

<b>Date of Last Review:</b>	November 2022	<b>Review Period:</b>	Annually
<b>Date of Next Review:</b>	November 2023	<b>Owner:</b>	Rachael Faulkner, Deputy Headteacher



# ***Behaviour – Anti-Bullying Policy & Procedures***

*Enabling a world of freedom, opportunity and fulfilment*

## History of Policy Changes

Date	Page	Change	Origin of Change
Nov 2022	4	Reference to Prejudice related bullying and Prejudice related language	Replace appendices
Nov 2022	11&12	Addition of the schools Anti-Bullying Charter and Being Appropriate into the appendices	Recently revised and updated

## Policy Statement

The Trafalgar School at Downton is committed to opposing bullying. Staff and Governors believe that every student has the right to feel safe and secure at school and that any form of bullying needs to be challenged swiftly and effectively. We recognise that in dealing with incidents we need to deal with the person doing the bullying, support the person being bullied and address the impact of the incident upon the family of the person being bullied, other students present and/or upon the school population.

The Education Act (Number 2) 1986 and Education Reform Act 1988 require schools to maintain acceptable standards of discipline and behaviour and uphold certain values, including those which reject bullying and cruelty. Under the Ofsted Framework for Inspection, Registered Inspectors will report on behaviour and discipline, including *“the views of students, parents and teachers on the incidence of bullying and the school’s response.”*

We accept that when students are bullied, their lives may be made miserable. They may suffer injury and may be unhappy about coming to school. Over time, they are likely to lose self-confidence and self-esteem. Some may blame themselves for “inviting” bullying behaviour. The unhappiness of bullied students is likely to affect their concentration and learning; they may avoid potential bullying by not attending school.

Equally, if other students observe bullying behaviour going unchallenged, they may infer that bullying is a quick and effective way of getting what they want. Those students who are being bullied may interpret a school’s inaction as condoning unacceptable behaviour. They may feel betrayed by and lose respect for adults in authority.

However slight or infrequent the incidence of bullying, no school can claim “there is no bullying here”. Every school has some degree of bullying; and parents and the wider community know this. **A school which recognises the issue and demonstrates, through its policy and action, a determination to respond positively and effectively, is more likely to secure the confidence and respect of parents, students and the wider community.**

## Policy Aims

- To promote the safety and happiness of all members of the school community.
- To increase understanding and awareness of bullying behaviour and its impact.
- To provide a model for helpful and responsible behaviour.
- To develop a consistent and effective structure for dealing with those doing the bullying and those being bullied.

## Definitions

It is likely that parents, students and teachers will need clarification about what we believe constitutes bullying behaviour. There are many opportunities to educate all members of the school community to share a common understanding of bullying. There are many definitions of bullying, but most have three elements in common:

- it is deliberately hurtful behaviour;
- it is repeated, often over a period of time; and
- it is difficult for those being bullied to defend themselves.

Bullying can take many forms, but the main types are:

- **Physical**, such as intimidatory behaviour; invasion of personal space; hitting; kicking; aggressive physical contact which may not cause pain or injury; taking, damaging or otherwise interfering with belongings; coercing victims into acts which they do not wish to commit; or unwelcome sexual advances.
- **Verbal** and **non-verbal**, such as name-calling; insulting, racist or sexist or homophobic remarks; making fun of someone or belittling them; or nasty looks, abusive gestures or sounds.
- **Indirect**, such as malicious gossip; spreading stories or rumours about someone; excluding someone from social groups or deliberately isolating them; cyber bullying.

## Prejudice Related Bullying

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- Age
- Being or becoming a transsexual person
- Being married or in a civil partnership
- Being pregnant or having a child
- Disability
- Race including colour, nationality, ethnic or national origin including Gypsy, Roma Travellers
- Religion, belief or lack of religion/belief
- Sex/gender
- Sexual orientation

These are called 'protected characteristics'. As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic, sexual and disablist in nature. We will record these types of bullying, even that which represents a one-off incident.

**Other vulnerable groups include:**

- Bullying related to health issues
- Bullying of young carers or looked after children otherwise related to home circumstances
- Sexual harassment and bullying behaviour

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious. There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

**Prejudice Related Language**

Racist, homophobic, biphobic, transphobic, sexist and disablist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or transsexual or are perceived to be, or have a parent/carer or sibling who is; because they have a learning or physical disability.

Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or their friend, family member or their parent/carers.

In the case of homophobic, biphobic and transphobic language particularly dismissing it as banter is not helpful, as even if these terms are not referring to a person's sexual orientation or gender identity, they are using the terms to mean inferior, bad broken or wrong. In addition to this, homophobic, biphobic and transphobic language can often be targeted at students who have lesbian, gay or bisexual family members and students who do not conform to gender stereotypes or are seen to be 'different' in some way.

We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent uses of prejudice related language and/or bullying will be dealt with as with any other form of bullying. Please see our Being Appropriate Charter for school expectations. Appendix 3.

## **Strategies for Implementation**

### **Educating and informing students about bullying**

The curriculum can be used to raise awareness about bullying behaviour and the school's anti-bullying policy. The curriculum can also be used to challenge attitudes about bullying, increase understanding for bullied students and help build an anti-bullying ethos in school. Many subject areas contribute directly through reference to individual or group behaviour and its impact on others, for example, an incident in history, current affairs or a fictional account.

All subject areas can contribute indirectly through the selection of curriculum approaches which require students to work together co-operatively and which include regular opportunities for personal evaluation or reflection on how effectively each student has worked with others and how interaction could be improved. Activities which are based on group tasks, experiments or investigations offer plenty of opportunities for such personal and social development.

Students should be advised of where they can go during non-teaching time where they can feel safe and who they can contact for support at any time during the day.

House teams have a crucial role in fostering positive relationships. Heads of House (HoH) develop a consistent approach towards creating tutor group and house identities. Tutor group and inter-house activities is one method. The issue will also be discussed in tutor-time and addressed in assemblies.

The Senior Leadership Team (SLT) works with Heads of House to support their work through assemblies, the School Council and the Anti-Bullying Ambassadors. The Senior Leadership Team also construct supervision duty rotas with a preventative approach to bullying.

### **Educating and informing parents and the wider community**

Parents need to be advised of the school's policy. The policy will be published on the school website and included in an annual mailing to parents. From time to time, it may be appropriate to discuss the issue of bullying at special parents' meetings.

The support of Governors is crucial in introducing and maintaining this policy. They will be fully involved in the implementation of the policy and in reviewing its effectiveness.

### **Educating Staff (Teachers and Support Staff)**

There is a need to raise staff awareness and discuss strategies for dealing with incidents as and when they arise. All adults in school share responsibility for creating an anti-bullying ethos and responding to incidents. Development

opportunities will be provided primarily through whole staff meetings, voluntary twilight sessions, the induction programme, department and house meetings, line management meetings and one-to-one support meetings. Some personnel may also need specific training.

## **Dealing with incidents**

A model procedure for dealing with bullying incidents is attached as Appendix 1.

The school recognises that a variety of approaches may be used, depending on the nature of the incident, and that accurate record-keeping is essential. Records must be kept on CPOMS for every stage of the process.

In cases where a 'ring-leader' is identified or a student has a 'track record' of bullying, additional approaches involving disciplinary sanctions will be considered.

## **Roles and Responsibilities – Reference to Appendix 1**

### **The role of all staff:**

- To respond to every approach from a student as serious
- To be aware of the School's policy and take action on any incident of bullying reported to them (see procedures)
- To log the incident using information from the victim and/or bully
- To make use of opportunities which arise in the curriculum to make clear the damaging and distressing nature of bullying

### **The role of Heads of House:**

- To co-ordinate the delivery of the anti-bullying package through PSHE and Tutorial work, working with the SLT to discuss relevant issues with individuals and groups
- To be involved with Stage 4 bullying
- To liaise with parents

### **The role of Deputy and Assistant Headteachers:**

- Involvement with Stage 5 bullying
- Implementation of sanctions and preventative measures
- Contact Home

### **The role of Headteacher:**

- Re-admission after Stage 6 A and B
- Final warning
- Decision to investigate alternative provision

### **The role of Students:**

The students are the most powerful group in dealing with bullying. The  
'Bystanders' - students who are neither bully nor victim - can:

- support the victim
- make clear their opposition to bullying
- **TELL!** Make sure that a member of staff, teaching or non-teaching, knows what is happening

### **The role of the Anti-Bullying Ambassadors:**

These students have an important role to play. They work with the Deputy Headteacher (Pastoral) to develop policy and practice and they provide a conduit from the student body to the staff about current bullying issues. They were instrumental in developing our Anti-Bullying Charter – Appendix 2, which is displayed in corridors and classrooms.

### **The role of Parents:**

- Contact Head of House if their child reports being bullied
- Re-assure their child without encouraging retaliation
- Maintain contact with the school as long as is necessary

### **The role of other Agencies, such as School Nurse, Doctor, EWO, Educational Psychology Service, Social Care, counsellors and others:**

- Will on occasions be aware of bullying before staff in School are aware and will inform the relevant Head of House
- Will on occasions act as a link between home and school in situations involving bullying

## **Policy Review**

The Policy will be reviewed annually and its success evaluated through:

- identification of baseline statistics (e.g. the number of incident reports, detentions, letters home)
- surveys of parents, students and/or staff
- inspection by external agencies such as County Inspectors or Advisers and OfSTED Inspectors

## **Implications for Whole School Development**

The Anti-Bullying Policy overlaps a great deal with the Behaviour Policy. It also has clear implications for communications within school; the induction of students and staff; staff development and CPD. This policy also needs to be read in conjunction with our policies on equal opportunities; teaching and learning and special educational needs.



## Appendix 1

### Anti-Bullying Procedures

Bullying is deliberately hurtful behaviour: it is repeated, often over a period of time and it is difficult for those being bullied to defend themselves.

These procedures are to ensure all students know how to respond if they feel they are being bullied and to get support from staff. A subsequent stage is triggered by the previous stage not solving the problem.

**Stage 1:** The most effective way to deal with a bully is for the student to stand up to them. This is done by the student telling them that he/she is not comfortable with what the bully is saying/doing.



**Stage 2:** The student will tell a member of staff (such as their Tutor) about the incidents that have happened.



**Stage 3:** The Tutor/member of staff will always do something. The incidents will be written down. The bully will be spoken to and asked why they are acting this way. They are warned that IF this happens again they become a bully. The member of staff will follow it up after 2 weeks by speaking to the student reporting the possible bullying, in order to check if further action is needed. The incident will be logged in school records.



**Stage 4:** Head of House will see both parties independently. Then, all parties including the member of staff in Stage 3 will discuss incidents together. Students are asked, "What are they doing?", "Why are they doing it?" "Why don't they like it happening?" and then asked "How can we make sure this doesn't happen again?" Parents notified and incident logged in school records as Stage 4. Head of House monitors after 2 weeks.



**Stage 5:** The bully will be isolated during the times that incidents are ongoing: two days for in lessons; five days break and lunchtime if out of lessons. (If on bus, passenger transport notified and strategies for supporting the student on the bus are discussed and enacted). Contact with parents made and meeting offered. 1 week on report to Assistant or Deputy Headteacher. During isolation the bully will be given counselling to help break the pattern of misbehaviour. The victim will be offered support on assertiveness if required.



**Stage 6a:** The bully will be given a one day exclusion and given help from outside agencies. They will be placed on a Pastoral Support Plan. They will be re-admitted to the school by the Headteacher.

**Stage 6b:** The bully will be given at least a two day exclusion. During their re-admission meeting they will be given a final warning by the Headteacher.



<b>Stage 7:</b> Alternative schooling for the bully will be sought.
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When a group of students are involved in bullying, they will be spoken to individually.

A bully who is at Stage 2/3 with three or more victims will move to Stage 4 with Head of House involvement.

# Our Anti Bullying Charter



AT THE TRAFALGAR SCHOOL

## WE WILL:



Be kind to others and respect differences



Use appropriate language at all times, especially when referring to race, gender, sexuality, beliefs or abilities



Not turn a blind eye if we see somebody being victimised



Not be judgmental - there will always be people we do not agree with



Give people different ways of asking for help - there is always a solution



Listen to everyone's opinions - they are all valid



Take all forms of bullying seriously and deal with them effectively



Understand how a bullying victim feels and think about how our actions and words can impact on them



CONFIDENTIAL EMAIL

[speakout@trafalgar.wilts.sch.uk](mailto:speakout@trafalgar.wilts.sch.uk)



# BEING APPROPRIATE

At The Trafalgar School at Downton and in life  
we demonstrate respect by:

-  Treating others with respect and kindness
-  Not using inappropriate verbal comments or offensive sexist comments
-  Not taking part in rumour spreading or 'slut shaming'
-  Not pressurising others into anything they do not want to do
-  Not sending or sharing inappropriate texts, pictures or photos
-  Not touching other people inappropriately or without their consent
-  Using school systems to deal with things which concern us
-  Always reporting things we are not happy with and have faith that it will be dealt with
-  Understanding that we will be challenged if our behaviour is not appropriate

