

Tapton SCHOOL

Headteacher: Ms Kathryn Rhodes

Tapton School Academy Trust, Darwin Lane, Sheffield, S10 5RG Tel: 0114 267 1414

Email: enquiries@taptonschool.co.uk Web: www.taptonschool.co.uk Twitter: @TaptonSchool1

Anti-Bullying Policy

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Author: Senior Leadership Team (KR, HG, HS and KTa)

Committee: Learning and Inclusion

Last Review/Update: July 2021

Level of Change: Significant

Next Review: July 2022

First Principles and Aims

The school's behaviour policy makes clear that outstanding behaviour at Tapton School is non-negotiable. It is essential for outstanding teaching and learning. It is essential for everyone to feel safe and happy. It is essential for the creation of a harmonious environment.

Our mission statement of valuing everyone, caring for each other and achieving excellence is underpinned by three key principles; we expect students to:

Be kind

Work hard

Follow the rules

We are firmly committed to ensuring that all students understand the importance of conducting themselves in a courteous, cooperative and respectful manner. These are not only the unequivocal expectations of Tapton School but the expectations of society. We do not serve our school, our community or wider society by lowering our expectations. Treating people with decency and respect are essential behaviours we expect from everyone at Tapton and behaviours we expect from members of our community.

By learning to behave with decency, consideration and mutual respect students will rehearse the key characteristics that are the antithesis of anti-social behaviour. Bullying as defined by our policy includes behaviours which are profoundly anti-social, divisive and have an impact on mental health. **These behaviours will not be tolerated by Tapton School.** Tapton is a place where every person has the right to be themselves and to be part of a safe and happy environment. We believe that everyone in our school is equal and should be treated with respect. Harassment and bullying of any kind are unacceptable behaviours and will not be tolerated. By sending their children to Tapton we expect parents and carers to abide by our values and high expectations as outlined in our Home School Agreement and the Student Code of Conduct.

Our anti-bullying policy aims to:

- Emphasise our high expectations of behaviour and standards for all stakeholders.
- Ensure all stakeholders understand the role they play and their responsibilities in preventing bullying behaviours – this includes students and families.
- Make clear to everyone what Tapton School defines as bullying behaviours.
- Make clear our strategies to prevent bullying.
- Outline our response to any bullying behaviours.

What is Bullying?

Tapton School has an ethos in which we care and value each other and achieve excellence. We teach students to treat each other with respect and decency. We also teach students to understand how their actions can impact upon others and therefore we expect them to moderate their behaviour accordingly.

We understand that human relationships are complex and appreciate that certainly for young people friendships can ebb and flow. Nevertheless, we make a distinction between the natural end of friendships where children develop as individuals and bullying behaviours. Tapton believes that bullying behaviours must not be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”. Bullying directly impacts on the emotional wellbeing of students and we will ensure that any reports of bullying are dealt with in accordance with our policy. Whilst there is no legal definition of bullying, the DfE have stated that it is usually defined as behaviour that is repeated, intended to hurt someone either physically or emotionally and/or often aimed at certain groups, for example because of race, religion, gender or sexual orientation. In cases of bullying there is often an imbalance of power leading to a perpetrator/victim dynamic. Bullying can be repeated actions intended to cause harm, however, at Tapton we acknowledge it could also include one-off incidents of such magnitude which have the same impact as systematic and sustained bullying. For example, there may be occasions when a one-off incident is so significant that it causes long term effects, and is therefore categorised as bullying. One example may be extreme public humiliation that causes harm and deters someone from engaging in school. Bullying as defined above includes behaviours such as but not only:

- Physical bullying: e.g. pushing, kicking, hitting
- Sexual remarks, assault, jokes, harassment, ‘up-skirting’
- Making people do things they don’t want to
- Stopping people doing things they want to do
- Damaging and/or taking someone's belongings
- Verbal bullying: name-calling, sarcasm, teasing
- Saying or writing nasty things, & rumours
- Blackmail or threats
- Showing upsetting material e.g. pornography
- Indirect bullying: e.g. social exclusion.
- Harassment and discrimination on the basis of race, gender, age, religion, belief, culture, social group and class. Alongside this we acknowledge as bullying discrimination against lesbian, gay, bisexual, transgender and intersex (LGBTQ+)

Different forms of bullying:

Emotional

- Any actions that impact on the emotional wellbeing of another person
- Deliberately causing harm or offence to another person or group of people by using unkind language, teasing, name calling, taunting and making negative personal comments.
- Excluding individuals from conversations, activities or groups, ridiculing or causing humiliation – either face to face, through spreading rumours or inappropriate use of technology.
- Tormenting others by taking their possessions, hiding books, threatening gestures, using social media to provoke a reaction.

Physical

Any form of actual physical violence or threat of violence including intimidation, for example:

- Hitting including any variation of kicking, slapping, punching, pushing or using an object to have the same effect.

- Theft of property or possessions.
- Intentionally causing damage to property or possessions.

Harmful sexual behaviour

This includes any unwanted physically contact or sexually abusive comments for example:

- Using sexually explicit words and phrases.
- Inappropriate touching.
- Using sexual threats or violence.
- Forced or exploitative sexual activity.
- Sexual harassment.

Online bullying and Inappropriate use of social media

More commonly known as 'cyber bullying' – which is the misuse of technologies or communications to cause harm, injury or offense. For example:

- Mobile threats by text messaging and calls.
- Misuse of associated technology i.e. cameras and video facilities, games consoles.
- Students who engage in 'group chats' which are created to target an individual with the intention of been unkind or to cause offence.
- Sharing of inappropriate material online – including material that is racist, homophobic, sexist, includes extremist content or discriminatory language against people with special needs and disabilities.
- Sharing inappropriate material of a sexual content (including sexting).
- Using social media to humiliate, harass, intimidate, make threats or cause offence or anxiety to another student.
- Deliberate exclusion.

Prejudice based bullying

Prejudice-based bullying (also known as Identity-based bullying) refers to any form of bullying related to the characteristics considered unique to a child's identity. These forms of bullying are not only targeted at an individual, but reflect negative attitudes towards a wider sub-community or group to whom that individual identifies with
Prejudice-based bullying can be separated in to 8 characteristics unique to a child's identity, these are:

- Race or ethnicity: bullying directed towards an individual which relates to their skin colour, ethnicity, or national identity. Includes racial taunts, graffiti or gestures.
- Gender: bullying based around sexist attitudes or sexually inappropriate behaviours, intended to either demean or humiliate an individual because of their sex.
- Homophobic, biphobia and transphobic: bullying because of or focusing on the issue of sexuality or gender identity.
- Religion or belief: bullying motivated by prejudice against an individual's perceived or actual religious or spiritual beliefs and practices.
- Learning disability/difficulty: Bullying of children who have an impairment which affects the way they learn, understand, socialise and communicate (i.e. speech and language difficulties).
- Disability: Bullying of children who have a physical or mental impairment, for example, mobility, visual or hearing impairments, epilepsy, diabetes or a progressive condition such as multiple sclerosis.
- Asylum seekers and refugees: because of or focusing on being from refugee and asylum-seeking backgrounds.
- Gypsy, Roma and Traveller: because of or focusing on being a member of a travelling community.

Guidance for students, parents and carers

The causes of bullying, sometimes referred to as peer on peer abuse, are complex and occur due to a myriad of reasons and whilst bullying may not be a specific crime, some forms of harassment or threatening behaviour and communications are. If an incident, such as receiving a threatening text message, occurs out of school hours and parents and carers believe that an offence may have been committed, we advise they seek assistance from the police. We do not expect these incidents to continue in school, however, if we are made aware of such instances we will act in line with our behaviour policy.

The DfE has stated that some forms of bullying are illegal and should be reported to the police. These include:

- Violence or assault.
- Theft
- Repeated harassment or intimidation, for example name calling, threats and abusive phone calls, emails or text messages
- Hate crimes

Within school these incidents will be dealt with through our behaviour policy, however, parents and carers may also wish to report these incidents to the police.

If you suspect your child is being bullied in school please report your concern to your child's Form Tutor immediately so that we can begin our investigations. We encourage students who feel that they are being bullied to report this to a member of staff immediately - we are not able to deal with situations that we do not know about. We understand that some people who are bullied do not always show their hurt and speak about it. It is therefore important that if you know someone is being bullied you must share this with a member of staff. We encourage 'telling' and recognise that it is a key part in addressing incidents of bullying.

It is important that you advise your child not to retaliate or take matters into their own hands; this can not only make things worse but invariably the entire situation becomes far more complex with the perpetrator declaring victimhood. Parents and carers must help us to ensure we have a culture of tolerance and respect at school by also promoting this at home alongside our school values and principles.

Online and cyber bullying is a behaviour we are acutely concerned about. We encourage parents and carers to make informed choices about their child's mobile phone habits noting the age limits of the following apps:

- WhatsApp has an age restriction of 16 and older. In instances, where despite the age-related restrictions, students do have WhatsApp accounts we advise parents and carers to exercise caution and monitor where students have been added to groups.
- All other social media sites have an age restriction of 13 and older, this including: Facebook, Snapchat, Twitter, Instagram, Musical.ly, Houseparty, Skype and TikTok
- Whilst there is no age restriction for watching videos on YouTube, users need to be 13 or older to have their own YouTube account (enabling them to subscribe to other channels, like videos, post comments, share their own content and flag inappropriate content).

Anti-Bullying Ethos

The Headteacher and Deputy Headteacher begin every half term with a 'We are Tapton' assembly. This assembly and corresponding form discussion delivered by form tutors, always centres around our core values of being kind, working hard and following the rules. In our anti-bullying assemblies which will take place every autumn we will share the definitions of bullying as outlined in this policy. In addition, we make it clear that 'doing nothing' can make students complicit in an act of bullying. Actions such as forwarding distressing messages, relaying threats, filming, laughing at and joining in with bullying and watching a fight will be seen as making a student complicit in the act of bullying. In 2020 a student voice on issues around bullying was conducted. The following actions have been taken as part of the wider review:

- One form discussion every half term will be a student led discussion facilitated by the form tutor. This form discussion will encourage students to raise issues such as cyber bullying and contribute to a shared understanding of our core values.
- A team of anti-bullying student ambassadors has been created. This team will deliver anti-bullying assemblies demonstrating again that our policies are written by the people, for the people. This team will act as a key conduit to inform policy from a student perspective and further encourage the culture of 'telling'. We expect all students to be proactive and seek help from members of staff if they witness behaviour that causes a concern.
- We have engaged with the UNICEF Rights Respecting School initiative and are working to achieve Bronze accreditation.

Year Groups
Year 7: PSHEE <ul style="list-style-type: none">• Good and bad friends – thinking about how their friends treat them and how they treat their friends• Understanding conflict – looking at how conflicts occur between friends and the consequences of that conflict• What is a bully – Defining exactly what bullying is and thinking about the different types of bullying• Mental Health and bullying – discussing the impact of bullying behaviour• Bullying case Studies – thinking about strategies to help fictional students with their bullying problem• Body image – discussing how bullying can lead to low self-esteem and the impacts of this Computer Science <ul style="list-style-type: none">• Cyber Bullying
Year 8 PSHEE <ul style="list-style-type: none">• What is racism? – looking at racism in general but covers racist bullying• Peer pressure – thinking about friendship interactions and whether they are positive or not• Online safety - protecting yourself online, in particular from abuse and trolls• LGBT bullying – how jokes and comments can be harmful for someone who is coming to terms with who they are.
Year 9 PSHEE <ul style="list-style-type: none">• Peer pressure – thinking about friendship interactions and whether they are positive or not• Body image - discussing how bullying can lead to low self-esteem and the impacts of this
Key Stage 4: PSHEE <ul style="list-style-type: none">• Students participate in five Drop Down Days for PSHEE per year in Year 10 and two in Year 11. These days focus on different areas of the PSHEE curriculum. Bullying is linked to two days – Safe@last and Sex Education day.

Anti-Bullying Actions

All reports of bullying will be investigated by the team at school. Careful consideration will be given to the safety of all parties and the needs of students with SEND. Please note that bullying by children with SEND is no more acceptable than bullying by children without SEND and it should be made clear that those actions are wrong and appropriate sanctions will be imposed. Our actions aim to prevent any situations from escalating and ensure they do not happen again. We look to parents and carers to support us in addressing bullying by recognising the expertise of the team at school and not taking matters into their own hands or encouraging their child to retaliate.

STEP ONE

Incidents of bullying should be reported to the child's Form Tutor who will work with the Year Leader and other members of the inclusion team to action the report. These can be reported by students, staff, parents or carers. The incident will be investigated by the Inclusion Team to gather further information, they will talk to the victim of suspected bullying, the suspected bully and any witnesses. During this investigation students will be asked to write statements. Whilst this process may take time it is essential that we are thorough and fair. Investigations will continue until there is clarity around the incident.

Please allow time for the evidence to be gathered, we will not contact families until all of the relevant information has been gathered.

STEP TWO

Once evidence has been gathered the Inclusion Team will be able to proceed with warning and sanctioning the student guilty of bullying (see sanctions further in the policy). The Year Leader and if necessary the Assistant Headteacher will decide the best course of action depending upon the nature of the incident. This may include a cause for concern notification completed by the Year Leader and negative behaviour points. The Year Leader will contact the parent and carers of the victim to provide information of our findings and what actions we will take as a school going forward. This may include details of the sanctions we have put in place, however, sharing the precise details of this information is not always be possible. The Year Leader will contact the perpetrators parent and carers to explain the action and sanctions taken. Further support, if appropriate, will also be provided to the perpetrator. This will include post-incident reflection activities aimed to reduce the reoccurrence.

STEP THREE

All documentation will be formally recorded. Support will be provided to the victim in terms of additional time at the start and end of lessons/lunchtime/end of school. If appropriate the Year Leader will speak with the student about any timetabling issues. The child's form tutor and teachers will be made aware where appropriate so that further support can be offered. The Year Leader will monitor the situation with both the victim and perpetrator so that we can be sure that the matter is resolved. Again, parents and carers are advised to keep school aware of any further incidents and to act in line with the school's policy.

Sanctions

Reports of bullying will always be taken seriously and treated with the upmost seriousness. The following list details some of the sanctions school will employ if we ascertain there has been an incident of bullying:

- Engagement with the student to reinforce the message that their behaviour is in breach of our values.
- Loss of break/lunchtime privileges.
- Cause for concern and after school detention. This will incur negative behaviour points -2.
- Parents and carers contacted and where appropriate invited into school for a formal meeting.
- Students may be put on Form Tutor/Year Leader report.
- Timetable adjustments.
- Removal from teams or out of school activities.
- Fixed and/or permanent exclusion.

Unacceptable Behaviour and Suspensions and Permanent Exclusions

School employs a wide range of measures to address inappropriate behaviour from verbal warnings, teacher and department sanctions, lunchtime and/or after school detentions and being placed on report to more serious sanctions such as fixed term suspensions, formal disciplinary meetings and permanent exclusion. Certain behaviours, such as bullying, will always be deemed unacceptable and will always incur a serious sanction. This applies on or off school premises *during school time*, at break or lunch times, during travel to and from school and at any time on school trips. School cannot put in sanctions for incidents that take place outside of school hours and we urge families to contact the police if they believe an offence has taken place. School is duty bound to share information with the police when they are investigating incidents reported to them and we would not routinely share our dialogue with the police with families.

The following behaviours are examples of unacceptable conduct which cause concern and will therefore incur sanctions ranging from lunchtime and/or after school detention and negative behaviour points (-2) up to and including fixed term suspension. Behaviours such as bullying contravene our expectations and code of conduct include but are not limited to:

- Fighting and/or instigating violent behaviour or physically hurting others.
- Inciting violence either on social media or directly in person. This includes students who are bystanders and/or those caught filming incidents.
- Sexual harassment.
- Deliberate offensive language, including racist, sexual or homophobic comments.
- Bullying or intimidation.

Permanent exclusion will always be considered for the following:

- Serious threats of and actual violence against staff, students or any other individual.
- Serious bullying incidents.
- Sexual violence
- Behaviour which the Headteacher believes represents a serious threat to others.

Helpful Contacts and Organisations

Each year group is led by Year Leader, please find their contacts below:

- Year 7 – Mr Heath – klake@taptonschool.co.uk
- Year 8 – Miss Lake – sallinson@taptonschool.co.uk
- Year 9 – Mr Johnson – ejackson@taptonschool.co.uk
- Year 10 – Dr Naylor – heasdown@taptonschool.co.uk
- Year 11 – Mr Reed – ahiggins@taptonschool.co.uk
- Year 12 – Dr Wainwright – vwaddoups@taptonschool.co.uk
- Year 13 – Miss Waddoups – khooper@taptonschool.co.uk

Each year group is placed under a Key Stage, each Key Stage is led by a member of leadership:

- Key Stage 3 – Year 7, 8 and 9 – Miss Sharman – hsharman@taptonschool.co.uk
- Key Stage 4 – Year 10 and 11 – Mrs Morris – hmorris@taptonschool.co.uk
- Key Stage 5 – Year 12 and 13 – Mr Wright – awright@taptonschool.co.uk

Please contact your child's Year Leader in the first instance.

Other key contacts:

- Ms Rhodes – Headteacher – krhodes@taptonschool.co.uk
- Ms Grewal – Deputy Headteacher – hgrewal@taptonschool.co.uk
- Mrs Tabani – Safeguarding Lead – ktabani@taptonschool.co.uk

Helpful organisations

- Bullying UK – www.bullying.co.uk – 08088002222
- Anti-Bullying Alliance – www.anti-bullyingalliance.org.uk
- Kidscape – www.kidscape.org.uk
- Childline – www.childline.org.uk – 08001111
- NSPCC – www.nspcc.org.uk – 08001111
- Victim Support – www.victimsupport.org.uk – 08081689111

Child Exploitation

- Child Exploitation and Online Protection (CEOP) – www.ceop.police.uk - 08700 000 33 44

Support for the Family

- Kidscape Parents Helpline (Monday – Friday, 10am – 4pm) 0845 1205204
- Family Lives – www.familylives.org.uk - 08088002222

Cyberbullying

- Think U Know – www.thinkuknow.co.uk
- Childnet International – www.childnet.com
- Digizen – www.digizen.org

- Internet Watch Foundation – www.iwf.org.uk
- UK Safer Internet Centre – www.saferinternet.org.uk

Mental Health

- MindEd – www.minded.org.uk
- Young Minds – www.youngminds.org.uk - 08088025544

LGBTQ+

- EACH – www.eachaction.org.uk 0808100143
- Stonewall: www.stonewall.org.uk

SEND

- Changing Faces – www.changingfaces.org.uk
- Mencap – www.mencap.org.uk

Racism and Hate

- Kick it Out – www.kickitout.org
- Report it – www.report-it.org.uk
- Stop Hate – www.stophateuk.org – 08001381625
- Show Racism the Red Card – www.theredcard.org