



TOTTINGTON
HIGH SCHOOL

Anti-Bullying Policy

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**Shaw
Education
Trust**

Contents

	Page
1. Definitions and objectives	4
2. The Law	4
3. Forms of bullying covered by this Policy	5
4. Preventing, identifying and responding to bullying	5
5. Involvement of pupils	6
6. School-Parent partnership	7
7. Links with other school policies and practices	7
8. Monitoring and review	7
9. Dealing with incidents	8
10. Supporting victims of bullying	8

Appendix

1. Investigating procedures	9
2. Supporting Organisations and Guidance	10
3. Advice for Parents	11

Anti-Bullying Policy:

One of our values at THS is Kindness. There is **zero tolerance** of bullying at Tottington High School. **Zero tolerance means there will always be an action.**

This policy is re-enforced by all staff, in assemblies and during Anti-Bullying week.

This policy is based on DfE guidance *“Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies”*, July 2017 and it is recommended that schools read this guidance: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>.

1) Definitions and objectives:

Bullying is behaviour by an **individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.**

Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

This policy outlines what Tottington High School will do to prevent and tackle bullying. The policy has been drawn up through the involvement of the whole school community and we are committed to developing an anti-bullying culture, whereby no bullying will be tolerated.

It is important that bullying must not be confused with the usual childhood/teenage “fall-outs” or friendship disagreements.

2) The law:

Some types of harassing or threatening behaviour – or communications – could be a criminal offence and may be reported to the police by the school:

- Violence or assault
- Theft
- Repeated harassment or intimidation, e.g. name calling, threats and abusive phone calls, emails or text messages, sexual harassment and peer on peer abuse
- Hate crimes – any incident which the victim, or anyone else, thinks is based on someone’s prejudice towards them because of their race, religion, sexual orientation, disability or because they are transgender.

3) Forms of bullying covered by this Policy:

- Psychological (being excluded from groups and rumours etc.)
- Physical – pushing, kicking, hitting, punching or any use of violence
- Racist – racial taunts, graffiti, gestures
- Sexual – unwanted physical contact or sexually abusive comments
- Homophobic, Biphobic or Transphobic (HBT) – because of, or focusing on the issue of sexuality
- Verbal – name calling, sarcasm, spreading rumours, teasing
- Cyber – all areas of internet, such as email and internet chat room misuse. Mobile threats by text messaging and calls. Misuse of associated technology, i.e. camera and video facilities.

- Disability/SEND – because of or focusing on a disability or special educational need.
- Home circumstance – targeting individuals who are looked after children or because of a particular home circumstance or culture
- Tottington recognises that AI has many uses to help pupils 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. THS will treat any use of AI to bully pupils in line with this policy and our Relational behaviour policy.

Although all of these actions are serious and adults should always intervene, they may not always be regarded as bullying unless they are part of an on-going pattern of behaviour against the victim.

Each incident of actual or alleged bullying will be unique. Therefore, it is important that the school is given the opportunity to tailor a strategy to address the situation and to support the bullied student according to the particular incident/s.

Whilst we will be victim-led, it is school that will decide on a logical response to a situation (please see Relational Behaviour Policy)

4) Preventing, identifying and responding to bullying:

“A school’s response to bullying should not start at the point at which a child has been bullied. The best schools develop a more sophisticated approach in which school staff proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place.” (*Department for Education - Preventing and tackling bullying, July 2017*)

- At Tottington we are always **Ready, Respectful and Safe**
- Be **upstanders** not bystanders
- The issue of bullying is included in the curriculum and classwork e.g. Drama, English.
- Bullying is addressed through the PSHE programme and is aligned with the standards of the PSHE Association.
- We constantly reinforce British Values and the ethos and values of the school
- Anti-bullying week is dedicated to raising awareness of bullying and reminding staff and students of their responsibilities to report it.
- Students are not permitted to use their mobile phones around the school. This is partly to prevent cyber-bullying.
- Duty staff have been trained to be vigilant and to watch and listen for any bullying type behaviours, no matter how small.
- Duty points have been carefully considered to ensure there is high staff presence- staff are visible in high-vis jackets
- Seating plans in lessons are carefully considered using any relevant information about the relationships between specific pupils.
- External speakers raise awareness of issues such as racism and homophobia.

- TIIP Posters (**Targeted, Intentional, Imbalance of Power, Persistent**) around the school educate students about what bullying is and the impact it can have.
- We emphasise the importance of diversity in the school community.
- Working with the wider community such as the police/children's services where bullying is particularly serious or persistent to send a strong message that bullying is unacceptable within our school.
- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.
- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Regularly update and evaluate our approaches to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Train all staff including teaching staff, support staff (including administration staff, lunchtime support staff and site support staff) and pastoral staff to identify all forms of bullying, follow the school policy and procedures (including recording and reporting incidents).
- Proactively gather and record concerns and intelligence about bullying incidents and issues to effectively develop strategies to prevent bullying from occurring.
- Actively create "safe spaces" for vulnerable children and young people.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- Work with other agencies and the wider school community to prevent and tackle concerns.
- Celebrate success and achievements to promote and build a positive school ethos.
- Carrying out restorative conversations where appropriate.

5) Involvement of pupils:

We will:

- Offer all students the chance to be an anti-bullying Ambassador- a dedicated cohort of trained student leaders who meet half termly and feedback on relevant issues.
- Regularly canvas children and young people's views on the extent and nature of bullying through surveys and meetings
- Ensure that all pupils know how to express worries and anxieties about bullying and who to report it to (trusted adult e.g. Form tutor, Pastoral Manager- but any staff member will help.

- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying - Education intervention, restoratives, internal isolation, suspension, off site direction, permanent exclusion
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Publicise the details of help lines and websites (see appendix and school website)
- Offer support to pupils who have been bullied and to those who are bullying to address the problems they have.
- Encourage students to be upstanders not bystanders and report bullying to a trusted adult
- Celebrate our cultures and diversity

6) School- Parent partnership:

School will:

- Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers in a variety of formats.
- Ensure that all parents/carers know who to contact if they are worried about bullying.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively.
- Ensure all parents/carers know where to access independent advice about bullying.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role-model positive behaviour for pupils, both on and offline.
- Discourage parents from taking matters into their own hand but speak to a member of staff.

Parents will:

- Look for unusual behaviour in your children. For example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their normal standard.
- Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, how lunchtime was spent etc.
- Support their children and work in partnership with the school. Many online behaviour incidents amongst young people occur outside the school day and off the school premises. **Parents are responsible for this behaviour.**
- If you feel your child may be a victim of bullying behaviour inform the school immediately.
- It is important that you advise your child not to fight back. It can make matters worse.

7) Links with other school policies and practices:

This Policy links with a number of other school policies, practices and action plans including:

- Relational Behaviour Policy

- The Tottington Way - Ready, Respectful, Safe
- Equality, Diversity and Inclusion Policy
- Complaints Policy
- Safeguarding Policy

8) Monitoring & review

- This policy was approved by the Academy Council.
- This policy will be monitored and reviewed each year.
- The Designated Safeguarding Lead (DSL) will report on a regular basis to the Academy Council on incidents of bullying and outcomes.
- The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.
- Any issues identified will be incorporated into the school's action planning.

9) Dealing with incidents

The following steps may be taken when dealing with incidents: (see Appendix 1 also)

- If bullying is suspected or reported, the incident will be dealt with quickly.
- A clear and precise account of the incident will be recorded on CPOMS(Safeguarding Log) and referred to the relevant Pastoral Manager (PM) and Head of Year (HoY)
- The PM/HoY will interview all concerned and take witness accounts
- Where the bullying takes place outside of the school site then the school will support parents to help deal with the incident (s).
- Parents/carers will be kept informed
- Logical responses will be used as appropriate and in consultation with all parties concerned and in line with our Relational behaviour policy
- If necessary and appropriate, the Police or other local services will be consulted

10) Supporting victims of bullying:

Pupils who have been bullied will be supported by:

- Access to a Mental Health First Aider
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
- Reassuring the pupil and providing continuous support
- Restoring self-esteem and confidence
- Offering restorative conversations in a safe space (this is always victim-led with their agreement)

- Working with the wider community and local/national organisations to provide further or specialist advice and guidance
- As a Trauma Informed School, Tottington High School recognises that perpetrators of bullying often require support, as they have often been bullied themselves. We work to support and educate (but never condone or excuse)

Appendix 1- Investigating procedures

Establishing the nature of the problem before an incident is logged.

Bullying is a term which is freely used by both students and parents. If a complaint is received, it is up to the Head of Year/ Pastoral Manager to establish the nature of the problem. One-off disagreements are logged in case any patterns emerge over time.

Staff will seek to investigate the incident to establish the facts before deciding possible sanctions.

This may involve, for example, speaking to staff and/or students and/or reviewing CCTV footage and taking written statements from those involved and eyewitnesses.

On occasions, pupils may be withdrawn to Reset from their lessons or part of a lesson if required to assist in an investigation, or when withdrawal would act as a preventative behavioural measure or for their own or others' health and safety or well-being. In such cases, withdrawal is not recorded as a sanction.

The standard that will be applied in forming judgements as to whether an event did or did not happen will be the civil standard of "the balance of probabilities" (that is, whether something is more likely than not to have occurred), rather than the criminal standard of 'beyond reasonable doubt.'

A summary of the incident and any sanctions issued will be recorded on Arbor and CPOMS.

Perpetrators of bullying will have consequences in line with our Relational Behaviour policy.

Prompts for Interviewing Students:

Who is involved? Take each name individually and ask:

- What have they done?
- Where did this take place?
- When did it happen?
- Who saw this happen?
- How often has this happened?
- Why do you think they did this?

There are many definitions of bullying. Key indicators are TIIP:

- Targeted.
- Intentional.
- Imbalance of power.
- Persistent.

If the Head of Year/ Pastoral Manager is clear that there is a case of bullying, it is logged on CPOMS as a safeguarding concern (both victim and perpetrator).

Appendix 2

Supporting Organisations and Guidance

- Anti-Bullying Alliance: [Information toolkit for parents and carers on bullying FINAL.pdf](#)
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- NSPCC: www.nspcc.org.uk
- Young Minds: www.youngminds.org.uk

Cyber Bullying

- Childnet International: 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
- CEOP: <https://www.ceop.police.uk/safety-centre/>

How can I help my child if they are being bullied? | NSPCC

11