RELATIONSHIPS & ANTI-BULLYING POLICY

Author of Document	Christian Appleford
Position	Deputy Headteacher
Date Adopted by TGS Board	September 2022
Signed by Head Teacher	
Signed by Chair of Governors	
Review Date	September 2024

1 PURPOSE

1.1. The aim of the relationships and anti-bullying policy is to ensure that students learn in a friendly, supportive, caring and safe environment without fear of being bullied.

1.2 Students are taught, understand and demonstrate the Thomas Gainsborough School values (Respect, Honesty, Happiness, Resilience, Positivity and Confidence) to nurture their ability to develop positive relationships and to manage friendships as a member of the school community.

1.3 All members of the Thomas Gainsborough community have the right to be treated with respect, feel safe and flourish in an effective and well-ordered environment. By supporting and considering adjustments that individuals need, teaching the expectations we require and implementing clear boundaries, we can support all forms of behaviour communication to identify and meet all needs in regard to relationships and bullying.

1.4 Staff are trained and coached to understand their role and responsibilities, educational practice is adhered to and supports restorative practice, trauma informed approaches and other techniques that are utilised to support relationship building, resilience and a reforming of behaviour that contravenes Anti-Bullying expectations or positive relationships with all.

2 SCOPE

2.1. This policy applies to all school staff, pupils and the governing body of Thomas Gainsborough School. Student behaviours are addressed within the Behaviour policy.

3 POLICY STATEMENT

3.1. Bullying is anti-social behaviour and affects everyone. It is unacceptable and will not be tolerated. The Headteacher has a legal duty under the School Standards and Framework Act 1998[1] to draw up procedures to prevent bullying among students and to bring these procedures to the attention of staff, parents/carers and students.

Definition

3.2. Bullying comes in many forms. The five main types of bullying are:
- Physical (pushing, hitting, kicking, theft or any use of violence).
- Verbal (name calling, sexist, homophobic or racist remarks, sarcasm, teasing or other hurtful remarks).
- Emotional (spreading rumours, excluding someone from a social group, tormenting, taunting, intimidation, extortion, mobile phone abuse; willful destruction of someone else's work or property)
- Sexual (unwanted physical contact or abusive comments)
- Online / Cyber bullying – bullying, verbal, emotional and sexual, through the use of an electronic device (see appendix A)

In summary, bullying is deliberate action and/or behaviour which results in pain and distress to a victim(s).

Behavioural Changes

3.3. Students who are being bullied may show changes in behaviour, such as becoming shy, anxious and nervous, feigning illness, and taking unusual absences. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Staff will be vigilant to any changes or concerns and will report these to the Student Services Team to investigate. Students, family and peers must be encouraged to report bullying and we expect any concerns to be passed on to any adult in school who can follow up and support, whilst alerting the Student Services Team.

4 PROCEDURE

Dealing with Incidents

4.1 The following steps will be taken quickly and in a timely manner when dealing with incidents:
- If bullying is suspected or reported, the incident will be dealt with immediately by the Student Support Team.
- A member of staff will interview all concerned, statements will be taken and the incident will be recorded on CPOMS and referenced within SIMS.
- Parents / carers and the appropriate staff will be informed.
- If the bullying is substantiated then it will result in a period of isolation or possible fixed term exclusion.

4.2 Thomas Gainsborough School is committed to repairing and rebuilding relationships where bullying or other behaviours dictate and supporting the wellbeing of students. Conflict in relationships between adolescent students is common and the school will also support students in managing issues of friendship breakdowns which are not bullying related. Other strategies may be used to support bullying or friendship breakdowns such as a restorative approaches, supporting recognition of where a poor choice has been made, trauma informed support or through the Thomas Gainsborough School Early Help offer in school https://tgschool.net/early-help-offer). This all being managed by the Student Support Team, to try to prevent future incidents of bullying and a Learning Mentor might be assigned.

4.3 Other agencies might be contacted to support the students involved, such as the school nurse, the Inclusion Service and the Multi Assessment Panel. This includes interventions for social, emotional mental health and wellbeing (whether through external signposting or referrals for support / guidance).

4.4 Thomas Gainsborough School does not tolerate bullying or any prejudice related, discriminatory, harmful sexual behaviour or child on child abuse scenarios (see Behaviour and Child Protection policies). Staff and students are aware that bullying and relationship conflicts can be safeguarding concerns and need to be reported via school procedures to the safeguarding trained staff within the Student Support Team. External agencies such as the police will be informed where identified as necessary.

Prevention

4.5 Within the curriculum the school will raise the awareness of positive relationships and bullying through inclusion in PSHE/RSE lessons, enrichment days, form tutorial time, assemblies, guest speakers, Theme of the Fortnight and subject areas when appropriate.

4.6 Regular staff training will be given on implementing a relational approach and in all forms of bullying and connected issues including Prevent Training, Safeguarding Training and E-Safety training.

4.7 Building relationships. It is the professional responsibility of all staff and for students to support and develop positive relationships with all members of the school community at all times.

4.8 Staff will follow the Trust code of conduct and Teachers' Standards to ensure they commit to constantly building positive relationships. For example, knowing how a student(s) may respond in a bullying scenario, knowing school reporting and support procedures, understanding personal development needs, knowing the school ethos and values, observing professional boundaries, being a role model, communicating (verbal and non-verbal) positively and displaying respectful conduct to all stakeholders.

What Parents and Carers Can Do

4.9   Parents and carers have an important role in preventing and reporting bullying in school.
- Encourage positive, non-violent behaviour at all times.
- Be aware of signs and symptoms, particularly a change in normal behaviour.
- Calmly listen to and support your son/daughter.
- Encourage them to let you report it.
- Make a note of what, how, who and where.
- Be aware that ignoring or hitting back can make it worse.
- Support your son/daughter by working with those trying to help.

5   ONLINE / CYBER-BULLYING

Guidance for Staff

5.1 If staff suspect or are told about online / cyber-bullying incident they must report to a member of the Senior Leadership Team immediately so that appropriate action can take place
5.2 As a student, if you believe you or someone else is the victim of online / cyber-bullying, you must speak to an adult as soon as possible. This person could be a parent/carer, your tutor, teacher or Learning Mentor. In addition:
- Do not answer abusive messages but log out and report them.
- Do not delete anything until it has been shown to an adult (even if it is upsetting, the material is important evidence which may need to be used later as proof of cyber-bullying).
- Do not give out personal details or your password.
- Never reply to abusive e-mails.
- Never reply so someone you don't know.
- Stay in public areas in a chat room.

IF YOU KNOW SOMEONE IS BEING BULLIED DON'T STAND AND WATCH GET HELP– BE A FRIEND

Phone Contacts:

Child line   0800 1111

Kidscape   0207 730 3300

Parentline plus   0800 800 2222

The Samaritans   116 123

You can also visit the Kidscape website www.kidscape.org.uk for further support, links and advice.

6   RESPONSIBILITIES

Compliance, monitoring and review

6.1 The school will review this policy bi - annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school. This policy should be read in conjunction with the Behaviour Policy, the Safeguarding Policy and Online Safety policy.

6.2 The school will ensure that the procedures and activities undertaken by the Student Support Team are:
- In line with school procedures
- Align with relevant legislation, government policy, Unity Schools Partnership (to be known as the Trust) requirements /strategies/values;
- Implemented and monitored (i.e. the policy and procedures are followed) and;
- Reviewed to evaluate its continuing effectiveness (e.g. achieving its purpose, remains relevant/current).

Reporting

6.3 Any incidents managed by the Student Support Services will be reviewed by the Assistant Headteacher (Student Support) and Deputy Headteacher (Personal Development) and reported to the governing body in line with the agreed reporting systems.

Records management

6.4 All staff members involved in reporting and managing incidents must ensure they record all actions in the correct format in both written and IT based records.

7 RELATED DOCUMENTS AND TRAINING

1. School   Standards   and   Framework   Act   1998
   http://www.legislation.gov.uk/ukpga/1998/31/contents
2. Prevent Training
3. Safeguarding Training
4. E-safety Training
5. Behaviour Policy
6. Online Safety Policy
7. DFE – Preventing and tackling bullying / Cyber bullying advice for Headteachers and school staff https://www.gov.uk/government/publications/preventing-and-tackling-bullying

APPENDIX A

ONLINE / CYBER-BULLYING

DEFINITION

Online / 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 themselves.

- By online / cyber-bullying, we mean bullying by electronic media including all smart technologies:
- Bullying by texts or messages or calls on mobile phones.
- The use of mobile phone cameras to cause distress, fear or humiliation.
- Posting threatening, abusive, and defamatory or humiliating material on websites, include blogs, personal websites, and social networking sites.
- Using e-mail to message others.
- Hijacking/cloning e-mail accounts

LEGAL ISSUES

- Online / Cyber-bullying is generally criminal in character. The law applies to cyberspace.
- It is unlawful to disseminate defamatory information in any media including the internet. Section 127 of the Communications Act 2003 makes it an offence to send, by public means of a public electronic communications network, a message or other matter that is grossly offensive or one of an indecent, obscene or menacing character.
- The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
- It could also be classed an offence under the Public Order Act 1986 and the Malicious Publications Act 2003.

PRACTICES

- Thomas Gainsborough School regularly updates and trains its students and staff both in the proper use of telecommunications and about the serious consequences of cyber-bullying and will, through PSHE, ICT lessons, Tutor time and assemblies, continue to inform and educate its students in these fast-changing areas.
- Thomas Gainsborough School endeavours to block access to inappropriate web sites, using firewalls, antivirus protection and filtering systems. We audit ICT communications and regularly review the security arrangements in place.
- We will support victims and act promptly and, when necessary, will work with the Police to detect those involved and will use the full range of sanctions available to correct, punish or remove students who bully fellow students or harass staff either in or out of school.