TRANBY

EAST YORKSHIRE

ANTI-BULLYING

This policy applies to all members of our school community, including those in our Early Years setting.

The school is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity Policy document.

Tranby seeks to implement this policy through adherence to the procedures set out in the rest of this document, which has regard to DfE Guidance- Safe to Learn: Embedding anti-bullying work in schools.

This document is available to all interested parties, including parents and prospective parents, on request from the main school office or may be downloaded from the school's website, and should be read in conjunction with the following documents:

- Child Protection (Safeguarding)
- Cyberbullying
- Behaviour
- PSHCE schedules MSC development of pupils

This document is reviewed annually by Mrs A Robinson, or as events or legislation change requires.

Anti-bullying	
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Policy Statement

Tranby School is committed to creating an environment of good behaviour and unconditional respect, with helpful examples set by staff and older pupils. Tolerance and respect for others are key values to ensure that we all strongly oppose all forms of bullying. Every member of the school community, pupils, parents, teaching and non-teaching staff all have an important part to play in producing and maintaining an atmosphere where each individual feels cared for and valued.

Bullying is repeated over time and intentionally hurts another student or group physically or emotionally and is often motivated by prejudice against particular groups. Bullying can take place in school or can affect school life if it occurs outside school. It is difficult for those being bullied to defend themselves. Bullies may target others based on age, race, culture, religion, special educational needs, sex (including sexism, homophobia and transphobia) or disability, or because the child is adopted or a carer. Bullying may take place directly (in person) or through cyberbullying means (such as the internet, social websites, mobile telephones, text messaging, photographs and email) and prejudice-based bullying because of a protected characteristic. It may cause short or long-term psychological damage. Where incidents of cyberbullying are suspected, please refer to the Cyberbullying Policy.

We view bullying to be the wilful, conscious desire to hurt, threaten or frighten someone. It can be physical or verbal or even just a look. Bullying can be overt or subtle intimidation.

- We believe it is every pupil's right to go to school in safety and to receive their education free from humiliation, oppression and abuse
- There is a common law duty on teachers and the school to take care of the physical safety of pupils
- This policy has been established to eliminate or reduce to a minimum known hazards arising out of the behavioural habits of pupils in the school's care
- We believe it is every pupil's right to go to school in safety and to receive his or her education free from humiliation, oppression and abuse
- It is the responsibility of all members of the community to ensure that education takes place in an atmosphere that is caring and protective
- Pupils are encouraged to share any problems concerning bullying with friends, teachers and parents. Pupils are taught through the pastoral programme that everyone has a duty to ensure that bullying does not occur, and other areas of the curriculum (PSHE and assemblies) are used to get the message across.
- Pupils should report any incidents of bullying, or cyberbullying, to a member of staff to ensure the problem is dealt with immediately; they are clear about the part they can play to prevent bullying, including when they find themselves as bystanders
- Key areas may be identified as possible bullying zones, to be supervised by staff duties and prefect duties
- Everyone works continuously to create an ethos where bullying will not be tolerated, including staff/pupil and prefect/pupil relationships
- There is a clear and widely understood procedure for staff to follow in investigating incidents, and there are guidelines for listening to victims, witnesses and aggressors. This involves an initial no blame approach. Pupils are expected to report any incident or on-going problem to a member of staff. The school is committed to involving parents. Parents are invited to contact the Headmaster, or any other member of staff should they be concerned about any possible indication of bullying.
- Staff Inset is provided to facilitate the implementation of this policy.
- This policy has regard to relevant legislation and government guidance including current DfE Guidance – Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies (July 2011).

Definition

'Bullying is a conduct intentionally causing hurt, either physical or psychological, which is provoked, and which persists over a period.'

Bullying in school can be in many forms, for example:

- Exclusion from friendship groups or activities
- Threats to exclude
- Verbal attacks
- Misappropriation of property
- Persistent hurtful comments
- Any other action which on a prolonged basis causes the victim to feel ill at ease
- Using technology, such as text messaging; please see Cyberbullying policy

Defining bullying and anti-social behaviour

At Tranby bullying is defined as repeated over time (but does not preclude action being taken for single incidents) and intentionally hurting another pupil or group physically or emotionally and often is motivated by prejudice against particular groups; for example, on grounds of race, religion, culture, sex, gender, homophobia, transphobia, special educational needs and disability, or because a child is adopted or is a carer. Bullying may be a significant factor in causing severe psychological distress and damage.

Tranby distinguishes friendship issues from bullying as defined above. Where friendship issues are not deemed to have met the threshold to be classed as bullying, these will be dealt with in accordance to the School's Behaviour Policy. A formal complaint of bullying made in writing to the Headmaster, in accordance with the Complaints Policy, will be treated as a formal incident.

Bullying can take many different forms, which include:

Physical bullying should not be seen merely in terms of a pupil being physically threatened or assaulted. It can include damage done to the victim's property, clothing or schoolwork.

Verbal bullying includes name calling, sarcasm and persistent teasing.

Emotional bullying is when someone is tormented, ridiculed, or humiliated. Often the person who engages in this form of bullying does not consider it to be bullying but refers to it as a "joke". If this victim does not find teasing or taunting funny, then it is not a joke.

Indirect bullying involves spreading unpleasant stories about someone, excluding them from a social group or spreading nasty, malicious stories about them.

Racist, Religious, Cultural, Sexist, Homophobic or Transphobic bullying is when a pupil is targeted for representing a group; it is likely to hurt not only the victim but also other people in the same group; similarly, pupils who are targeted because they have a disability or a Special Educational Need, have been adopted or act as carers for a member of their family.

Sexual bullying is characterised by unwelcome remarks about appearance, inappropriate (and uninvited) touching and sexual innuendos and propositions. It can also be related to sexual orientation.

Cyber bullying is when one person or a group of people aim to threaten, tease or embarrass someone else by using a mobile phone, the internet or other technologies, such as social websites, text messages, photographs or email

Bullying may occur directly or through cyber technology (social websites, mobile phones, text messages, photographs and e-mail) and prejudice-based bullying because of protected characteristics. We distinguish in our records any incidents of bullying which are based on protected characteristics, which enables us to monitor our success in meeting other standards such as instilling values of tolerance and respect and actively promoting the well-being of pupils. These incidents are taken particularly seriously.

Pupils who use the internet in ways that cause harm to others and bring the name of the school into disrepute may be subject to disciplinary sanctions even if the behaviour takes place off school premises, and even if the pupils are over 18.

The seriousness of bullying cannot be emphasised enough. Bullying makes the life of a victim a misery; it undermines confidence and self-esteem and destroys their sense of security. Bullying can impact on a victim's attendance and attainment at school, marginalises those groups who may be particular targets for bullies and can have a life-long negative impact on some young people's lives. At worst bullying has been a factor in pupil suicide and causing psychological damage. The school will implement disciplinary sanctions that reflect the seriousness of an incident. Strong sanctions such as exclusion may be necessary in cases of severe and persistent bullying.

The effects of bullying

- Bullying makes the lives of its victims miserable. It undermines their confidence and destroys their sense of security.
- Bullying can be psychologically damaging causing sadness, loneliness, low self-esteem, fear, anxiety and poor concentration, and lead to self-harm, depression, suicidal thoughts and, in some cases, suicide.
- Bullying can also affect children and young people's attendance and progress at school.

Procedure

This varies in different parts of the school, however all stages of the process must be recorded, to enable patterns to be identified.

Prevention

Preventative measures are based on creating awareness amongst staff and pupils through training and awareness of the contents of the policy, legal responsibilities are known, action is defined to resolve and prevent problems, and sources of support are available. The school's use of restorative practice techniques plays a major role in the prevention of bullying. Staff receive regular training in this, and pupils are made aware of the strategies through PSHE, classroom displays and individual planners.

Sanctions

In cases of severe and persistent bullying, strong sanctions ultimately including exclusion, may be necessary. Whilst bullying is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour that are relevant, and if staff feel that an offence may have been committed that they should seek assistance from the police.

Aims

- To help members of the school community to deal with bullying when it occurs and, even more importantly, to prevent it
- To prevent as far as is possible bullying taking place

- To respond appropriately and effectively to incidents

PREP SCHOOL PROCEDURES

Possible signs

Pupils who are being bullied may show changes in behaviour, such as becoming nervous and shy or feigning illness. They may show changes in work patterns, lack concentration or even truant from school.

Why do bullies bully?

A bully may feel they can get respect from their peers by bullying. He/she is often inadequate, unhappy or insecure. The bully may need help. Research suggests that to regard bullying as a straightforward discipline problem is no longer acceptable or effective. It is important the bully is helped to see the hurt he inflicts on his victims and made to understand that his behaviour cannot be tolerated.

Encourage to talk

It is important that we create an atmosphere in the school, where pupils being bullied, or others who know about it, feel that they will be listened to and believed, and that action taken will be swift but sensitive to their concerns.

Not telling protects the bully or bullies, and gives the message that they can continue, perhaps bullying others too. The use of the 'buddy system' may be another avenue for the pupils to support one another.

To all pupils

If you are being bullied, or you know someone else is, please tell a member of staff straight away and it will be dealt with.

Not telling means the victim will continue to suffer and the bully will carry on, probably with others too. We all have a responsibility to ensure that bullying is not allowed to continue in our school.

Specific people who may be able to help in school

- Other pupils/buddies
- Early Years Practitioners
- Learning Support Assistants and Teaching Assistants
- Teachers
- Wellbeing and Behaviour Lead
- Deputy Head
- Head of Prep
- Any member of staff

To Parents/Guardians

If you think that your child may be being bullied, or they tell you that they are, please let us know straight away. Please reassure them that we will deal with it sensitively, but firmly.

If your child tells us they are being bullied, or we discover that they are bullying others, we will contact you, and will discuss together how the situation can be improved.

Procedures (incidents will be recorded in CPOMS to enable patterns of behaviour to be identified)

In the first instance, it is important to make it clear to the victim that revenge is not appropriate and to the bully that his/her behaviour is unacceptable and has caused distress. Every effort is made to resolve the problem through counselling of both parties in line with the school's behaviour and discipline policy.

At this stage, parents of both parties are informed of what has happened and how it has been dealt with. It is vital that everything that happens is carefully recorded in a clear factual way via CPOMS. If the bullying behaviour continues, and counselling has not worked, then appropriate sanctions will follow. In cases of severe and persistent bullying, strong sanctions such as exclusion may be necessary.

Guidelines to all staff

Preventative measures are based on creating awareness amongst staff and pupils through training and awareness of the contents of the policy. We need to be particularly vigilant at breaks and travelling times between lessons, in the playgrounds and in the area of changing rooms and toilets. These are times and places where victims are more vulnerable, and bullying is not seen easily. If you think that bullying is happening, talk to the pupils concerned, and ask them what has been happening.

1. Find a quiet space, such as a classroom or library
2. Make pupils feel comfortable at ease
3. Interview separately
4. Have 2nd adult present if deemed necessary
5. Listen carefully, prompt only when necessary
6. It is important to give 100% when listening. Take notes as necessary
7. Write up at end of interview so that it can be recorded on CPOMS so the relevant staff are notified.
8. A copy of this to be passed to the Headmaster via CPOMS.

Curriculum work can enhance this policy within specific subject areas, e.g., Drama/English and through the PSHE programme. School assemblies may also be an effective way to deal with this issue.

Policy on actions

Children involved in bullying will meet daily with the Head of Prep, Prep Assistant Head Pastoral or Key Stage Coordinator. Depending upon circumstances children may be given a peer mentor. A diary may need to be kept by the children and a record on CPOMS by the Head of Prep/Prep Assistant Head Pastoral /KS coordinator. Meetings will be reduced when the situation improves unless further action is required.

A record on CPOMS will be kept of all instances of bullying so that patterns may be identified, and the effectiveness of the approaches adopted may be evaluated.

SENIOR SCHOOL PROCEDURES

Why are people bullied?

Children and young people are bullied for all sorts of reasons. Bullying is often motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability, or because a child is adopted or a carer.

But people are sometimes picked on for no reason.

Why do people bully?

A bully may feel that he or she can get respect from their peers by bullying. He or she may often feel inadequate, unhappy or insecure. The bully may need help. Research suggests that to see bullying as a straightforward discipline problem is no longer acceptable or effective. It is important the bully is helped to see the hurt he or she inflicts on his or her victim(s) and is made to understand such behaviour is intolerable.

Bullying out of school

According to the TES, '*The law relating to safeguarding and cyber bullying can take schools by surprise. The fact that pupils' offending behaviour often takes place in the home does not exonerate schools of the clear legal duty to safeguard and protect all pupils and to manage their behaviour both on and off the school premises.'* It is imperative that effective defensive measure is taken to prevent the external incidents of bullying spilling over into school. Furthermore, the School takes seriously any incidents occurring whilst pupils are travelling to and from school, particularly on school buses.

If any member of staff is made aware of any reports of bullying outside school these will be followed up.

1. Form Tutors

Have a key role to play in raising the awareness amongst pupils:

- At the beginning of each year when establishing a code of behaviour
- In tutorial time where possible strategies to adopt can be discussed in circle time and with the help of PSHE.

2. Departments

Opportunities should be taken to raise the awareness of various aspects of the problem through PSHE, assemblies, projects, drama, role-play, stories, literature, historical events, current affairs, writing and so on to raise awareness, with discussion of differences between people and the importance of avoiding prejudice (and prejudiced-based language).

3. Staff

Should be always vigilant, including during break and lunch duties. The signs of bullying are a change in behaviour, such as becoming nervous and shy and feigning illness. Victims may show changes in work patterns, may lack concentration or may even truant from school.

4. Parents

The school's policy is made clear via the Parent Handbook.

Response

This should involve corrective and supportive action for both the victim and the bully. All reports of bullying must be taken seriously and have high priority, but discretion is important. A 'no blame' approach will be adopted. This is a constructive solution achieved through a participating non-punitive approach which involves pupils and staff resolving the problem. At all times **restorative practices** will be used to help pupils appreciate the consequences of their behaviour and work towards restoring the harm done. When pupils do not respond to the help, support and guidance there will be strong sanctions, ultimately including exclusion, that may be necessary in cases of severe and persistent bullying.

Procedure (written reports will be kept at all stages and Heads of Key Stage and/or the Assistant Head (Pastoral) will record incidents in CPOMS to enable patterns of behaviour to be identified)

- The person to whom it is reported should listen, reassure the victim and explain that the Form Tutor, Head of Key Stage, and Assistant Head (Pastoral) must be put in the picture
- A full record of the incident should be recorded on CPOMS for the attention of the Head of Key Stage and Assistant Head (Pastoral), to enable patterns to be identified
- The incident must be investigated fully, and any evidence collected
- At least one of the Form Tutor, Head of Key Stage, and Assistant Head (Pastoral) should see the victim and ask for a written report of the incident
- The Head of Key Stage, and Assistant Head (Pastoral) should see the person accused of bullying and ask for a written account of the incident.

If admitted:

- The bully should give a verbal and written undertaking that it will not occur again
- The bully should apologise to the victim
- The bully should be given counselling and support, efforts should be made to establish reasons for the behaviour
- Parents should be informed, depending on the seriousness of the incident

If not admitted:

- There should be a second interview with both parties to clarify any necessary points
- If the bullying is still not admitted, the 'bully' should be warned that the incident has been noted and that it is there for future reference if another similar incident is reported
- The victim should be informed of the outcome and what action has been taken. Appropriate counselling and support should be given, including advice about what to do if the bullying continues
- Staff should be informed of the incident, as appropriate, for information only
- Peer groups/other pupils should be made aware of the situation as and when appropriate
- The Head of Key Stage should record the outcome on CPOMS.

Recording and Reporting

The Senior School uses a Bullying Register. If a pupil is found guilty of bullying or there is enough evidence to issue a warning, pupils' names will be placed on the register for 12 months. Any further incident of bullying within the year will put the bully's position in the school in jeopardy. Clear records of anti-social behaviour are kept evaluating the effectiveness of the approach adopted and to enable patterns to be identified.

Allegations of abuse against another pupil must be reported to the DSL (who will inform the Head and the LADO immediately)

a. When there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm from another pupil, the school should report its concerns to the Local Authority social care department. Please refer to the School's Child-Protection (Safeguarding) Policy.

b. Note: It would be an expectation that in the event of disclosure about child-on-child abuse that all children involved, whether perpetrator or victim, are treated as being "at risk." Please refer to the School's Child-Protection (Safeguarding) Policy.

In cases of serious harm or where a crime may have been committed the police will be informed from the outset. Any such matters will be dealt with in the strictest confidence

The school will not undertake their own investigations of allegations without prior consultation with the LADO. Note: A bullying incident should be treated as a child protection concern where there is reasonable cause to believe that a child is suffering, or likely to suffer, significant harm.