



**An Academy within The Prospect Trust**



# Anti – Bullying Policy

<b>Policy Type:</b>	Mandatory
<b>Approved By:</b>	AQC
<b>Effective From:</b>	October 2025
<b>Revision Date:</b>	October 2026

## Anti-Bullying Policy

**SLT Lead:** Mr C Taylor, Vice Principal

**AQC Link Councillor:** Mr M Simmonds

### Definition

*Bullying is to, deliberately and often persistently, hurt, threaten or upset any student or adult in the school physically or emotionally, in person or using any form of communication.*

*Bullying is a form of child-on-child abuse*

### Introduction:

Tomlinscote School believes that every student and member of staff has the right to be happy at school. No child or adult deserves to be bullied and bullying of any kind will not be tolerated. Once bullying is identified, every possible effort will be made to stop the bullying and to support both the victim and re-educate the bully.

### Aim:

Our aim is to provide an environment where all students and staff feel safe and are encouraged to report any incident of bullying and feel comfortable in doing so, confident that it will be pursued.

There are many different definitions of bullying in use, however, most agree that the type of action that makes behaviour bullying, as opposed to “having a laugh”, venting frustration or a non-bullying incident of physical or verbal violence/aggression is behaviour that is:

- Calculated
- Repetitive
- Selective

It usually involves an imbalance of power between the person on the receiving end of the bullying and the person or persons doing the bullying.

Bullying can be:

- **Physical:** pushing, kicking, and hitting or pinching, any form of violence, or threat of violence – actual or implied.
- **Verbal:** name-calling, sarcasm, spreading rumours, persistent teasing, use of discriminatory language
- **Emotional:** tormenting, threatening ridicule, humiliation, and exclusion from groups or activities (eg “the silent treatment”).
- **Cyber:** the use of the internet or related technologies to hurt, harm or expose other people to ridicule, in a deliberate, repeated or hostile manner. This can happen both inside and outside of school and at any time of the day or night.
- **Sexual:** unwanted physical contact, the use of sexual or sexist language.
- **Extortion:** demanding money or gifts, getting other students to do homework.

Bullying may involve negative use of language associated with potentially vulnerable groups:

- **Sexual orientation** – homophobic or biphobic bullying

- **Gender identity** – transphobic bullying, graffiti, gestures
- **Gender** – sexist bullying
- **Race** - racial taunts, graffiti, gesture
- **Faith** – taunts about faith, religious beliefs or lack of belief, religious dress or lifestyle.
- **Disability/Learning difficulties** eg retard, spastic.
- **Poverty** – associated with students from economically disadvantaged backgrounds so may not have the most up-to-date phones, clothes etc
- **Health**

Bullying differs from friendship fall out or other aggressive behaviour:

‘If two children or young people of about the same strength have the odd fight or quarrel. It is not bullying.’

### **Implementation:**

The Staff, Councillors and Student Council have been involved in the drawing up of the Anti-Bullying Policy. All students in the lower school attend a cross-curricular ‘Anti-Bullying Day’ that reinforces the policy. The policy forms part of the ethos of the school. Responsibilities suggested in this policy form a coherent strategy included in other key policies such as Behaviour, Equality, and Use of Technology.

The student handbook also advises students and parents what to do if someone they know is being bullied.

Most cases of bullying, when they occur, is between students, however, the policy also addresses issues to do with the bullying of adults within the school.

### **Expectations**

All students have the right:

- To feel happy safe and secure in their School and College
- To move around the site and not be frightened of anything or any person
- To be treated with respect
- To be respected no matter what their ability, colour of skin, nationality, religion, physical appearance or sexual orientation
- To be protected against the bully
- To be treated equally by all members of staff
- To be able to tell a member of staff if they are being bullied and to be advised about the action taken
- To be supported whether they are being bullied or are the bully

All adults have the right:

- To be able to conduct their role without interference from other people that damages their confidence and self-esteem
- To be respected by colleagues, students and their parents

### **Responsibilities**

#### **Students:**

Students are often the first to become aware that a peer is being bullied and are expected to support each other in telling an adult. Students are expected to consider their own actions as an individual

or in particular cases, where a group bullies an individual over time. Students are expected not to bully other students or attempt to intimidate staff.

### **Staff:**

1. Take all incidents of bullying seriously
2. Offer the victim immediate support by:
  - Moving closer to those involved – making their presence known
  - Taking action as quickly as possible
  - Separating those involved (avoid physical contact unless absolutely necessary, and then using only the minimum of force necessary to prevent further harm being inflicted)
  - Reassuring the victim that staff can and will help
  - Comforting the victim
3. The bully must be told by the member of staff directly that his/her behaviour is unacceptable and action taken to prevent behaviour reoccurring
4. All incidents should be recorded in CPOMS, with an account of the action taken by the HOY/SLT
5. HOY or SLT action will be notified to the parents of all students involved by telephone or in writing as appropriate
6. Feedback to staff involved if possible
7. The school believes in the 'no blame approach' but that it is essential that individuals accept responsibility for their behaviour and reflect on the impact that the behaviour has on others. Bullies will be supported in changing their behaviours, whilst victims will be supported in recognising that it is not their fault
8. Restorative Justice approaches used where appropriate
9. Anti-Bullying will also form part of the curriculum in the Tutorial Programme, PSHE and, where appropriate, in other subjects.
10. An Anti-Bullying Day is held in Year 7, Relationships Day is held in Year 8 and treating others with respect is an integral part of our school values.

### **Executive Group:**

Support the implementation of the School and College's policy and, through the School Council, raise awareness of it. HOY will monitor any bullying incidents within their year group. This will be shared with their SLT link and success of interventions fed back to the SLT.

### **Councillors:**

Approve the Policy and support the school in its implementation of the policy against bullying.

### **Community:**

It requires all members of our community to work with the school to uphold the anti-bullying policy.

### **Monitoring**

Tomlinscote monitors the impact of policies and procedures in line with the Safeguarding and Child Protection Policy and the Behaviour and Discipline policy. The effectiveness of such policies is assessed through Tomlinscote's self-evaluation procedures, including consultation of its students. Furthermore, the effectiveness of this Anti-Bullying Policy will be formally assessed by the AQC on an annual basis, by reference to school records, including (but not limited to) Bullying Incidents/log in CPOMS, anonymous questionnaires to students, Exclusion Data and other Prejudice Related Incidents.

We recognise that some members of our community may be more vulnerable to bullying and its impact than others; being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.

### **Links to other policies**

- Behaviour and Discipline
- Drugs Policy
- Safeguarding and Child Protection
- IT Acceptable Use Policy
- The Prospect Trust Online Safety and Use of Technology
- Equality
- Code of Conduct

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## **Racist Bullying**

Britain is a multi-racial and multi-faith country, and everyone has the right to have their culture and religion respected by others. Nobody has the right to call your child names or to treat them badly because of their colour, race or religion. It's illegal and it can be stopped. Racist bullying is not just about the colour of your skin, it can be about your ethnic background or religion too. Racist bullying is the only type of bullying that schools must record.

## **Homophobic, Biphobic and Transphobic Bullying**

The public sector Equality Duty requires all schools in England to eliminate discrimination on the grounds of sexual orientation and gender reassignment.

Homophobic, biphobic and transphobic bullying can involve physical or mental violence by a group or an individual. It is often aimed at someone who has poor defences and who, as a result, may be significantly upset.

What distinguishes it from other forms of bullying is the language that is used. Words like 'queer' and 'poof' and 'lezzie' have been used abusively for many years. They have now been joined by words, such as 'gay', 'lesbian', which were formerly descriptive but which now may be used as a derogatory adjective to describe objects and people that may have no connection whatsoever with homosexuality. 'Tranny', 'gender-bender' and 'bi-bi' are also used in a derogatory way.

Both boys and girls may be subjected to homophobic, biphobic or transphobic abuse

**Homophobic** bullying is related specifically to bullying based on a person's sexual orientation. Students may be targeted who are, or who are perceived to be, lesbian or gay. It can also suggest that someone or something is less worthy because they are lesbian or gay. Homophobic bullying is also often targeted at students who have lesbian or gay family members, and students who do not conform to gender stereotypes or are seen to be 'different' in some way.

**Biphobic** bullying is bullying based on prejudice or negative attitudes, beliefs or views specifically about bisexual people. Biphobic bullying may be targeted at students who are openly bisexual, those who are questioning their sexual orientation, or students who are suspected of being bisexual. Biphobic bullying may target students with negative stereotyping (for example suggesting that they are greedy) or assume that being bisexual is a phase.

**Transphobic** bullying is bullying based on prejudice or negative attitudes, views or beliefs about trans people. Transphobic bullying affects young people who are trans but can also affect those questioning their gender identity as well as students who are not trans but do not conform to gender stereotypes.

Homophobic, biphobic and transphobic name-calling should be challenged and managed in the same way that racist or sexist behaviour is.

## **Sexual Violence or Sexual Harassment – Sexual and Sexist Bullying**

**Sexual Violence** - behaviours that are sexual offences under the Sexual Offences Act (2003)

**Sexual Harassment** - such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.

Causing someone to engage in sexual activity without consent.

**Upskirting** - typically involves taking a picture under a person's clothing without them knowing.

**Sexting** - consensual and non-consensual sharing of nude and semi-nude images and/ or videos (also known as 'youth produced sexual imagery' or 'nude image sharing').

**Harmful Sexual Behaviour (HSB)** - Sexual behaviours expressed by children and young people under the age of 18 years old that are developmentally inappropriate, may be harmful towards self or others, or abusive towards another child, young person or adult.

**Sexism** - there are many different definitions of sexism, for the purposes of this guide we refer to sexism as prejudice or discrimination based upon the idea that a person or a group of persons is inferior because of their sex, including maintaining and reinforcing sexist stereotypes, and perpetrated at individual,

**Child Sexual Exploitation** - it is also important to have an understanding of child sexual exploitation which can occur between children and young people and is a form of child sexual abuse. Child sexual exploitation is 'where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.  
(Anti-Bullying Alliance)

### **Child on Child Abuse**

Inappropriate behaviours between children that are abusive in nature including physical, sexual, or emotional abuse exploitation, sexual harassment, all forms of bullying, coercive control, hazing/initiation rituals between children and young people, both on and offline (including that which is within intimate personal relationships)

Adapted from Keeping Children Safe in Education.

Child on child abuse is harmful to both the perpetrator and the victim. Young people who harm others may have significant complex needs and may have been subjected to:

- domestic abuse,
- suffering abuse,
- being involved in crime

It is important that both children are supported.

### **Children with Special Needs**

Disabled young people and those with SEN (SEND), are significantly more likely to experience bullying - including online bullying - than their peers. Children who have learning disabilities and autism are particularly at risk. (Anti-Bullying Alliance)

**Cyberbullying (online bullying)** is any form of bullying which has been carried out through the use of electronic devices. This could be a mobile phone, laptop, tablet or a gaming console.

### **Restorative Justice**

Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right. It explores strategies that they could adopt to avoid the situation happening in the future.

The most important thing teachers can do is to strive to create a positive, open, tolerant ethos in which matters of concern to young people are discussed calmly.

## **Guidelines and advice for staff for dealing with students**

It is accepted that there are as many bullying situations as there are bullies. We shall always need to apply our professional judgement to make decisions, based on individuals involved and on the nature of the bullying. The following guidelines are intended to provide more details to the actions outlined in the main policy.

### **1. Always take the report of bullying seriously**

It is important to react quickly but also objectively. If the situation becomes more emotionally charged, it could escalate and increase the bully's power.

### **2. Investigate the bullying thoroughly and take action quickly.**

Any reports of bullying should be referred to the HOY. Statements should be taken from all students involved in any bullying and completed on a green incident form. Other sources of information to consider may include CCTV footage. Action to deal with the bullying should be taken as quickly as possible.

### **3. Other staff**

Where staff have witnessed an incident a gold incident form should be completed. Copies, along with a green student form should go to the HOY and to the victims and bully's files. The same applies to any letters sent home. Colleagues may need to be informed if the incident arose out of a situation where staff need to be vigilant, for example at break times, in less accessible areas to the school.

### **4. Reassure the victim**

Victims often need to be reassured that the bullying will not get worse as a result of it being reported. It is important that the victim is not made to feel badly about having come to see a member of staff.

### **5. Offer concrete help, advice and support to the victim**

This will vary according to the situation, but reassurance is a key strategy. Coming to school with friends, avoiding areas where the victim might meet the bully, joining lunch-time clubs or going to the library where there is staff supervision, staying close to where members of staff are on duty at break and lunchtime but without "clinging to them", are all quick and easy strategies that can be offered.

### **6. Speak to the bully**

Make it plain to the bully that you disapprove of bullying behaviour and so does the school. Encourage the bully to see the victim's point of view. Discuss the ethos of the school, tolerance, value and support for others.

### **7. Contact with parents or home**

It is good practice to contact home of both the victim and the bully, even if there is an uncertain outcome. Parents / carers who learn subsequently about bullying incidents are often distressed or angry if they have not been informed. Parents should be reassured that the incident has/is being dealt with. Likewise, it might be appropriate to invite in the parents of the student who has been carrying out the bullying to express concern and give a clear warning of further consequences should this behaviour continue.

### **8. Consequences**

An appropriate consequence should be given, if the bullying has continued despite giving advice and contacting home. Where a consequence is given, it must be explained clearly - what it is and why it is being given. These consequences may range from detentions, community service, time in the Internal Suspension Room or in extreme cases an External Suspension.

Where bullying continues despite support and consequences, more serious consequences will need to be used, as well as parental meetings. This should usually involve the Pastoral Head for each year group, escalating up to Head of School and Councillors if appropriate.

Both the victim and the bully may need support to avoid similar incidents occurring again. The aim is to modify and change behaviour and so Restorative Justice may be used where appropriate.

#### **9. Monitor the victim after the bullying has been dealt with**

It is important to talk to the victim of bullying on a regular basis after the situation has been resolved. This is to check that it has not started again in the same or a different form. It is also important to ask staff, particularly the form tutor, and other students to be vigilant.

#### **10. Bullying Log**

All types of bullying need to be recorded in CPOMS, and the HOY and Form Tutor alerted to the incident.

## **Guidance for Parents**

### **Talk to your child and listen to what they have to say**

Here are some things to remember if you are talking to your child who you think may be being bullied.

- Be patient - make time to listen to your child.
- Ask questions but do it sensitively - don't interrogate. Show your child that you care. Be careful not to say or do anything which could make an already anxious or lonely child feel even more alone.
- Do not take any action before you discuss with your child what you could do, and what they could do. It may take a little longer for you to agree the best course of action than if the decision is taken by you alone, but this is time well spent. But make sure you do something. If bullying goes on for a long time it can cause damage to your child's educational and personal development.
- Do not make promises you can't keep. It is very important that your child knows that they can trust you. For example, do not promise your child that you will not tell the school in an effort to make it easier for your child to share something with you. This might cause difficulties when working with the school in trying to resolve the issue. And remember that if you discover that a child is in danger, whether that danger comes from an adult or another child, you must act even if the child wants you to do nothing. If the school is unaware of any incidents they will not be able to deal with it.
- Tell your child that they have done the right thing by talking about what has happened, that bullying is wrong, and that those who are doing the bullying must change their behaviour.

### **Contact the school – Procedures for raising concerns if your child is being bullied**

- If you feel that your son or daughter is being bullied at school remember there are staff who have a lot of experience in resolving bullying issues.
- Your child's tutor or Head of Year won't always be available to speak to you immediately as they are likely to be teaching. The best course of action is to contact the Student Support Officer (SSO), KS3 or KS4, for your son or daughter's year group who works very closely with the Head of Year. If you share your concern with the SSO about bullying then they will either arrange for the Head of Year to call you, or arrange for you to come to meet with them. Sometimes this might be a case of leaving a message. Try to resist the desire to come to the school to see someone straight away as this is not always possible and may result in frustration while you wait.
- Ask your child to write down the details of any incidents. This is important because when the bullying is being dealt with the detail needs to be recalled and it is easier to do this when it is written down. Do not exaggerate. Be honest and stick to the facts as you know them, as teachers need to know how serious the bullying is in order to manage the situation effectively.
- If the bullying is connected to Social Media, ask your child to screen shot the page and print it out.
- When speaking with the HOY, remember that this may be the first time that the teacher has heard about the bullying and remember that your child may not have told you all the facts.
- The HOY will then plan to resolve the situation by challenging and talking to the bully and gathering information from other students, members of staff or any other relevant sources. The meeting will hopefully reassure your son or daughter that the bullying will stop and the Year Coordinator will explain how it will be resolved.
- Once the details of the bullying are clear, a consequence will be given to the bully and support offered to your son or daughter to make sure that he/she feels safe.
- The HOY or member of staff who has dealt with the bullying will monitor the situation by asking your son or daughter or other students if there have been any further incidents. Where relevant they may ask members of staff likely to come into contact with your son or daughter to be vigilant and to also report back.

- If you are still not happy and you do not believe the bullying has been resolved then contact the Pastoral Head for whichever year group is relevant to your child.