



# Tibshelf Community School

## Anti-Bullying (Tibshelf Policy)

| Policy Status          | Date       | Chair of Committee | Minute No:  |
|------------------------|------------|--------------------|-------------|
| Approved by Curriculum | 22/05/2019 | Justin Hawley      | CC/05.19-07 |
|                        |            |                    |             |
|                        |            |                    |             |

Review Period: 1 Year



## **Introduction**

At Tibshelf Community School we aim to provide a safe, caring and friendly environment for all our students to allow them to learn effectively, improve their life chances and help them maximise their potential.

We would expect students to feel safe in school, including an understanding of the issues relating to safety, such as bullying. We also want them to feel confident to seek support from any member of staff should they feel unsafe. We see the effective application of our Anti-Bullying Policy as a central part of school improvement as it makes each and every student feel valued and respected as an individual and as part of the whole school community.

## **Policy Development**

This policy was formulated working with the school community with input from members of staff, Governors, parents/carers, young people. Students contributed to the development of the policy through the School Council, one to one conversations and student surveys.

The School Council will oversee a student friendly version of the anti-bullying policy which will be displayed in various places, such as around the site and on the website.

Parents/carers are encouraged to contribute by taking part in written consultations, parent meetings and surveys.

## **Definition of Bullying**

'Behaviour by an individual or group which is usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'. *Safe to Learn: embedding anti bullying work in schools (2007)*.

Bullying differs from teasing and falling out between people or other incidents of anti-social or poor behaviour. What makes bullying different is:

- There is a deliberate intention to hurt or humiliate
- There is a power imbalance that makes it hard for the victim to defend themselves
- It is usually persistent or repeated over time

An incident may be deemed to be bullying even if the behaviour has not been repeated or persistent, especially if it fulfils all other descriptions of bullying, in particular where there is a power imbalance. This possibility should be considered particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved.

## Types of Bullying

There are many types of bullying as it can take many different forms. Bullying can include, but is not limited to:

- name calling
- taunting
- Intimidating body language
- mocking
- making offensive comments
- physical assault
- taking or damaging belongings
- cyber bullying, such as inappropriate use of social media, text messaging and emailing, sending offensive or degrading images by phone or via the internet
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups

We should be aware that bullying can occur between individuals but it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Certain groups of students are known to be particularly vulnerable to bullying by others. These may include students with special educational needs such as learning or physical disabilities, young carers, Children in Care, those from ethnic and racial minority groups, those young people who are lesbian, gay, bi-sexual, transgender or questioning their gender role and those with same sex parents.

There are specific types of bullying behaviour related to the following that all people should be especially vigilant in recognising as early as possible. This is bullying related to:

- race, religion or culture
- special educational needs or disabilities
- appearance or health
- sexual orientation
- young carers or looked after children
- issues related to home circumstances
- sexist or sexual bullying

Although all people should be extra vigilant of certain types of bullying, there is no hierarchy of bullying. All forms should be taken equally seriously and dealt with appropriately.

There is no specific pattern to where bullying takes place or with who bullying occurs. Bullying can take place between, but is not limited to:

- young people
- young people and staff
- between staff
- individuals or groups

## Strategies for Preventing Bullying

Tibshelf Community School takes a firm stance against bullying and promotes positive relationships built on mutual trust and respect amongst all members of the school community. This is central to the school's vision, ethos and culture and forms an integral part of daily life and interactions. Our culture for learning and school atmosphere is built on tolerance, equality and diversity and through this we foster an anti-bullying position.

In order to nurture an anti-bullying ethos the school implements a number of proactive strategies which include:

- Having a member of staff as the lead person who is named as the Anti-Bullying Coordinator. This is the Assistant Head, Mrs L Harrison.
- Having a named Governor who is the Anti-Bullying Link Governor, this is Mr M Bibbings.
- Ensuring a positive culture and ethos is fostered by all and that relationships are built on mutual respect, tolerance, equality and diversity
- Being child-centred as an organisation
- Training and developing staff in all aspects of anti-bullying
- Role modelling expected and acceptable behaviour
- Promoting and rewarding positive behaviour
- Educating students through age-appropriate means about what bullying is and how to respond to it, through such methods as assemblies, PSE delivery, curriculum subject delivery and theatre in education performances
- Promoting awareness of anti-bullying through Anti-Bullying Week and the work of the School Council
- Developing confidence amongst people to report bullying and take a stand against it
- Informing parents and carers through newsletters, information booklets, the website and presentations on how to promote positive behaviours, how to spot bullying and how to respond to it

To support the proactive strategies named above, there are a number of reactive strategies that are implemented to respond to bullying and attempt to prevent further bullying from occurring. These include, but are not limited to:

- Implementation of sanctions
- Restorative approaches from trained staff
- Peer mentoring
- Counselling
- Mediation
- 1:1 key worker sessions
- Group sessions and circle time
- Bespoke training programmes

## **Identifying and Reporting Bullying**

Although there is a culture of respect and there are a number of proactive strategies in place to support an anti-bullying ethos, it is a sad reality that bullying takes place in all establishments. What is important is that bullying is identified, reported and dealt with. Our school has clear and well publicised systems, structures, policies and procedures to ensure that bullying is responded to strongly.

Bullying is often reported by the victim themselves when they approach staff or speak to parents who contact the school on their behalf. It is also identified by friends and peers who witness it or become aware of it. They have a responsibility to report it through the various channels available. Furthermore, staff as part of their duty of care will observe or identify changes in behaviour with students that indicate there may be issues which need unpicking and dealing with. All these and other possible cases would lead to the identification of a bullying issue and the need to report it.

There are a number of ways in which any person can report a case of bullying. Reporting routes include:

- Any student (including a member of the school council) to any member of staff in person or through a written means
- A friend of a victim to any member of staff in person or through a written means
- Parents/carers via email, phone or letter to the Head of Year
- All staff and visitors in person to any named member of staff

## **Responding to Bullying**

Tibshelf Community School take a stepped approach to dealing with and responding to bullying. All reports will be taken seriously and analysed within the context. The approaches are outlined below and go from verbal warnings from the tutor all the way to potential exclusion from the school by the Headteacher. All reported incidents will be taken seriously and investigated with the involvement of all parties. The response will be staged and include, generally but not exclusively:

The reported issue will be looked into using the attached investigatory procedure by a member of staff who will establish what type of behaviour it is. If it is not bullying it will be dealt with according to the Behaviour Policy.

The incident will be logged on the behaviour management module of Progresso/MyConcern. A sanction will be implemented, which could be a verbal reprimand, formal verbal warning or any other as deemed appropriate by the staff in the given context. Parents will be informed. Support measures will also be put in place which could include utilising a range of responses appropriate to the situation, such as solution focused work, a restorative approach, circle time or individual work with victim/perpetrator.

More serious cases of bullying, or continued bullying that hasn't been successfully addressed may be escalated. This is led by the Head of Year to address the concern. Sanctions may involve monitoring cards, longer detentions and meetings with parents. Support measures could include additional ones to those tried previously, such as key worker sessions and bespoke programmes.

Even more serious cases of bullying or persistent bullying that has ignored school interventions may be escalated further. This is led by the Head of Year. Sanctions may involve meeting parents, student being placed on report and Isolation Room time. Support measures will be as before and may also involve input from the Assistant Head (Inclusion, Resources & Safeguarding).

Continued bullying and failure to respond to previous interventions may be escalated even further. The response could be led by the senior member of staff who line manages the Year group in question. Sanctions may involve parent meetings, student being placed on report and Internal Isolation. Support measures will be as previously and may also involve external agencies (including referral to police) as required and deemed necessary.

Continued bullying and failure to respond to previous measures may be escalated to a final stage. This is led by the Headteacher in liaison with the senior member of staff overseeing previous work. Sanctions may involve parent meetings, Governor meetings, Governor contracts, External Exclusion, fixed term exclusions or even permanent exclusion. Support will be as all previous inputs.

### **Recording Bullying and Evaluating the Policy**

All bullying incidents will be recorded on the attached Appendices and logged on Progresso.

The information we hold will be used to ensure individual incidents are followed up and also used to identify trends and inform preventative work in school and in the further development of this policy. The school Anti-Bullying Coordinator will use this information to produce reports to Leadership Group and Governors.

Where evaluation indicates there is a need for a more detailed review of the policy, its implementation and working practices then this will trigger a formal review utilising various stakeholders in the school including, but not exclusive to, student voice, the Anti-Bullying Coordinator, Heads of Years and other key staff.

The policy will be reviewed and updated every year.

## **Roles and Responsibilities**

### **The Headteacher:**

- Overall responsibility for the policy and its implementation
- Appointing an Anti-Bullying Coordinator
- Liaising with the Governing Body, parents/carers, Local Authority and outside agencies
- Ensuring monitoring, evaluation and review takes place
- Ensuring the policy is reviewed as scheduled

### **The Anti-Bullying Coordinator:**

- Policy development and review involving students, staff, Governors, parents/carers and relevant agencies
- Promoting a positive and inclusive ethos built on mutual trust, respect and relationships
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

### **All Staff:**

- Implementing the policy
- Promoting positive relationships
- Acting as positive role models
- Being aware of anti-bullying strategies and implementing them

### **Links with other school policies**

- Acceptable Use Policy
- Behaviour Policy
- Complaints Procedure
- Confidentiality Policy
- Equalities Policy
- PSE Policy
- Rewards Policy
- Safeguarding Policy

# Procedures for responding to all alleged or witnessed bullying incidents

## An incident is reported or witnessed

An alleged or witnessed incident is reported to a member of staff or by a staff member who witnessed the incident



## Investigation

Incident is investigated by the Head of Year, for the pupil who is the alleged victim, to establish the nature, roles and seriousness of the incidents and those involved.

**Appendix 1** should be completed.

**Appendix 2** should be used to investigate the incident which will also provide a log of the evidence identified.



## Staff should look for evidence that the behaviour:

- has occurred before or by it's nature has caused repeated experience or the fear of it e.g. cyberbullying or serious incident
- was deliberately intended to cause distress and/or harm
- has created a sense of powerlessness on the part of the individual being targeted **and consider**
- whether any aggravating factors such as equalities dimensions have been taken in to account and been addressed.



## Hurtful behaviour has occurred but it was not identified as bullying

Further action staff should take:

- Ensure **Appendices 1 & 1A** has been completed fully
- Identify any harm caused with **Appendices 3 & 4**
- Provide support if required to all involved and record on **Appendices 5 & 6**
- Inform parents/carers of the pupils involved
- Decide if any sanction needs to be applied in line with the school discipline/behaviour policy
- Engage and inform external agencies if necessary
- Consider the appropriateness of informing the police



## Evidence of bullying is found:

Further action staff should take:

- Complete **Appendices 7 & 7A**
- Identify any harm caused with **Appendices 3 & 4**
- Provide support to those involved and record on **Appendix 5** for targeted child and **Appendix 6** for the child who bullied
- Inform parents/carers of those involved
- Decide if any sanction needs to be applied in line with the school discipline/behaviour policy
- Engage and inform external agencies if necessary and complete **Appendix 8**
- Consider the appropriateness of informing the police

## Initial Investigation into allegation of bullying

|               |
|---------------|
| Completed by: |
| Position:     |
| Date:         |

|              |
|--------------|
| Reported by: |
| Role:        |
| Date:        |

Form of referral:

- Verbal Report     
  Phone Call     
  Letter     
  Email

| Child(s) name(s) alleged to be <b>experiencing</b> bullying behaviour | Year |
|---|------|
|   |      |

| Child(s) name(s) alleged to be <b>engaging</b> in bullying behaviour | Year |
|--|------|
|  |      |

|                   |
|-------------------|
| Reported account: |
|-------------------|

|   |
|---|
| Details gathered to date: (use Appendix 2 restorative questions to interview) |
|---|

Action taken to date: (please tick relevant boxes)

- |   |   |
|---|---|
| <input type="checkbox"/> Checked for earlier incidents involving same pupils<br><input type="checkbox"/> Individual discussions with pupils involves<br><input type="checkbox"/> Discussion of incident with peers/class<br><input type="checkbox"/> On-going support/monitoring from staff<br><input type="checkbox"/> Applied sanctions | <input type="checkbox"/> Notified class teacher<br><input type="checkbox"/> Group discussion with pupils involved<br><input type="checkbox"/> Restorative intervention<br><input type="checkbox"/> Details of action agreed with pupils<br><input type="checkbox"/> Parent letter/meeting |
|---|---|

Any additional action taken?:

## Factors to help determine if incident constitutes bullying

- Incident was bullying if all 3 warnings below are confirmed
- Hurt has been deliberately/knowingly caused (physically or emotionally)
  - It is a repeated incident or experience or the involvement of a group
  - Involves an imbalance of power:
    - target feels s/he cannot defend her/himself, or
    - Perpetrator/s exploiting their power (size, age, popularity, coolness, abusive language, labelling/name calling, etc.)
- Incident was cyberbullying if messages of an intimidating, humiliating or threatening nature were sent or left on a social networking site

- Incident was not bullying on this occasion because it was:
- the first hurtful incident between these children
  - teasing/banter between friends without intention to cause hurt
  - falling out between friends after a quarrel, disagreement or misunderstanding
  - conflict that got out of hand
  - activities that all parties have consented to and enjoyed (check for coercion)

## Focus of bullying behaviour

Please tick all elements which apply in your understanding of the incident(s) and record specific language:

|  | Definitely applies | Possibly applies |
|--|--------------------|------------------|
| Age/ Maturity                          |                    |                  |
| Appearance                             |                    |                  |
| Size/weight                            |                    |                  |
| Class/Socio-economic                   |                    |                  |
| Family circumstance (e.g. caring role) |                    |                  |
| Ethnicity/Race                         |                    |                  |
| Religion/Belief                        |                    |                  |
| Gender                                 |                    |                  |
| Transphobia/Gender identity            |                    |                  |
| Homophobia/sexuality                   |                    |                  |
| Sexualised                             |                    |                  |
| SEN and Disability                     |                    |                  |
| Ability/application                    |                    |                  |

Details of any support given:

- Counselling                       Peer support                       Referral to external agencies  
 None offered                       None – offered but refused                       Referral to CAHMS

Other, please specify:

|   |      |    |                       |
|---|------|----|-----------------------|
| Was alleged bullying confirmed? (please see                               | *Yes | No | Insufficient evidence |
| * If yes, please log details on Appendix 2 Confirmed bullying report form |      |    |                       |

## Supportive script for initial investigation into alleged incident

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Describe what happened?
2. Exactly where and when did the incident take place?
3. Were there any other young people around at the time, if so who?
4. Was there an adult around at the time, if so who?
5. Do you know the names of the people who were involved?
6. What were you doing before the incident took place?
7. Can you remember exactly what happened or what was said?
8. What happened next?
9. Has this happened before?
10. What would you like to happen now?

Pupil's name: \_\_\_\_\_ Date: \_\_\_\_\_

## Restorative Questions when someone has been harmed

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Describe what happened?
2. What did you think when you realised what had happened?
3. What impact has this incident had on you?
4. Do you think this incident impacted on others and if so who?
5. What has been the hardest thing for you over this incident?
6. What do you think needs to happen to make things right?
7. How can the items above be implemented and by whom?

Staff name: \_\_\_\_\_ Date: \_\_\_\_\_

## Restorative Questions in Response to Challenging Behaviour

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Describe what happened?
2. What were you thinking at the time?
3. Since the incident, what have you been thinking about?
4. Who has been affected by what you have done?
5. In what way do you think they have been affected?
6. What do you think you need to do to make things right?
7. How are you going to implement the items above to make things right?

Pupil's name: \_\_\_\_\_

Date: \_\_\_\_\_

## Support provided for targeted pupil

(Priority should be given to taking steps to ensure bullied children continue to attend)

|                          |  |
|--------------------------|--|
| <b>Support provided:</b> | Separate on-site provision<br>Regular contact with chosen member of staff<br>Restorative process<br>Empowerment education (Resilience training)<br>Pastoral team support<br>Formal counselling<br>Parental meetings<br>CAF<br>CAHMS<br>Other |
|--------------------------|--|

### Post-incident impact monitoring and further action

|  |
|--|
| Has the relationship been repaired?:                       |
| Has achievement/ability to learn been affected?:           |
| Has there been a change in pattern of attendance?:         |
| Any change in social issues?:                              |
| Any change in mental or emotional state?:                  |
| How was the partnership with the parents/carers?:          |
| Does the target feel safe at school?:                      |
| Does the target feel safe on journeys to and from school?: |
| Does the target feel safe whilst online?:                  |

**\*N.B If the bullying leads to persistent, long-lasting difficulties that cause the child or young person to have significantly greater difficulty in learning than the majority of those of the same age, then schools should consider whether the child will benefit from being assessed for SEN.**

|  |
|--|
| Member of staff completing this form:<br>Name: _____ Date: _____ |
|--|

## Support provided for pupil who bullied

Schools should engage in restorative practices before sanctions are considered against the child who showed bullying behaviour. Disciplinary measures must be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need additional support themselves.

|   |   |
|---|---|
| <b>Action taken &amp; support provided:</b> | Separate on-site provision<br><br>Regular contact with chosen member of staff<br><br>Restorative process<br><br>Corrective education<br><br>Removal to a different teaching group/form<br><br>Pastoral team support<br><br>Formal counselling<br><br>Parental meetings<br><br>CAF<br><br>CAHMS<br><br>Sanction<br><br>Other |
|---|---|

### Post-incident impact monitoring and further action

|  |
|--|
| Has the relationship been repaired?:               |
| Has achievement/ability to learn been affected?:   |
| Has there been a change in pattern of attendance?: |
| Any change in social issues?:                      |
| Any change in mental or emotional state?:          |
| How was the partnership with the parents/carers?:  |
| Has there been any signs of remorse?:              |
| Any other relevant information?:                   |

|  |       |
|--|-------|
| Member of staff completing this form:<br>Name: | Date: |
|--|-------|

# Confirmed bullying report form

For each incident please complete one form and ensure this is logged on Progresso/MyConcern

## 1. Focus of bullying behaviour

Please tick all elements which apply in your understanding of the incident(s)

|  | Definitely applies | Possibly applies |
|--|--------------------|------------------|
| Age/ Maturity                          |                    |                  |
| Appearance                             |                    |                  |
| Size/weight                            |                    |                  |
| Class/Socio-economic                   |                    |                  |
| Family circumstance (e.g. caring role) |                    |                  |
| Ethnicity/Race                         |                    |                  |
| Religion/Belief                        |                    |                  |
| Gender                                 |                    |                  |
| Transphobia/Gender identity            |                    |                  |
| Homophobia/sexuality                   |                    |                  |
| Sexualised                             |                    |                  |
| SEN and Disability                     |                    |                  |
| Ability/application                    |                    |                  |

## 2. Manifestations of bullying (indicate those that apply)

|  |  |
|--|--|
| Perception of individual: feelings of being bullied/harassed |  |
| Isolation/ignoring   |  |
| Teasing  |  |
| General expressions of prejudice/stereotype                  |  |
| Racist literature, graffiti or insignia                      |  |
| Verbal abuse or name calling (specify below)                 |  |
| Targeted graffiti or hurtful note writing                    |  |
| Threats including threatened physical assault                |  |
| Mobile phone/text message bullying/harassment                |  |
| Internet related bullying/harassment                         |  |
| Camera phone bullying/harassment                             |  |
| Actual physical assault                                      |  |
| Other:   |  |

## 3. Those involved – please also record where appropriate:

- adults as targets or perpetrator's (At) or (Ap)
- perpetrators from outside the school community (O)
- children who are in care (CIC) or who have Special Educational Needs (SEN)

| Child(s) name(s) who are <b>experiencing</b> bullying behaviour | Year | Codes (see above) |
|---|------|-------------------|
|   |      |                   |

| Child(s) name(s) who are <b>engaging</b> in bullying behaviour | Year | Codes (see above) |
|--|------|-------------------|
|  |      |                   |

**4. Description of incident(s):** Please give a precise account including dates, times, places and any witnesses. Attach any further information (e.g. pupils' accounts, witness statements, notes of meetings)

**5. Action taken:** Please record all steps (including meetings, letters, investigations, sanctions)

**6. Summary of those notified and/or involved**

|  | ✓ | Any details<br>(e.g. dates) |
|--|---|-----------------------------|
| Head Teacher                                 |   |                             |
| Chair of Governors                           |   |                             |
| Class Teacher                                |   |                             |
| Head of Year                                 |   |                             |
| 'Target' parents/carers notified             |   |                             |
| 'Target' parents/carers invited to school    |   |                             |
| 'Offenders' parents/carers notified          |   |                             |
| 'Offenders' parents/carers invited to school |   |                             |
| CAF initiated                                |   |                             |
| Local Authority informed                     |   |                             |
| Police                                       |   |                             |
| Others (specify)                             |   |                             |

**7. Date for monitoring progress of those involved.** Follow up on the incidents and check that all parties are progressing well academically and socially.

Date 1

Date 2

Date 3

Member of staff completing this form:

Name:

Date:

# Confirmed Bullying Incident Reporting Form

## 1. Focus of bullying behaviour

(Please tick all elements which apply in your investigation of the incident(s))

|                      |  |
|----------------------|--|
| Age/Maturity         |  |
| Appearance           |  |
| Size/Weight          |  |
| Class/Socio-economic |  |
| Family circumstance  |  |
| Ethnicity/Race       |  |
| Religion/Belief      |  |

|                             |  |
|-----------------------------|--|
| Gender                      |  |
| Transphobia/Gender Identity |  |
| Homophobia/Sexuality        |  |
| Sexualised                  |  |
| SEN and Disability          |  |
| Ability/Application         |  |
| Other                       |  |

## 2. Manifestations of bullying

(Tick all those that apply)

|  |  |
|--|--|
| Perception of individual: feelings of being bullied/harassed |  |
| Isolation/Ignoring   |  |
| Teasing  |  |
| General expressions of prejudice/stereotype                  |  |
| Racist literature, graffiti or insignia                      |  |
| Verbal abuse or name calling (specify below)                 |  |
| Targeted graffiti or hurtful note writing                    |  |
| Threats including threatened physical assault                |  |
| Mobile phone/text message bullying/harassment                |  |
| Internet related bullying/harassment                         |  |
| Camera phone bullying/harassment                             |  |
| Actual physical assault                                      |  |
| Other:   |  |

## 3. Those involved

(tick all those that apply)

|   |  |
|---|--|
| Individual pupil against individual pupil |  |
| Group against individuals                 |  |
| Group against group                       |  |
| Adult – target                            |  |
| Adult - perpetrator                       |  |

|                             |  |
|-----------------------------|--|
| Child in care – target      |  |
| Child in care - perpetrator |  |
| SEN – target                |  |
| SEN – perpetrator           |  |

## 4. Time of incident

|                     |  |
|---------------------|--|
| In school time      |  |
| Out of school hours |  |

Name of School:

Person completing form:

Date form submitted: