

10a Anti-Bullying Policy

A copy of this policy is published in the following areas:
The school's website

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A. Related Truro School Policies

This Anti-Bullying Policy should be read in conjunction with:

- Behaviour Policy: Rewards and Sanctions;
- Anti-Racism Policy;
- Safeguarding and Child Protection Policy;
- Keeping Children Safe in Education 2018
- School Network and Internet Acceptable Use Policy – student agreement;
- E-safety Policy;
- Search and Confiscation Policy.
- Student Charter
- Pupil code of conduct

B. Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is, and that it will not be tolerated.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- The whole community should be aware that the school takes bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.

C. Truro School's Attitude Towards Bullying

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn and grow up in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at Truro School. If bullying does occur, all pupils should be able to tell someone and know that incidents will be dealt with promptly and effectively. This means that *anyone* who knows that bullying is happening is expected to tell the staff. Truro School as a whole community is committed to minimising and if possible eliminating bullying.

Bullying hurts. In extreme or prolonged cases it can cause not only unhappiness but psychological damage and even suicide. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils and staff who bully others need to learn different ways of behaving.

We will investigate any reports from the public or members of the school community related to any pupil misbehavior occurring off the school premises, such as on school or public transport or outside the local shops. The investigation of such allegations will follow due process and will take place on school premises.

D. Definition of Bullying

Bullying is behaviour that intentionally hurts another pupil or group physically or emotionally; it is such behaviour which is repeated over time. Bullying is often motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sex, gender identity, sexual orientation (lesbian, gay, bisexual and transgender), special educational needs and disability, or because a child is adopted or is a carer. It may occur directly or through cyber-technology (social websites, mobile 'phones, text messages, photographs and email).

Examples of bullying:

- Emotional: being unfriendly, excluding from a friendship group, tormenting (e.g. hiding books, threatening gestures)
- Physical: pushing, kicking, hitting, punching or any use of violence
- Verbal: name-calling, sarcasm, spreading rumours, teasing, which could focus on learning difficulties (including special educational needs), physical disabilities, race, religion, cultural background, sexual identity and sexual orientation
- Racist: racial taunts, graffiti, gestures
- Homophobic: sexual taunts, graffiti, gestures
- Sexual: unwanted physical contact or sexual comments
- Cyber: All areas of internet, such as email and internet chat rooms, social media; threats by text messaging and mobile 'phone calls; misuse of associated technology, i.e. camera and video facilities (sending or posting messages or pictures via mobile phone or the internet to or about other pupils which may hurt or discomfort them).

This list is not exhaustive and only gives examples. Most, but not all, instances of bullying are sustained over a period of time.

Note that we have a separate E-safety Policy that covers our response to cyber-bullying.

A bullying incident should be treated as a child protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm. The Designated Safeguarding Lead must always be informed of such cases.

Criminal law

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

If school staff feel that an offence may have been committed they should seek assistance from the police. For example, under the Malicious Communications Act 1988, any person who sends an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender, is guilty of an offence if their purpose in sending it was to cause distress or anxiety to the recipient.

E. Signs of Bullying

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on a school / public bus/train
- begs to be driven to school
- changes their usual routine unaccountably
- is unwilling to go to school or feels ill in the morning or begins to truant
- becomes withdrawn, anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay a bully)
- continually "loses" money
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating, overeats
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber-message is received
- Comes home repeatedly late
- Starts to wet the bed, soiled underwear
- Unexplainable rashes or hair loss

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

Vulnerable Pupils

Staff should be aware of the vulnerability of certain groups of students these include boarders and pupils with SEND.

F. Preventing Bullying and Investigating Allegations of Bullying

Sharing information about pupils

Through our pastoral teams we share information about issues between pupils which might provoke conflict. The teams include Heads of Years and their tutors, weekly Senior Pastoral Team Meetings and weekly Heads of Year pastoral meetings. The Senior Pastoral Team includes the School Chaplain, Medical staff, Head of Boarding, Designated Safeguarding Lead (DSL) and Deputy DSL. The weekly Heads of Year pastoral meetings also include all Boarding Housemasters and Housemistresses, Head of Learning Support and the Senior Pastoral Team.

Investigating Allegations

- All our pupils are encouraged to tell a member of staff at once if they know that bullying is taking place.
- All reported incidents are recorded and investigated, whether from within the school or from parents or members of the public
- We always follow-up reported incidents whether they occur at school, off the premises or digitally through electronic devices and social media. All reported incidents will be investigated and appropriate action taken. This is intended to send a strong signal to pupils that bullying will not be tolerated and perpetrators will be held to account.
- Alleged incidents of bullying should be investigated in line with our Behaviour Policy. We have incident Report Forms, Witness Report Forms and also Racist Incident Forms which can be used to help systematically record incident details as the first part of an investigation.
- The wider search powers included in the Education Act 2011 give us powers to tackle cyber-bullying. Teachers can search for images or files on electronic devices, including mobile `phones, but should not look for images of sexting or child pornography. See the separate Search and Confiscation Policy.
- Our pastoral team gives support and guidance to other staff on handling and reporting incidents, and on the follow-up work with both victims and bullies.
- The School Chaplain will give support and guidance to pupils of all faiths who are able to refer themselves to him; perhaps at a time of family break-up, sickness or bereavement. The Chaplain will provide confidential advice and seek to encourage the development of tolerance, understanding and respect for others in the school community.
- Our trained School Counsellor is an important part of our pastoral support service, providing specialist skills of assessment and counselling. She is available to give confidential advice and counselling support to pupils. Pupils can refer themselves via the School Chaplain, Deputy Head (Pastoral) or the Medical Centre Nurses when they have social, emotional or behavioural concerns. On occasion, a member of our pastoral team may also recommend to the School Chaplain or Deputy Head (Pastoral) the need for a pupil to see the School Counsellor.

Preventative Measures

- We have a strong and experienced pastoral team of Tutors, Heads of Year, and Housemasters/mistresses, who support the Headmaster and Deputy Head (Pastoral) and are alert to the possible signs of bullying.
- We use appropriate assemblies to explain the school policy on bullying.
- We publish an abridged version of our policy in the pupil planners.
- Our PSHEE programme is structured to give pupils an awareness of their social and moral responsibilities as they progress through the school. The programme is structured to enforce the message about community involvement and taking care of each other.
- Form time provides opportunity for the form tutor to tackle issues and lead discussions with their tutor groups.
- Other lessons, particularly Religious Studies, English and Drama highlight the issue of bullying and reinforce this message by teaching moral and spiritual values that show bullying to be unacceptable and by developing social skills.
- In boarding houses, there are strong teams of tutors, supporting the Housemasters/mistresses who act *in loco parentis*. The informal house environment is important in reinforcing a pupil's standards and values providing the opportunity for friendly, informal discussion of matters of concern to the individual pupil outside the formal classroom. We encourage close contact between the Housemasters/mistresses and parents/guardians, and would always make contact if we were worried about a pupil's wellbeing.

- Our Medical Centre and all our boarding houses display advice on where pupils can seek help, including details of confidential help lines and web sites connecting to external specialists such as Childline, Kidscape, and the Samaritans who operate a peer counselling service.
- All pupils have access to a telephone, enabling them to call for support in private.
- We operate a peer mentoring scheme, Advice Care, Health and Empathy (ACHE), whereby trained Sixth Form pupils are encouraged to offer advice and support to younger pupils. They can be identified by their “footsteps” lapel pin.
- We provide leadership training to our Senior prefects which specifically covers child protection training and the importance of offering support and assistance to younger and to vulnerable pupils.

G. Action by the School when Bullying (including Racism) is Suspected or Reported

Bullying can take place at school, in cyber-space or outside school. Pupils should report any incidents they witness or experience as soon as possible to a member of teaching staff. If possible this should be done in person and on the day that the alleged incident occurred. Any pupil, teacher or other member of staff receiving information about/or observing any form of intimidation or bullying are expected to:

- report it to the relevant form tutor, Head of Year, the school Chaplain, or to the Deputy Head (Pastoral) who is the Designated Safeguarding Lead;
- if further action is warranted, the Deputy Head (Pastoral) may need to be consulted to decide which member of staff should investigate.

This investigation will be conducted as sensitively and justly as possible for both alleged victim and the alleged bully.

If an incidence of bullying is proven, the Deputy Head (Pastoral) will need to be informed. The Deputy Head (Pastoral) will then decide the appropriate sanction (see below).

A bullying incident will be treated as a child protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm. In such cases the Designated Safeguarding Lead will make contact with external agencies.

Records of all alleged bullying incidents will be kept to help to evaluate the effectiveness of our anti-bullying approach and to enable patterns to be identified (see below)

Support for Pupils who have been bullied:

Victims of bullying will be supported by:

- offering an immediate opportunity to discuss the experience with a form tutor or member of staff of their choice;
- reassuring the pupil;
- offering continuous support;
- restoring self-esteem and confidence including counselling if needed;
- helping with coping and avoidance strategies;
- meeting with the School Chaplain;
- meeting with the School Counsellor(if appropriate);
- if possible and appropriate, having a reconciliation meeting with the bully.

Help for bullies

Bullies will be given help by:

- discussing what happened and reasons for the bullying behaviour;
- being given pastoral support to avoid such behavior in the future;
- informing parents or guardians to help change the attitude of the pupil;
- meeting with the School Chaplain (if appropriate);
- meeting with the School Counsellor(if appropriate);
- if possible and appropriate, having a reconciliation meeting with the victim.

Use of Restorative Justice

A number of staff have been trained and will support both bullies and pupils who have been bullied using restorative justice.

Records of Bullying

A written record will be made in all cases and a central record will be kept. Such records will always be handled with sensitivity. For any discipline sanction related to bullying, discrimination (e.g. racism or homophobia) or propagation of extremist views separate paper records will be kept by the Deputy Head (Pastoral). These will be used to help monitor incident numbers and identify where bullying is recurring between the same pupils.

Parents will be informed and in serious cases will be required to visit the school to discuss the matter.

Possible disciplinary action by the school

- an official warning from the Deputy Head (Pastoral) after a proper apology has been made;
- a Deputy Head or Headmaster Detention;
- exclusion from certain areas of school premises and life (such as co-curricular activities);
- in serious cases or where there is repeated bullying, exclusion (temporary) from the school for a fixed term;
- continued bullying behaviour will be incompatible with staying at the school and exclusion (permanent) may be used in such cases.

H. Publicising the policy

We will communicate this policy to parents, pupils and staff, and aim to create an environment of good behaviour and respect, with helpful examples set by staff and prefects (including ACHE prefects) and celebration of success. We will ensure the Friends of Truro School (FTS) are aware of this policy. We aim to ensure all pupils are clear about the part they can play to prevent bullying, including when they find themselves as bystanders. In particular:

- The School's stand against bullying will be given publicity in assemblies and form periods (including the PSHEE programme), as well as in specially arranged lessons or workshops.
- All 1st Year students explore friendships and bullying in PSHEE lessons
- Internet awareness and cyber-bullying training is also given.
- Pupils will always be encouraged to discuss their problems and staff will ensure that they are listened to and their problems are taken seriously. Pupils will be reminded every year of the guidance in their Handbooks on "What to do if you are worried or anxious" (see appendix), and of the school's Behaviour Policy

- All staff, both academic and support, will be reminded annually of the detail of this policy and given further guidance where appropriate.
- All new staff will receive training in the policy on arrival in the school.

I. Further Guidance

Keeping Children Safe in Education (2018 update)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/707761/Keeping_Children_Safe_in_Education_-_September_2018.pdf

The Department for Education (DfE) Guidance

The DfE provides the following guidance on tackling bullying:

- “Safe to learn – Embedding anti-bullying work in Schools” (2007)
- “School support for children and young people who are bullied” (March 2014)
- “Preventing and Tackling Bullying” (October 2014)
- “Cyberbullying: advice for headteachers and school staff” (November 2014)
- “Preventing and tackling bullying – Advice for headteachers, staff and governing bodies” (July 2017)

Specialist organisations

- **The Anti-Bullying Alliance (ABA):** Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues; 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 <http://www.anti-bullyingalliance.org.uk/advice/support-from-the-sector/>
- **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.
- **The Diana Award:** Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.
- **ChildLine Contact:** Free Telephone: 0800 – 1111; www.childline.org.uk
- **The BIG Award:** The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.
- **Restorative Justice Council:** Includes best practice guidance for practitioners 2011.

Cyber-bullying

- **ChildNet International:** Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifically includes new cyberbullying guidance and a practical PSHE toolkit for schools.
- **Intenet Matters:** provides help to keep children safe in the digital world.
- **Think U Know:** resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers; www.thinkuknow.co.uk
- **Digizen:** provides online safety information for educators, parents, carers and young people.
- **The UK Council for Child Internet Safety (UKCCIS)** has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of ‘sexting’.

LBGT

- **Barnardos:** through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying
- **EACH:** (Educational Action Challenging Homophobia): provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia.
- **Metro Charity:** an equality and diversity charity, providing health, community and youth services across London, the South East, national and international projects. Metro works with anyone experiencing issues related to gender, sexuality, diversity or identity
- **Proud Trust:** helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training and events, campaigns, undertaking research and creating resources.
- **Schools Out:** Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.
- **Stonewall:** An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

Mental health

- **MindEd:** Provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young peoples' mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied.
- **PSHE Association** – guidance and lesson plans on improving the teaching of mental health issues

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 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.
- Advice to schools and colleges on Gangs and Youth Violence

<https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence>

Sexual harrassment and sexual bullying

- **Ending Violence Against Women and Girls (EVAW): A Guide for Schools.** This guide from the End Violence Against Women Coalition sets out the different forms of abuse to support education staff to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse.
- **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.

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.
- **Information, Advice and Support Service Network:** Every Local area has an information, advice and support service, providing information, advice and support to disabled children and young people, and those with SEN, and their parents.

J. Implementing and Reviewing the Anti-Bullying Policy

- New staff will be introduced to the policy during their induction.
- There will be a formal review of the policy every year and any necessary amendments circulated to staff and pupils.
- Pupils will be made aware of the policy by summaries which appear in their pupil planners which are updated each year.

K. Appendix (advice to pupils - from pupil planner)

K1. What to do if you are worried or anxious

Truro School is a caring community where we always aim to respond to anyone who is unhappy or worried. What follows explains what to do if you feel worried or concerned about anything at School or at home.

K2. What do I do if I just want to talk to someone?

1. The ACHE group of Sixth Form students are fully trained in listening skills and will offer you Advice, Care, Help and Empathy. See the notices around school for how, when and where they can be contacted in confidence.
2. Your Form Tutor is someone you see regularly and can talk to privately.
3. Your Head of Year, the Senior Pastoral lead and the Deputy Head (Pastoral) are all available for you to speak with.
4. The Boarding House Staff are always ready to help all boarders.
5. There may be times when you feel you can't talk to a member of the teaching staff. The following staff are available:
 - The Medical Centre staff;
 - The School Doctor, Dr Short;
 - The School Chaplain, Rev. Aubin de Gruchy (Tel: 01872 271061);
 - There is also a school counsellor and an appointment can be made to see her through the School Chaplain, Deputy Head(Pastoral) or the Medical Centre Nurses.

K3. What do I do if I simply can't talk to someone face to face?

In the entrance to the Dodd Library there is a small box that is part of the A.C.H.E scheme. You can use one of the cards provided to make contact with the students. They will be able to advise you about other people that you could talk to outside of school and will signpost you to the best place to seek help.

You could try writing down your worries and sharing them with a teacher or any of the adults listed above.

Put your name on your note and they will get back to you discreetly and privately, advising you what to do. If the matter cannot be dealt with without a chat you will be offered an opportunity to meet discreetly. You can have someone with you, who may be a pupil or a member of staff.

K4. Contacts

- **ChildLine Contact:** Free Telephone: 0800 – 1111; www.childline.org.uk
- **Other websites with further contact details:** www.eefo.net; www.thinkuknow.co.uk