We are an ambitious and inclusive Trust of schools strengthening communities through excellent education.

TWT Anti-Bullying Policy

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Responsibility for approval: Senior Exec
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1.0 Policy Statement

1.1   We are an ambitious and inclusive trust of schools that recognise bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to learning, have serious consequences for mental health and damage communities. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood (DfE).

Every member of our school community has the right to feel safe and secure during their time at school, on school visits, and when travelling to and from school, free from humiliation, oppression and physical, mental, emotional or cyber abuse. The trust will do all in its power to enable each student to achieve their full academic potential unhindered by the words or actions of bullies following the agreed Anti-Bullying Procedures.

When bullying happens, it can be harmful, both physically and emotionally for the victim. It can also be a sign that the student carrying out the bullying has underlying issues that may require support. The purpose of this policy is to produce a consistent response to any bullying incidents that may occur. All members of the trust, staff, students and parents/carers should have an understanding of what bullying is and what the trust's procedures are for responding to bullying.

2.0   Definition of Bullying

2.1   Bullying behaviour is defined as "behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally." (Taken from the Department for Education advice July 2017, 'Preventing and Tackling Bullying) Bullying should therefore be considered as repeated acts of harm or abuse targeted at an individual or group.

2.2   Whilst one pupil or group starts bullying another pupil or group, there are often other pupils present (bystanders). These may:
- help the perpetrator by joining in;
- help the perpetrator by watching, laughing or shouting encouragement
- remain uninvolved;
- help the victim by telling the perpetrator to stop or fetching an adult.

2.3   Bullying is often focused on vulnerable people, but vulnerability is not always visible to adults. Their "difference" may be a notional one used to justify the bullying, to claim that bullying is in some way deserved or self-inflicted. There is no stereotype, but victims may be students who:
- are new to the class or school;
- are different in appearance, speech or background from other students;
- suffer from low self-esteem (but it's not clear whether this is a cause or effect of bullying);
- when bullied, demonstrate reactions which the bullies find 'entertaining', e.g. tantrums, loss of control;
- are more nervous or anxious than others (but witnesses who are not bullied are found to be just as anxious);
- have belonged to former friendship groups who have moved on or "split up";
- have learning difficulties or other kinds of special needs.

2.4.1   We recognise that not all conflict or unkind behaviour is bullying. Bullying is distinct from occasional disagreements, fallouts between friends, one-off name-calling, or isolated incidents of unkindness or teasing. However, we take any behaviour that impacts the safety, dignity, or well-being of a student extremely seriously. We are committed to identifying and addressing any patterns of behaviour that are

deliberate, repeated, and intended to cause harm or distress — the key characteristics of bullying (see definition in 3.0). Our focus is on creating a safe, respectful and inclusive environment, and we will always respond promptly and proportionately to concerns raised by children, staff, or parents.

3.0   Types of Bullying

3.1   Tier 1:

Deliberately unkind behaviour: A one-off incident of any form (physical, verbal, racial etc) which is deliberately (intentionally) unkind and / or causes harm to another person.

Bullying - The **repeated**, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. A helpful child friendly definition could be the **STOP- s**everal **t**imes **o**n **p**urpose principle.

Bullying can be physical, verbal or psychological. It can happen face-to-face or online'

There are four key elements to this definition:

- Hurtful;
- Repeated;
- Power imbalance;
- Intentional.

3.2   Tier 2:

Sub Categories of Bullying

- **Cyber bullying** - using the internet, games, mobile telephones, social networking sites etc in a way that causes harm or upsets someone else;
- **Physical bullying** – including: hitting, kicking, pushing people around, spitting; or taking, damaging or hiding possessions, barging, hurting, stamping;
- **Verbal bullying** - including name-calling, taunting, teasing, insulting, mockery, mimicking, inappropriate banter, sexist language or lyrics to raps, shaming e.g. fat-shaming;
- **Racial bullying** – deliberately unkind behaviour regarding someone's culture, heritage, country of birth or nationality;
- **Disability** – any bullying behaviour where someone feels they are targeted for their disability, special educational need or medical needs;
- **LGBTQ+** - any **bullying behaviour where someone feels they are targeted for their sexuality and/or gender (**whether actual or perceived**).**

NB: *Sexual – this would feature in the child on child abuse sections and harmful sexual behaviour sections of our recording.*

Intention: Some individuals may see their hurtful conduct as "teasing, banter" or "a game" or "for the good of" the other person. These forms of bullying are equally unacceptable but may not be malicious and can often be corrected quickly with advice and without disciplinary sanctions. A perpetrator who does not respond appropriately to advice or sanctions will be fully supported to remedy their behaviour and understand why this is totally unacceptable.

Sexual harassment specifically may present itself in the following ways:
- Unwanted physical contact of any kind;
- Offensive comments of a sexual nature;
- Coercive, controlling behaviour;

- Unwanted pressure e.g., for a date or image/s;
- Cat calling or making inappropriate noises;
- Unwanted attention, for example staring;
- Spreading rumours of a sexual nature and/or inappropriate facial expressions or gestures.

3.3   Cyber Bullying is defined as the use of technology such as mobile phones, email, chat rooms or any social media sites as a conduit to harass, threaten, embarrass, intimidate or target someone. It is the responsibility of parents to ensure that they closely monitor the online activities of their child at home to ensure that they are prevented from engaging in negative online behaviours and also protected from any unpleasantness.

Forms of cyber bullying:
- Trolling: online fights usually through emails, instant messaging or chat rooms where angry and rude comments are exchanged. The aim of trolling is to cause reactions and people often get enjoyment from the victim's distress;
- Catfishing: creating fake profiles on social network sites, apps and online in order to harass others anonymously;
- Denigration: putting false, unkind or unpleasant online messages in emails, instant messaging or chat rooms;
- Outing/exposing: sharing or coaxing someone into revealing secrets online including private information, pictures, and videos. Usually involves screenshotting and forwarding to others;
- Trickery: tricking someone into revealing personal information then sharing it with others;
- Impersonation: pretending to be someone else when sending or posting mean or false messages online;
- Harassment: repeatedly sending malicious messages to someone online;
- Cyber-stalking: repeated messages that include threats of harm, harassment, intimidation or engaging in other online activities that make a person afraid for their safety;
- Online sexual harassment: sending unwanted images or messages of a sexual content. This could include trying to persuade someone into returning images of themselves and/or doing something they are not comfortable with.

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4.0   How to Recognise if Someone is Being Bullied

4.1   Signs and symptoms of bullying (identified by the Anti-bullying Alliance), or Peer-on-Peer abuse.
A student may indicate by signs or behaviour that they are being bullied. Adults should be aware of these possible signs and symptoms and they should investigate if a young person:
- Is unwilling to go to school;
- Is frightened of walking to or from school;
- Doesn't want to go on the school/public bus;
- Begs to be driven to school;
- Changes their usual routine;
- Begins to truant;
- Becomes withdrawn or anxious, or lacking in confidence;
- Attempts or threatens suicide or runs away;
- Cries themselves to sleep at night or has nightmares;
- Feels ill in the morning;
- Begins to do poorly in school work;
- Comes home with clothes torn;
- Has possessions which are damaged or 'go missing';
- Asks for money or starts stealing money;
- Has unexplained cuts or bruises;

- Becomes aggressive, disruptive or unreasonable;
- Demonstrates bullying behaviours towards other children or siblings;
- Stops eating;
- Is frightened to say what is wrong;
- Is afraid to use the internet or mobile phone;
- Is nervy and jumpy when a cyber message is received.

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

5.0   Preventative Work

5.1   We aim to help Students to prevent bullying, through the following support (including but not limited to):

- All schools have (or working towards) external accreditation in anti-bullying policies;
- Ethos of good behaviour within school;
- All schools have a behaviour curriculum to support positive choices;
- Online and in person reporting tools;
- Encouraging to "Start Telling Other People";
- Students are encouraged not to be bystanders;
- All duty staff support students at unstructured times;
- Assemblies and events to support appropriate behaviours;
- Tutor time activities;
- Individual events/activities related to Anti-Bullying;
- Citizenship and PSHE lessons (or relevant equivalent);
- Individual or group interventions;
- Restorative justice;
- Individual mentoring or support from in school teams;
- Liaison with SEND faculty where necessary;
- Referral to School Nurse and/or wellbeing support;
- Referrals to other agencies to support;
- Mentoring and attendance support;
- Student, parent and staff externally benchmarked school surveys;
- Regular student support meetings where relevant;
- Reports and behaviour contracts;
- Engagement in Anti-Bullying Week, a National annual event;
- Information shared with parents through parents' evenings and events, newsletters and messages home.

5.2   Individual schools have a range of strategies in place to help students work and behave co-operatively in order to minimise the possibility of bullying taking place. Some of these include:

- PSHE and student development programs that educate students around a wide range of inclusion and diversity issues including lessons, assemblies, workshops, guest speakers and focus days;
- Anti Bullying Ambassadors- trained student volunteers who take an active, lead role in reducing bullying. These are identified by students wearing Anti-Bullying Ambassadors' lanyards/badges;
- National Anti-bullying week in November each year, involving all students in discussions about acceptable behaviours and ensuring all students know what procedures should be followed;
- Schools have a dedicated email address/online reporting tool where students can report any incident of bullying if they are hesitant to approach a member of staff. This is picked up by the safeguarding team;
- Student mentors for year 7 students and other new students to school;

- Externally verified anti-bullying accreditation including ABKM, Stonewall and Diana Awards;
- Multiple interventions to provide students with more opportunities to discuss their feelings and attitudes and to help create a positive climate in school and encourage co-operative behaviour;
- Clear behaviour policy that rewards positive behaviour. Expectations are clear and straightforward and focus on positive attitudes;
- Kindness and compassion are recognised and rewarded;
- Data is analysed and used to reveal patterns of behaviour, which may be indicative of bullying;
- Staff have regular training to support their understanding of bullying, advice and guidance is shared with them;
- Vulnerable students may be flagged with staff to support vigilance;
- Schools take a pro-active stance towards challenging behaviour at break and lunchtime;
- Schools work closely with the local police and other agencies to make sure that any incidents outside school are reported so that students involved can then be monitored as appropriate;
- Both students and parents are made aware of how to use the internet safely and of the possibilities of cyber bullying and to report such incidents to school and the police when appropriate;
- Above all students are encouraged to speak out if they feel they are being bullied or if someone they know is being bullied.

5.3   Stereotypical views and prejudiced language are challenged, and pupils learn to appreciate and view positively differences in others whether arising from race, culture, gender, sexuality, ability, disability, or different family situations (e.g. pupils who are looked after or those with caring responsibilities);

Pupils learn to take responsibility for their actions and behaviours both in school and in the wider community and understand how their actions affect others. Schools are also encouraged to be proactive in dealing with political tensions and local, national or international situations which can lead to bullying of minority groups.

6.0   Responsibilities of Pupils

6.1   We actively encourage students to work together ensuring that previous victims of bullying are not isolated from groups of friends including:

- Intervening when someone is being bullied and making it clear to the perpetrator that their actions are unacceptable;
- Informing a member of staff that bullying is happening;
- Encouraging the victim to join in activities and groups;
- Discussion and consideration of bullying issues in lessons, form time and assemblies.

6.2   If a student thinks they are being bullied there are multiple routes for support. We recommend the following for students.

If you are being bullied:

- Keep calm, get out of the situation and ensure you are safe;
- ALWAYS go and tell someone – NEVER keep it a secret;
- Tell an adult in school, a friend, an anti-bullying ambassador or the school wellbeing team;
- If someone tells you they are being bullied, always tell an adult;
- If you know about someone being bullied, always tell someone – remember, if you don't tell someone and you know it is happening, you are part of the bullying;
- Remember – if you tell an adult, you will definitely get help;
- If you don't get help, go to another adult until something is done about it. Try to avoid the perpetrator as much as possible;
- Be with other people;

- Do not get your own back or do anything to retaliate.

Remember:
- Bullying happens until it is stopped;
- Bullying can happen to anyone;
- Bullying can be by one person or many people;
- Bullying can happen anywhere;
- Students who witness bullying must follow the same procedure as above.

7.0   Advice for Parents

7.1   We always aim to work collaboratively with parents/carers and ask parents to report any bullying behaviour or incidents to school immediately. Parents have an important part to play in managing any incidents of bullying.

We ask parents to:
- Look out for unusual behaviour in their child – for example not wanting to attend school, feeling ill regularly, or not completing work to their usual standard;
- Always take an active role in their child's education, enquire how their day has gone, who they have spent time with etc;
- Inform the school if they feel their child may be a victim of bullying behaviour. Their complaint will be taken seriously, and appropriate action will follow;
- If they feel a child has bullied their child, to not approach that child in person or online, but inform the school immediately;
- Refrain from advising their child to fight back or to repeat the perpetrator's behaviour. This will only make the situation worse;
- Tell their child it is not their fault they are being bullied;
- Reinforce the school policy on bullying and ensure their child is not afraid to ask for help;
- If they know their child is involved in bullying, discuss the issues with them and inform the school. The matter will be dealt with appropriately.

If parents suspect their child is being bullied, they should contact the school immediately. Parents should be prepared to talk about the signs and symptoms and any suspicions they have regarding those carrying out the bullying. Parents must leave the initial investigation to the school. Any attempt to resolve the issue themselves may make the matter worse.

8.0   Student Support

8.1   The nature and level of support will depend on the individual circumstances and the level of need. These can include a quiet word from a teacher that knows the pupil well, asking the pastoral team to provide support, providing formal guidance, engaging with parents, referring to Local Authority Children's services, completing a Common Assessment Framework or referring to Pupil and Adolescent Mental Health Services (CAMHS).

8.2 Sometimes bullying can have a serious impact on a student's well-being and ability to focus or enjoy school. When this happens, the school will put support in place to help the student feel safe, rebuild confidence and re-engage with learning.

Support may include:

- Staff regularly and sensitively checking in to see if the bullying has stopped.
- Ongoing informal check-ins with the pupil after the initial incident.
- Adjustments to seating plans or groupings to disrupt unhelpful group dynamics.
- Use of clear behaviour expectations or contracts if needed.
- Encouraging pupils to be assertive, walk away, and seek help from an adult when needed.
- Encouraging pupils to tell a trusted adult straight away if bullying continues.
- Helping the pupil widen their friendship group by joining clubs or school activities.
- Arranging peer support or a buddy system to help the pupil feel included.
- Talking about bullying in assemblies, PSHE, or circle time, and helping the class come up with solutions.
- Where needed, running wider education sessions on bullying-related themes.
- If bullying involves pupils from another school, staff will contact that school to follow up.
- Offering kind but honest advice if part of the problem was due to misunderstandings or social behaviour.
- Using trained peer mediators, where appropriate, to help resolve conflict.
- Providing a peer mentor for longer-term support.
- Highlighting anti-bullying messages through school events like Anti-Bullying Week.

9.0   Dealing with Allegations of Bullying

9.1   Schools will aim to deal with any allegations of bullying in a sensitive, timely and thorough way. Listed below are some of the approach's schools may take in relation to allegations:

- Aim to support students and remove of the feeling of helplessness and fear that the victim is experiencing;
- The restoration of pride, dignity and belonging by speaking to the victim, alleged perpetrator, and any witnesses separately;
- Try to ensure that there is no possibility of contact between the students interviewed, for example by texting;
- If a student is injured, ensure the student immediately receives treatment;
- Use a room that allows you to speak to students in privacy. A witness is recommended for serious incidents;
- Avoid making premature assumptions;
- Be non-confrontational. Ask the alleged perpetrator and the alleged victim to write down details;
- This may need prompting with questions from you to obtain the full picture. Ask additional witnesses/bystanders for information; preferably written;
- Reiterate to witnesses that there are no innocent bystanders - they are all responsible if anyone is being bullied;
- Listen carefully to all accounts - several students saying the same does not necessarily mean they are telling the truth, particularly if they have had an opportunity to discuss the incident in advance;
- Do not attach blame until your investigation is complete. Adopt a problem-solving approach, which moves a perpetrator on from justifying themselves. Ask the alleged perpetrator to suggest ways in which the situation can be improved;
- If the bullied student might have provoked an incident, help them to understand how;
- Tell all students interviewed that they must not discuss the interview with other students.

10.0 Consequences for Perpetrator

10.1   Any consequences will be applied in accordance with the school's behaviour policy and will always aim to take account of the severity of the incident, any aggravating or mitigating factors and the need to ensure the safety of students at all times. We also recognise some students will need additional support to help them recognise and change their behaviour. We will aim to do this in the following ways:

- By talking about what happened, to discover why they became involved;
- By informing the perpetrator's parents/carers;
- By continuing to work with the perpetrator in order to remove prejudiced attitudes as far as possible;
- By taking disciplinary steps or following a graduated response in line with the schools' behaviour policy to prevent more bullying;
- By working towards a "fresh start/clean slate" position as soon as possible;
- By speaking to the perpetrator about how they may be able to recompense the situation by apologising, while recognising that this might not always be achievable.

Ensure that all relevant staff are kept fully informed of incidents involving their pupils.

11.0 Helpful Organisations

Anti-Bullying Alliance:	www.anti-bullyingalliance.org.uk
Beat Bullying:	www.beatbullying.org
Childline:	www.childline.org.uk
DfE:"Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies", and "Supporting children and young people who are bullied: advice for schools" March 2014:	https://www.gov.uk/government/publications/preventingand-tackling-bullying
DfE:"No health without mental health":	https://www.gov.uk/government/publications/no-health-without-mental-health-across-government-outcomes-strategy
Family Lives:	www.familylives.org.uk
Kidscape:	www.kidscape.org.uk
MindEd:	www.minded.org.uk
NSPCC:	www.nspcc.org.uk
PSHE Association:	www.pshe-association.org.uk
Restorative Justice Council:	www.restorativejustice.org.uk
The Diana Award:	www.diana-award.org.uk
Victim Support:	www.victimsupport.org.uk
Young Minds:	www.youngminds.org.uk
Young Carers:	www.youngcarers.net
Cyberbullying	
Childnet International:	www.childnet.com
Digizen:	www.digizen.org
Internet Watch Foundation:	www.iwf.org.uk

Think U Know:	www.thinkuknow.co.uk
UK Safer Internet Centre:	www.saferinternet.org.uk
LGBTQ	
EACH:	www.eachaction.org.uk
Barnardo's	www.barnardos.org.uk/get-support/support-for-young-people/lgbt
Schools Out:	www.schools-out.org.uk
Stonewall:	www.stonewall.org.uk
SEND	
Changing Faces:	www.changingfaces.org.uk
Mencap:	www.mencap.org.uk
DfE: SEND code of practice:	https://www.gov.uk/government/publications/send-code-of-practice-0-to-25
Racism & Hate	
Anne Frank Trust:	www.annefrank.org.uk
Kick it Out:	www.kickitout.org
Report it:	www.report-it.org.uk
Stop Hate:	www.stophateuk.org
Show Racism the Red Card:	www.srtrc.org/educational
Bullying Online	www.bullying.co.uk