



Three Towers

An Alternative Provision Academy

Expanding Horizons

Anti-Bullying Policy

Adopted: September 2023

Review: September 2024

1. Rationale

In a large organisation like Three Towers (TTAPA) the way in which each person, whether a learner, member of staff, volunteer or visitor conducts themselves in and around the site is important for the well-being of everyone connected with the school. Preventing and responding to all forms of bullying is clearly a critical part of meeting our wider responsibility to promote well-being and demonstrate fundamental British values including tolerance and acceptance.

Bullying is an unacceptable and anti-social behaviour which affects everyone and therefore will not be tolerated. Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health.

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.

By effectively preventing and tackling bullying, schools can help to create safe, disciplined environments where learners are able to learn and everyone can fulfil their potential. We are a “telling” school – bullying is too important not to report. It is a basic entitlement for our learners that they receive their education free from humiliation, oppression and abuse.

At TTAPA we expect everyone to contribute to the provision of a safe, caring, supportive and protective environment in which everyone can work and learn in an atmosphere free from intimidation.

By creating a learning climate based on being respectful and safe, it is our intention to create and sustain an ethos which minimises and controls bullying by taking effective action when dealing with incidents and ultimately to prevent bullying by creating conditions in which bullying is less likely to occur.

There are a number of very important reasons for challenging bullying behaviour.

- **The safety and happiness of learners:** When learners are bullied their lives are made miserable. They may suffer injury. They may be unhappy about coming to school. Over time, they are likely to lose self-confidence and self-esteem.
- **Educational attainment and achievement:** The unhappiness of bullied learners is likely to affect their concentration and learning: progress will be checked. Some children will avoid bullying by not coming to school; opportunities for social interaction and involvement in extra-curricular activities will suffer.
- **Providing a model for helpful behaviour:** If learners observe bullying behaviour apparently going on unchallenged, other learners may learn that bullying is a quick and effective way of getting what they want. Those learners who are being bullied may interpret the school's inaction as condoning unacceptable behaviour. Also, bullies need to be disciplined and counselled before they take their anti-social tendencies out of school.
- **Confirming our reputation as an effective caring school:** No school can claim with absolute confidence that ‘there is no bullying here’. The real issue is that the school needs to demonstrate, through policy and practice that it responds quickly and effectively to bullying.

2. Legislation & Statutory Guidance

- Schools' duty to promote good behaviour: Section 89 Education and Inspections Act 2006 <https://www.legislation.gov.uk/ukpga/2006/40/section/89> and Education (Independent School Standards) (England) Regulations 2014 <https://www.legislation.gov.uk/uksi/2014/3283/schedule/made>
- Power to tackle poor behaviour outside school <https://www.legislation.gov.uk/ukpga/2006/40/section/90>
- The Equality Act 2010 <https://www.legislation.gov.uk/ukpga/2010/15/contents>

3. Aims

- To provide an environment in which to learn, where each member of the school community is valued, and where learners are able to develop self-respect and self-control;
- To engender respect for and tolerance of others – regardless of differences of race, gender, culture or religion;
- To help learners acquire attitudes and skills (such as inter-personal and conflict resolution) relevant to their adult life;
- To encourage and exercise moral values in dealing with others;
- To reduce or prevent incidents of bullying;
- To provide a clearly defined framework for dealing with the victims and the perpetrators of incidents of bullying;
- To ensure that this framework is understood and trusted by learners, parents and staff (anti-bullying awareness);
- To counter the 'myths' about bullying.

4. Defining Bullying

There is no legal definition of bullying, however, it is usually defined as behavior that is:

“An imbalance of power which is used to either insult someone’s character, harass, intimidate or upset another person. It is repeated and intended to hurt someone either physically or emotionally.”

The Department for Education define bullying as

“Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally”.

(DfE “Preventing and Tackling Bullying”, July 2017)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1069688/Preventing_and_tackling_bullying_advice.pdf

Bullying can happen to anyone. This policy covers all types of bullying including:

- that related to:
 - race, religion or culture;
 - SEND (Special Educational Needs or Disability);
 - appearance;
 - physical/mental health conditions;
 - sexual orientation (homophobic bullying);
 - young carers, children in care or otherwise related to home circumstances.
 - sexist, sexual and transphobic bullying;
- that via technology –“cyberbullying”

Bullying can include:

- name calling, taunting, mocking, making offensive comments;
- kicking;
- hitting;
- taking belongings;
- producing offensive graffiti;
- gossiping;
- excluding people from groups; and
- spreading hurtful and untruthful rumours.

This includes the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by phone, text, Instant Messenger, through websites and social media sites and apps, and sending offensive or degrading images by mobile phone or via the internet.

But children and young people have described bullying as:

- being ignored or left out;
- being called names or teased;
- having rumours spread about them;
- being punched, pushed, or threatened;
- being forced to do things;
- getting abusive or threatening text messages or emails;
- being a target because of their religion, gender, sexuality, disability, appearance, ethnicity or race.

4.1 Types of Bullying

Bullying takes many forms:

- **Indirect** - Being unfriendly, spreading rumours, tormenting (e.g. hiding bags or books) excluding other learner;
- **Physical** - Pushing, kicking, hitting, punching, slapping or any form of violence;
- **Verbal** - Name calling, teasing, threats and sarcasm;
- **Non-verbal** abuse such as insulting gestures or mimicry;
- **Ignoring** or excluding;
- **Distribution** and or display of offensive material or graffiti;
- **Cyber-** All areas of internet misuse such as nasty and/or threatening emails, texts and calls, misuse of blogs, gaming and social media sights including photographic apps and associated misuse of technology.

Although not an exhaustive list, common examples of bullying include:

4.1.2 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 him or herself. Seven categories of cyber-bullying have been identified:

- text message bullying involves sending unwelcome texts that are threatening or cause discomfort;

- picture/video-clip bullying via mobile phone cameras is used to make the person being bullied feel threatened or embarrassed, with images usually sent to other people. “Happy slapping” involves filming and sharing physical attacks;
- phone call bullying via mobile phone uses silent calls or abusive messages. Sometimes the bullied person’s phone is stolen and used to harass others, who then think the phone owner is responsible. As with all mobile phone bullying, the perpetrators often disguise their numbers, sometimes using someone else’s phone to avoid being identified;
- email bullying uses email to send bullying or threatening messages, often using a pseudonym for anonymity or using someone else’s name to pin the blame on them;
- chat room bullying involves sending menacing or upsetting responses to children or young people when they are in a web-based chat room;
- bullying through instant messaging (IM) is an Internet-based form of bullying where children and young people are sent unpleasant messages as they conduct real-time conversations online;
- bullying via websites includes the use of defamatory blogs (web logs), personal websites and online personal polling sites. There has also been a significant increase in social networking sites for young people, which can provide new opportunities for cyber-bullying.

While other forms of bullying remain prevalent, cyber-bullying is already a significant issue for many young people. We recognise that staff, parents and young people need to work together to prevent this and to tackle it whenever it occurs. We will ensure that:

- the curriculum teaches learners about the risks of new communications technologies, the consequences of their misuse, and how to use them safely including personal rights;
- all e-communications used on the school site or as part of school activities off-site are monitored;
- clear policies are set about the use of mobile phones at school and at other times when young people are under the school’s authority;
- internet blocking technologies are continually updated and harmful sites blocked;
- we work with learners and parents to make sure new communications technologies are used safely, taking account of local and national guidance and good practice;
- security systems are in place to prevent images and information about learners and staff being accessed improperly from outside school;
- we work with Police and other partners on managing cyber-bullying.

ICT and Mobile Phones:

If a cyber-bullying incident directed at a child occurs using e-mail or mobile phone technology, either inside or outside school time, we will take the following steps:

- advise the child not to respond to the message;
- refer to relevant policies, e.g., e-safety/acceptable use, anti-bullying and apply appropriate sanctions;
- secure and preserve any evidence;
- inform the sender’s e-mail service provider;
- notify parents of the children involved;

- consider delivering a parent workshop for the school community;
- consider informing the Police depending on the severity or repetitious nature of the offence. The school recognises that some cyber-bullying activities could be a criminal offence under a range of laws.

If malicious or threatening comments are posted on an Internet site or social networking site about a learner or member of staff, we will also:

- inform and request that the comments be removed if the site is administered externally;
- secure and preserve any evidence;
- endeavour to trace the origin and inform the Police as appropriate;
- instigate the vexatious complaints policy.

4.1.2 **Racist Bullying** was defined as:

“any incident which is perceived to be racist by the victim or any other person”.

(1999 MacPherson Report)

Racist bullying in schools can range from ill-considered remarks, which are not intended to be hurtful, to deliberate physical attacks causing serious injury. Incidents can include:

- verbal abuse by name calling and offensive mimicry;
- racist jokes;
- wearing of offensive badges, insignia or clothing;
- bringing racist leaflets, comics or magazines to school;
- racist graffiti.

Racist violence, harassment and abuse are closely related to, and sometimes difficult to distinguish from, bullying. Racist bullying can be identified by the motivation of the bully, the language used, and/or by the fact that victims are singled out because of the colour of their skin, the way they talk, their ethnic grouping or by their religious or cultural practices. The success of our multi-cultural society depends upon the children of today growing up to be adults who respect difference and are prepared to speak out against racism.

Staff need to be especially aware of any such behaviour. Perpetrators of perceived racist bullying should be referred to the CLT.

4.1.3 **Homophobic Bullying** is a specific form of bullying motivated by prejudice against lesbian, gay or bisexual people (LGB).

Homophobic language is a common form of homophobic bullying. The word "Gay" can be used to illustrate a negative response to an activity and object as well as a person. This is unacceptable and stands in our way of promoting positive diversity. We use a consistent approach in tackling any kind of inappropriate language and homophobic language is included.

4.1.4 **Bullying based on disability, ability, gender, appearance and circumstance** is related to someone who has special educational needs and/or disabilities: i.e. bullying of a learner who has a physical or mental impairment (which has a substantial and long-term adverse effect on his or her ability to carry out normal day to-day activities.)

Children with SEN and disabilities may;

- be adversely affected by negative attitudes to disability and perceptions of difference;

- find it more difficult to resist bullies;
- be more isolated, not have many friends;
- not understand that what is happening is bullying.

4.1.5 Sexual bullying affects both boys and girls. Boys are also victims – of girls and other boys. In general, sexual bullying is characterised by:

- abusive name calling;
- looks and comments about appearance, attractiveness and emerging puberty;
- inappropriate and uninvited touching;
- sexual innuendo and propositions;
- pornographic material;
- graffiti with sexual content;
- sexual assault.

Sexual bullying can sometimes be the result of immaturity, especially amongst boys. The whole area of puberty, gender relations and emerging sexual attraction is something that will be explored through our PSHE and science curriculum in line with our RSHE Policy.

Sexual bullying can also be related to sexual orientation. Staff must:

- challenge sexual and homophobic language;
- explore issues of diversity and difference through the formal curriculum;
- guarantee confidentiality unless doing so will compromise safeguarding.

4.2 Persistent Bullying

Where learners do not respond to preventative strategies to combat bullying, the CLT will take tougher action to deal with persistent and violent bullying. Sanctions might include:

- detentions;
- anti-bullying contracts;
- withdrawal of break and lunchtime privileges;
- removal from the group;
- withholding participation in any school trips or sports events that are not an essential part of the curriculum;
- change of provision including a twilight timetable;
- suspension;
- permanent exclusion – where serious violence and/or persistent serious bullying is involved.

Permanent exclusion for serious and persistent bullying will be an exceptional event.

4.3 Bullying Outside School

This policy covers learners on all school activities including vocational placements; whilst travelling to and from school; on curriculum activities including residential trips and off-site visits. It also includes behaviour between learners outside of school that may impact on the orderly and effective daily workings of TTAPA.

4.4 Bullying of a member of staff

If a member of staff feels they have been bullied, they should speak to the Headteacher or CEO of the Rowan Learning Trust.

5. Responsibilities

All members of TTAPA's community are equally responsible for the implementation of the policy and for taking action on bullying.

5.1 The Local Governing Committee (LGC) supports the Headteacher in all attempts to eliminate bullying from TTAPA. This policy makes it very clear that the LGC does not tolerate bullying taking place and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The LGC monitors the incidents of bullying that occur. The governors require the Headteacher to keep accurate records of all incidents of bullying.

5.2 The Headteacher

When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour. The headteacher is therefore responsible for:

- setting TTAPA's "climate" of mutual support and praise for success, so making bullying less likely;
- devising and implementing our anti-bullying strategy;
- ensuring that all staff are aware of the policy and know how to deal with incidents of bullying.
- reporting to the LGC about the effectiveness of the anti-bullying policy.

5.3 Staff

All staff in our school take all forms of bullying seriously. Staff attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying. Staff actively support anti-bullying strategies by teaching children directly about safeguarding issues and cyber-bullying. They:

- are crucial in establishing positive relationships within their groups and encouraging them to recognise and regard bullying as unacceptable;
- must seize opportunities to address bullying through individual interventions and PSHE curriculum as well as through subject lessons when appropriate opportunities arise;
- must be vigilant in their supervisory duties and must visit places where bullying is most likely to occur on a regular basis to reduce the opportunities for bullying;
- must intervene to prevent incidents from taking place;
- must log incidents that happen in their class and that they are aware of in the school on ARBOR.

If staff witness an act of bullying, they do all they can to support the child who is being bullied.

Staff access regular training (e.g. PRICE training), which enables them to become equipped to deal with incidents of bullying and behaviour management.

5.4 Learners are expected to:

- follow school policies and procedures;
- promote all school values and our ethos including tolerance and mutual respect;
- regularly discuss anti-bullying strategies in personal development sessions and/or interventions;

- report incidents of bullying to staff whether directly involved or witnessing it and need to see this as responsible behaviour rather than “telling tales/snitching/grassing”;

5.5 Parents/carers are expected to:

- support our approach on anti-bullying by informing school of any incidents or issues;
- notify us of any factors which may affect the behaviour of their child out of school hours;
- support their child by receiving phone calls, attending meetings and regular reviews;
- be aware of and support this Anti-Bullying Policy.

Information for parents and carers is available on our website

6. Raising Awareness

6.1 For learners, awareness is raised through the taught curriculum, particularly through PSHE, as well as through assemblies, posters, leaflets and personalised interventions. We cover the following aspects of bullying:

- different forms of bullying (physical, emotional, virtual etc.);
- various scenarios and ideas for how to avoid/cope with them;
- e-safety;
- recognising and building resilience;
- promoting self-esteem;
- body image issues;
- developing emotional literacy;
- developing positive relationships;
- supporting and fundraising for ChildLine.

Teaching sessions include discussions, games, films, creative work and quizzes. Learners are encouraged to recognise bullying in all its forms, reflect on this and put forward suggestions for coping with bullying that are appropriate and in line with our ethos.

At school, we also model respect and tolerance at all times and deal with any incidents of bullying in a timely and positive way

6.2 Parental Awareness

It is important that parents/carers are also informed about our stance on bullying and supported by the school. Parents/carers who are concerned that their child might be bullied or who suspect that their child may be the perpetrator of bullying, should contact the school immediately.

Parents/carers have a responsibility to support our anti-bullying policy and to actively encourage their child to be a positive member of the school. Further information can be obtained from <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

6.3 Common Indicators of Bullying

All staff should be aware of the many signs which may indicate that a learner is being bullied including:

- items of clothing, personal property and/or school work that are damaged or lost more often than considered normal;
- frequent injuries (e.g. cuts and bruises);

- becoming withdrawn and a reluctance to explain why;
- appear continually tired (perhaps due to lack of sleep induced by worry);
- slowing in or sudden deterioration of educational attainment;
- deterioration in attendance/truancy/school refusal;
- frequent complaints of illness;
- changing routes to and from school;
- complaints of hunger (possibly indicating that dinner money is being taken);
- money/possessions going missing;
- depression – reluctant to socialise;
- moodiness and irritability;
- threats of or actual self-harm.

7. Prevention

It is vital that staff strive to create a climate of trust, inclusion and acceptance within their classrooms. It is also critically important for staff to model inclusive behaviour in their relationships both with other adults and children and young people. Of course, for the vast majority of staff this is already part of their established practice.

Staff can do much to prevent the emergence of bullying.

- using time in lessons to help uphold the positive ethos of the school – staff are there to help young people make better sense of the world around them;
- staff having a presence in and around the building making sure that there are no areas left unsupervised;
- letting learners know that you will not tolerate bullying;
- intervening to prevent nudging, play fighting and other such physical expressions;
- putting a stop to obvious teasing, name-calling and other verbal banter that so easily causes annoyance and offence;
- reading and acting upon information provided;
- being aware of the group dynamics – watching how learners interact;
- acting professionally by modelling the positive behaviours desired in our young people – allowing them to see you practice what you preach;
- using praise, merits and other rewards to promote positive behaviours and attitudes, 'catch them doing something good'.

8. Responding to Incidents of Bullying

8.1 Reporting

We are a 'telling' school. Learners must be encouraged by staff to:

- tell somebody in school so that the matter can be dealt with. Don't suffer in silence;
- talk to parents/carers at home.

Learners can tell:

- friends/peers;
- older/other learners;
- staff/trusted adult;
- parents/carers - It is important that parents are informed.

All learners should be encouraged to report bullying to any trusted adult or to a peer / friend who will then alert staff.

Learners must be listened to and reports of bullying taken seriously and ACTED UPON AT ALL TIMES BY ALL STAFF.

Incidents of bullying must be **dealt with promptly by the member of staff to whom it has been reported** and information regarding the incident should be noted on ARBOR for both the target and perpetrator(s) and communicated in the following way:

Trusted adult → Form/Class tutor → Head of House → CLT

8.2 Action

Prompt investigation of indicators or allegations of bullying must occur. Investigation should include the following practical steps:

- encourage the target to co-operate fully in identifying the bullies as the best way of securing the target's safety and that of others in the future;
- establish with the target, as precisely as possible, what led to the incident and, where appropriate, what steps can reasonably be taken to avoid similar situations in the future;
- interview learners individually where allegations of bullying are made about a group;
- ask individuals to make a written record of the incident, signing and dating it.;
- parents/carers of the bully and the target should be informed;
- bullies and targets may be counselled together if appropriate and both parties and their parents agree;
- the outcomes of any investigation must be communicated to those involved;
- sanctions may be used ranging from a reprimand to suspension or in extreme cases a permanent exclusion. The police may investigate any criminal aspect of incidents deemed serious;
- bullies should not be bullied;
- everybody involved must see action being taken;
- staff must endeavour to model non-bullying behaviour.

8.3 Recording Incidents

Incidents of bullying should be recorded by individual staff using the school referral system and copies forwarded according to school procedure.

Racist incidents must be recorded and reported separately to the CLT.

8.4 Supporting Learners involved in Bullying

Any whole school strategy to deal with the problem of bullying must move on from simply disciplining learners who bully so whenever possible we deal with incidents using a 'Restorative Justice' approach. Staff dealing with bullying incidents need to consider how to make the learners who bully change their behaviour, how to help the victims of bullying to cope better next time or to avoid being bullied altogether and how to support victims of bullying.

9. Monitoring arrangements

This policy is reviewed annually. After each review it will be adopted by the local governing committee.

10. Links with other policies

This policy should be read alongside:

- *Behaviour & Relationships Policy*
- *Complaints Policy*
- *Equality Objectives & SES*
- *Safeguarding Policy*
- *SEND Information Report*

UNICEF - UNCRC

The UN Convention of the Rights of the Child sets out human rights of every person under 18 (Article 1) and applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background (Article 2). Articles directly relating to this policy are:

2 (Non-discrimination)	23 (Children with a disability)
3 (Best interests of the child)	28 (Right to education)
6 (Life, survival & development)	31 (Leisure, play & culture)
12 (Respect the views of the child)	34 (Sexual exploitation)
13 (Freedom of expression)	36 (Other forms of exploitation)
14 (Freedom of thought, belief and religion)	37 (Inhumane treatment & detention)
15 (Freedom of association)	41 (Respect for higher national standards)
16 (Right to privacy)	42 (Knowledge of rights)
19 (Protection from violence, abuse & neglect)	

Appendix 1: Advice to Learners

Bullying IS

- deliberately hurtful behaviour;
- repeated over a period of time;
- difficult for those being bullied to defend against.

Bullying is NOT:

- being friendly one day and squabbling the next;
- when two learners of equal power and strength have a quarrel or one-off fight.

If you are ever being bullied:

- don't suffer in silence;
- be firm and clear – look them in the eye and tell them to stop ('broken record' technique);
- get away from the situation as quickly as possible;
- tell an adult what has happened straight away;
- try to ensure that you are always with a friend.

After you have been bullied:

- tell a member of staff immediately;
- tell your family;
- if you are scared to tell a member of staff or an adult on your own, ask a friend to go with you;
- keep on speaking up until someone listens and does something to stop the bullying;
- don't blame yourself for what has happened.

When you are talking about bullying with an adult, be clear about:

- what has happened to you;
- how often it has happened;
- who was involved;
- who saw what was happening;
- where it happened;
- what you have done about it already.

If you find it hard to talk to anyone at school or home, ring:

ChildLine - 0800 1111 (Freephone)

NSPCC – 0808 800 5000

Samaritans – 116 123 (Freephone)

Or, go online: Bullying UK – www.bullying.co.uk

Kidscape - www.kidscape.org.uk

Anti-bullying Alliance - www.anti-bullyingalliance.org.uk

National Bullying Helpline - www.nationalbullyinghelpline.co.uk

If you witness bullying:

- do not ignore what happens;
- let the person who is being bullied know that you have witnessed what is going on and that you are concerned;
- encourage them to tell someone;
- if it is in school and you are worried about it, REPORT it. If you are worried about putting yourself at risk, ask to speak to someone in confidence or write them a note about what happened;
- adults are often the last to know that bullying is going on. If they are going to do something about it, they need to know what is happening.

If you are bullying someone:

- you have a choice – just because you have bullied others in the past does not mean that you have to keep doing it;
- people who are bullied can feel scared and upset. You can put a stop to that by changing your behaviour;
- you can get into trouble if you keep bullying others – you might be excluded from school and in some cases the police may be involved;
- sometimes things happen to you to make you more likely to bully others – e.g. being bullied yourself or trouble at home. It is important to get help for yourself rather than taking your frustrations out on others.

Appendix 2: Advice to Parents/Carers

Bullying IS

- deliberately hurtful behaviour;
- repeated over a period of time;
- difficult for those being bullied to defend against.

Bullying is NOT:

- being friendly one day and squabbling the next;
- when two learners of equal power and strength have a quarrel or one-off fight.

What are the common symptoms I should look for?

If your child is:

- frightened walking to and from school;
- doesn't want to travel on the school bus;
- changes their usual routine;
- becomes unwilling to go to school – school phobic;
- becomes withdrawn, anxious or lacking in confidence;
- attempts, threatens, talks about suicide, or runs away;
- feels ill in the mornings: headaches, stomach aches;
- comes home with torn clothing;
- possessions missing or damaged;
- asks for or steals money;
- has unexplained bruises or cuts;
- becomes unusually aggressive or disruptive;
- stops eating;
- bullies other children or siblings;
- won't say what is wrong;
- afraid to use internet or mobile phone;
- nervous and jumpy if a cyber message is received;
- becomes clingy;
- disturbed sleep.

It can be helpful to ask questions about progress and friends at school; how break times and lunchtimes are spent/ and whether your child is facing problems or difficulties at school. Don't dismiss negative signs

What should I do if I suspect my child is being bullied?

- calmly talk with your child about their experience;
 - make a note of what your child says – particularly who was said to be involved; how often the bullying has occurred; where it happened and what has happened;
 - reassure your child that they have done the right thing to tell you about the bullying;
 - explain to your child that should any further incidents occur they should report them to a member of staff immediately;
 - inform school immediately (even if you are unsure). Ask to talk to your child's keyworker or Pastoral Manager.
 - ✚ try and stay calm – bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident;
 - ✚ be as specific as possible about what your child says has happened – give dates, places and names of other children involved;
 - ✚ make a note of what action the school intends to take;
 - ✚ ask if there is anything you can do to help your child or the school;
 - ✚ stay in touch with the school; let the school know if things improve as well as if problems continue.
- follow the advice for learner support (see appendix 1);

- keep any text messages your child receives, as “cyber” bullying is as hurtful as other forms. Also take screen shots of online bullying;
- talk to the school about strategies that will help your child and provide him/her with support both inside and outside school;
- if the problems persist outside school, please note that we have no jurisdiction to deal with these situations and the police should be involved.

How do I support my child if they are the target of bullying?

- once you are sure that bullying is happening reassure your child that they are not to blame – it is not their fault;
- encourage your child to talk to someone, preferably an adult, in school that they trust/like;
- talk about where it happens and work out simple ways to avoid those locations / situations. This is not always possible so advise your child to make sure there are other people around who they trust e.g. friends, peers, adults.
- advise them not to “buy off” the bully in any way;
- work out a plan of action with your child and a member of staff. Make sure that this is always followed;
- take an interest in your child’s social life. Encourage friendships, discuss their day including what they did at break or lunchtime and remember their journey to and from school;
- do not encourage or advise your child to retaliate or hit back – this may be out of their nature anyway and usually escalates an already emotionally challenging situation.

What to do if you think your concerns are not being addressed.

- ask for a copy of the school’s anti-bullying policy and check to see if agreed procedures are being followed;
- then contact the school and ask for an appointment to discuss matters with your child’s Pastoral Manager or if that does not resolve the issues, a member of the core leadership team;
- Additional advice and support:
 - ✚ ChildLine - 0800 1111 (Freephone)
 - ✚ NSPCC – 0808 800 5000
 - ✚ Samaritans – 116 123 (Freephone)
 - ✚ Bullying UK – www.bullying.co.uk
 - ✚ Kidscape - www.kidscape.org.uk
 - ✚ Anti-bullying Alliance - www.anti-bullyingalliance.org.uk
 - ✚ National Bullying Helpline - www.nationalbullyinghelpline.co.uk

Further Information can be found at

Preventing and tackling bullying – pages 16 → 19 contain links to specialist organisations

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1069688/Preventing_and_tackling_bullying_advice.pdf

Advice for parents and carers on cyber bullying

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444865/Advice_for_parents_on_cyberbullying.pdf

Together we can deal with it successfully. Remember- the target is in need of support – so too is the bully.

Finally – you have not failed as a parent if your child becomes the target of bullying. What is important is your, and our, response to the situation.

Appendix 3: Guidance for Staff

In dealing with learners who have allegedly been bullying, there are three positive aims:

- to stop the bullying behaviour, immediately;
- to re-educate the learners' attitudes and behaviour for the future;
- to reconcile the learners involved, if possible.

Guidance when talking with Parents

(a) Parents of any children involved, in any role, in bullying:

The aim should be to foster and maintain a good relationship in both the short term and long term. Points for consideration:

- Who should talk with the parent(s)/carer(s)? Normally this is the member of staff dealing with those involved;
- Where to talk? Choose an office where the discussion can take place uninterrupted;
- What attitude/approach should be taken? Staff must remain objective; avoid anecdotal 'evidence'. Staff are de facto in loco parentis for all those involved;
- Choice of language taking care not to label the child;
- Do not make it personal - condemn the behaviour not the child;
- How to explain the school's position? What to do in case of a threat of violence? The school will not tolerate bullying. Violence is a serious breach of conduct and will be punished accordingly.

(b) Parents of a child who is, allegedly, being bullied?

- Allow the parent(s)/carer(s) to express their feelings, uninterrupted;
- Accept those feelings (they are real for that parent, even if they might seem excessive to you). Useful phrases include: "I realise you're upset"; "I'll try to help"; "This must be difficult for you". Avoid: "I know how you feel";
- Assure the parent(s)/carer(s) that you are pleased they have taken the time to see you;
- Express the view that bullying is unacceptable, and that you intend to act positively;
- Ask them to keep in touch with you.

(c) Talking with parent(s)/carer(s) of a child who has, allegedly, been bullying

- Avoid labelling their child 'a bully'. Begin by offering some positive view/aspect of their child, which you appreciate and value;
- Show a shared concern for their child's problem (antisocial bullying behaviour) and a concern to help that child fulfil his/her best potential. Useful phrases include: "I'm sure we both share a concern for ...'s future". "We need to help him/her to show his/her best side/develop his/her potential and talents, avoid spoiling him/herself with this sort of behaviour";
- Ask if anything could be upsetting/stressing the child, now or recently, to trigger the bullying behaviour;
- Get the parent(s)/carer(s) to agree, if possible, that bullying the child who bullies will not be a positive approach to take;
- Explain what you intend to do next; get their agreement, if possible. Promise to (and do) keep in touch with them.

NB: It is always best if all parents/carers are made aware of the school's approach to bullying (both in writing and at meetings, formally and informally) and are encouraged to share the school's positive approach, i.e. aiming to stop the bullying behaviour.

At TTAPA it is our policy to inform and involve parents/carers in all incidents of bullying.