigating incidents of child on child abuse. It is possible more than one policy may be referred to. In all cases, the school’s designated safeguarding lead will make a decision regarding referrals to social care or police.

Child-on-child abuse is most likely to include, but may not be limited to:

| Behaviour                                                                                                                                                                                                     | Policy*              | Additional Considerations                                                            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|--------------------------------------------------------------------------------------|
| bullying (including cyberbullying, prejudice-based and discriminatory bullying)                                                                                                                               | Anti-bullying Policy | Police                                                                               |
| abuse in intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’)                                                                                                   | Anti-bullying Policy | Sexual Violence, Sexual Harassment and Harmful Sexual Behaviour Policy<br><br>Police |
| physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse) | Anti-bullying Policy | Sexual Violence, Sexual Harassment and Harmful Sexual Behaviour Policy<br><br>Police |

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|                                                                                                                                                                                                                                                        |                                                                                                    | Social Care Referral           |
| sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)                                                                          | Sexual Violence, Sexual Harassment and Harmful Sexual Behaviour Policy                             | Police<br>Social Care Referral |
| Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal- whilst non-consensual is illegal and abusive.                  | Sexual Violence, Sexual Harassment and Harmful Sexual Behaviour Policy                             | Police<br>Social Care Referral |
| sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse                                                                                                  | Sexual Violence, Sexual Harassment and Harmful Sexual Behaviour Policy<br><br>Anti-bullying Policy | Police                         |
| causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party                                                                          | Sexual Violence, Sexual Harassment and Harmful Sexual Behaviour Policy                             | Police<br>Social Care Referral |
| consensual and non-consensual sharing of nude and semi-nude images and/or videos <sup>11</sup> (also known as sexting or youth produced sexual imagery)                                                                                                | Sexual Violence, Sexual Harassment and Harmful Sexual Behaviour Policy<br><br>Anti-bullying Policy | Police<br>Social Care Referral |
| upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm | Sexual Violence, Sexual Harassment and Harmful Sexual Behaviour Policy                             | Police                         |
| initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).                                       | Anti-bullying Policy                                                                               | Police                         |

\* all behaviours in school will be considered alongside the school's behaviour policy.