

Anti-Bullying Policy & Procedures



Anti-Bullying Policy & Procedures

Reviewed by Personnel Committee – March 2020

To be reviewed by Full Governing Body – May 2020

Torquay Boys' Grammar School understands that children have the right to be safe and happy in school, or during any activity related to their education at TBGS.

When joining the school, students are encouraged to follow the twin ideals of Respect and Responsibility at all times.

Our Policy Statement is:

The individual

Respect every child's needs for, and rights to, a safe environment where they can enjoy their time at TBGS free from intimidation.

Respect for every individual's feelings and views.

Recognise that our differences make each of us special – 'Being Different Belonging Together'

Show appreciation of others, by acknowledging individual qualities, contributions and progress

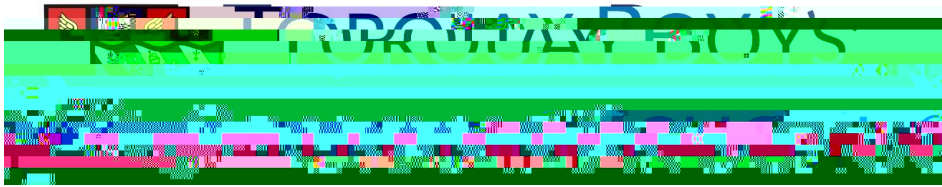
Respect the Anti-Bullying Code (ABC) and apply this in all aspects of school life.

Bullying

Our school community will not tolerate any

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behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating.

Cyber-bullying - The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been confiscated by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone. If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police. If a staff member finds material that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline.

5. VULNERABILITY

Some students are more likely to be the target of bullying because of the attitudes and behaviours some young people have towards those who are different from themselves. For example, those with special educational needs or disabilities, those who are adopted, those who are suffering from a health problem or those with caring responsibilities may be more likely to experience bullying because of difference.

Children in care that are frequently on the move may also be vulnerable because they are always the newcomer. These young people are often the same young people who might need greater support to deal with the impact of bullying, for example those who are going through a personal or family crisis.

Children with special educational needs or disabilities can often lack the social or communication skills to report such incidents so it is important that staff are alert to the potential bullying this group faces and that their mechanisms for reporting are accessible to all. There will also be a range of other local or individual factors that result in some children being more vulnerable to bullying and its impact than others. Being aware of this will help schools to develop strategies to prevent bullying from happening. It will also help schools be alert to those children who may be severely affected when it does occur. The impact of bullying can be severe because of the nature and extent of the bullying or because it is combined with other factors such as those mentioned above that also affect the social, mental and emotional health of the pupil.

Support for staff who are bullied- It is important that schools take measures to prevent and tackle bullying among students, but we recognise that it is equally important that schools make it clear that bullying of staff, whether by students, parents or colleagues, is unacceptable.

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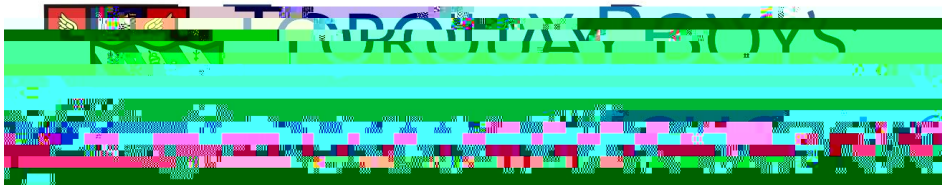
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6.2 Parental involvement

TBGS is committed to working in partnership with parents. We believe the best outcomes emerge when professionals and parents/carers are able to work together when bullying occurs.

We recognise the important influence which parents/carers have on their children and actively seek their support when their child is involved in the bullying – either as the victim or a perpetrator.

If a child is involved in a single serious incident of bullying or there is evidence that the same child is



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7. RESPONSIBILITIES

All members of staff and volunteers are responsible for ensuring that action is taken if bullying occurs. This will be supported and monitored by Heads of House, other members of the Pastoral team and the Senior Management Team.

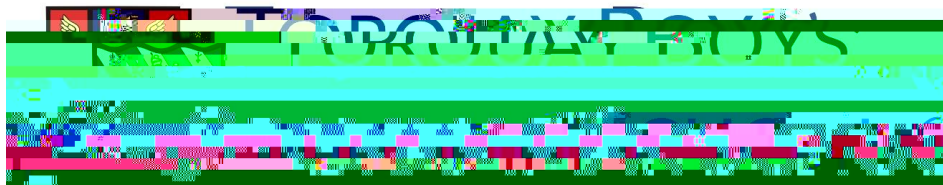
8. SUPPORT ORGANISATIONS

The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the ABA brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues. The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector which can be accessed [here](#).

Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

Restorative Justice Council: Includes best practice guidance for practitioners (2011).

Cyber-



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Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

Stonewall: An LGBT equality organisation with considerable expertise in LGBT bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

SEND

Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

Changing Faces: Provide online resources and training to schools on bullying because of physical difference.

Cyberbullying and children and young people with SEN and disabilities: Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

Anti-bullying Alliance SEND programme of resources: Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.

Race, religion and nationality

Anne Frank Trust: Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.

Educate Against Hate: provides teachers, parents and school leaders with practical advice and information on protecting children from extremism and radicalisation.

Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.

Kick It Out: Uses the appeal of football to educate young people about racism and provide education packs for schools.

Tell MAMA: Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies.

Anti-Muslim Hatred Working Group: Independent members of this group are representatives from the Muslim community and will assist and advice on all relevant issues.

Sexual harassment and sexual bullying

Disrespect No Body: a Home-Office-led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom.

Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying.



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ANTI-BULLYING CODE

Everyone has the right to feel safe and enjoy their time at TBGS free from intimidation.

Our school community will not tolerate any _____ acts whether they are

- physical
- cyber
- verbal
- emotional
- Homophobic, Biphobic or Transphobic (HBT)

Such behaviour will be regarded as bullying.

Bullying is too important not to report it – we as a community should support each other by reporting all incidents of bullying - you can talk to anyone.

TBGS has a zero-tolerance attitude to bullying

TBGS will take firm and decisive action to deal with any incident of bullying which is witnessed by, or reported to, any member of staff.

SEE IT REPORT IT STOP IT

Anti- Bullying

Support & Help

Your tutor and Head of House can support you with any bullying concerns, they are here to help you.

If you wish to remain anonymous, you could use the confidential school email address BeSafe@tbgs.torbay.sch.uk, or the confidential BeSafe text messaging service 01803 501300 (school hours only)

If you do not feel comfortable speaking to someone you know, contact an advisor on Kooth.com, or phone Childline on 08001111