



# ANTI-BULLYING POLICY

<b>Policy Date</b>	September 2025
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<b>Review Date</b>	September 2026

## **Introduction**

All children and young people have the right to go about their daily lives without the fear of being threatened, assaulted or harassed. No one should underestimate the impact that bullying can have on a person's life. It can cause high levels of distress, affecting young people's well-being, behaviour, academic and social development right through into adulthood.

At TPA we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere free from oppression and abuse. Bullying is an anti-social behaviour and affects everyone. All types of bullying are unacceptable at our school and will not be tolerated. All pupils should feel able to tell and when bullying behaviour is brought to our attention, prompt and effective action will be taken.

At our school, we are committed to creating a safe, respectful and inclusive environment where every child and young person feels valued and protected. Bullying of any kind is not tolerated.

### ***Our approach to preventing and responding to bullying is rooted in our core values:***

***Belong*** – We ensure that all pupils feel safe, accepted and included as part of our school community. Differences are recognised, respected and celebrated.

***Commit*** – We are committed to promoting positive relationships, teaching appropriate social understanding, and responding consistently and effectively to any concerns about bullying.

***Thrive*** – We support pupils to develop confidence, resilience and emotional wellbeing so they can learn, grow and succeed without fear.

We recognise that our pupils may experience additional challenges related to communication, social understanding or emotional regulation. As a result, we take a proactive, supportive and restorative approach, working closely with pupils, families and professionals to prevent bullying and to address concerns quickly, fairly and sensitively.

### ***We are a TELLING school.***

***This means that anyone who is aware of any type of bullying that is taking place is expected to tell a member of staff immediately.***

## **Rationale**

TPA is completely opposed to all forms of bullying and will not tolerate it under any circumstances. All members of the TPA community have the right to learn, work and play in a secure and caring environment free from harm. They also have a responsibility to contribute, in whatever way they can, to prevent and report bullying behaviour.

Preventative measures ensure that bullying is a rare occurrence at TPA. The setting uses many measures to prevent bullying including raising awareness through educational activities, pastoral support, good classroom management, effective supervision by adults during unstructured times and the promotion of positive interpersonal relationships.

Additionally, TPA will build strong community links with parents/carers, residents, transport providers, Community Police Officers and local schools/youth groups which supports its ethos and stance against bullying.

We believe that:

- All pupils have the right to learn free from intimidation and fear
- The needs of the victim are paramount
- Bullying behaviour will not be tolerated
- Pupils who have been bullied will be listened to
- Reported incidents will be taken seriously and thoroughly investigated

## **Definition of Bullying**

**Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'.**

Safe to Learn: embedding anti bullying work in schools (2007). Bullying differs from teasing/falling out between friends or other types of aggressive behaviour in that:

- There is a deliberate intention to hurt or humiliate
- There is a power imbalance that makes it hard for the victim to defend themselves
- It is usually persistent

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility will be considered, particularly in cases of sexual, sexist, racist or

homophobic bullying and when young people with disabilities are involved. If the victim might be in danger, then intervention is immediate.

### **Bullying can include:**

- name calling
- taunting
- mocking
- making offensive comments
- physical assault
- taking or damaging belongings
- cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images by phone or via the internet, inappropriate use of social media
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours about the student or his/her family
- excluding people from groups. Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the passive bystanders or 'accessories' and this also constitutes bullying.

### **Specific types of bullying include:**

- bullying related to race, religion or culture
- bullying related to special educational needs or disabilities
- bullying related to appearance or health
- bullying relating to sexual orientation – homophobic or biphobic bullying, including use of homophobic or biphobic language
- Bullying relating to gender identity – transphobic bullying, including use of transphobic language
- bullying of young carers or looked after children or otherwise related to home circumstances
- sexist or sexual bullying

There is no hierarchy of bullying. All forms are taken equally seriously at TPA and dealt with appropriately. Certain groups of pupils are known to be particularly vulnerable to bullying by others. These may include pupils with additional educational needs such as learning or physical disabilities; young carers, Looked After Children, those from ethnic and racial minority groups and those young

people who may be perceived as lesbian, gay, bi-sexual, transgender or questioning their gender.

## **Reporting and Responding to Bullying**

TPA has clear systems for reporting bullying. The setting community (including staff, parents/carers, children and young people) is made aware of this via the website, information sent to parents/carers, assemblies, form time, PSCH work and curriculum.

### **Named Person**

All staff have a responsibility when it comes to bullying and our work to prevent all forms of bullying. At TPA we have a named staff member who leads on anti-bullying work across the school, this person is our Deputy Principal Anthony Riley.

### **Responsibilities of all stakeholders**

#### **TPA Staff will:**

- Be alert to signs of distress and other possible indications of bullying
- Discuss bullying openly with all classes, including the effects of bullying
- Listen and take time to talk to pupils/colleagues who disclose bullying, take what they say seriously and investigate the situation
- Report suspected bullying through the appropriate pastoral/safeguarding channels
- Display anti-bullying messages throughout the setting
- Seek support from outside agencies if required
- Be a good role model
- Show all pupils and colleagues respect and treat all equally and fairly
- Be consistent with consequences for bullies
- Be sensitive when dealing with bullying issues
- Communicate effectively with all involved in working with the victim, include parents/carers even if there is little to report
- Boost self-esteem by praise, compliments and encouragement
- Safeguard all those who report bullying
- Use systems in place such as buddying, peer mentors, restorative approaches

- Ensure that unstructured times are supervised with staff strategically placed

#### **TPA pupils will:**

- Tell a trusted adult. Don't suffer in silence
- Keep a diary (using the 4 Ws – who, what, where, when) to help staff deal with incidents
- Be a good friend to all who need one
- Walk away from dangerous situations or places
- Never join in with bullying behaviour
- Walk away from bullying and report it immediately
- Tell the truth about incidents / situations

#### **TPA parents/carers will:**

- Inform the school of any suspected bullying, even if it is not their child
- Co-operate with the setting and work together to prevent any long-term damage from the effects of bullying
- Advise children not to retaliate with violence in any situation
- Encourage their child to report bullying to a member of staff using the 4 Ws – who, what, where, when
- Be sympathetic and supportive towards their child and reassure them ensuring that their child understands that the bullying is not their fault
- If your child has been accused of bullying others, work in co-operation with the setting and listen to the evidence
- Keep a written record of any reported incidence of bullying

#### **Procedures**

All reported incidents are taken seriously and investigated involving all parties as outlined below:

- Interviewing of all parties
- Written statements taken
- Informing parents of ongoing incidents

- A range of responses appropriate to the situation utilised: - solution focused, restorative approach, circle of friends, individual work with victim, perpetrator, referral to outside agencies if appropriate
- Appropriate setting sanctions applied
- Follow up by the named person, keeping in touch with the person who reported the situation, parents/carers and staff
- Support for the victim and the bully
- Monitoring of the situation
- Named person for the victim to report any further incidents for continuous ongoing support
- Reporting to Police, Careline etc as may be appropriate

### **Bullying outside TPA premises**

If an incident of bullying, involving TPA pupils, outside of the setting premises is reported, this will be investigated as above and appropriate action will be taken. This may involve internal setting sanctions, advising parents/carers to inform the Police of incidents, or supporting them and their child in seeking other outside agency support.