



ANTI-BULLYING POLICY

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ANTI-BULLYING POLICY

1. INTRODUCTION

In order for us to provide an appropriate learning environment for our students it is important they do not feel anxious about coming to school. We therefore remind students that they have both rights and responsibilities when it comes to any kind of harassment or bullying.

2. CHARTER

2.1 The charter printed below is widely available to all students and is included in the front of the Student Planner.

2.2 Whilst we accept that any document is only as good as its implementation, the Charter does serve to make clear Temple Moor's stance on bullying. Students and parents can be assured that every effort will be made to make life for all students in school as pleasant and as secure as possible.

2.3 Classroom Charter

"It is the responsibility of every member of the school community to address and/or report any incidents of bullying"

2.3.1 we the staff, Governors and students of TMHS agree to abide by this Charter and to keep each other safe from all types of bullying;

2.3.2 we agree to create an effective learning environment by treating each other with respect and courtesy;

2.3.3 we have the right to object to and/or reject language or behaviour which is offensive or intimidating;

2.3.4 we have the right to feel comfortable, safe, secure, equally valued and respected;

2.3.5 we have the right to grow and change, free from prejudice, stereotyping, harassment and negative discrimination;

2.3.6 we have the responsibility to treat others with respect.

2.3.7 bullying is taken seriously and when reported is done confidentially.

3. REFERRAL TO CHARTER

The Charter should be referred to directly when managing classroom behaviour. If students are calling each other unpleasant or derogatory names, the member of staff should tell them to stop and refer to the Charter which says that all students have the right to learn and not be subjected to this. This will seek to eradicate low

level bullying because **NO** name calling etc is acceptable.

The graphic is a teal-bordered document titled "Temple Moor High School Stop The Bully Charter". At the top left, it says "TEMPLE MOOR HIGH SCHOOL". To the right is a logo with two hands shaking, one labeled "SPEAKUP" and the other "STOP THE BULLY". Further right is the text "STOP THE BULLY" in large, bold, blue letters. The main body of the document contains the following text:

**Temple Moor High School
Stop The Bully Charter**

"It is the responsibility of every member of the school community to address and/or report any incidents of bullying."

We the Staff and Students of TMHS agree to abide by this Charter and to keep each other safe from all types of bullying.

We agree to create an effective learning environment by treating others with respect and courtesy.

We have the right to object to/and or reject language or behaviour which is offensive or intimidating.
We have the right to feel comfortable, safe, secure, equally valued and respected.

We have the right to grow and change, free from prejudice, stereotyping, harassment and negative discrimination.
We have the responsibility to treat others with respect.
Bullying is taken seriously and when reported is done confidentially.

To Report Bullying:

- Speak to your Form Tutor or Teacher
- Speak to your Pastoral Officer
- Speak to a Stop the Bully Mentor
- Email SPEAKUP@TMHS.RKLT.CO.UK

At the bottom, a teal bar contains the website address: WWW.TMHS.CO.UK

4. PEER MENTORING SYSTEM

Students have been trained to listen to any worries and problems, take all conversations seriously and talk about options. Students who become peer mentors are selected through an internal application system. Mentors are identified by their Lanyards.

5. ANTI-BULLYING WEBSITE

Students and parents of Temple Moor are able to access a dedicated website with information about anti-bullying and links to other sites such as Childline etc. The email address is: speakup@tmhs.rklt.co.uk

6. DEFINITIONS

6.1 What is bullying?

- 6.1.1 bullying is any incident perceived by the victim or anyone else as bullying. Bullying is behaviour that hurts someone else. It is usually repeated over a long period of time (NSPCC).
- 6.1.2 this definition is designed to ensure that the school takes full account not only of what the victim says, but also the perceptions of those who have witnessed the incident, reported it or are aware of the circumstances;
- 6.1.3 this means that if any person feels that an incident is motivated by bullying then it should be recorded as such and as with all incidents properly investigated;
- 6.1.4 bullying affects all members of the school community.

6.2 What does bullying look like, feel like, sound like?

In the main it consists of:

- 6.2.1 Physical – hitting, kicking, pinching, sexual assault, extortion, stealing, hiding belongings;
- 6.2.2 Verbal – name calling, mockery, insulting, making offensive remarks, sexual innuendo, threatening; and
- 6.2.3 Indirect – spreading unpleasant stories about someone, exclusion from social groups, being made the subject of malicious rumours, graffiti, defacing of property, display of pornography, classist, disablist, homophobic, cyberbullying, racist or sexist material.

6.3 Who bullies?

Anyone has the capacity to bully. There are no completely reliable pre-dispositional diagnoses. However, those who perceive themselves as low status within a community, institution or group may use bullying in an attempt to artificially boost their status. Self-esteem is, therefore, a key factor in whether someone bullies or not. This puts equal opportunities and inclusion at the centre of all anti-bullying work in schools.

6.4 Who is bullied?

Anyone can be bullied – student, parent/carer/guardian or staff member. People who suffer bullying are often perceived by others to be different. Sometimes the perceived difference is individual to that person – shyness, physical appearance, clothing and possessions, accent, perceived inappropriate behaviour. Frequently the perceived difference comes from assigning an individual to a group. Such bullying would then be designated as classist, disablist, homophobic, racist and religious, or sexist. People can be assigned or be a member of more than one group.

6.5 What is Peer on Peer bullying?

- 6.5.1 Peer on Peer bullying occurs when a young person is exploited, bullied or harmed by peers who are the same or a similar age

6.5.2 There are many different forms of Peer on Peer bullying. These are covered further in the policy but include the following: -Cyberbullying, Racist or religious, Sexual, sexist and transphobic, Homophobic and Disablist

6.5.3 Peer on Peer bullying can refer to any of the above either individually or as a combination.

6.6 What is classist bullying?

In classist bullying a person is targeted for representing a perceived class or socio-economic group. This not only impacts on the individual person, but on their families and others perceived to be from that same group. Incidents may include:

6.6.1 verbal abuse by name-calling, offensive mimicry;

6.6.2 physical threats or attacks;

6.6.3 defacing of property;

6.6.4 graffiti;

6.6.5 inciting others to behave in a classist way;

6.6.6 mocking clothing and belongings;

6.6.7 refusing to co-operate in work and play (refusing to sit next to someone).

6.7 What is disablist bullying?

People with special educational needs or disabled people may be less able or more reluctant to articulate experiences as well as others. However, they are often at greater risk of being bullied, both directly and indirectly, and usually about their specific difficulties or disability. Incidents may include:

6.7.1 verbal abuse by name-calling, offensive mimicry;

6.7.2 physical threats or attacks;

6.7.3 defacing of property;

6.7.4 graffiti;

6.7.5 inciting others to behave in a disablist way;

6.7.7 mockery of specific difficulty or disability;

6.7.8 mockery of person's contributions to work;

6.7.9 refusing to co-operate in work and play (refusing to sit next to someone).

6.8 What is homophobic, biphobic and transphobic (HBT) bullying?

In homophobic, biphobic and transphobic bullying, a person is targeted for :

- being lesbian, gay, bisexual, transgendered (trans) or questioning (LGBTQ)
- being perceived as LGBTQ
- having LGBTQ friends and family or having parents and carers who are LGBTQ
- being a member of staff who is, or is perceived to be LGBTQ

People do not have to be lesbian, gay, bisexual or trans to suffer homophobic, biphobic and transphobic bullying. This bullying not only impacts on the individual person, but on their families and others perceived to be from that same group. It may be based on gender stereotyping and incidents may include:

6.8.1 verbal abuse by name-calling, offensive mimicry;

6.8.2 physical threats or attacks;

6.8.3 mockery of subject and career choice;

6.8.4 defacing of property;

6.8.5 graffiti;

6.8.6 inciting others to behave in a homophobic, biphobic and transphobic way;

6.8.7 mockery of a person's demeanour or way of speaking;

6.8.8 mockery of person's contributions to work;

6.8.9 refusing to co-operate in work and play (refusing to sit next to someone).

6.8.10 inappropriate use of language, for example negatively using the term 'gay' to describe things

6.9 What is Cyberbullying?

Cyberbullying is the use of Information and Communications Technology (ICT) particularly mobile phones and the internet, deliberately to upset someone else. Cyberbullying may consist of threats, harassment, embarrassment, humiliation, defamation or impersonation. It may take the form of general insults, or prejudice-based bullying, for example, homophobic, biphobic, transphobic, sexist, racist or other forms of discrimination. Cyberbullying can exist on any of the following communication technologies:

6.9.1 e-mail;

6.9.2 Virtual Learning Environments (VLEs);

6.9.3 chat rooms;

- 6.9.4 websites;
- 6.9.5 social networking sites;
- 6.9.6 mobile and fixed-point phones;
- 6.9.7 digital cameras;
- 6.9.8 games and virtual world sites.

6.10 What is racist and religious bullying?

In racist and religious bullying, a person is targeted for being perceived as being a member of a different ethnic, cultural or religious group. People do not have to be of that group to suffer racist and religious bullying. This bullying not only impacts on the individual person, but on their families and others perceived to be from that same or similar group. Inappropriate assumptions maybe made about someone's religion or belief because of their ethnic origin and incidents may include:

- 6.10.1 verbal abuse by name-calling, offensive mimicry;
- 6.10.2 pretending not to understand/using gibberish;
- 6.10.3 physical threats or attacks;
- 6.10.4 mockery of physical appearance;
- 6.10.5 wearing of provocative badges or insignia;
- 6.10.6 having racist leaflets, comics or magazines;
- 6.10.7 graffiti;
- 6.10.8 inciting others to behave in a racist way;
- 6.10.9 mockery of a person's demeanour or way of speaking;
- 6.10.10 mockery of person's contributions to work;
- 6.10.11 refusing to co-operate in work and play (refusing to sit next to someone);
- 6.10.12 mockery of dress, religious observance, dietary habits;
- 6.10.13 mockery of country of origin.

6.11 What is sexist bullying?

In sexist bullying, a person is targeted for being perceived as being a member of a particular gender. This bullying impacts on the individual person and on all men and women and incidents may include:

- 6.11.1 verbal abuse by name-calling, offensive mimicry;
- 6.11.2 physical threats or attacks;
- 6.11.3 inappropriate and uninvited touching;
- 6.11.4 sexual assault;
- 6.11.5 display of pornographic material;
- 6.11.6 mockery of physical appearance;
- 6.11.7 wearing of provocative badges or insignia;
- 6.11.8 having sexist leaflets, comics or magazines;
- 6.11.9 sexual innuendo;
- 6.11.10 defacing of property;
- 6.11.11 graffiti;
- 6.11.12 inciting others to behave in sexist way;
- 6.11.13 mockery of a person's demeanour or way of speaking;
- 6.11.14 mockery of person's contributions to work;
- 6.11.15 refusing to co-operate in work and play (refusing to sit next to someone);
- 6.11.16 mockery of clothing;
- 6.11.17 mockery of subject and career choice.

Whilst all the above constitute some manifestations of bullying, it should be remembered that an incident of bullying is anything that the victim, or anyone else, perceives to be such an incident.

7. PREVENTION

- 7.1 Children's behaviour is affected by the behaviour of the adults around them, therefore, we expect adults in the school community to model respectful and courteous behaviour.
- 7.2 In the promotion of the school's anti-bullying work all pastoral and academic curriculum areas, and all school staff, will reflect the school's equal opportunities policy and practice in all their work
- 7.3 Staff on duty will actively supervise social and communal areas during break and lunchtimes.

7.4 Assemblies, the school environment and displayed material will consistently reinforce the equal opportunity and anti-bullying policies.

7.5 School staff will proactively challenge the use of inappropriate language.

8. ACTION

8.1 All members of the school community will be alert to the possibility of breaches of the policy and take appropriate action. Students who identify that the policy is not being followed, will alert an adult or mentor they trust, this may be their form tutor or Pastoral Officer, or any other adult within the school or Bullying Mentor.

8.2 All allegations of breaches of the policy will be investigated thoroughly and sensitively. If a teacher is unsure how to deal with the incident he or she will seek advice from more senior staff.

8.3 Bullying can be a crime and we may therefore choose to involve the Police where appropriate. The Police will be consulted if necessary and appropriate where certain types of bullying are a hate crime. Hate crimes are any crimes that are targeted at a person because of hostility or prejudice towards that person's disability, race or ethnicity, religion or belief, sexual orientation or transgender identity. Staff need to be aware that a victim does not have to be a member of the group at which the hostility is targeted. In fact anyone could be a victim of a hate crime.

8.4 Incidents and allegations will be investigated and the outcome recorded on the appropriate form. Feedback will always be provided to individuals who have made the allegations or complaint.

8.5 All incidents of bullying will be recorded and their frequency and type monitored. This information will be used to inform the development of the school's anti-bullying work.

8.6 Parents/carers/guardians are very important to the school and in particular they have much to contribute to our anti-bullying work. As part of the home-school contract all parents/carers/guardians will be asked to commit themselves to this policy.

8.7 The school in return, commits itself to investigate any allegations of any form of bullying from parents/carers/guardians promptly, and to feed back the outcome of such investigations. All incidents reported by parents/carers/guardians will be recorded.

8.8 The school will also discuss with parents/carers/guardians any incidents of bullying in which their child has been involved, either as victim or perpetrator.

8.9 Parents/carers/guardians, students and all members of staff will be given clear procedures on how to report incidents.

8.10 The school will provide training to all staff on how to recognise and deal with bullying. We recognise that this must be done in a consistent and transparent manner.

9. CONFIDENTIALITY

- 9.1 School staff cannot promise absolute confidentiality if approached by a student for help and staff must make this clear to students. Child protection procedures must be followed when any disclosures are made.
- 9.2 It is very rare for a student to request absolute confidentiality. If they do, in situations other than those involving child protection issues, staff must make a careful judgement whether or not a third party needs to be informed and this judgement will be based upon:
 - 8.2.1 the seriousness of the situation and the degree of harm that the student may be experiencing;
 - 8.2.2 the student's age, maturity and competence to make their own decisions.
- 9.3 Where it is clear that a student would benefit from the involvement of a third party, staff should seek consent of the student to do so. If appropriate, staff might inform the third party together with the student. Unless clearly inappropriate, students will always be encouraged to talk to their parent/carer.
- 9.4 An underlying principle in supporting students in our school is that all children are listened to sensitively and objectively and all incidences of bullying will be taken seriously.
- 9.5 Although the school cannot guarantee confidentiality students will be informed of national and local helplines, if appropriate, where confidentiality can be maintained.

10. SUPPORT FOR STUDENTS WHO EXPERIENCE BULLING

- 10.1 If you are being bullied:
 - 10.1.1 tell an adult or somebody you trust what has happened straight away;
 - 10.1.2 get away from the situation as quickly as possible;
 - 10.1.3 try to stay calm and look as confident as you can;
 - 10.1.4 be firm and clear – look them in the eye and, if possible, tell them to stop and,
 - 10.1.5 tell them how you feel.
- 10.2 If you have been bullied:
 - 10.2.1 tell a teacher or another adult you trust within school;
 - 10.2.2 tell your family;
 - 10.2.3 if you are scared to tell a teacher or adult on your own ask a friend to go with you;
 - 10.2.4 keep on speaking until someone listens and does something to stop the bullying;
 - 10.2.5 don't blame yourself for what has happened.

- 10.3 When you are talking to an adult, or an Anti-Bullying Peer Mentor about bullying, be clear about:
- 10.3.1 what has happened to you;
 - 10.3.2 how often it has happened;
 - 10.3.3 who was involved;
 - 10.3.4 who saw what was happening;
 - 10.3.5 where it happened;
 - 10.3.6 what you have done about it already.
- 10.4 If you experience bullying by mobile phone text messages or e-mail:
- 10.4.1 tell a friend, parent or teacher;
 - 10.4.2 be careful who you give your mobile phone number or email address to;
 - 10.4.3 make a note of exactly when a threatening message was sent. Saving the message, or email, and showing parents/member of staff, is advised.

11. IDENTIFYING, REPORTING AND RECORDING OF BULLYING: PRODEDURES AND PROTOCOLS

- 11.1 To enable all reported incidents of bullying to be dealt with in a consistent manner, information sheets are provided to assist identification of a bullying incident (Appendix 1) and recording and reporting any incidents.
- 10.1.1 Identifying Bullying (Appendix 1);
 - 10.1.2 Recording Bullying in the Classroom and Around School (Appendix 2)

12. MONITORING ARRANGEMENTS

This policy will be evaluated annually and updated where necessary. The views of students and staff will be used to make changes and improvements to the policy on an ongoing basis.

13. DISSEMINATION OF THE POLICY

The policy will be available to view via the school's website for staff, students and parents. Parents will be able to access this policy along with all of the others. All stakeholders will be made aware of where they may find the policy.

14. POLICY REVIEW

The policy will be reviewed bi-annually by the Pastoral Team, School Council and the Local Governing Board.

Temple Moor High School Anti-Bullying

Identifying Bullying

1. As a school we have responsibility to ensure any bullying is dealt with swiftly and as such we all have a responsibility to challenge incidents we see or hear, then record and report them to the relevant Pastoral Officer.
2. Do not always dismiss horseplay or throw away comment's students make to each other in the classroom or around school. All students have the right to feel safe and happy whilst they are in our care.
3. Bullying may take place:
 - 3.1.1 on the journey to and from school;
 - 3.1.2 during lessons;
 - 3.1.3 at break times;
 - 3.1.4 during lesson changeover;
 - 3.1.5 on-line.
4. Bullying may take the form of:
 - 4.1.1 Verbal;
 - 4.1.2 physical;
 - 4.1.3 cyber.
5. Instances of bullying may be:
 - 5.1.1 sexist;
 - 5.1.2 racial, colour, nationality, ethnicity, national origin;
 - 5.1.3 religious;
 - 5.1.4 disabilist;
 - 5.1.5 to do with Sexual Orientation;
 - 5.1.6 to do with Gender Reassignment.
 - 5.1.7 classist

6. Signs and symptoms that a student is being bullied. All adults should be aware of these possible signs and that they should investigate if a student:

- 6.1.1 is frightened of walking to or from school and does not want to go on a public bus or begs to be driven to school
- 6.1.2 changes their usual routine
- 6.1.3 is unwilling to go to school (school phobic)
- 6.1.4 begins to truant
- 6.1.5 becomes withdrawn, anxious, or lacking in confidence
- 6.1.6 starts stammering
- 6.1.7 attempts or threatens suicide or runs away
- 6.1.8 cries themselves to sleep at night or has nightmares
- 6.1.9 feels ill in the morning
- 6.1.10 begins to do poorly on school work
- 6.1.11 comes home with clothes torn or books damaged
- 6.1.12 has possessions which are damaged or 'go missing'
- 6.1.13 asks for money or starts stealing money (to pay bully)
- 6.1.14 has lunch or other monies continually 'lost'
- 6.1.15 has unexplained cuts or bruises
- 6.1.16 comes home hungry (money/lunch has been stolen)
- 6.1.17 becomes aggressive, disruptive or unreasonable
- 6.1.18 is bullying other children or siblings
- 6.1.19 stops eating

6.1.20 is frightened to say what's wrong

6.1.21 gives improbable excuses for any of the above

6.1.22 is afraid to use the internet or mobile phone

6.1.23 is nervous and jumpy when a cyber-message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

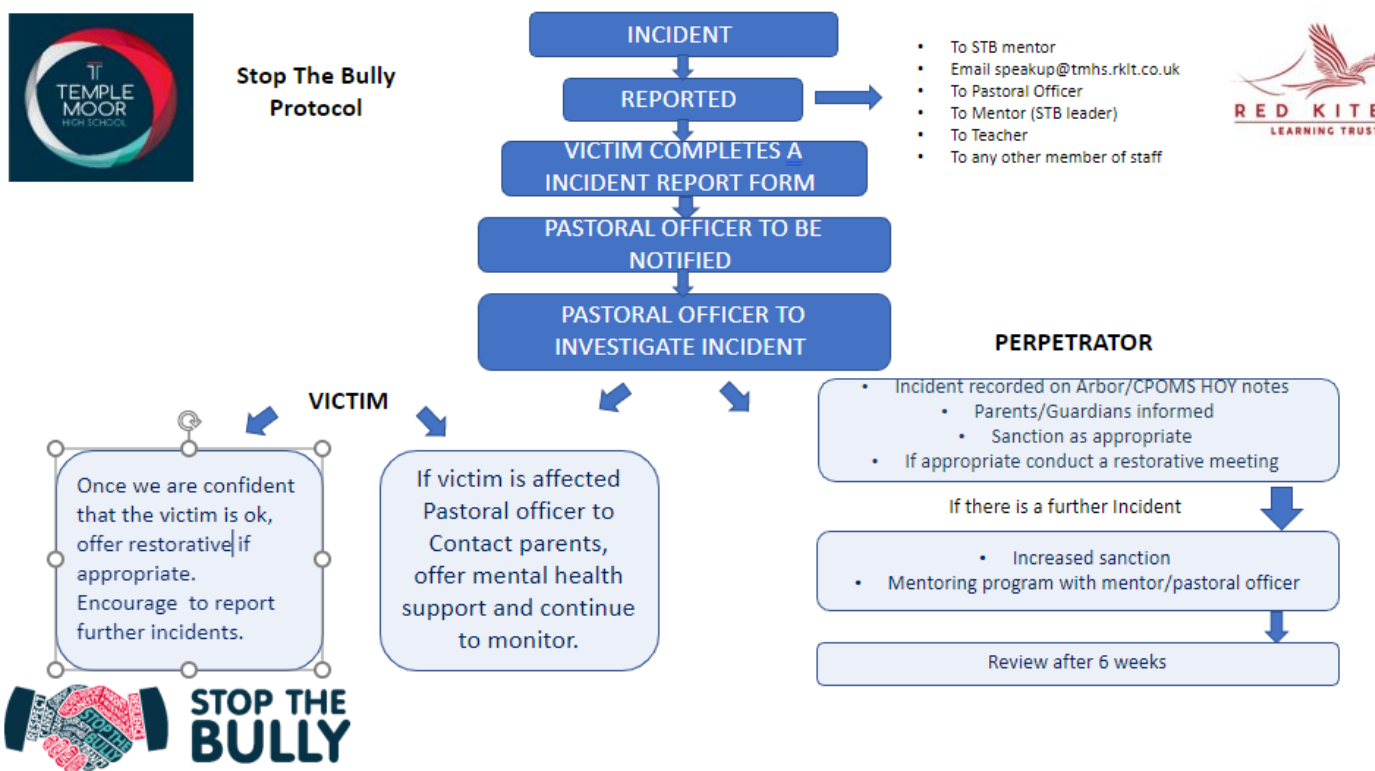


Recording Child on Child Abuse Using Arbor and CPOMS to report and record.

Challenge any such behaviours and record using the correct category on Arbor - issue the appropriate sanction using your professional judgment.

If further investigation and input is required – Record incident on CPOMS, Pastoral officers to escalate.

Protocols to be followed after an incident has occurred and recorded.



All incidents are taken extremely seriously and are dealt with appropriately, Dependant on the severity Sanctions may vary.