THOMAS ALLEYNE'S HIGH SCHOOL

Anti-Bullying Policy 2024

Approved/reviewed by	
Governors Learning and Standards Committee 14th of May 2024	
Date of next review	May 2026

This policy is reviewed annually to ensure compliance with current regulations

Anti-bullying Policy

Our school vision is captured by the words: Progress, Opportunity and Individuality. As part of the Uttoxeter Learning Trust, we are committed to ensuring that our students are provided with the highest quality of education to enable them to fulfil their potential as individuals. We aim to give all students the opportunities they desire to achieve happiness and success in their future lives. This policy will draw upon these core values to illustrate how bullying can be prevented and resolved.

The school recognises that students will learn best in a safe and calm community that is free from disruption and in which education is the primary focus. Staff, students and parents have a responsibility to report bullying as soon as possible. They also have a responsibility to implement the preventative strategies outlined in the policy.

Thomas Alleyne's high school is aware of the statutory responsibility to discipline students for poor behaviour outside the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers the power to discipline students for poor behaviour when they are not on school premises. This can relate to bullying incidents occurring anywhere on or off the school premises.

This policy should be used alongside the school's Safeguarding Children Policy as child-on-child abuse must be considered as a potential source of significant harm.

This policy is informed by The Education and Inspections Act of 2006, which requires schools to have in place measures to prevent all forms of bullying amongst pupils, and the Equality Act of 2010 which requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act.

- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.

- Foster good relations between people who share a protected characteristic and people who do not share it.

Further, the policy reflects safeguarding practices and procedures for Staffordshire in line with keeping Children Safe in Education 2023.

Aims of Thomas Alleyne's High School Anti Bullying Policy

- To ensure that all students in the school community are able to work in a safe and secure environment and that they are free from humiliation, harassment, discrimination,victimisation, oppression and abuse.

- To create an atmosphere in school where anyone who is being bullied, or others who know about it, feel that they will be listened to, and that action taken will be swift and effectivein halting the bullying and sensitive to their needs.

- To clarify for all members of the school community that bullying is not acceptable and mustbe totally discouraged. Everyone must act in a positive way to ensure that bullying is challenged and reported.

- To teach pupils that causing avoidable distress to others is wrong.

- To ensure that all pupils, parents, staff, governors and others are aware how we dealwith bullying and know that action will be taken to prevent bullying.

Definition of bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group physically or emotionally. It is documented as child-on-child abusein Keeping Children Safe in Education 2023 and Child on Child abuse.

Bullying can take many forms such as cyber-bullying via text messages or on the internet. It is oftenmotivated by prejudice against particular groups, for example on grounds of:

- Race
- Religion
- Gender
- Transgender
- Sexual orientation
- Child on child
- A child being adopted or has caring responsibilities
- SEND

It might be motivated by actual differences between children, or perceived differences.

Stopping violence and ensuring immediate physical safety is obviously a school's first priority. Emotional bullying can be more damaging than physical. Teachers and schools often have to maketheir own difficult judgements about each specific case.

Bullying could include:

- Mocking
- Making offensive comments
- Kicking
- Hitting
- Pushing
- Taking belongings
- Text messaging
- Emailing
- Gossiping
- Excluding people from groups
- Spreading hurtful and untruthful rumours

The key features are that it is:

- Repetitive, willful or persistent.
- Intentionally harmful, carried out by an individual or a group.
- Involves an imbalance of power leaving the victim feeling defenseless.

All incidents must be logged on our school SIMS systems for action and so they can be formally logged and reported to the local authority if requested.

Signs of Bullying

A child may indicate by signs of behaviour that they are being bullied. Adults should be aware of possiblesigns that could indicate bullying is occurring. These could include,

- Frightened of walking to or from school
- Does not want to go on the school/public bus
- Unwilling to go to school (school phobic)
- Begins to truant
- Becomes withdrawn, anxious or lacking in confidence
- Damaged or incomplete work
- Has possessions which are damaged or "go missing"
- Asks for money or starts stealing money (to pay bully)
- Has unexplained cuts or bruises
- Becomes aggressive, disruptive or unreasonable
- Bullying other children or siblings
- Stops eating
- Frightened to say what is wrong
- Gives improbable excuses for any of the above
- Afraid to use the internet or mobile phone
- Nervous and jumpy when a cyber-message is received

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

The characteristics of some children may make it more likely that they bully. Such children may:

- Have low self-esteem and achievement
- Need a 'prop' of power over others
- Come from households in which they or siblings have been bullied
- Have authoritarian personalities

The characteristics of some children may make it more likely that are bullied:

- Lack close friends
- Are shy
- Have an over-protective family environment
- Belong to an ethnic minority group
- Have a disability
- Have special educational needs
- Display anti-social/poor behaviour, intrusiveness or a tendency to spread gossip
- Are arrogant
- Have a background of poverty/wealth

Prevention

Preventing bullying behaviours can be possible through a range of proactive measures. At Thomas Alleyne's High school, we look for every opportunity to prevent bullying type behaviours from happening. Some of the actions the school takes to prevent bullying include:

- The issue of bullying is included in the curriculum and classwork e.g. Drama, English.
- Bullying is addressed through the Thomas Character curriculum and is aligned with the standards of the PSHE Association.
- The Form Time and Assembly schedules reinforce British Values and the ethos of the school.
- Anti-bullying week is dedicated to raising awareness of bullying and reminding staff and students of their responsibilities to report it.
- Students are not permitted to use their mobile phones around the school. This is partly to prevent cyber-bullying.
- Duty staff are vigilant and watch and listen for any bullying type behaviours.
- Seating plans in lessons are carefully considered using any relevant information about the relationships between specific pupils.
- External speakers raise awareness of issues such as racism and homophobia.
- Posters around the school emphasize the importance of diversity in the school community.
- The Thomas character values reinforce the expectations of all students.

- Working with the wider community such as the police/children's services where bullying is particularly serious or persistent to send a strong message that bullying is unacceptable within our school.

The school recognises that specific groups of students are particularly vulnerable to bullying. These include children and young people with Special Educational Needs and Disabilities (SEND), young carers, Black and Minority Ethnic (BME), those who are, or thought to be lesbian, gay, bisexual, transgender, queer, questioning, intersexual, asexual or pansexual (LGBTQ+). As such, prevention of bullying considers the specific patterns of discrimination these groups face.

Procedures

It is the responsibility of all adults on site to intervene where bullying is suspected.When any instance of suspected bullying is reported or observed, staff **must:**

- Intervene to prevent any immediate continuation of the behaviour.

- Ascertain whether this behaviour has occurred before.

- Ask those involved their names (if not known) and the causes of their differences, listeningwithout pre-judgement to all explanations.

- Make it clear that unacceptable distress has been caused, or is likely to be caused,and establishing friendly relationships if possible.

- Be proactive in preventing repetition of the behaviour. e.g.: change seating plan or escort to the next lesson.

- All incidents of bullying must be reported to the Heads of House of all involved.

- Heads of House must complete the relevant investigations and ensure, alongside thePupil Welfare Officers that the incidents are logged bullying incidents

Role of the Head of House and SLT

Heads of Houses and the Senior Leadership Team will ensure that incidents ofbullying are fully investigated and will also take steps to ensure that:

- It is emphasised to perpetrators the unacceptability of their behaviour, with appropriatesanctions and support available for the perpetrators to help change behaviour.

- That appropriate sanctions are put into place in line with the school behavior policy

- Wherever possible all involved are brought together to acknowledge that distress has beencaused and to establish the basis for an acceptable relationship.

- It is ascertained with the distressed pupil whether any repetition has occurred orwhether relationships are restored and that further action is taken if necessary.

- If a pupil is experiencing repeated distress or behaving repeatedly in a threatening manner, the matter is discussed with the appropriate Senior Team Member and thatcontact is made with parents/carers.

- Where the causes of the distress or threatening behaviour appear to reveal a difficulty by thepupils involved in developing friendly relationships easily or in behaving appropriately to others, that pastoral staff work closely with the young person on a longer-term strategy designed to resolve issues

Advice to Students

The school has established a group called sixth form mentors which works with Year 9 tutor groups. This is a committed group of responsible sixth form students who provide support during transition, helping with literacy in form time and are familiar and friendly faces around the school. Year 9 pupils can report incidents of bullying to these students in addition to any adult in school they feel comfortable talking to. Such people will include form tutors, teachers, students support assistants and heads ofhouses.

In other year groups pupils should report any bullying concerns to any adult in school they feel comfortable talking to. Such people will include form tutors, teachers, pupil welfare officers and heads of houses.

Advice to Parents

Parents should be advised strongly against involving themselves directly with other pupils or parents. Any concerns of bullying should be reported to their child's Head of House or the PupilWelfare Officer attached to that house

Parents should

- Watch for early signs of bullying

- Listen and take seriously comments which their child may make about bullying

- Reassure their child that they are doing the right thing to tell about the bullying

- Contact their child's Head of House or Pupil Welfare Officer assistant

- Encourage their child to talk to an adult they trust at school

- Remember that they may be the first person to know of any bullying incident.They should try to stay calm and make notes which may be useful later

- Work **with** the school to draw up ideas that will help to support their child bothinside and outside school

Anti-Bullying Education in the Curriculum

The school will raise the awareness of the anti-social nature of bullying through our Thomas Character Curriculum Programme, school assemblies, the school council, and in subject curriculum programmes of study as appropriate.

The head of ICT will deliver assemblies relating to e-safety and cyber bullying alongside external professionals.

Generative artificial intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard.

Thomas Alleyne's High school recognises that AI has many uses to help pupils learn, but may also have the potential to be used to bully others. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

Thomas Alleyne's High school will treat any use of AI to bully pupils in line with our anti-bullying and behaviour policies.

Links

The websites listed below offer direct links to other sources of information for parents and young people:

- Stonewall: www.stonewall.org.uk
- Useful information and links on LGBTQ issues.
- Advisory Centre for Education: www.ace-ed.org.uk
- Registered charity independent of central or local government giving free advice and support to parents of children in state schools.
- Anti-Bullying Network: www.antibullying.net
- Established by the Scottish Executive. Useful links and reviews for teachers, parents and students on bullying and related issues.
- BBC Schools: www.bbc.co.uk/schools
- Includes information about bullying.
- Bully OnLine: www.bullyonline.org
- Information on bullying for teachers, children and schools which details the legal procedures available. This site also lists support groups for teachers.
- Bullying Online: www.bullying.co.uk
- Useful information and links on bullying and related issues for parents, children and teachers.
- ChildLine: www.childline.org.uk

- Primarily a helpline for children but has useful information and links on bullying. Chips (Childline in Partnership with Schools) encourages schools to support students in setting up anti-bullying projects.
- The Children's Society: www-the-childrens-society.org.uk
- 'Bullying! Information for parents on how to help your child' – leaflet giving information and practical guidance.
- Kidscape: www.kidscape.org.uk
- Advice for children, parents and teachers as well as training and sample policies.
- Schools Out!: www.schools-out.org.uk
- Campaigns for better support networks for gay and lesbian students and clearer guidance for teachers on issues of sexuality.
- Topmarks: www.topmarks.co.uk
- Advisory Centre for Education (ACE) 020 7354 8321
- Children's Legal Centre 0845 345 4345
- KIDSCAPE Parents Helpline (Mon-Fri -10-4) 0845 1205 204
- Parentline Plus 0808 800 2222
- Youth Access 020 8772 9900
- Bullying Online www.bullying.co.uk Childline 0800 1111