

Tiverton High School

Anti-Bullying Policy

Status	Statutory
Job title	Assistant Head
Nominated prime author:	N Lane
Policy to be implemented by:	All Staff
Version date:	September 2025
Review period	Yearly
Date approved:	27 November 2025
Signature of Chair of Governors:	

Tiverton High School Anti-Bully Policy

PURPOSE:

- To help every member of the school feel safe, secure and able to learn effectively
- To work towards the elimination of bullying at Tiverton High School
- To involve all members of the school community in countering bullying
- To raise awareness of the strategies and procedures in place to minimise child on child abuse
- To enable parents to feel confident that bullying will be dealt with appropriately by the school
- To ensure that all members of the school community are aware that bullying will not be tolerated

KEY POINTS:

- Every individual has a right to a secure school environment in which they feel safe and happy; no student should be subjected to harassment, discrimination or victimisation.
- It is the responsibility of every member of the school to help create and maintain this environment.
- All reported cases of bullying will be investigated fully and appropriate action taken.
- Various places are offered for more vulnerable students at social times, to allow presence in spaces that are less busy, quieter and calmer than other parts of the school may be during break and lunch.
- Students are actively encouraged to report bullying incidents to staff.
- All incidents of investigated bullying are recorded on CPOMS.
- Communication with home and school is important in resolving bullying incidents.
- Our whole school approach to ensuring everyone is treated fairly and appropriately is around #It'sNotOK. This is writ large across aspects of the personal development curriculum, including the assemblies programme.

At Tiverton High School, we aim to provide a safe, happy and inspiring environment in which our students:

- Feel valued and appreciate the beliefs, uniqueness and talents of others
- Are happy, self-confident and resilient individuals
- Love learning and have high expectations to achieve their potential
- Are responsible, caring and active members of the community
- Acquire the life skills needed to be safe and succeed in an evolving world

Our Definition of bullying behaviour:

Tiverton High School uses the Department for Education Diana Award definition of bullying which describes bullying behaviour as:

a repetitive, negative behaviour that is intended to make others feel upset, uncomfortable or unsafe, where the relationship involves an imbalance of power.

There are three key elements to this definition:

- Repeated – Doing something more than once
- Intended – Doing something on purpose, not an accident.
- Negative behaviour – Doing something that makes someone feel upset, uncomfortable or unsafe.

Whilst one student or group starts displaying bullying behaviours towards another student or group of students, there are often other students present (bystanders) these may:

- Help the bully by joining in.
- Help the bully by watching, laughing or shouting encouragement.
- Remain uninvolved
- Help the victim by telling the bully to stop or seeking support from an adult.

Bullying behaviour can be:

- Physical bullying– pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal bullying- name calling, sarcasm, spreading rumours, threats, teasing, belittling, taunting, sexist language, shaming.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact of any kind, inappropriate touching, offensive comments of a sexual nature, coercive/controlling behaviour, unwanted pressure e.g. for a date or image, cat calling or making inappropriate noises, unwanted attention, e.g. staring, spreading rumours of a sexual nature and/or inappropriate gestures.
- Cyber bullying – using the internet, games, mobiles, social networking sites etc in a way that causes harm or upsets someone else.
- Racial bullying – deliberately unkind behaviour regarding someone’s culture, heritage, country of birth or nationality.
- Disability – any bullying behaviour where someone feels they are targeted for their disability, social educational need or medical needs.
- LGBTQ+ - any bullying behaviour where someone feels they are targeted for their sexuality and/or gender.

Bullying is not...

It is important to understand that bullying is not an odd occasional falling out with friends, occasional name calling, arguments or when the occasional ‘joke’ is played on someone. Children do sometimes fall out and say things because they are upset. When occasional problems of this kind arise, it is not classed as bullying. It is an important part of a child’s development to learn how to deal with friendship breakdowns or the odd name calling. Students need to learn how to deal with these situations and develop skills to repair relationships. However, when an incident is displaying bullying behaviour the school will use the process explained in this policy.

How to recognise if someone is being bullied.

Signs and symptoms of bullying (identified by the Anti-bullying Alliance), or Child on Child abuse.

- Is unwilling to go to school
- Is frightened of walking to and from school
- Doesn’t want to go on the school/public bus
- Begs to be driven to school
- Changes their usual routine
- Begins to truant
- Becomes withdrawn or anxious, or lacking in confidence.
- Attempts or threatens suicide or runs away
- Cries themselves to sleep or has nightmares
- Begins to do poorly in school work
- Has possessions which are damaged or go missing.
- Feels ill in the morning
- Comes home with clothes torn.
- Asks for money or starts stealing money.
- Is nerved and jumps when cyber message is received.
- Is frightened to say what is wrong
- Stops eating
- Is afraid to use the internet or mobile phone
- Has unexplained cuts or bruises
- Becomes aggressive, disruptive or unreasonable

- Demonstrates bullying behaviours towards other children or siblings.

What you should do if you experience, or see, bullying at Tiverton High School

- Do not accept it, tell someone as early as possible.
- Do not become a bystander, if you see it, report it. Do not tolerate poor behaviour towards other students and inform an adult immediately –this includes discriminatory and derogatory language to others.
- Report it to any member of staff or use the Report it button on the school's website.

School responsibilities:

Proactive approach to the prevention of 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)

Tiverton High School places 'belonging' at the heart of its practice and culture, with a strong ethos of respect amongst all members of the school community. The assembly calendar ensures that kindness, gratitude, and the way we treat others is a focus through the year. Our PSHE curriculum map includes work that proactively supports children as individuals to understand and celebrate difference, and teach equality, diversity and inclusion. We reinforce and actively promote British Values and the ethos of the school. We have zero-tolerance approach #It'sNotOK in all areas of child-on-child abuse. We have a group of anti-bullying ambassadors who support with our whole school approach.

Our culture of belonging and respect extends beyond the classroom to the corridors, the refectory, the playground, and beyond the school gates including travel to and from school. Values of respect for staff and other students, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment.

Our positive approach to anti-bullying involves close communications and collaborations with families, to ensure that they feel confident that the school will take any complaint about bullying seriously and resolve the issue in a way that protects the child. This also ensures that families in turn reinforce the value of good behaviour at home and supports any anti-bullying support plan around the child. All students understand the school's approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders.

Every bullying incident is different and because of this, the school uses a range of strategies in dealing with bullying issues. Students who have been bullied will be supported throughout and will be given opportunities to voice how they would like incidents to be resolved. This may involve restorative work and various other strategies to allow the student experiencing the bullying behaviours to be heard, reassured and pleased with the outcomes. All incidents will be thoroughly investigated in a fair and impartial manner, with appropriate follow up actions put in place, including communication with key staff and families.

A range of sanctions will be used as appropriate and in consultation with all parties concerned. These could include detentions, internal suspensions and in very serious cases fixed term suspension.

Roles and Responsibilities

Students	To behave in such a way that they do not cause offence, injury or emotional upset to other students. To refrain from homophobic, racist or sexist behaviours. To support other students in a responsible way by encouraging them to report bullying to staff. To report bullying if it is happening to them.
Teachers	To deal with any incidents of bullying behaviour within their classrooms using our classroom expectations (behaviour policy) To report incidents/concerns to Head of Year. To log on CPOMS all child-on-child incidents/abuse. To ensure students feel safe in their lessons.
Tutors	To monitor the well-being of members of their tutor group. To deal with issues of bullying in the first instance. To liaise with Heads of Year in cases of persistent bullying. To be the first line of communication with parents/carers in terms of student well-being. To encourage positive behaviour among members of their tutor group. To log any child on child incidents/abuse on CPOMS
Pastoral Support Team	To liaise with Tutors and Heads of Year in matters of well-being. To offer support to those who are experiencing bullying behaviours. To provide restorative justice if appropriate.
Heads of Year	To deal with persistent cases of bullying using our anti-bullying pathway To liaise with parents/carers and students. To determine appropriate actions and sanctions. To liaise with SLT in difficult cases. To involve other agencies if appropriate. To promote positive behaviour through assemblies. To log any records or actions on CPOMS
SLT	To monitor the implementation of the policy and ensure it is being followed. To liaise with external agencies where appropriate (and ensure appropriate support is being offered to students and sanctions applied consistently). To support Heads of Year, parents/carers and children in persistent cases. To remind students about positive behaviours through assemblies. To design, implement and then review surveys which seeks feedback on bullying behaviours and how it is dealt with. To monitor the Bullying Log, tracking trends and patterns and planning strategic next steps.
Parents/carers	To support the school in the implementation of the policy. To inform school of any concerns of bullying, whether involving their children or others.
Governors	To ensure the policy is being adhered to by reviewing at Governors' meetings. Conducting student feedback sessions.

All staff must ensure that if bullying is in the form of 'sexting/sharing of nudes/semi-nudes' or a student is at risk of harm, it must be reported to the Safeguarding Team immediately.

Responding to incidents of bullying:

Tiverton High School will deal with any allegation of bullying in a sensitive, timely and thorough way.

Support for the student experiencing bullying behaviour following an incident

Additional checks to ensure that other issues have not arisen during the following 2 weeks will be completed by the pastoral team. The student must ensure they speak to someone if the situation continues.

Consequences and support for the student displaying the bullying behaviour

Any consequences will be applied in accordance with the school's behaviour policy and will always take into account the severity of the incident. We also recognise some students will need additional support to help them recognise and change their behaviour. We aim to do this in the following ways:

- By talking about what happened, to discover why they became involved.
- By informing the parents/carers
- By continuing to work with the student in order to get rid of prejudiced attitudes.
- By taking disciplinary steps in line with the behaviour policy and anti-bullying policy.
- By speaking to the student about how they may be able to recompense the situation by apologising, whilst recognising that this might not always be achievable.

Ensure that all the relevant staff are kept fully informed of incidents involving their students.

Escalation process

To ensure a safe and respectful learning environment, the school uses a structured escalation process when a student continues to display bullying behaviours. While early intervention and education are always prioritised, repeated or persistent incidents require a formal response. This process ensures that concerns are taken seriously, support is provided, and appropriate sanctions and interventions are applied at each stage.

Stage 1 – ABW (Anti-Bullying Warning)

- Parents/carers are informed and an ABW meeting is held.
- Stage 2 sanction applied.
- Anti-bullying warning issued.
- BPRI (Behaviour & Personal Reflection Intervention) completed.
- Student added to the anti-bullying tracker.

Stage 2 – AB1

- Anti-bullying Letter 1 sent home.
- Head of Year meets with parents/carers.
- Stage 3 sanction applied.
- RETRACE intervention delivered.
- BPRI completed.

Stage 3 – AB2

- Anti-bullying Letter 2 sent home.
- Senior Leadership Team link meets with parents/carers.
- Stage 4–5 sanction applied.
- RETRACE intervention delivered.
- BPRI completed.

Stage 4 – AB3

- Anti-bullying Letter 3 sent home.
- Headteacher meets with parents/carers.
- Stage 5–6 sanction applied.
- External agencies involved where appropriate.
- BPRI completed.

ANTI-BULLYING REPORTING PATHWAY



Our definition: A repetitive, negative behaviour that is intended to make others feel upset, uncomfortable or unsafe, where the relationship involves an imbalance of power.

WE HAVE ZERO TOLERANCE OF BULLYING

You can report to your Tutor, Head of Year, any Pastoral Support Officers, Level 3 Safeguarding staff or trusted adult.
The staff member will listen and gather the information from you.

STUDENT WHO EXPERIENCES BULLYING

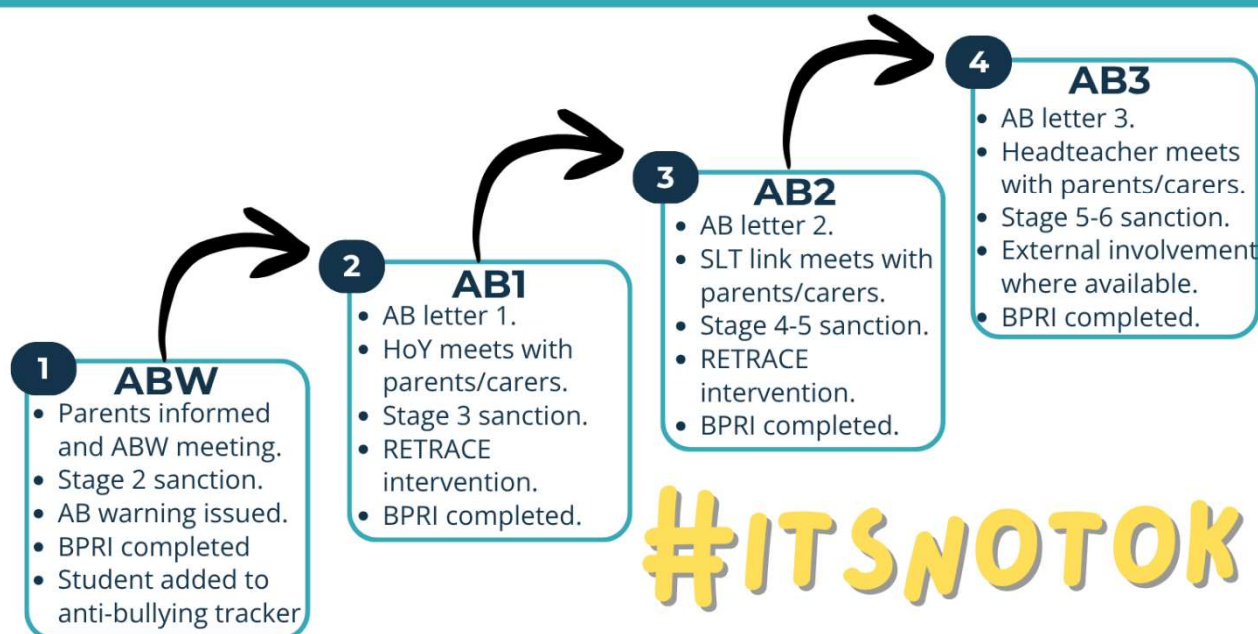
Appropriate intervention put in place.
Repair and restore meeting if appropriate.
Follow up check in.

STUDENT SHOWING BULLYING BEHAVIOUR

Appropriate sanction is agreed.
Anti-bullying contract signed.
Appropriate intervention if needed

Anti-bullying pathway outcomes shared with families, students and staff

ANTI-BULLYING ESCALATION PROCESS



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Prevention

There are a number of different ways we try to prevent bullying and raise awareness of acceptable behaviours at Tiverton high School, these include:

Whole School approaches:

- Personal development curriculum
- Enrichment days.
- Student anti bullying ambassadors
- Tutor time activities
- Assemblies
- Parent Forum events to support parents.
- Student Voice
- Students are encouraged not to be bystanders
- Adult modelling of positive relationships and communication
- Developing a restorative ethos and culture that supports the development of social and emotional skills.
- Restorative justice
- Referrals to school nurse/ wellbeing support/ other agencies
- Reports and behaviour contracts
- Involvement in Anti-Bully week every year.
- Student leadership – wellbeing and equality
- Tiverton High School Anti-Bully Policy
- Anonymous reporting button on the school website
- Classroom strategies: Curriculum Work – Discussion of Bullying during different curriculum subjects.
- Kindness and compassion are recognised and rewarded
- Clear behaviour policy that rewards positive behaviour.

Bullying behaviours outside school premises

Teachers have the power to discipline students for misbehaving outside the school premises “to such an extent as is reasonable”. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport or outside the local shops. Where bullying outside school is reported to school staff, it should be investigated and acted on. The school may involve the Police Community Support Officer (PCSO) assigned to the school if the behaviours are entirely out of school.

Helpful organisations

Anti-bullying Alliance	Anti-Bullying Alliance
NSPCC	Protecting children from bullying and cyberbullying NSPCC Learning
Childline	Bullying and advice on coping and making it stop Childline
DfE Documentation	Preventing bullying - GOV.UK (www.gov.uk)
DfE – No health without mental health	No Health Without Mental Health: a cross-government outcomes strategy - GOV.UK (www.gov.uk)
Kidscape	Resources and campaigns (kidscape.org.uk)