



## Anti-bullying Policy

*Our Anti-Bullying policy and procedures use the DfE guidance:  
"Preventing and Tackling Bullying: Advice for School Leaders and Governors" 2014.*

### STATEMENT OF INTENT

This policy also applies to the Early Years Foundation Stage (EYFS; Nursery and Reception).

At Tockington Manor School, our community is based upon creating an environment of good behaviour, respect, manners and fair play. We are committed to providing a safe and caring environment that is free from disruption, violence and any form of harassment so that every one of our pupils can develop his or her full potential. We expect our pupils to treat members of staff with courtesy and co-operation so that they can learn in a relaxed; but orderly, atmosphere. All pupils should care for and support each other.

Tockington Manor School prides itself on its respect, self discipline and mutual tolerance. Parents and guardians have an important role in supporting Tockington Manor School in maintaining high standards of behaviour. It is essential that school and homes have consistent expectations of behaviour and that they co-operate closely together. Acceptance of this policy forms part of our standard terms and conditions.

Bullying, harassment, victimisation and discrimination will not be tolerated. We treat all our pupils and their parents fairly and with consideration and we expect them to reciprocate towards each other, the staff and the school. Any kind of bullying is unacceptable.

So that it is easy to report bullying, including cyber bullying and bullying outside the school, the threshold for reporting a bullying issue to external agencies (such as police/children's social services) is known, and records are kept to evaluate the effectiveness of the approach adopted or to enable patterns to be identified; Note a bullying incident should be treated as a Child Protection concern when there is reasonable cause to believe that the child is suffering or likely to suffer significant harm. (ISSR 143c)

### 1 Definition of bullying

1.1 Bullying may be defined as the intentional hurting, harming or humiliating of another person or group by physical (including sexual), verbal (including chat room and SMS messages), and emotional means (by excluding, tormenting or spreading malicious rumours). It can involve manipulating a third party to tease or torment someone. It can involve complicity that falls short of direct participation. Bullying is often hidden and subtle. It can also be overt and intimidatory and is often motivated by prejudice and repeated over a period of time.

Bullying may involve actions or comments that are racist, homophobic, which focus on disabilities or other physical attributes (such as hair colour or body shape). Bullying can happen anywhere and at any time. We always treat it very seriously. It conflicts sharply with the school's policy on Equal Opportunities, as well as with its social and moral principles.

1.2 Bullying is action taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally (which may cause



psychological damage). Bullying is an act of premeditated aggression which continues over time and generally forms a pattern of behaviour rather than an isolated incident.

**1.3** Bullying behaviour includes:

- Name-calling and teasing
- Physical violence
- Threats
- Isolating individuals from group activities
- Racial (See separate Race Equality Policy)
- Religious
- Cultural
- Sexist
- Sexual
- Homophobic
- Abuse re: Disability/Special Ed.
- Cyber-bullying i.e. social websites, mobile phones, text messages, photographs, email – see School's E Safety Policy (2015)

**1.4** Signs of Bullying: - Changes in behaviour that may indicate that a pupil is being bullied include:

- Unwillingness to return to school
- Displays of excessive anxiety, becoming withdrawn or unusually quiet
- Failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoilt by others
- Books, bags and other belongings suddenly go missing, or are damaged
- Change to established habits (e.g. giving up music lessons, change to accent or vocabulary)
- Diminished levels of self confidence
- Frequent visits to the Medical Room with symptoms such as stomach pains, headaches
- Unexplained cuts and bruises
- Frequent absence, erratic attendance, late arrival to class
- Choosing the company of adults
- Displaying repressed body language and poor eye contact
- Difficulty in sleeping, experiences nightmares
- Talking of suicide or running away

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying should be investigated by parents and teachers.

**Children who are vulnerable to bullying as set out in the SEND Code of Practice (November 2015).**

*(A copy of the Code of Practice is available in the Staff Room)*

Children who are vulnerable to bullying are:

- Often seen as different



- Can have limited social skills
- Specific difficulties or diagnoses
- Can be anxious or withdrawn, which can lead to isolation both inside and outside of the classroom
- Children with SEND issues can have poor self-esteem

Bobbi Elman of Advocate Autism offers:

“Forming a peer support group from the older children to support the younger ones and a circle of support from their peer group (also Monitors, Form Teachers, Learning Support teachers and staff at TMS) for every SEND pupil will provide security in the playground and develop a sense of empathy within the whole group.”

“This approach will be discussed as a staff regularly and will help prevent bullying and create a more sensitive, empathetic environment, therefore preventing risks and will aid the monitoring of vulnerable children at TMS.”

## 1.5 Definition of Cyber-Bullying (ISSR 145a-h)

Mr Bill Belsey, the creator of the web site: <http://www.cyberbullying.org/> defined this unpleasant phenomenon in the following terms:

*“Cyberbullying involves the use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm others.”*

Cyberbullying can involve Social Networking Sites, like Bebo, Instagram, Facebook and Myspace, emails and mobile phones, used for SMS messages and as cameras.

Tockington Manor School:

- Expects all pupils to adhere to its charter for the safe use of the internet. Certain sites are blocked by our filtering system and our ICT Department monitors pupils' use.
- May impose sanctions for the misuse, or attempted misuse of the internet.
- Issues all boarders with their own personal school email address. Access to sites such as “hotmail” is not allowed.
- Adheres to the BECTA guidelines regarding E-teaching and the internet.
- Offers guidance on the safe use of social networking sites and cyberbullying in lessons, which covers blocking and removing contacts from “buddy lists.
- Offers guidance on keeping names, addresses, passwords, mobile phone numbers and other personal details safe.
- Mobile phones are not permitted in classrooms, public areas of the school, or where they may cause annoyance to others.
- The use of camera phones is not allowed in washing and changing areas, or in the bedrooms of the boarding house.

## 2 Aims and Objectives



**2.1** Bullying is wrong; it can cause psychological damage (although bullying is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour). We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable, through prevention, action and immediate response.

**2.2** At Tockington Manor School we aim to produce a safe and secure environment where all can learn without anxiety and be happy.

**2.3** This policy aims to produce a consistent school response to any bullying incidents that may occur.

**2.4** We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's duties with regard to the eradication of bullying at Tockington Manor School. We are all responsible for the well being of others.

### **3 The role of Governors**

**3.1** The Governing Body supports the Headmaster in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the Governing Body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

**3.2** The Governing Body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The Governors require the Headmaster to keep accurate records of all incidents of bullying and to report to the Governors on request about the effectiveness of school anti-bullying strategies.

### **4 The role of the Headmaster/Deputy Headmaster**

**4.1** It is the responsibility of the Headmaster/Deputy Headmaster to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. Bullying is now on the agenda at every Governors' meeting. The Headmaster reports to the Governing Body about the effectiveness of school anti-bullying strategies and about any exceptional cases of bullying which may have arisen.

**4.2** The Headmaster/Deputy Headmaster ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Headmaster draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Headmaster may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

**4.3** The Headmaster/Deputy Headmaster ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying and where it is most likely to occur.



- 4.4** The Headmaster/Deputy Headmaster sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

## **5 The role of Staff Members**

- 5.1** Staff in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place.
- 5.2** If staff witness an act of bullying, they do all they can to support the child who is being bullied.
- 5.3** We keep an anti-bullying logbook in the staff room where we record all incidents of bullying that occur outside lesson time, either near the school or on the children's way home or to school. If any adult witnesses an act of bullying, they should record the event in the logbook. The Deputy Head monitors this log and informs the House Parents of any incidents involving boarders.

If after investigation incidents give reasonable cause for concern the DSP will be informed or if she is unavailable the DDSP. Safeguarding procedures will then be considered and followed. This may include contacting Children's Services or the Police. (ISSR 143c)

- 5.4** If, as staff, we become aware of any bullying taking place between members of a class, the issue is dealt with immediately. This may involve counselling and support for the victim and for the bully as well as sanctions for the child who has carried out the bullying (see 11). We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, the Headmaster (Deputy Designated Safeguarding Person), the Deputy Head, the Nursery Manager and the Designated Safeguarding Person (Miss Jane Sheppard, Head of Lower School) are informed. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the DPS may contact external support agencies such as social services.
- 5.5** Staff undertake training, allowing them to be equipped to deal with incidents of bullying and behaviour management under guidance from the Deputy Head, in line with school policy. This training enables staff to understand the principles of the school policy, legal responsibilities and sources of support. It also includes guidance on how to take action to reduce the risk of bullying at times and in places where it is most likely e.g. the Changing Rooms and during "free" time.
- 5.6** Staff attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

## **6 The role of Parents**

- 6.1** Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's Form Teacher immediately.



**6.2** Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school. (ISSR 143h)

**6.3** Parents have a responsibility to make sure their children are clear about the part they can play to prevent bullying, including when they find themselves as bystanders.

## **7 Monitoring and Review**

**7.1** This policy is monitored regularly by the Deputy Head, who reports to the Headmaster who in turn reports to the Governors about the effectiveness of the policy on request.

**7.2** This anti-bullying policy is the Governors' responsibility and they review its effectiveness.

## **8 Prevention of Bullying**

At Tockington Manor School we try to prevent bullying by:

- Using educational elements and discussions of the differences between people and the importance of avoiding prejudiced based language.
- Encouraging all children to tell a member of staff at once if they know that bullying is taking place.
- Recording and investigating all reported incidents. Reported incidents are monitored and the issue taken to a wider meeting.
- Showing children how to resolve difficult situations without using violence or aggression
- Discussing possible bullying tactics or tendencies during class circle time
- Conducting assemblies on bullying from time to time
- Encouraging children to talk to members of staff if they feel that they are being bullied
- Form periods and lessons deal with bullying issues and strategies
- Weekly meetings between the Headmaster and the SMT often highlight areas of concern.
- The House Staff and School Chaplain are always available to talk to. Their email addresses and phone numbers are accessible to the pupils in the following locations such as the Boarders' Handbook and (iii) at key points around the boarding house and school.
- There is a red mail box outside the school office where pupils may leave a note to any member of staff (teaching or non-teaching) asking to speak to them about any matter. This is emptied daily. The Headmaster/Deputy Head make the children aware of this on a termly basis.
- Raising issues that arise in current affairs e.g. geography.
- The Headmaster, Deputy Head and Designated Safeguarding Person will raise awareness of staff through meetings and training to reduce the risk of bullying at times and in places where it is most likely.
- Having an effective Supervision Policy.
- All pupils have access to a telephone enabling them to call for support in private.



- Our Monitor system covers the importance of offering support to younger, vulnerable pupils.
- We welcome feedback from parents and guardians on the effectiveness of our preventative measures.
- We use literature, drama where possible to highlight key issues and effective coping strategies.
- There is an Anti-Bullying book in the Staff Room with the records of any recent incidents. It is used for future reference and staff awareness of any issue that has arisen or might develop
- The Deputy Head focuses on bullying using this policy at least twice yearly in school assemblies
- Following the beginning of term assembly the Form teachers will reinforce the anti-bullying policy with their year groups and discuss any matters arising or any questions asked. This will be fed back to the Deputy Head.
- Approaches such as PSHEE, Ethics & Philosophy, assemblies, projects, drama stories, literature, with discussion of differences between people and the importance of avoiding prejudice based language should be used throughout the school. (ISSR 143e)

## **9 If a complaint about bullying is received at the school:**

- We will investigate the matter by talking to all concerned (this may include the child/children concerned, witnesses, staff, etc).
- Report back to the parent/carer about the school's findings.
- The teacher and/or Deputy Head or Headmaster will speak to the alleged bully.
- Staff will be notified so that they can keep a careful watch on the situation.
- If further incidents then follow, the parents of the alleged bully will be called in to discuss the situation.
- 

## **10 Procedures for dealing with reported bullying:**

If an incidence of bullying is reported, the following procedures are immediately adopted:

**10.1** The member of staff to whom it was reported or who first discovered the situation will control the situation, reassure and support the pupils involved.

**10.2** The member of staff makes a note of what has been said to them, using the child's own words, to describe: -

- Who was involved
- Where it happened
- What happened
- How often it has happened

**10.3** The victim should write, in their own words, an account of the events.

**10.4** Reassure the child that they have done the right thing by reporting it.



**10.5** Tell the child that if there is a repeat of any incident to immediately report it to the Form Teacher, the Deputy Head or any other member of staff they feel comfortable talking to.

**10.6** Report the incident to the duty staff, the pupil's Form Teacher, Deputy Headmaster, Designated Safeguarding Person and the Headmaster.

**10.7** The alleged bully, together with all witnesses involved, will be interviewed individually and asked to write an immediate account of events, in their own words.

**10.8** The victim will be interviewed at a later stage by a member of the pastoral team, separately from the alleged perpetrator. It will be made clear to him/her why revenge is inappropriate. He/she will be offered support to develop a strategy to help him or herself.

**10.9** The alleged bully will be interviewed at a later stage by a member of the pastoral team, separately from the victim, and it will be made clear why his/her behaviour was inappropriate and caused distress. He/she will be offered guidance on modifying his or her behaviour, together with any appropriate disciplinary sanctions.

**10.10** The parents/guardians of all parties should be informed and invited into school to discuss the matter. Their support and co-operation should be sought.



A way forward, including disciplinary sanctions and counselling, should be agreed. This should recognise that suitable support is needed both for children who are being bullied and for pupils who bully others, as well as dealing with appropriate disciplinary measures.

**10.11** A meeting involving all the parties, with close staff supervision, could be helpful in developing a strategy for all concerned to close the episode.

**10.12** A monitoring and review strategy will be put in place.

**10.13** In cases where bullying is treated as a child protection issue and where there is reasonable cause for concern that the child is suffering or likely to suffer significant harm, and only after the Headmaster (or his Deputy in his absence) has been involved, it may be necessary for the Designated Safeguarding Person to make a report to the Police or to the Social Services. (ISSR143c)

**10.14** A plan of action is outlined. The parties involved are made aware of the gravity of the problem and are told that it is unacceptable and that they are making the bullied pupil's life unpleasant/miserable. They are warned as to their future behaviour. It is explained calmly the range of disciplinary measures that are potentially involved.

**10.15** The incident/issue should be recorded in the **Anti-Bullying Log** in the Staff Room and in the pupils' files in the office. Copies should be circulated to the Headmaster, Deputy Headmaster and Form Teacher.

**10.16** The situation is reviewed and revisited under the guidance of the Form Teacher until all parties are satisfied that the bullying has stopped.

**10.17** When dealing with a bullying incident it must be remembered that:

THE BULLIED CHILD MUST BE SAFE  
THE BULLYING MUST STOP

## **11 Action taken if bullying persists**

1. Internal exclusion
2. Suspension
3. and in the event of extreme or persistent cases exclusion

Jonathan Jones  
January 2015

Headmaster: .....

Governor: ..... School Solicitor: .....