



TUNBRIDGE WELLS
GRAMMAR SCHOOL for BOYS

Anti Bullying Policy

Produced by Aidan Coen

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This Policy is based on the model anti-bullying policy provided by KCC in 2005.

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Introduction

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, nurturing and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. TWGSB will take all necessary action to ensure pupils are able to benefit fully from the opportunities available at school.

What is bullying?

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The three main types of bullying are:
PHYSICAL (hitting, kicking, theft)
VERBAL (name calling, making offensive comments)
INDIRECT (spreading rumours, excluding someone from social groups, cyber bullying)

How Does TWGSB prevent bullying?

- All members of staff will intervene to stop bullying whenever they are aware that it is happening.
- All teachers will be alert to covert bullying and intervene to prevent bullying in lessons
- All students should be prepared to tell an adult if they think that someone is being bullied.
- All Form Tutors and pastoral leaders will be alert to, and investigate changes in behaviour or patterns of attendance (e.g. becoming shy and nervous, feigning illness, etc.) that may indicate a student is being bullied.
- Anti-bullying messages will regularly be given to all students as part of the PSHE programme, the wider curriculum, assemblies and form period activities.
- The school will promote the 'Fusion' peer support system, and other mentoring programmes that exist to offer support to students.
- The school's Positive Behaviour and Discipline Policy clearly identifies bullying as unacceptable and outlines actions in the case of bullying.
- The Health and Welfare team and the Heads of Year have a key role in investigating and preventing bullying.

What should staff do in the event of bullying?

- If bullying is suspected or reported then the member of staff should act promptly to stop it.
- Staff should ask those involved to write a clear written account of the incident(s). Bullying is classified as a Stage 2, serious incident in the 'Positive Behaviour and Discipline Policy' and should immediately be referred to the appropriate Head of Year.
- The Head of Year will be responsible for completing the investigation and contacting parents to inform them of the incident(s).
- The Head of Year should consult the appropriate Assistant Head, to agree an appropriate course of action in line with the Positive Behaviour and Discipline Policy and the Anti-Bullying Policy.
- Parents of the students involved should be kept informed during the process of investigation and consulted, when appropriate, as to future actions.

Students who have been bullied should be supported by:

- Having an immediate opportunity to discuss the experience with a form tutor, Head of Year or member of staff of their choice.
- Being reassured that the bullying will stop and that the school takes bullying seriously
- Being offered continuing support in order to restore self-esteem and confidence
- Ensuring that the parents are confident that the school is taking all reasonable measures to safeguard their child.

- Having their continuing well-being monitored by their Form Tutor to avoid future bullying.

Students who have bullied will be helped by

- Discussing what happened and discovering how and why the pupils became involved.
- Establishing the wrong doing and need to change
- Informing parents or carers to help change the attitude of the pupil.

Sanctions

- Appropriate sanctions will be taken as outlined in the Positive Behaviour and Discipline Policy.

1. School Commitment

This school champions the right of every child to learn in a safe, nurturing, secure and supported environment where they feel free from the fear of intimidation, harassment, victimisation or ridicule from other individuals or from groups of individuals. The principles of tolerance and understanding and respect for others are central to what we believe. The School is committed to the Every Child Matters (ECM) agenda and this policy deals primarily with two of the five outcomes: 'stay safe' and 'enjoy and achieve'.

2. Key Priorities

The key priorities of this policy are:

- that children and young people are protected from harm
- that they achieve their full potential in education
- that they have a happy and stimulating childhood
- that they grow up healthily, physically and mentally
- that they feel good about themselves and respect others
- that they develop the essential personal and social skills to help them throughout life
- that they become active citizens and participate in society.

3. Expectations

This policy and the actions that flow from it are expected to be effective in:

- reducing bullying and bullying behaviour within the school environment
- involving and including the whole school community; staff, pupils, parents and carers, in preventing and responding to bullying
- closely linking approaches to anti-bullying work within the school ethos and philosophy
- linking anti bullying work with existing Behaviour, Equal Opportunities, Race Equality, and PSHE policy statements
- promoting an understanding of bullying and the implications of bullying amongst all members of the school community
- recording, monitoring and reporting incidence of bullying and monitoring, evaluating and regularly reviewing the effectiveness of prevention and responses to bullying.

4. Forms of Bullying Behaviour

It is important to remember that bullying behaviour forms part of a continuum of normal human behaviours. Children's behaviour may move along the continuum depending on their own personal characteristics, the circumstances around them, the way that this behaviour is

responded to by others and the behaviours they see successfully modelled by others. Bullying can take a number of forms, but three main types are:

- **Physical** – hitting, kicking, taking belongings, damaging personal property
- **Verbal** – name calling, insulting, making offensive remarks, text messaging, emails or writing offensive graffiti
- **Indirect** – spreading nasty rumours, exclusion from social groups.

Name calling is the most common direct form, and may be due to individual characteristics, such as wearing glasses, colour of hair, etc., or because of a pupil's ethnic origin, disability, sexuality, religion, nationality, colour or accent.

Behaviour such as the common use of discriminatory or pejorative language, or the inappropriate spreading of jokes and rumours that derives from a lack of understanding of the implications of such behaviour can be seen, in some cases, as unwitting bullying behaviour. This behaviour is a common contributory factor in the embedding of racist, sexist and homophobic cultures, and the proliferation of this behaviour outside school can make it particularly difficult for schools to challenge. However, TWGSB is committed to challenging that behaviour.

5. Who is Bullied?

All children are potential victims of bullying.

A victim of bullying is an individual or group who suffers in any way as a direct result of intentional and persistent harassment and/or victimisation by another individual or group where that harassment and/or victimisation is an abuse of power and is intended to frighten, intimidate or harm. Victims commonly find it difficult to counteract bullying behaviour, or to report their experiences to those who may be able to help them.

Passive victims tend to be: anxious, lacking in self-confidence, physically weak and unpopular. They do nothing to provoke attacks and do little, if anything to defend themselves.

Provocative victims tend to be: physically strong and active. They may have problems with concentration, which causes tension and irritation to those around them, provoking other children to turn on them. They may try to bully weaker students.

6. Who Bullies?

The term bully is certainly more complex than stereotypes imply, as are their victims. There are 3 main types of bullies:

Confident bullies: physically strong, enjoy aggression, feel secure, average popularity

Anxious bullies: weak academically, poor concentration, less popular, less secure

Bully/victim: bullies in some situations, bullied in others, very unpopular

7. Bullying and the Role of the Group

The majority of children within a school are not involved in bullying themselves. However, they are likely to know that it is happening. Bullying is commonly a group activity, often with one perpetrator taking a leading role. TWGSB actively seeks to prevent group bullying and stresses the individual responsibility of all students to behave appropriately at all times.

8. The Impact of Bullying on Children and Schools

Victims: In the short term victims of bullying may become unhappy and distressed. Their self-image is damaged and they may feel anxious and insecure. This may affect their concentration, their learning and their achievement and can contribute to problems with attendance, motivation and general health and well being. They may begin to view themselves as failures. Extreme cases have led to suicides.

Bullies: Those who bully successfully are likely to continue using bullying behaviours in their relationships with other children and adults. This can become part of more generally anti-social and disordered behaviour patterns.

School: The reputation of a school will suffer if it is not seen to address concerns about bullying positively and raise the profile of its anti-bullying work among the whole school community.

Academic Attainment and Attendance: Bullying impacts negatively on the achievement of individuals in school and consequently on the achievement of the school as a whole. Children who do not feel safe at school are unlikely to perform to the best of their ability academically and commonly lack confidence, concentration and motivation. Bullying also has a major effect on attendance, with those truanting or refusing to attend school frequently in the national picture citing bullying as a factor in this behaviour.

At TWGSB we seek to develop a healthy and strongly supportive school ethos as one of our most important anti-bullying tools.

10. Bullying of Specific Groups

TWGSB is a diverse community and all members of the school are welcomed and cared for whatever their individual affiliations or personal circumstances. Minority groups can become the focus for bullying and TWGSB takes particular care to ensure that the following groups are secure

Bullying, Child Protection and Looked After Children

In some cases bullying behaviours can be linked to complex abusive experiences the child him/herself may have had or are having, in the home environment. Increasingly agencies are concerned that violence between partners in the home, for example, can lead children who experience it to begin to see it both as normal and acceptable behaviour and begin to model it themselves.

A child who has been subject to abuse whether sexual, physical, emotional or neglect, is likely to have low self esteem and lack confidence. This may mean they are more prone to being bullied than a child who has not had these experiences. Such children are also less likely to trust adults and may well be reticent about 'telling'. (This group of children includes virtually all children who are 'Looked After Children'.)

It is vital that all staff within the school (including non teaching staff, such as LSAs and volunteers) know who the named teacher with responsibility for Child Protection is, and how they implement Child Protection procedures, including those relating to reporting concerns about children involved in bullying.

All Looked After Children have a Personal Education Plan. This plan can have anti-bullying strategies with review/monitoring in place. Robust home-school liaison will also help support a Looked After Child who is experiencing bullying.

Racist Bullying

Racist bullying and individual incidents are unacceptable, and in some instances criminal. TWGSB is required under the Race Relations (Amendment) Act 2000 to have a Race Equality Policy, to actively promote race equality and to record and report racial incidents.

Racist bullying can be very complex, rooted in historic cultural problems or current events, and not apparent to outsiders. If the victim or anyone perceives an incident as racist, it will be investigated and reported as a potential racist incident.

KCC statistics indicate that most incidents occur at Key Stages 2 and 3.

Bullying of Children from Faith Communities

Some individuals are targeted for bullying because they adhere or are perceived to adhere to a particular faith. Such bullying is sometimes connected to racist bullying.

Homophobic Bullying

This involves the targeting of individuals on the basis of their perceived or actual sexuality or sexual orientation. Homophobic bullying can also include name-calling such as the use of the word "gay" as an insult. Individuals are commonly singled out for abuse if they do not conform to a stereotypical masculine or feminine gender image.

Gender Bullying (Sexual Harassment)

Gender stereotypes and the experiences some children have of adult relationships can contribute to gender bullying. Examples include name calling such as 'slag', 'slapper', 'bitch', use of sexual innuendo and unwanted propositioning and commenting on appearance and attractiveness

Bullying Due to Ability, Disability or SEN

Pupils with SEN or disabilities may not be able to explain experiences as well as other children. However, they are at greater risk of being bullied. Children with behavioural problems may become 'provocative victims'. This behaviour may need to be addressed as a behaviour target on a child's Individual Education Plan. There is also increasing evidence that children of high academic ability and those who work hard at school may be targeted.

Cyber-Bullying

'Cyber-bullying is an aggressive, intentional act carried out by a group or individual, using electronic forms of contact, repeatedly over time against a victim who cannot easily defend him or herself.'

- **Text message bullying** involves sending unwelcome texts that are threatening or cause discomfort.
- **Picture/video-clip bullying via mobile phone cameras** is used to make the person being bullied feel threatened or embarrassed, with images usually sent to other people. 'Happy slapping' involves filming and sharing physical attacks.
- **Phone call bullying via mobile phone** uses silent calls or abusive messages. Sometimes the bullied person's phone is stolen and used to harass others, who then think the phone owner is responsible. As with all mobile phone bullying, the perpetrators often disguise their numbers, sometimes using someone else's phone to avoid being identified.

- **Email bullying** uses email to send bullying or threatening messages, often using a pseudonym for anonymity or using someone else's name to pin the blame on them.
- **Chat room bullying** involves sending menacing or upsetting responses to children or young people when they are in a web-based chat room.
- **Bullying through instant messaging (IM)** is an Internet-based form of bullying where children and young people are sent unpleasant messages as they conduct real-time conversations online.
- **Bullying via websites** includes the use of defamatory blogs (web logs), personal websites and online personal polling sites. There has also been a significant increase in social networking sites for young people, which can provide new opportunities for cyber-bullying.

The school requires all pupils and their parents to sign the TWGSB Computer and Internet Access Agreement and all pupils must abide by it.

The school has monitoring software which analyses all ICT usage throughout the school and action will be taken if a pupil is seen to be breaking the Agreement.

11. Supporting and Involving Parents and Carers

Supporting and involving parents is often the key to successful anti-bullying initiatives. At TWGSB steps that are taken to ensure parental involvement include:

- regular consultation and communication with parents about bullying, its causes and its effects
- taking steps to overcome language barriers and to recognise cultural diversity when involving and consulting parents
- awareness of the need to balance parental involvement with confidentiality. Students experiencing homophobic bullying are often particularly reluctant to involve their parents
- ensuring all school staff are aware of the school's bullying policy so that they can respond appropriately and sensitively if approached by a parent
- involving parents of bullies and victims at an early stage
- ongoing contact with parents of both bullies and victims to ensure the problem does not re-occur.

12. Staff procedures in the event of bullying

Staff should refer to the Quick Guide on page 2 of this policy and/or refer to the Positive Behaviour and Discipline Policy which gives details of what all staff must do if a pupil is being bullied.

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