



Torquay Girls' Grammar School Anti-Bullying Policy

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Aims

This policy aims to:

- Prevent, de-escalate, and stop any continuation of bullying behaviour. Bullying can occur in many settings including schools and workplaces; at TGGS we adopt a proactive approach towards ensuring that there is a zero-tolerance attitude towards bullying within our school community.
- Ensure that there is a consistent approach to the school's approach to bullying.
- Ensure that all students, staff, parents, and trustees understand the definition of bullying and the school policy regarding bullying.
- Provide guidance for how to report bullying and the school's zero-tolerance approach to bullying.
- Ensure that all staff and trustees follow the school policy when bullying is suspected or reported.
- Ensure that any suspected incidents of bullying when there is 'reasonable cause to suspect that a child is suffering or likely to suffer significant harm' must be addressed as a child protection concern and reported to the Designated Safeguarding Lead and to the Local Authority Children's Social Care.
- Safeguard the student who has experienced bullying and to ensure that they receive the appropriate support.
- Address the bullying with the perpetrator/s ensuring that disciplinary sanctions are applied consistently and proportionately in line with our whole school Behaviour Policy. The perpetrator/s will also have support, and this is likely to involve external agencies.
- Outline how pupils are expected to behave to their peers and/or school staff.
- Outline how we are proactive in educating students and staff about bullying through our wider curriculum.

This policy also applies to incidents of bullying that occur outside of the school day, including cyberbullying.

At TGGS, we place a strong emphasis upon building positive relationships and if bullying does occur, we will use restorative practice and provide opportunities for mediation.

Statement of Intent

At Torquay Girls' Grammar School, our intent is to equip students with the academic qualifications, character skills and high self-esteem to lead long, healthy, and happy lives. This intent is reflected within our anti-bullying policy; we will safeguard all students so that they can learn in an environment that is safe from bullying or the threat of bullying, allowing students to flourish during their school years. Our school community is welcoming, respectful and inclusive with an emphasis upon building and maintaining positive relationships. Our students have specifically endorsed the values of kindness, open-mindedness, respect, reflection and resilience, and we expect our pupils to adhere to these values at all times and this is reflected in the TGGS Behaviour Charter.

TGGS is fully committed to ensuring that students learn in a safe, calm, orderly, respectful, kind, and inclusive environment and bullying of any kind will not be tolerated. Bullying is unacceptable, it creates an unsafe environment for learning, and it affects everyone including victims and perpetrators. It can be detrimental to a student's learning and impact their mental health both in the short term and the long term.

If bullying does occur, all pupils can be assured that all incidents will be dealt with promptly and thoroughly. We aim to ensure that our community understands why bullying is unacceptable through our wider curriculum and we have a whole school approach to restorative practice. Students will be encouraged to be upstanders, rather than bystanders and to take responsibility for their actions and understand the impact of bullying upon other students.

As part of the school's Personal Development programme, we expect our students to act as role models and ambassadors throughout their time in school. All students belong to a House and our house culture allows students to build positive relationships and support each other during their school years. Positive behaviour is consistently modelled by older students, and this includes a zero-tolerance attitude towards bullying. There are various opportunities for students to build positive relationships through student leadership and peer mentoring schemes, including the Wellbeing Ambassadors. To ensure that all students feel supported and represented we have a Gender Sexuality Alliance group in school for both Key Stage 3 and Key Stage 4/5 which is supported by trained members of staff. We also embrace equality, diversity and inclusion through fortnightly celebration of diversity boards and regular assemblies, as well as whole school initiatives including a Cultures Day.

Prevention Strategy

At TGGS, our school community is respectful, inclusive, and kind and we have a zero-tolerance approach to bullying. We have adopted a wide range of proactive strategies to prevent bullying which includes:

- School leadership which is committed to ensuring that there is a zero-tolerance approach to bullying.
- PSHE and tutor time which focus upon anti-bullying throughout the academic year.
- PSHE and tutor time focuses upon equality, diversity and inclusion, including the Equality Act.
- The PSHE student leadership programme which is led by sixth form ambassadors.
- SMSC events which are celebrated throughout the academic year.
- Events led by the armed forces which focus upon team building.
- Student voice via the student council representatives and student surveys.
- Celebration of diversity presentation which are shared fortnightly.
- A multifaith and reflection room which is open to all students and staff.

- Wellbeing Ambassadors.
- Workshops with parents/carers, for example safety online.

Definition of Bullying

Bullying is defined as ‘behaviour by an individual or group, usually repeated over time, which intentionally hurts another individual or group either physically or emotionally. Bullying is ‘the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power’ (Anti-Bullying Alliance).

Bullying is, therefore:

Deliberately hurtful.

Repeated, often over a period of time.

Difficult to defend against.

Bullying is a form of child-on-child abuse and can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, shaking, biting, hair pulling, taking another’s belongings, any use of violence. Initiation/hazing type violence and rituals.
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic • Biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality) or home circumstances-targeting individuals who are looked after children or because of a particular home circumstance.
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching. This also applies to any sexual harassment which is online including the soliciting and/or sharing of nude, semi-nude images and videos. Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually or engage in sexual activity with a third person. Upskirting is a criminal offence and involves taking a picture under a person’s clothing without their permission with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm.
Direct or indirect verbal	Name-calling, making use of written notes, e-mails, mobile phone messages, pictures of video clips, sarcasm, spreading rumours, teasing. This can also include the manipulation of social networks with the intention of belittling an individual/individuals or deliberately marginalising them from their friends.

Cyber-bullying	Bullying that takes place online, such as through social networking sites, TikTok, messaging apps or gaming sites. This also applies when it is directed against members of school staff. The following protection is also in place: An Acceptable Use Policy with clear statements about e-communications. Assemblies and PSHE curriculum which raise awareness of cyber bullying and CEOP (Child Exploitation and Online Protection)
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Bullying can impact a person's self-esteem and self-worth and they may feel that they are at fault. Students who are being bullied may present with a change in their behaviours, for example anxiety, absences from school, withdrawn from their peers, family and staff. This can also be evident in their school studies as they could lack concentration and may truant from school or feign illness to avoid coming into school. These signs may not be indicative of bullying, but it should be considered as a possibility and followed up by staff who are concerned. All staff should be aware that children with special educational needs or disabilities, and/or students who identify as LGBTQ+ can be more prone to peer group isolation or bullying than other students. Students with SEND or certain medical conditions may not be able to articulate that they are being impacted by bullying behaviours and it may be more difficult to assess the impact of bullying behaviours upon students with SEND. Any reports of bullying which impacts students with SEND must be communicated to the SENDCo and the safeguarding team.

Bullying may happen to anyone, and this policy applies to school staff, whether by pupils' parents or other staff. Members of staff suffering from or concerned about bullying can raise this with their line managers, and/or the Headteacher and they will be offered support and advice.

Reporting Procedures

If bullying is suspected or reported, the incident will be taken seriously and dealt with promptly, and thoroughly. In the first instance, we will aim to try to resolve the issue through working with both parties, but this will depend upon the nature of the bullying that has been reported, and the individual circumstances.

All staff at TGGS are expected to reinforce the anti-bullying strategy and support the victims of bullying but we recognise that not all staff have the capacity to carry out an investigation speedily and thoroughly. Therefore, incidents will be followed up by the pastoral team. The person who has reported the incident may then be asked to make a statement to a trusted adult (usually a member of the pastoral team). The student will be asked to share any evidence that they have, for example, messages on social media. The Head of Year will then take statements from other witnesses as appropriate.

The alleged perpetrator/s will also be asked about the incident, and they will be asked to write a statement. If they have any evidence, for example social media messages, they will be asked to provide that to the Head of Year. If there are any witnesses they will also be asked to provide the names of the students so that they can be interviewed. Form tutors and subject staff will be informed of the situation and asked to monitor the behaviour of the students involved. There may be a need for a risk assessment which will be shared with subject staff if appropriate. Parents will be informed and asked to cooperate with the school and avoid any contact with the alleged perpetrator/s.

Each incident of actual or alleged bullying is unique both in its presentation and the impact that it will have upon individuals. Any suspected incidents of bullying when there is 'reasonable cause to suspect that a child is suffering or likely to suffer significant harm' must be addressed as a child protection concern and reported to the DSL and to the Local Authority Children's Social Care. The SENDCo will also be alerted if the bullying involves a student with SEND.

Some types of harassing or threatening behaviour or communications can be a criminal offence. If school staff suspect that an offence may be committed, they should seek assistance from the police.

Students who are victims of bullying will typically be supported by their tutor, Head of Year, a member of the pastoral team, or any other trusted adult. They will be offered counselling and signposted to other external agencies, if appropriate.

Students who have bullied other students will also be supported by a member of staff, typically the Head of Year or any other trusted adult. They will be offered counselling and signposted to other external agencies, if appropriate. Parents/carers will also be involved in discussions about the nature of bullying and an action plan to prevent a recurrence of bullying behaviour. It is important to avoid labelling students as a 'bully' or a 'victim' after the incident and depending upon the nature of the bullying, both parties involved may be offered a mediation session/s to rebuild relationships and establish clear boundaries. A follow up meeting will also take place within the three weeks after the incident and parents/carers of both parties will be contacted as part of this process.

Disciplinary Steps

School staff have the power to discipline students for misbehaving when they are not on the school site. This may include bullying incidents which occur during travel to and from school, at local shops, social events, in a town or village centre, or online. When bullying that occurs outside of the school premises is reported to school staff it will be promptly and thoroughly investigated. If the misbehaviour is criminal or poses a threat to others, the police will be notified.

If bullying is proven, the school will follow the Behaviour Policy and this will be viewed as a Level 3 incident. This type of behaviour is potentially a criminal act, has the potential to cause harm to persons or property, or brings the reputation of the school into disrepute. See [TGGS Behaviour Policy](#). We will always consider if the student has any SEND needs and will discuss the incident with both the SENDCo and the DSL.

Level 3 sanctions can include:

The Headteacher or Deputy Headteacher may use one or more of the following sanctions in response to serious misbehaviour:

- After school detention- these can be set for any school day, weekends during term time or non-teaching days.
- Not being allowed to go on school trips.
- Internal isolation within school (this could be in the cabin for SEND students).
- Suspension.
- Permanent exclusion.

Please note that this is not an exhaustive list.

Level 3 behaviour incidents can have safeguarding implications for both the victim and the perpetrator. All school staff will follow the Child Protection Policy and outside agencies are likely to be involved to

ensure that the student is safeguarded. We will apply appropriate disciplinary sanctions to the student who is engaging in bullying and provide support to allow them to reflect and engage in restorative practice.

We will safeguard the student who has experienced bullying and ensure that they have support that they can access during the school day.

The role of parents/carers

Parents and carers will:

- Regularly talk to their child to reinforce that reporting bullying is the right thing to do and to act as an upstander rather than a bystander.
- Be aware of and support the school's Anti-Bullying Policy and to reinforce the school's expectations.
- Support the school's action in relation to proven cases of bullying.
- To consider engagement in the Early Help process if wider support is required.
- To monitor their child's e-communication and social media use. If cyber-bullying occurs, parents/carers should ensure that the appropriate reporting system is used, for example the local police, or report features on social media apps.
- We will always seek to work with parents/carers and students to ensure that any reported incidents of bullying are thoroughly investigated. If parents/carers want to discuss any concerns, we would encourage direct contact with the school via the Head of Year and/or SLT link lead.

Malicious Allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy. In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school's Designated Safeguarding Lead (in collaboration with the Local Authority Designated Officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of pupils accused of misconduct. Please refer to our Safeguarding and Child Protection Policy for more information on responding to allegations of abuse against staff or other pupils.

Development, Monitoring and Reviews

We plan to:

Monitor, evaluate and review our Anti-Bullying Policy on a regular basis with input from the safeguarding team, Heads of Year and other members of school staff.

Report incidents of bullying including actions undertaken.

Analyse behaviour data to identify potential trends that help to inform future preventative action.

Support staff through CPD to identify and address bullying appropriately.

Ensure that all students understand bullying behaviours and the consequences that bullying can have upon individuals.

To ensure that students are confident in how to report any incidents of bullying.

To ensure that members of the community are confident that any reports of bullying will be thoroughly and promptly investigated and managed sensitively.

To seek feedback regarding bullying from the student body via the student council and student surveys.

To seek feedback from parents/carers and to work with parents/carers by delivering key messages at information evenings.

Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions Policy
- Behaviour Policy
- Safeguarding and Child Protection Policy
- Mobile Phone Policy
- SEND Policy