



ANTI-BULLYING POLICY

Statement

Tonbridge Grammar School is a place where every person has the right to be themselves and to be included in a safe and happy environment. Everyone at Tonbridge Grammar School is equal and should be treated with respect.

1. Aims of the policy

The aim of the Anti-Bullying Policy is to give clear guidance to staff, parents and students on the school's view of bullying, its strategy for preventing bullying and how bullying-related incidents are managed.

Head Teachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among students and to bring these procedures to the attention of staff, parents and students.

Bullying of any kind is unacceptable and will not be tolerated. The safety and well-being of all students and staff is a key priority. We take all incidences of bullying seriously and it is our duty as a whole community to take measures to prevent and tackle any bullying, harassment or discrimination.

We actively promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole community. We want to enable our students to become responsible citizens and to prepare them for life. These values reflect those that will be expected of our students by society when they leave school and enter the world of work or further study.

We are committed to improving the school's approach to tackling bullying by regularly monitoring, reviewing and assessing the impact of our preventative measures.

Key Priorities of this policy are that:

- Children and young people are protected from harm
- They develop their potential in education
- They have a happy and stimulating childhood They grow up physically, mentally and emotionally healthy
- They feel good about themselves and respect others
- They develop the essential personal and social skills to help them throughout life
- They become active citizens and participate in society.

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All schools contain an element of students with the potential for bullying behaviour. When schools are well disciplined and organised it can minimise the occurrence of bullying. The school believes in promoting good citizenship through the PSHE programme, assemblies and through support from students' Form Tutors. It is made clear that bullying is a form of anti-social behaviour. It is wrong and will not be tolerated. By effectively preventing and tackling bullying the school aims to create a safe, disciplined environment where students can learn and fulfil their potential.

2. Definition of bullying

Bullying is hurtful or unkind behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards another individual or group (commonly over a long period of time), where the bully or bullies hold more power than those being bullied, making it difficult for them to defend themselves.

The nature of bullying can be:

- Physical – such as hitting or physically intimidating someone, or using inappropriate or unwanted physical contact towards someone (e.g. kicking, pushing, pinching, hitting etc.)
- Attacking property – such as damaging, stealing or hiding someone's possessions.

A clear definition of each type of bullying helps everyone at school understand exactly what constitutes bullying behaviour, no matter how common each type is:

Verbal	This includes name calling, sarcasm, gossiping spreading untrue/hurtful/personal rumours about someone, using derogatory or offensive language or intimidation.
Sexual	Unwanted physical contact or abusive comments.
Emotional	Deliberately excluding or ignoring people (silent bullying), for example, hiding books or threatening gestures, being unfriendly, racial taunts, graffiti, gestures, excluding people from groups. Can be a form of peer pressure.
Cyber/ written	Using electronic forms of contact such as using text, email or other social media to write or say hurtful things about someone or in other written ways. It can include sending/writing offensive, upsetting and inappropriate messages by phone, social platforms, gaming, websites, social media and sending offensive or degrading videos/photos.

Bullying can be based on any of the following things:

- Race (racist bullying)- bullying based on a person's colour, ethnicity, culture or national origin
- Religion or belief
- Culture or class
- Gender (sexist bullying)
- Sexual orientation (homophobic or biphobic bullying) – bullying based on a person's actual or perceived sexual orientation
- Gender identity (transphobic bullying)

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- Special Educational Needs (SEND) or Disability
- Appearance or health conditions
- Related to home or other personal situation (e.g. young carers)
- Related to another vulnerable group of people.

“Human rights means that each individual should be treated with respect, dignity and equality.”

This quote sets out where the school stands on bullying. No form of bullying will be tolerated and all incidents will be taken seriously.

3. Roles and Responsibilities:

Students: Students should not take part in any kind of bullying and should watch out for potential signs of bullying among their peers. They should never be bystanders to incidents of bullying. If students witness bullying they should support the victim, encourage them to report the bullying and, if possible, accompany them to tell a trusted adult.

Staff: All school staff, both teaching and support staff have a duty to report bullying, to be vigilant to the signs of bullying and to play an active role in the school's efforts to prevent bullying. If staff are aware of bullying, they should reassure the student(s) involved and inform a relevant member of the well-being team.

Parents and carers: Parents and carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour. Parents and carers should tell their child not to retaliate and support and encourage them to report the bullying. Parents and carers can report an incident of bullying to the school either by phoning or emailing the school office or a Student Support Co-ordinator.

Strategy Group: The Head Teacher and Strategy Group have overall responsibility for ensuring that the Anti-Bullying Policy is followed by all members of staff and that the school upholds its duty to promote the safety and well-being of all young people

Trustees: Trustees will review the antibullying policy bi-annually (or in response to updated statutory guidance) to monitor its effectiveness and ensure that it meets the needs of all members of the school's community.

4. Reporting Bullying

If a student is being bullied they are encouraged not to retaliate, but to tell someone they trust about it such as a friend, family member or trusted adult. They are also encouraged to report any bullying incidents in school and are given the following advice:

- *Tell an adult, such as your Form Tutor, Student Support Co-ordinator, Curriculum Director, School Nurse, Mental Health Co-ordinator, or any other member of staff. School staff will make sure that the bullying is recorded and taken seriously and will follow up to support you or the person being bullied. They will also act to sort out the situation with the bully and any others involved.*

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- Place an anonymous note in the Student Voice Box in the library (this will be monitored by TGS staff only on a weekly basis however, urgent concerns should be e-mailed directly to Student Support Co-ordinators).
- *Call ChildLine at any time for free on 0800 1111 to speak to a counsellor. Remember your call will be confidential: they will not tell anyone else about what you have said.*

Anonymous reporting mechanisms are particularly important for LGBT young people who may worry that reporting bullying might involve discussing their sexual orientation or gender identity.

5. Responding to bullying:

If bullying is suspected or reported the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern. The member of staff will record the incident on MyConcern. The school will provide appropriate support for the person being bullied making sure that they are not at risk of immediate harm and will involve them in any decision making as appropriate. Student Support Co-ordinators and Curriculum Directors will interview all parties involved within three to four days.

The safeguarding team will be informed of all bullying issues through MyConcern and will provide direction where there are safeguarding concerns. Sanctions and support for individuals will be implemented and communicated to all parties concerned. Appendix 1 outlines procedures for responding to reports of bullying.

6. Whole School Approach

Attaching high importance to challenging bullying is part of our strong school ethos. It is recognised that bullying can be perpetrated or experienced by any member of the community, including children (peer on peer pressure) and adults. Bullying is considered a level 3 sanction according to the Triangles in the Behaviour Policy. We use a range of measures to prevent and tackle bullying including:

- A student-friendly Anti-Bullying Policy ensures all students understand and uphold the AntiBullying Policy (Appendix 2).
- The PSHE programme of study includes opportunities for students to understand about different types of bullying and what they can do to respond and prevent bullying.
- Tutor time provides regular opportunities to discuss issues that may arise in class and for Form Tutors to target specific interventions.
- Whole-school and year group assemblies help raise students' awareness of bullying and derogatory language. Success and achievements are celebrated to promote and build a positive school ethos.
- Students are involved in anti-bullying campaigns.
- Opportunities are provided to develop student's social and emotional skills, including building their resilience and self-esteem.
- The school's values of equality and respect are embedded across the curriculum to ensure that it is as inclusive as possible. Stereotypes are challenged by staff and students across the school.

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- Practice and language is challenged which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Open discussion of differences between people that could motivate bullying is encouraged. This includes: religion, ethnicity, disability, gender, sexuality or appearance-related differences. Also, children with different family situations, such as looked after children or those with caring responsibilities.
- Difference and diversity are celebrated across the school through diverse displays, books and images and events including Anti-bullying week, Black History Month and LGBT History Month.
- All members of the community are encouraged to use technology, especially mobile phones and social media positively and responsibly.
- Peer mentoring and student-led programmes such as *SAFE* offer support to all.
- 'Safe spaces' for vulnerable children and young people are provided.
- Restorative justice programmes provide support to targets of bullying and those who show bullying behaviour.
- Students are continually involved in developing school-wide anti-bullying initiatives through consultation with the school council, Diversity & Inclusion Alliance and Gender & Sexuality Alliance.

Involving parents/carers:

To ensure success of the antibully policy, the school will involve parents in the following ways:

- Make sure that key information about bullying is available to parents and carers on the website and highlighted in welcome evenings.
- Ensure all parents and carers know who to contact if they are worried about bullying.
- Work with all parents and carers and the local community to address issues beyond the school gates that give rise to bullying.
- Encourage parents and carers to work with the school to model positive behaviour for students, both on and offline.
- Ensure all parents and carers know about our complaint procedures and how to use it effectively, to raise concerns in an appropriate manner.

7. Bullying outside of school

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during the holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on students' well-being beyond the school day. Staff, parents and carers, and students must be vigilant to bullying outside of school and report and respond according to their responsibilities as outlined in this policy.

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8. Monitoring, evaluation and review

The school will review this policy bi-annually and assess its implementation and effectiveness. Records of incidents will be kept which will be reviewed to assess the success of intervention strategies. All bullying allegations are recorded in MyConcern.

Proven incidents are logged onto the internal school system (SIMS) and input training is given to all new staff.

Designated Safeguarding Leads (DSLs) will monitor MyConcern records and information recorded on SIMS, analysing and evaluating the results.

DSLs will provide regular updates to trustees through the Curriculum & Standards committee and the Annual Safeguarding Report to trustees.

Link Policies: Behaviour Policy
 Curriculum Policy

Link Guidelines: ICT Acceptable Use Guidance

Appendix 1

Procedures for dealing with Reports of Bullying

1. Initial response:

When bullying has been reported, the following actions will be taken:

- Staff will record the bullying on MyConcern.
- Support may be offered to those who are the target of bullying e.g. from a peer mentor.
- Staff will pro-actively respond to the bully, who may require support from the wellbeing team, peer mentors or through the use of restorative justice programmes.
- Staff will assess whether parents and carers need to be involved.
- Staff will assess whether any other authorities (such as police or the local authority) need to be involved, particularly where actions take place outside of school.

Responding to Cyberbullying

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 and 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: Looking at use of the school systems. Identifying and interviewing possible witnesses. Contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
 - reporting to a service provider to remove content if those involved are unable to be identified or if those involved are unable to delete content;
 - confiscating and searching student's electronic devices, such as mobile phones, in accordance with the law and also the school's searching and confiscation 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 person responsible for 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 students 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 their contact list;
 - Helping those involved to think carefully about what private information they may have in the public domain.

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Generative Artificial intelligence (AI) tools are now widespread and easy to access. Staff, students and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard. The school recognises that AI has many uses to help students learn, but may also have the potential to be used to bully others. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real. Any use of AI to bully pupils will be treated in line with our anti-bullying and behaviour policy.

The school will regularly update and evaluate its practice to take into account the developments of technology and provide up to date advice and education to all members of the community regarding positive online behaviour.

2. Support:

Support and guidance will be given as is appropriate to both the victims and the bullies.

Supporting students

Students who have been bullied will be supported by:

- Reassuring the student and providing ongoing support and advice.
- Offering an immediate opportunity to discuss the experience with their Student Support Co-ordinator, Form Tutor, the Designated Safeguarding Lead, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support. This may include working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance. This could include support through Early Help or Specialist Children's Services, or support through Child and Adolescent Mental Health Services (CAMHS).

Students who have perpetrated the bullying will be helped by:

- Discussing what happened, establishing the context and the need to change.
- Liaising with parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school behaviour policy; this may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term exclusions.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the police or referrals to Early Help, Specialist Children's Services, or Child and Adolescent Mental Health Services as appropriate.

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Supporting Parents/Carers

Supporting and involving parents is key to our anti-bullying initiatives. Steps taken to ensure parental involvement include:

- Consultation and communication with parents about bullying, its causes and its effects.
- Ensuring all school staff are aware of the school's Anti-Bullying Policy so that they can respond appropriately and sensitively if approached by a parent.
- Involving parents of bullies and victims at an early stage.
- Ongoing contact with parents of both bullies and victims to ensure the problem doesn't reoccur.

Supporting adults

The school takes measures to prevent and tackle bullying among students; however, it is equally important to recognise that bullying of staff and parents, whether by students, parents or other staff members, is unacceptable.

Adults (staff and parents/carers) who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the Designated Safeguarding Lead, a senior member of staff and/or the Head Teacher.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Where the bullying takes place off school site or outside of normal school hours (including online) the school will still investigate the concern and ensure that appropriate action is taken in accordance with the school's discipline policy.
- Reporting offensive or upsetting content and/or accounts to the service provider, where bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

3. Possible Sanctions

The appropriate sanction is put into place depending on the severity of the incident and whether the incident is a one-off or on-going. Sanctions may include:

- isolation at break and lunchtime
- official warnings to cease offending
- parents or guardians informed
- community service to be issued if appropriate
- restorative meeting between the victim and bully
- if the bullying does not stop, a full day in isolation
- involvement of the community police officer to provide support
- if incidents continue, liaise with parents in making a formal report to the Police
- internal fixed-term exclusion • external fixed-term exclusion
- permanent exclusion.

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Appendix 2 Tonbridge Grammar School Statement on Bullying

This school is a place where every person has the right to be themselves and to be included in a safe and happy environment. Everyone at the school is equal and should be treated with respect.

What is bullying?

Bullying is hurtful or unkind behaviour which is deliberate and repeated. Bullying can be done by one person or by a group of people towards another person or a group of people where the bully or bullies hold more power than those being bullied.

What does bullying look like?

- Sending hurtful or unkind written notes, texts, emails or online messages to or about someone.
- Calling someone names or spreading rumours or gossip about someone.
- Silent Bullying: deliberately ignoring someone or leaving them out.
- Stealing, hiding or damaging someone's property.
- Touching someone inappropriately or without their consent.
- Hitting or threatening to hit someone.
- Other forms of intimidation.

Remember that bullying isn't just physical and it can happen outside or inside school. If someone is deliberately and repeatedly being hurtful or unkind towards you or someone else, whatever that looks like or for whatever reason, it is bullying.

“Human rights means that each individual should be treated with respect, dignity and equality.”

This quotation sets out where the school stands on bullying. No form of bullying will be tolerated and all incidents will be taken seriously.

All communication must take into account the following questions...

Is it kind?

Is it necessary?

Is it helpful?

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What kinds of bullying can happen?

Bullying can be based on any of the following things:

- Race or ethnicity (racist bullying)
- Religion or belief
- Culture or family background
- Gender (sexist bullying)
- Sexual orientation (homophobic or biphobic bullying)
- Gender identity (transphobic bullying)
- Special educational needs or disability
- Appearance or health condition
- Home or other personal situation

Not every type of bullying is on this list. If someone is deliberately and repeatedly being hurtful or unkind towards you, for whatever reason, that *is* bullying.

What should I do if I'm being bullied or someone else is being bullied?

It is really important to report bullying. It won't make the situation worse and it will help to stop the bullying whether it is happening to you or to someone else. If you know that someone is being bullied, try to reassure and support them, tell them that what is happening is wrong and help them to tell a trusted adult.

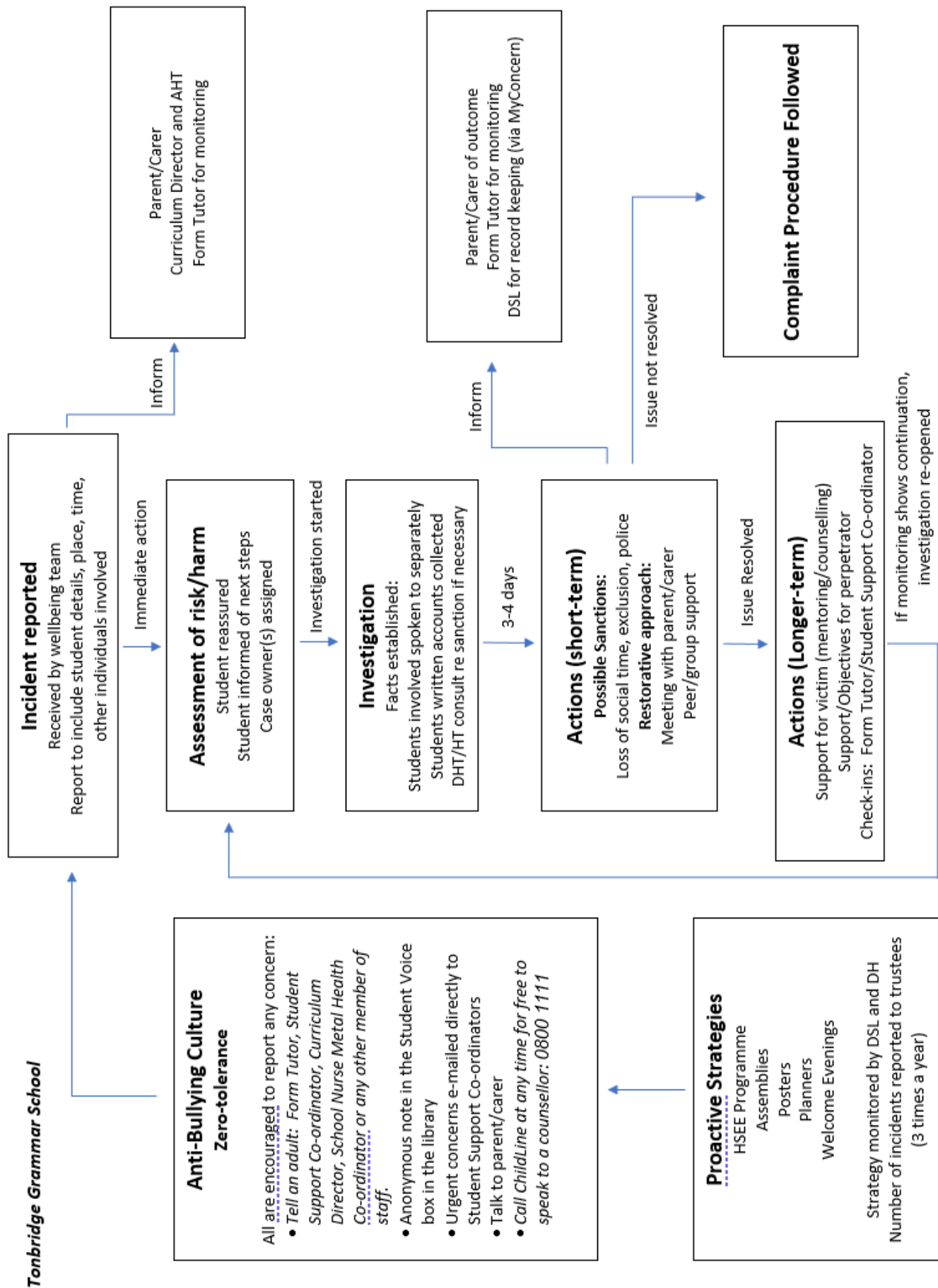
There are many different ways to report bullying:

- Tell an adult, such as your Form Tutor, your Student Support Co-ordinator, Curriculum Director, School Nurse, Mental Health Co-ordinator or any other member of staff. School staff will make sure that the bullying is recorded and taken seriously and will follow-up to support you or the person being bullied. They will also act to sort out the situation with the bully and any others involved.
- You can ask for support through the online Worry Box or place a note in the Student Voice box (this will be monitored by TGS staff only on a weekly basis however, urgent concerns should be e-mailed directly to Student Support Co-ordinators).
- You can call ChildLine at any time for free on 0800 1111 to speak to a counsellor. Remember your call will be confidential which means they will not tell anyone else about what you have said.

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Useful links and supporting organisations

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practice-schools

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Cyberbullying

- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
- DfE 'Cyberbullying: advice for headteachers and school staff': www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE 'Advice for parents and carers on cyberbullying': www.gov.uk/government/publications/preventing-and-tackling-bullying

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Race, religion and nationality

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srtrc.org/educational

LGBT

- Barnardo's LGBT Hub: [www.barnardos.org.uk/what we do/our work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk

Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk
A Guide for Schools: www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign-posters
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related/preventing-and-responding-sexual
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related

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