TBAC
The Learning Centre

Anti-Bullying Policy

Last Review Date September 2025
Next Review Date: September 2026

Aims and Objective

The aim is to ensure that every pupil receives the best education possible in a calm, controlled environment enabling self and mutual respect to develop.

Objectives are to make staff, parents and pupils aware of the procedure to be followed when incidents of bullying occur. Bullying is a whole Organisation issue; therefore, all members of the teaching and non-teaching staff have a responsibility to ensure that pupils are able to learn in a non- threatening environment.

TBAC recognises the needs of victims and their bullies. Cases will be handled with sensitivity and discretion.

Definition of BULLYING:

- When a person or a group deliberately intends to cause someone else to feel hurt, distressed, threatened or humiliated
- Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally

Types of Bullying are:- Physical e.g. hitting, kicking, pushing, taking belongings Verbal e.g. name calling, taunting, mocking, making offensive Comments Cyber e.g. inappropriate text messaging and emailing, sending offensive or degrading images by phone or via the internet Written e.g. producing offensive graffiti Social e.g. gossiping, excluding people from groups, spreading hurtful and untruthful rumours.

Specific types include bullying related to:

- Race, religion or culture
- special educational needs, ability or disability
- Age
- Gender
- Pregnancy or Maternity
- Appearance or health conditions
- Sexual orientation relating to pupils who are lesbian, gay, bi-sexual or transgender (homophobia and transphobia)
- Young carers or looked-after children or other issues related to home circumstances or be of a sexist or sexual nature. Ref - "Safe to Learn"- Embedding anti-bullying work in Academies" DCSF 2011 those who know that bullying is happening and do nothing about it are also responsible.

Key Facts

- Bullies can be from any background or ability groups in the Organisation
- National surveys indicate that half the pupils who bully had been bullied themselves
- Male bullies are twice more likely to be in trouble with the police than their peers

- Bullies can have distress in their own lives and use fighting and threatening behaviour as a way of coping
- some are heavily influenced by sub-cultures where bullying and abuse are the norm
- Some carry family feuds into the TBAC Centre and parents encourage their bullying as normal behaviour.

The Effects of Bullying:

- Anxiety and depression that can lead to intermittent and long-term absence from the Academy, physical illness or psychosomatic complaints
- Poor self-esteem which inhibits pupils from forming positive relationships, leads to feelings of worthlessness and betrayal, and causes some to lower their expectations and standards of work
- Withdrawal, which may lead to low participation in Academy and other activities, isolation or self-harm.

Principles:

- TBAC aims mean that any kind of harassment is not tolerated
- Pupils, parents and staff need to understand what is meant by bullying and to report incidents of it
- There are effective systems for pupils to report bullying that minimise the risk of making things worse
- All allegations of bullying are investigated and, if confirmed, they are acted upon, with clear procedures and sanctions specified and applied consistently
- To work actively to build good relationships throughout TBAC
- To help all pupils, irrespective of age, to understand that good relationships are central to a sense of well-being
- To ensure that the whole Organisation understands what bullying means and that it is deeply damaging to relationships
- To make it clear to all pupils that bullying is not tolerated
- To positively encourage all pupils to take responsibility for their behaviour and the consequences
- To minimise all forms of bullying

TBAC: Strategies to Minimise Bullying

- A strong ethos in TBAC which promotes tolerance and respect, including respect for difference and diversity
- Positive leadership from senior staff on how bullying is to be dealt with within the overall policy on attitudes and behaviour
- A clear policy statement about bullying which has input from staff, parents and pupils, which includes examples of how instances of bullying will be handled

- A planned approach in curriculum and tutorial programmes to the issue of bullying in a context which promotes self-esteem and confident relationships
- Pupils will be taught strategies to help them deal with bullying situations they may encounter
- Pupils will have class discussions about dealing with friendship/out of lessons issues
- Sessions in tutor time and PSHE allowing pupils to explore issues of equality, discrimination and oppressive behaviour
- Pupils being shown how to develop the skills, attitudes and knowledge to question behaviour that disadvantages individuals or groups
- Teachers using conflict of opinion and values to further the learning of pupils, developing in pupils an understanding that not all conflicts can be resolved to everyone's satisfaction
- Teachers encouraging pupils to listen and to empathise with others and to be appropriately assertive
- Pupils being taught about a wide spectrum of relationships and how they need to learn to develop them, with the main emphasis on how friendships grow and are sustained
- Peer support will be emphasised where pupils' listening, social skills and self-respect will be developed
- Regular training for all staff to raise and maintain awareness, to alert them to indicators which may suggest bullying, and to equip them with ways of responding to it
- Periodic consultation of pupils to find out what bullying occurs, when, where and by whom
- Confidential and varied means for alerting TBAC to current instances of bullying
- Efficient patrolling by staff of the TBAC site, especially toilets, and their presence outside the building at the beginning and end of the day and during breaks and lunchtimes.
- Supervised areas for those who feel threatened at break times
- The involvement of pupils in procedures dealing with instances of bullying through peer mediation and other schemes
- Prompt and thorough investigation of reported incidents, including contact with parents of victims and bullies in order to agree, if possible, a course of action
- Provision for follow-up with victims of bullying and the bullies themselves
- A system to record incidents of bullying so that analysis of patterns, whether of pupils involved, type, location or time, can inform policy and practice.

TBAC Response to Specific Allegations of Bullying Policy – steps to be taken by staff if an incident occurs:

1. Deal with the incident as appropriate at the time, with all serious incidents passed immediately to a member of the Senior Management Team (SMT) or any other appropriate pastoral staff.
2. Make a referral and forward it to the relevant staff member. Outline the incident and your concerns briefly and any action you may have taken.
3. Relevant staff should discuss the situation with the bully/victim and record further action taken with the original referral.
4. A copy of the form should be passed on to a member of the SMT who is then responsible for any further action to be taken and for ensuring the form is placed in the bully's personal file.
5. Identify a member of staff with whom the victim could talk openly.
6. Encourage the victim to co-operate fully in identifying the bullies as the best way of securing
   the victim's safety and that of others in the future.
7. Establish with the victim, as precisely as possible, what led to the events that have taken place and, where appropriate, what steps can reasonably be taken to avoid similar situations in the future.
8. Make it clear to the (possible) bully and victim that you are aware of what has happened and will be looking out for such incidents again in the future.
9. Explain that you will report the incident to the SMT.
10. Interview pupils individually where allegations of bullying are made about a group.
11. Ask individuals to make a written record of what was done or heard.
12. Bring the victim and the alleged bully or bullies together at certain points in the enquiry.
13. Make it clear that close supervision is to be maintained while the investigation continues and that any further attempt to intimidate the victim will result in immediate sanction.
14. Involve the parents of the alleged bully or bullies in the investigation to question their children about their role, if any. If in doubt staff should seek advice from a member of the SMT.

Working with Children who are Bullying

1. Be critical of the behaviour and ensure that the child understands how harmful their actions are.
2. 2. Offer opportunities to make amends and change behaviour.
3. Always involve the child's parent(s).

Identifying and Working with Victims

1. Previously extrovert pupils becoming withdrawn
2. Pupils being isolated and disengaged from the class, unwilling, for example, to participate in group work

3. Unusual patterns of non-attendance
4. Cuts, bruises and torn or dishevelled clothing, at the beginning or in the middle of the school day
5. Damage to books or other property
6. The unaccountable and possibly repeated loss of bags, books, equipment or dinner money
7. Provide protection, support and reassurance
8. Help them to develop self-confidence and self-esteem
9. Help them to develop a more effective range of skills to deal with any possible future bullying
10. Always involve the child's parents.

Bullying outside TBAC Premises. TBAC is not directly responsible for bullying off the site whilst outside of school hours. Where a pupil tells of bullying in TBAC premises, a range of steps can be taken, e.g. speak to the local police. TBAC has taken the decision to block all social networking sites.
Unfortunately, that doesn't stop issues arising at home and then spilling into the classroom. We encourage parents to consider disallowing these sites at home. With the rise in popularity and availability of mobile internet, many young people can access sites through their own internet connected devices. TBAC policy is that all mobile devices and tablets are handed in at the beginning of the day and returned to them at the end of the day. Staff respond quickly to resolve issues arising from exchanges where they impact on pupils' wellbeing. Parents are kept informed of any actions that staff need to take.

Maintaining and Improving Practice TBAC will:

- Maintain the momentum on action against bullying through initiatives to improve attitudes and behaviour in TBAC generally
- Regularly collect and analyse information on the incidence of bullying, taking full account of pupils' views
- Arrange systematic training for staff on managing behaviour, counselling pupils and working with parents in difficult situations
- Ensure that training to help teachers identify and deal with bullying tackles cases where bullying focuses on race and sexuality
- Check that follow-up action on confirmed allegations of bullying is appropriate in its range and is sustained
- Consider the use of positive peer pressure, the involvement of pupils in befriending and mentoring schemes, and the support of outside agencies
- Use other professionals to work alongside teachers, pupils and parents in overcoming the extreme effects of bullying.