Anti-Bullying Policy

Purpose:	To communicate Tabernacle School's stance on bullying and ensure that all members of the school community understand their responsibilities regarding Anti-bullying
Approval Body:	The Board of Trustees
LT Lead person:	Miss N. Morrison
Lead Trustee for Policy:	Mrs. Victoria Shaw
Date Updated:	May 2019
Proposed Review Date:	May 2021
Status:	Complies with the requirements of the Independent School Standards Regulations 2014, National Minimum Standards (Department for Education (DFE), July 2017) Preventing and Tackling Bullying (DfE-00160-2017); Cyber Bullying: advice for headteachers and school staff (DFE-00652-2014); Advice for parents and carers on cyber bullying (DFE-00655-2014)

1. Introduction

Bullying of any kind is wholly unacceptable at Tabernacle School. It stands in stark contrast to the School's principles and values and we will always treat it seriously.

At Tabernacle School, we believe that all children have the right to learn and develop in a supportive, caring and safe environment which welcomes diversity, facilitates mutual respect, and encourages pupils to be sensitive to the beliefs, values and practices of others without fear of being bullied.

We recognise that bullying, whether emotional or physical, is a serious issue which may have devastating consequences for both the victim and the perpetrator. It can lead to psychological harm for the victim - undermining self-esteem and a sense of security – which in turn may affect a child's attendance and educational attainment. For the perpetrator, bullying, at its worst, can lead to a criminal record, ultimately damaging future career prospects for that child, and at best, suspension or exclusion from the school, which in turn may also affect educational achievement.

We aim to create a whole-school positive climate in which the promotion of personal dignity and self-esteem forms the basis for helping pupils to mature and develop healthy relationships with one another. To facilitate this aim, we will challenge and oppose, and be seen to oppose, all forms of bullying. We want all pupils to feel confident and secure in respecting and honouring one another, based on the knowledge that we are all equally valued by God.

In developing this policy, we have considered the needs and rights of our pupils, their parents, and those of the teaching staff. Anyone who feels bullied or intimidated has the right to expect the School to listen and to act promptly and sensitively to deal with the problem.

2. Aims and Expectations

It is a fundamental principle of Tabernacle School that all members of the school community – teachers, trustees, support staff and pupils – should treat each other with courtesy and respect. Failure by any member of the school community to treat others with courtesy and respect undermines the ethos and wellbeing of the whole school and will always be regarded as a serious matter.

Through the operation of this policy, we aim to:

- Provide a framework for a consistent whole-school approach to preventing and responding to bullying and for supporting staff and pupils who have been subject to bullying.
- Raise staff awareness of the presence of different types of bullying, how it affects children, and the procedures to follow when concerns about bullying are raised.
- Maintain an atmosphere where all pupils can reach their full potential within a safe and caring environment and send a clear message to all members of the school community that bullying and other forms of anti-social behaviour are not tolerated.
- Promote an ethos of trust in the school where pupils are assured that they will be listened to, and incidents of bullying are acted upon when reported, and can feel confident to discuss the cause of bullying without fear of further bullying or intimidation;
- Address issues relating to bullying and behaviour during assembly times and through the School's policy on PSHE and Citizenship
- Enable parents to feel confident that bullying incidents will be firmly dealt with by the school.

3. Scope

This policy applies to all pupils (including Early Years Foundation Stage) and staff at Tabernacle School and whether or not a pupil is in the care of the School when the bullying behaviour occurs. It covers:

- both full-time and part-time, including temporary staff and contracted staff or self-employed consultants working on the school premises.

- members of the Board of Trustees

- all visitors to the School.

While this policy focuses mainly on the bullying of pupils by other pupils, it recognises that bullying between staff members, bullying of pupils by teachers and bullying of teachers by pupils and their parents may occur. This policy covers the four types of individual bullying - physical, verbal, relational, cyberbullying - and the strategies the School will employ to prevent bullying behaviours.

4. Definitions

Bullying may be characterised as offensive, intimidating, malicious or insulting behaviour, an abuse or misuse of power through means intended to undermine, humiliate, denigrate or injure the intended recipient. Bullying can also involve manipulating a third party to tease or torment someone and can extend to careless or reckless behaviour that unintentionally causes the same effects as intentional actions.

The DfE Guidance, Preventing and Tackling Bullying, defines bullying as the: "behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally."

For the purpose of this policy, bullying at Tabernacle is defined as deliberate, hurtful and unprovoked behaviour that is repeated over a period of time. The School recognises that bullying can take many forms including:

- direct physical bullying (e.g. pushing, hitting, punching, kicking).

- direct verbal bullying (yelling abuse at another, name-calling, insulting someone, using verbal threats, offensive mimicry of accent and/or pretending not to understand what is said, making discriminatory remarks).
- indirect bullying, also known as social bullying or relational bullying (spreading
- rumours, social exclusion, disclosing another's secrets to a third party, graffiti).
- cyberbullying – hurtful comments made using electronic media, such as email and texts, chat rooms, blogs and social networking sites, sharing derogatory videos and photos via mobile phones.

Bullying may be motivated by actual differences between people or perceived differences, and can occur between pupils, between pupils and staff, or between staff. Whatever the motivation, bullying is deemed to involve an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. For example, someone in authority bullying an individual who is less senior. Bullying may also be directed against those with a special educational need or disability (SEND), or a different appearance and/or against those who are suffering from a health problem.

4.1 The difference between bullying and other hurtful behaviour

Tabernacle's definition of bullying does not include conflict and/or friendship problems between pupils or one-off incidents. These problems will still be taken seriously and dealt with immediately to prevent them from developing into bullying behaviour.

5. Promoting positive behaviour at Tabernacle

The School, at all times, seeks to promote a culture of courtesy and mutual respect amongst all members of the School's community. Positive values of mutual respect and consideration will be promoted within the school in a wide range of contexts from assembly and tutorial periods to informal class discussion. We aim to create a positive, safe and inclusive environment that reduces the opportunities for bullying to take place, promotes positive relationships, and where pupils can discuss bullying openly. The PSHE curriculum will address the topic of bullying and principles of anti-bullying strategies.

In seeking to promote positive behaviour, Tabernacle School will:

- take a proactive and consistent approach to responding to, and mitigating the effects of bullying incidents when they occur;
- maintain an ethos of inclusivity and equality where pupils treat one another and the school staff with courtesy, empathy and respect;
- communicate clear expectations to pupils and staff about pupil behaviour, including what to do if pupils find themselves bystanders when bullying behaviour occurs, and how to report bullying which occurs inside or outside of school;
- provide Information to parents to ensure that they are clear that the School does not tolerate bullying and that they are aware of the procedures to follow if they believe that their child is being bullied.

Teachers will remind pupils at the start of each academic year of their responsibility to behave in accordance with the principles and values of the School, and to talk to a member of staff if they witness or suspect bullying.

New and existing staff will receive training to develop anti-bullying strategies as part of their induction and ongoing professional development. The Senior Management Team (SMT) and Primary and Secondary Heads will identify any patterns relating to bullying behaviour and decide what action needs to be taken to prevent recurrences of such behaviour.

6. Roles and responsibilities

6.1 Role of the Trustees

The Board of Trustees will support the Principal in all attempts to eliminate bullying from the school. The trustees will:

- Require the Principal to keep accurate records of all incidents of bullying and report on them to the Board on a termly basis.
- Require the Principal to report annually to the trustees about the effectiveness of school anti-bullying strategies.
- Notify the Principal of any request from a parent/carer to investigate incidents of bullying and ask the Principal to conduct an investigation and report back to the Board of Trustees. A representative, on behalf of the Board will respond within ten days to the parent or carer and keep them regularly updated with regards to the investigation and, where possible, meet with the parent or carer to ensure they are satisfied with the outcome.
- It is the responsibility of the Board of Trustees to take a lead role in monitoring and reviewing this policy.

6.2 Role of the Principal

The Principal will:

- Ensure that this policy is implemented and that all staff (both teaching and non-teaching) are aware of it and can confidently deal with incidents of bullying.
- Provide reports to the trustees on the effectiveness of the anti-bullying policy.
- Ensure the policy is regularly communicated to the whole school community and the message that bullying is not accepted is reinforced through whole- school activities such assembly and PSHE curriculum.
- Ensure that all staff receive sufficient training to be equipped to identify and deal with incidents of bullying.
- Regularly review the policy in the light of any incident.
- Create an atmosphere, within the school, of openness and mutual support in which pupils feel secure, valued and can develop a sense of belonging to help minimize incidents of bullying.
- Include regular updates to staff through the annual safeguarding training.
- Include information in newsletters/internal memos or on the website about what the School is doing to prevent and tackle bullying.

It is the responsibility of the Principal to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the SMT has been identified to take overall responsibility.

6.3 Role of Teachers

Teachers at Tabernacle School take all forms of bullying seriously. They will deal with all incidents promptly and discreetly to minimise the risk of them reoccurring. They report all incidents of bullying that happen in their class to the designated member of staff responsible for behaviour and well-being, who records the incidents.

Teachers will:
- Recognise their duty of care and responsibility to safeguard all children from harm
- Promote and implement this anti-bullying policy in line with our safeguarding, behaviour and discipline and RSE policies and procedures.
- Ensure that bullying behaviour is not tolerated or condoned.
- Take action to investigate and respond to any reports of bullying from pupils.
- Encourage and facilitate pupils to play an active part in developing and adopting a code of conduct for behaviour.
- Watch out for the signs and symptoms of different forms of bullying including from various categories mentioned under section 4 of this policy.

- Where they have witnessed or become aware of an act of bullying, deal with the issue immediately.
- Do all they can to support the pupil who is being bullied. This may involve counselling and where appropriate, making the child aware of helpline numbers.
- Routinely attend staff training, which enables them to become equipped to deal with incidents of bullying and behaviour management.
- Support all pupils in their class and their work colleagues to establish a climate of trust and respect for all in order to prevent incidents of bullying.

It is the responsibility of all staff, including teaching and non-teaching staff, to support, uphold and implement this policy.

6.4 Role of Parents/Carers

- Parents/Carers have a responsibility to support the School's Anti-bullying policy and to actively encourage their children to be positive and responsible members of the school community.

- The School expects parents/carers who become aware that their child is bullying others or is being bullied, to support the school by working in partnership with staff and adhering to its behaviour management and anti-bullying policy.

- In the case of cyberbullying, parents/carers will be encouraged to put more stringent monitoring of mobiles and/or internet use in place, where necessary.

6.5 Role of pupils

Pupils are expected to abide by the school rules contained in this policy and are made fully aware that bullying is totally unacceptable. They are expected to report all forms of bullying perpetrated against them, or that they have witnessed being perpetrated against other pupils.
All bullies will be expected to take responsibility for their behaviour and can expect to be sanctioned, in line with the School's Behaviour and Discipline policy.

7. Bullying which occurs outside school premises

School staff members have the power under sections 90 and 91 of the Education and Inspections Act 2006 to discipline pupils for misbehaving outside the school premises. Where bullying of this nature is reported to a member of staff, it will be investigated and acted upon. The Designated Safeguarding Lead (DSL) or another member of the Senior Management Team (SMT) will inform other staff members, where appropriate, and will ensure parents/carers are kept informed about the concern and action taken, in line with child protection and confidentiality policies.

The DSL or a member of the SMT should consult with the Principal to consider whether it is appropriate to involve other agencies or notify the police if a criminal offence has been committed. If the misbehaviour could be deemed as criminal or poses a serious threat to a member of the public, the police should always be informed.

While school staff members have the power to discipline pupils for bullying that occurs outside the school premises, they can only impose the disciplinary sanction and implement that sanction on the school premises or when the pupil is under the lawful control of school staff, for instance on a school trip.

8. Cyberbullying

Cyber bullying is bullying that takes place through electronic communication devices, such as smartphones, tablets and computers. This form of digital bullying can occur through social networking sites, messaging apps, gaming sites and chat rooms such as Facebook, Instagram, YouTube and Snapchat where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or

malicious content about someone else. It can include sharing personal or private information about someone else, causing embarrassment or humiliation.

8.1: Types of cyberbullying

The School recognises that cyberbullying can take many forms including:

- *Harassment* - sending offensive, rude, and insulting messages and being abusive; humiliating comments on posts, photos and in chat rooms; or being explicitly offensive on gaming sites.

- *Denigration* - sending information about another person that is fake, damaging and untrue; sharing photos of someone for the purpose of ridiculing that person; spreading fake rumours and gossip. This can be on any site online or on apps.

- *Flaming* - purposely using really extreme and offensive language and getting into online arguments and fights. Bullies do this to cause reactions and enjoy the fact that it causes distress for the victim.

- *Impersonation* - hacking into someone's email or social networking account and using the person's online identity to send or post vicious or embarrassing material to/about others.

- *Outing and Trickery* - this involves someone sharing personal information about another person or tricking someone into revealing secrets and then forwarding it to others. Personal information may also include private images and videos.

- *Cyber Stalking* - repeatedly sending messages that include threats of harm, harassment, intimidating messages, or engaging in other online activities that make a person afraid for his or her safety.

The School also recognises that some cyberbullying may be illegal and crosses the line into criminal behaviour such as threatening behaviour and grooming.

8.2: Addressing and minimising incidents of cyberbullying

It is a requirement of this policy that all members our school community work together to develop a clear awareness of the risks posed to pupils from cyberbullying and to recognise the shared responsibility they have to ensure its prevention.

Within the School's PSHE and RSE curriculum pupils are sensitised to the impact of cyberbullying on both the victim and the perpetrator. One of the core themes of the PSHE programme, 'Living in the Wider World' especially focuses on keeping safe and managing risks by identifying the different types of cyberbullying, and by raising awareness of how simple actions such as keeping their personal details private can substantially reduce pupils' exposure to cyberbullying.

Our approach to minimising bullying involves direct teaching about bullying and its consequences, promoting positive behaviour and providing pupils with information and strategies to protect themselves online. All teaching staff are expected to develop an understanding of and be familiar with the range of factors including cultural and social, that can trigger any form of bullying both online and offline. In particular, they must be aware of the following unique concerns of cyberbullying and convey these to pupils.

- **Persistence** - digital devices offer the capability to immediately and continuously communicate 24 hours a day, so it can be difficult for children experiencing cyberbullying to find relief.

- **Permanence -** most information communicated electronically is permanent and public, if not reported and removed. A negative online reputation for both the bully and the person being bullied can impact admissions to further/higher education, employment, and other areas of life.

- **Hard to Notice** – Because teachers and parents/carers may not overhear or see cyberbullying taking place, it is harder to recognize.

To minimise cyberbullying the School will:

- regularly promote awareness of the risks of cyberbullying and safe practices when using technology through regular assemblies throughout the year;

- ensure that the PSHE and RSE Curriculum teaches children how to recognise cyberbullying and the variety of ways – mobile phones, social media sites and the Internet – it can be conducted;

- ensure that any related policies, including the Behaviour and Discipline Policy make specific reference to anti-bullying procedures;

- enlist the support of parents/carers in dealing with instances of cyberbullying.

All staff are required to be particularly vigilant with regard to Cyberbullying. Should any incidents or suspected incidents of cyberbullying occur, they will be dealt with in line with the School's Behaviour and Discipline Policy and the procedures outlined in this policy. The incident must be logged by a member of the SMT.

When responding to cyberbullying concerns, the School will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied.
- Work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the
- bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible, including contacting the service provider and police, if necessary.

Work with the pupil and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:

- supporting reports to a service provider to remove content if those involved cannot be identified or if those involved refuse to, or are unable to delete content;
- confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and the School's Behaviour and Discipline policy.
- requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- Ensure that sanctions are applied to the perpetrator of the cyberbullying - the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
  - advising those targeted not to retaliate or reply;
  - providing advice on blocking or removing people from contact lists;
  - helping those involved to think carefully about what private information they may have in the public domain.

9. Relational or Social Bullying

Relational bullying is the manipulation of relationships for the purpose of causing harm or creating a desired outcome regardless of the hurt inflicted. This type of bullying is common amongst teenagers, but particularly associated with girls, and involves a bully trying to hurt a peer and/or that peer's standing within a particular peer group. It can be used as a tool by bullies to both improve their social standing and control others. Unlike physical bullying, which is obvious, relational bullying is covert and can continue for a long time without being noticed. When compared to physical bullying, it appears less serious and is often considered as teasing or harmless banter, since no visible evidence of harm can immediately be discerned.

Because relational bullying is considered to be an insidious type of bullying that often goes unnoticed by parents and teachers, pupils who engage in this type of behaviour are often able to bully, control and manipulate others under the radar of teachers and other school staff. Some pupils may become so skilled at this type of bullying that no one would ever suspect them of hurting others.

All teaching and non-teaching staff must therefore be especially vigilant about this type of bullying and the damage it can cause for the victim, the victim's parents and other children in the school. All members of the school community should also be aware that relational bullying is equally as damaging for boys and girls although the prevailing assumption suggests the behaviours are more typical for girls.

9.1 Types of Relational Bullying

Relational bullying includes:

- Gossiping and/or spreading rumours to damage or hurt someone's reputation or relationships
- Posting unflattering pictures of the victim on social media sites
- Leaving hurtful or mean messages on cell phones, desks and lockers
- Making friendship conditional or using it as a bartering tool ("You can come with us if you do…")
- Using negative body language around the victim, such as eye rolling when he or she talks
- Embarrassing someone in public
- Making fun of others for who they are, the way they dress or how they look
- Ostracizing or excluding the victim from a social group
- Breaking confidences or revealing secrets
- Using peer pressure to get others to participate in bullying
- Taunting - intentionally annoying and upsetting the victim by making unkind remarks to them or laughing unkindly at them
- Threatening or insulting graffiti
- Intimidating others

Relational bullying undermines children's efforts to gain social acceptance and closeness, which threatens their social and emotional development. This behaviour not only damages the bullied pupil but also jeopardizes the social and emotional development of the children enacting the bullying. Being a victim of relational bullying can result in short and long-term negative emotional, physical and academic effects. Effects experienced by children who have been bullied include:

- feeling rejected, socially inept, inadequate, unattractive and unlikeable
- depression, anxiety, emotionally withdrawn, hostility
- suicidal thoughts
- low self-esteem and sense of self-worth
- eating and sleeping disorders
- self-harming behaviours
- loss of trust and insecurity
- drop in academic performance/poor academic achievement
- lack of confidence to develop healthy friendships or interact with peers

When responding to relational bullying incidents, the School will:

- Take into account the possible motivations behind the bullying behaviours – jealousy, envy, need for attention, fear of competition, to increase social status or alleviate boredom and create excitement – to ensure appropriate disciplinary measures are taken and support offered to both the bullied pupil and the bully.
- Ensure that teachers create a positive classroom climate by paying particular attention to the social dynamics and relationships among the children in the classroom. For example, taking note of the

children who feel they must always be first, often at the expense of their peers; those who like to dominate and don't want to listen to others, or pupils who are shy and feel intimidated.
- Encourage teaching and non-teaching staff to be mindful of the subtle nature of relational bullying, distinguishing between normal conflict and this type of bullying so that incidents of peer pressure triggering the bullying behaviour can be adequately addressed.
- Listen and respond promptly to reported incidents and Involve all responsible parties, including bystanders who witness teasing or laugh at cruel jokes, to think about the consequences of their actions and help prevent such incidents from reoccurring.

10. Intervention and Preventative Strategies

The school uses a range of proactive and reactive strategies to create an environment that inhibits bullying. Our aim is to ensure that values of respect for staff and other pupils, empathy towards others, and a distinct awareness of how our actions affect others, permeate the whole school environment and are reinforced by staff modelling exemplary behaviour for pupils to follow. That ethos extends beyond the classroom to the playground, and beyond the school gates including travel to and from school.

10.1 Proactive Strategies
Proactive strategies are designed to prevent bullying happening in the first place. Unlike reactive strategies, which are used to respond to bullying, they rest on the development and maintenance of a positive, supportive and inclusive learning environment.

Current proactive strategies and practices include but are not limited to:

- **Staff leading by example** in modelling positive behaviour and relationships with full support from the school community – the Principal, Board of Trustees and parents.

- **Encouraging parent/carer involvement** with an easy access to staff in case of queries.

- **Regularly using assemblies** to underpin a clear, anti-bullying message, implement our behaviour policy, and to communicate the school's values and expectations in relation to good behaviour.

- **Threading anti-bullying content into the PSHE curriculum** to ensure it is regularly taught to pupils throughout the year and to embed our anti-bullying practices.

- **Developing a restorative ethos and culture** that supports the development of social and emotional skills, creates an opportunity for pupils to be listened to and their views considered, and encourages pupils to take responsibility for their actions.

- **Creating a 'telling environment'** where everyone recognises their responsibilities to the other members of the school community. Pupils and staff understand that silence and secrecy nurture bullying, and pupils are assured that reporting bullying incidents will result in a fair resolution and without fear of reprisal from the bully. The School's aim is to promote the message that:

    - If you are being bullied, tell someone; don't suffer in silence
    - If you see someone being bullied, tell a member of staff immediately

- **Ensuring lunch and break times are a positive experience for pupils**, through increased supervision in the playground where most bullying behaviour are likely to occur.

- **Staff training** to ensure expectations of behaviour are modelled and staff have a consistent approach to tackling behavioural issues. This includes training on de-escalation of bullying incidents and early identification of pupil's stress responses, both verbal and non-verbal as well as how best to diffuse potential conflict situations.

All staff will receive training to enable them to apply anti-bullying strategies fairly, consistently and responsibly. This will include initial training when the policy is being implemented with top-up training at regular intervals to take account of ongoing cycles of evaluation and review. When new members join the school, full training on the use of the policy will be a key feature of their induction.

10.2 Reactive Strategies
Reactive strategies are used to respond to traditional, direct forms of bullying – both verbal and physical as well as cyberbullying and relational bullying. Reactive strategies and practices include but are not limited to the following:

Imposition of disciplinary sanctions on a pupil who bully in order to show clearly to them and to other pupils that their behaviour is wrong and must not be repeated or copied. The sanction will reflect the seriousness of the incident and will be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupil may have as well as the needs of vulnerable pupils.

In line with our Behaviour and Discipline Policy, sanctions applied might include a reprimand, letter to parents/carers, removal from a class or group, loss of privileges, having the bully apologise to the bullied pupil, detention, and as a last resort, fixed-term or permanent exclusion. In the case of cyberbullying, sanctions may also include the confiscation or regular monitoring of mobile phones or other digital devices whilst in school.

In applying sanctions, staff will consider the motivations behind the bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. For example, if an incident occurs because a pupil has retaliated after persistent bullying, the School will consider this as being different from an unprovoked attack. Where this is the case, the child engaging in bullying may need support which will be offered by school staff.

- **Working collaboratively** with the wider community such as the police and children's services to agree a clearly understood approach to cases where bullying is particularly serious or persistent and where a criminal offence may have been committed. Where appropriate, the School will also work with other agencies to tackle cyberbullying or bullying that is happening outside the school grounds.

- **Specific rewards for positive or helpful behaviours.** Whenever pupils consistently demonstrate positive or helpful behaviours such as supporting another pupil through an issue or reporting a bullying incident, they are rewarded with a merit certificate which is added to a display board in their class. This also acts as a means of incentivising exemplary behaviour in other pupils.

- **Using a restorative approach** to give the victims of the bullying the opportunity to explain the impact of the incident on them and the perpetrators the opportunity to be accountable for their actions and to make a personal apology to the victim. This not only provides an opportunity for the perpetrator to think through the consequences of their own and others action but also for the victim to begin the healing process through forgiveness in line with our Christian ethos. The restorative approach is used as both a proactive and reactive measure for low-level bullying and can obviate the need for direct sanctions by preventing situations from escalating.

- **Responding quickly to incidents** to ensure they do not escalate. The incident is discussed with the pupils involved to establish what has happened and pupils are advised to keep records of all messages and take screenshots in the case of cyberbullying.

- **Supporting bullied pupils** whether the bullying occurs inside or outside the school premises. The School provides advice and support for both pupils and their parents including signposting to local police or external resources.

We will vary and change our use of reactive strategies according to the specific circumstances and individuals involved, particularly in age appropriate cases or for pupils with special educational needs.

11. Reporting and Recording bullying

Reporting and recording incidents of bullying behaviour is an essential part of the School's anti-bullying strategy. It is intended that our systems and procedures for reporting and recording such incidents will help teachers identify specific trends and patterns in bullying behaviour over time and inform our monitoring and evaluation processes.

11.1 Reporting

The whole school community are encouraged and equipped to report all incidents of bullying, including pupils who have experienced being bullied and bystanders who have witnessed an incident. When an incident of bullying occurs, staff should report it to a member of the Senior Management Team immediately or as soon as feasibly possible.

The School will investigate and act upon any reported bullying incident, including bullying that takes place outside of school, for example, on school or public transport or cyberbullying. Where appropriate and, if necessary, the School will also notify the police of the incident.

The School endeavours to make it easy for pupils to report bullying by providing clear, accessible and confidential incident reporting routes, which may include:

- Talking to any member of staff.
- Talking to the lead teacher responsible for behaviour and discipline.
- Sharing concerns with the school counsellor.
- 'Bully boxes' - taking into account that some pupils might find it difficult to talk to staff, pupils are offered the opportunity to report bullying anonymously.

Parents/carers may also report suspected bullying directly to their child's teacher or other member of staff. Any teacher or other school staff who receive a report of bullying from a parent must notify the Principal and the SMT promptly. All reports of suspected bullying should remain confidential.

The following guiding principles should apply when bullying behaviour is reported:

- The bullied pupil should be listened to, taken seriously and involved in the discussion of the incident.
- The bullied pupil should be encouraged to identify the pupil/s involved in the bullying as a step to securing their own safety and that of others in the future.
- Those identified as taking part in the bullying behaviour should be listened to and the impact of their behaviour explained to them.
- Pupils should be interviewed separately whenever allegations are made about a group.
- The incident should be recorded on a bullying incident form and signed and dated before forwarding to the Principal.
- Parents/carers of both the bullied person and the bully should be informed and invited into school to discuss the matter. Their support should be sought.

Staff are reminded that if they witness any form of bullying, however minor, or are at all concerned about any unacceptable behaviour they should report it to a member of the SMT or the DSL as soon as possible. These incidents may be part of a bigger picture of which the class teacher will need to be aware.

11.2 Recording

All bullying incidents and the School's response to them should be recorded by the Deputy Head on the School's bullying log sheet and forwarded to the Principal. All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded. If in doubt about recording requirements, staff should consult with the Designated Safeguarding Lead (DSL) or the Principal.

The Deputy Head will keep a central record of all incidents so that patterns of behaviour can be identified and monitored. The DSL and members of the Senior Management Team (SMT) will have access to these files so that if staff have any concerns, they can check the file.

Records of bullying incidents should detail what happened and who was involved including the views and observations of any bystanders. Follow up action, strategies and interventions and their impact should also be recorded. The bullying logging sheet should cover:

· Date and time the incident was reported
· Member of staff to whom the incident was reported
· Date, time, location of bullying incident
· Type of bullying e.g. verbal, physical, relational, cyber
· Nature of bullying incident e.g. cultural differences, religious, racist, sexist, homophobic
· A description of what happened and who was involved
· How the incident was dealt with and resolved
· Date, time and how parents/carers were informed
· Details of immediate action taken
· Details of follow up strategies

Key contacts:

· The Deputy Head
· The DSL or member of the SMT
· Lead Trustee for Policy

12. Support Systems

12.1 Support for pupils who are bullied
The School recognizes its responsibility to support pupils who are bullied and make appropriate provision for that pupil's needs. 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. This will then be dealt with under the Safeguarding Policy.

The School will:

● Help the bullied pupil to feel safe again and be assured that the bullying will stop.
● Offer an immediate opportunity to discuss the experience with their teacher, DSL, or the school counsellor.
● Support the pupil in restoring self-esteem and confidence to counter feelings of inferiority and embarrassment, using external support agencies where appropriate.
● Remove the bully – not the victim – from the classroom if the bullying behaviour persists.

12.2 Support for the perpetrator

There can be underlying reasons for bullying which need to be addressed to help a bully recognise and change his or her behaviour. Work with the perpetrator and any sanctions imposed will be determined on an individual basis, in accordance with the Behaviour and Discipline Policy and this Anti-bullying Policy, with the intention of:

● Holding the perpetrator to account, so they recognise the harm caused and desist from bullying others.
● Helping bullies to recognise and understand how their actions can threaten their own mental health and educational progress as well as the person being bullied.
● Providing emotional support to pupils who display bullying behaviour so that they have the opportunity to examine their own motivation for the bullying and to account for the feelings they may evoke in others.
● Working, where necessary, with the wider community and local/national organisations to provide further or specialist advice, guidance and support.

12.3 Support for staff/Staff bullying

While it is important to take measures to prevent and tackle bullying among pupils, it is equally important to make it clear that bullying of staff, whether by pupils, parents or colleagues, is unacceptable. The School has both a statutory and a common law duty to ensure that no member of staff feel victimised, harassed or threatened in the process of carrying out their duties. This includes defending all staff against bullying, including cyberbullying by pupils, parents and other members of staff and supporting them if it happens.

Where staff members find themselves a victim of bullying, they must report the incident to a member of the SMT, the Board of Trustees or the Principal, who will investigate the incident in accordance with the Staff Grievance and Disciplinary Policy.

The bullying of staff can take a number of forms as defined in this policy, including having derogatory comments posted about them on social media sites from both parents and children. Members of staff should expect the School to react quickly to reported incidents and be entitled to receive support from the Principal and members of the SMT.

12.4 Complaints procedure

A complaint by a pupil against a member of staff will be investigated in accordance with the Safeguarding Policy. A complaint by one member of staff against another will be investigated in accordance with the Staff Grievance and Disciplinary Policy.

Accusations of bullying of any pupil by members of staff will be investigated thoroughly, and each pupil will be treated fairly and with respect. If parents are unhappy about the way in which the School has dealt with their child's bullying incident or have concerns about their child's well-being, they should firstly discuss this with the child's class teacher who will follow up the incident and inform the Principal. If they still feel dissatisfied with the School's response, then they may contact the Lead Trustee for this policy.

13. Monitoring and Evaluation

The School has established systems and procedures for reporting and recording bullying incidents. We routinely collect and analyse qualitative data about bullying in order to identify specific trends and patterns in bullying behaviour over time and to inform our monitoring and evaluation processes.

Part of the School's process for monitoring and evaluating the implementation of this policy is to use the data from our central record to determine:

- the number and frequency of bullying incidents;
- the times and locations at which the bullying tends to happen;
- the most successful anti-bullying strategies and areas that need improving;
- whether the situation has been resolved satisfactorily or whether further action is needed;
- whether any new patterns or types of bullying are emerging and what new training and strategies are needed to deal with them;
- the level of support offered to bullied pupils and any additional support arrangements required;
- the level of parent/carer involvement.

Regular monitoring of this data will also alert the School to other emerging trends, in particular, inconsistencies between the policy and practice in responding to bullying behaviours, and the level of contact with external agencies and support services. Where the data indicate new types of bullying or language used or highlighted any vulnerability profiles – those pupils susceptible to bullying and those exhibiting bullying behaviour – swift action can be taken. Results from data monitoring will be used to evaluate the effectiveness of this policy and how closely aligned it is to our practice.

When evaluating this policy, the key questions we ask are:

- Do the records and data analysis show that we have achieved what we set out to do?
- What, as a school community, have we learned about the development of anti-bullying strategies that deliver the best outcomes for pupils, parents and the school?
- How will the data help us to change our practices and improve this policy?

Feedback from parents and pupils will be used to evaluate our approach and inform any changes that are necessary. These processes will provide the assurance that our anti-bullying practices are aligned with this policy and that reporting activities and recording systems are fully understood and consistent.

Monitoring and evaluation results will be communicated to all staff at Tabernacle and incorporated into reports to the Board of Trustees.

14. Review

This Anti-bullying Policy will be reviewed every two years by the SMT initially and then by the Board of Trustees, to ensure the School's practice is effective and sustained. The review process will include an assessment of the School's definition of bullying and identifying new types and forms of bullying as they emerge. The School will take into account comments and suggested areas for improvement from the whole school community – staff, pupils, parents and members of the Board of trustees.