



ANTI-BULLYING POLICY

AIMS AND SCHOOL ETHOS

Tarpорley 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 school rules are:

- We **respect** ourselves, each other and the school community
- We are **safe** and act responsibly
- We are **ready** to learn and make progress.

Bullying in any of its forms breaches these school rules. We are committed to upholding the principle that bullying is not acceptable at Tarpорley 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. These school holds 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

Tarpорley 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.

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.

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.

Tarporley High School will report incidents to the police where, in our professional judgement, school has been or will be unable to secure an appropriate resolution for an incident or sequence of events. 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. The school recognises that incidents of discrimination and prejudice will require the same level of investigation as bullying.

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:

- 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
- 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
- Activities on Aspire 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, teachers, 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. They should send an email to bullying@tarporleyhigh.co.uk and this will be picked up by 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 but 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 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 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.

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 committee responsible for students and standards
- 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
- Regular reviews of the anti-bullying policy by the senior leadership team and governors.

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