



THE  
**TURING**  
SCHOOL

Swale  
ACADEMIES  
TRUST

## Anti-Bullying Policy

### Equalities Statement

In our Trust we work to ensure that there is equality of opportunity for all members of our community who hold a range of protected characteristics as defined by the Equality Act 2010, as well as having regard to other factors which have the potential to cause inequality, such as socio-economic factors. For further information, please see our Equalities Policy.

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## 1. Linked Policies and Guidance Documents

This policy links with several School policies, Practices and action plans including:

- [TTS Behaviour Policy](#)
- [Child Protection Policy](#)
- Curriculum Policies - [Relationship and Sex Education Policy](#)

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but not limited to):

- East Sussex Policy and Protocol - [Anti-Social behaviour, bullying and hate reporting](#)
- [The Education and Inspection Act 2006, 2011](#)
- [The Equality Act 2010](#)
- [The Children Act 1989](#)
- [Protection from Harassment Act 1997](#)
- [The Malicious Communications Act 1988](#)
- [Public Order Act 1986](#)
- [Preventing and Tackling Bullying July 2017](#)
- [Bullying at School - The Law](#)

## 2. Position and Values

This protocol will help staff to achieve the vision of the school.

It is the responsibility of the school to provide an environment where every child can feel:

- safe
- healthy
- able to enjoy and achieve
- able to contribute to future economic well being
- able to make a positive contribution to the school community

To protect the rights of all children to have a safe and secure learning environment, The Turing School will continuously work towards preventing acts of bullying, harassment, and other forms of aggression and violence as these behaviours are unacceptable and interfere with both our school's ability to educate children and a child's ability to learn. If such a case arises, the staff at The Turing School will follow the anti bullying guidelines laid out in this policy. This will enable staff to:

- Identify children displaying unacceptable behaviour and know how to support them in order that they develop the necessary skills to participate in the school community effectively and positively
- Keep all other children safe, happy and support them to develop their confidence

### 3. Clarification of Terms

#### Definition of Bullying Behaviour

We acknowledge that both friendship problems and bullying behaviour can be upsetting and unpleasant but it is important to distinguish between the two, as the responses to friendship problems will be different to the strategies used to address bullying behaviour.

Friendship problems may be an occasional incident where both children disagree and find it difficult to resolve the disagreement without adult help. It is unlikely to be repeated behaviour and may even be accidental, where both children make an effort to resolve the problem. However, we recognise that repeated friendship problems can sometimes lead to bullying behaviour. At The Turing School, through the PSHE curriculum and promoting positive attitudes about each other, and ourselves we want children to become part of the shared value of friendship, trust and worth.

Bullying behaviour is defined as “The repetitive and/or intentional hurting of one person by another(s), where the relationship involves an imbalance of power.” (Anti-bullying Alliance 2011). Essentially, it is someone who deliberately sets out to hurt another person on more than one occasion. All children have upsets and disputes; these are not classed as bullying and are dealt with through the school’s positive behaviour policy. The policy will refer to ‘the person bullying’ and ‘the person being bullied’ rather than ‘bully’ and ‘victim’, both of which can be defined as negative labelling.

#### Definition of cyber-bullying

Cyber-bullying is the use of technology such as mobile phones, email, chat rooms or social media sites such as *Facebook* and *SnapChat* to harass, threaten, embarrass, intimidate or target a child. Unlike physical bullying, cyber bullying can often be difficult to track as the cyber-bully (the person responsible for the acts of cyber- bullying) can remain anonymous when threatening others online which encourages them to behave more aggressively than they might face-to-face.

#### Types of bullying

Bullying can take many forms:

- **Physical** bullying (hitting, punching, finger jabbing, any inappropriate touching, pinching, jostling, breaking or taking property).
- **Verbal** bullying (name calling, put downs, threats, teasing, ridiculing, belittling, name calling, excessive criticism or sarcasm).
- **Indirect** bullying (rumours or stories, exclusion from a group, shunning, invading privacy, graffiti designed to embarrass, withholding friendship or affection).
- **Cyber** bullying malicious phone calls, text messages or emails/chat rooms, use of social media platforms
- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to

home circumstances

- Bullying related to physical/mental health conditions
- Emotional bullying
- Sexual bullying
- Prejudicial bullying (against people/students with protected characteristics):
- Bullying related to race, religion, faith and belief and for those without faith
- Bullying related to ethnicity, nationality or culture
- Bullying related to Special Educational Needs or Disability (SEND)
- Bullying related to sexual orientation (homophobic/biphobic bullying)
- Gender based bullying, including transphobic bullying
- Bullying against teenage parents (pregnancy and maternity under the Equality Act)

Some bullying is carried out because a child is deemed to belong to a certain group. This has been labelled 'prejudice based bullying', and includes homophobic bullying, racist bullying, sexual or gender bullying, and bullying of children with learning or other disabilities.

### Types of cyber-bullying:

- **Flaming:** Online fights usually through emails, instant messaging or chat rooms where angry and rude comments are exchanged.
- **Denigration:** Putting mean online messages through email, instant messaging, chat rooms, or websites set up to make fun of someone.
- **Exclusion:** Intentionally leaving someone out of a group such as instant messaging, friend sites, or other online group activities.
- **Outing:** Sharing secrets about someone online including private information, pictures, and videos.

### Potential reasons for Bullying

- They are fearful of other children's differences.
- They are jealous of another child.
- They are unhappy.
- They are copying what they have seen others do before, or what has been done to them.

### The effects of bullying

All forms of bullying cause psychological, emotional and physical stress. Each child's response to being bullied is unique, however some signs that may point to a bullying problem are:

- depression and anxiety
- Increased feelings of sadness, helplessness, decreased self-esteem and a loneliness
- loss of interest in activities they use to enjoy
- unexplained injuries
- lost or destroyed clothing, books, electronics, or jewellery
- frequent headaches or stomach aches, feeling sick or faking illness

- changes in eating habits, like suddenly skipping meals or binge eating. Children may come home from school hungry because they did not eat lunch
- difficult sleeping or frequent nightmares
- decline grades, loss of interest in schoolwork or not wanting to go to school
- sudden loss of friends or avoidance of social situations
- self-destructive behaviour such as running away from home, harming themselves, or talking about suicide

#### 4. Roles and responsibilities

The Education Act 2002, Education and Inspections Act and Equalities Act 2006 all make reference to a school's legal responsibility to prevent and tackle bullying. By law, all state schools must have a behaviour policy in place and displayed on their website and must also follow anti-discrimination law. This means staff must act to prevent discrimination, harassment and victimisation within the school. Additionally, The Turing School has developed this Anti-Bullying Policy; a copy of which is available from the school office and on the school website for parents, staff and pupils to access when and as they wish.

Schools have the legal power to make sure pupils behave and do not bully outside of school premises, for example on public transport or in nearby public communal areas. If seen as appropriate the Headteacher or staff can choose to report bullying to the police or local council. During school hours, including while pupils are taking part in school visits and after school clubs, the school has direct responsibility to ensure children feel safe and secure.

##### **The role of Governors**

The governing body supports the Headteacher in all attempts to eliminate bullying from the school. The governing body will not condone any bullying and all incidents of bullying that do occur will be taken very seriously and dealt with appropriately.

The governing body monitors incidents of bullying that do occur and reviews the effectiveness of this policy regularly. The governors require the Headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of the school's anti-bullying strategies.

A parent/carer who is dissatisfied with the way the school has dealt with a bullying incident can make a formal written complaint to the Headteacher. If still not satisfied, the complaint may be escalated to the chair of governors. The complaint will be dealt with in accordance with the Swale complaints policy which can be accessed from the school's website.

##### **The role of the Headteacher**

It is the responsibility of the Headteacher to implement the school's anti-bullying strategy, to ensure that all stakeholders are aware of the school policy and that they know how to identify and deal with incidents of bullying. The headteacher will report to the governing body about the effectiveness of this policy on request.

It is the Headteacher who must ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in school. The Headteacher will draw the attention of children to this fact at suitable moments. For example, the Headteacher may decide to use an assembly as the forum in which to discuss with the children why bullying is wrong. The Headteacher will ensure that all members of staff receive sufficient training to be equipped to identify and deal with all incidents of bullying. The leadership team will set

the school climate of mutual support and praise for success, making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

### **The role of the staff**

Members of staff will do all that they can to eradicate bullying; they will ensure that they follow this protocol;

Staff will use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They will use assemblies, themed weeks and BASE (tutor time) within the curriculum to help pupils understand the feelings of bullied children and to practise the restraint required to avoid lapsing into bullying behaviour. Ring fenced time will also be used to praise, reward and celebrate the successes of all children, and thus to help create a positive atmosphere.

Members of staff will keep a vigilant watch on suspected 'person(s) bullying;' any incidents will be handled carefully. It is important that the child responsible for initiating the bullying is dealt with appropriately. If an allegation of bullying has been made against a pupil or a member of staff has observed bullying behaviour, they need to report the incident to Luke Honeybourne - Deputy Headteacher for Behaviour. The incident will then be investigated and all the relevant information will be collected, to inform an appropriate sanction, if any.

All cases are individual and various strategies will be employed by the senior leadership team to address the issue, taking children's needs into account. Teachers and support staff will do all they can to support a child who is being bullied.

### **The role of parents/carers**

Parents/carers, who are concerned that their child might be being bullied or who suspect that their child may be the perpetrator of bullying, should contact their child's BASE Mentor immediately. If they are not satisfied with the action taken they should contact the Head of Year. If they remain dissatisfied, they should raise their concern with the Deputy Head for Behaviour. If the matter remains unresolved, a formal written complaint should be made to the Headteacher. The school's complaints policy should be followed thereafter.

Parents/carers have a responsibility to support the school's anti bullying policy by actively encouraging their child to be a positive member of the school and this expectation of support is outlined in the home/school agreement.

### **The role of pupils**

Pupils are encouraged to tell somebody they trust if they are being bullied and if the bullying continues they must share this information again. The children are taught a number of strategies to help them with this, such as *Reach out* (to a trusted adult), *Report* (the incident), *Return* (if it continues). Pupils are also encouraged to participate fully in activities that raise their awareness about bullying in order that they clearly understand what to do if they, or another child, are being bullied.

## 5. Cyber Bullying

The Turing School has a separate policy relating to online safety, which addresses the use of mobile technology, social media, appropriate online activity, security, and access and monitoring procedures in place. Themes surrounding online safety are explained and discussed with pupils during assemblies, tutor time, Sphere and computing lessons.

## 6. Reporting, sanctions and monitoring

### How to report bullying

1. Parents /carers should contact the relevant BASE mentor/ tutor via email in the first instance. Students can report incidents to their BASE mentor/ tutor, where a statement form will be completed.
2. The Headteacher has overall day-to-day responsibility for dealing with reported incidents and will investigate or delegate to a member of the senior leadership team for investigation.
3. Alternatively any member of staff can be approached to report incidents of bullying, and they in turn will report to a senior leader.

### Procedures

The following steps must be taken when dealing with incidents of bullying.

1. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached, or who suspects/observed the bullying.
2. A clear account of the incident will be recorded in writing either by the victim or the member of staff recording the victim's verbal statement.
3. The Deputy Head for Behaviour (Luke Honeybourne) must be informed during the Behaviour Panel which will trigger entry into the school's bullying allegation log. The alleged person being bullied, the person bullying and type of bullying will be recorded.
4. The bullying log will be viewed in conjunction with the child protection records held by the school as some bullying behaviour may be an indicator of a wider safeguarding issue.
5. A formal investigation into the bullying allegation will take place. An allocated member of the school's senior leadership or pastoral team will interview all concerned and will record the incident. Observations in lessons and during unstructured times may also take place.
6. Teachers and support staff will be kept informed and asked to monitor the situation; reporting their findings.
7. Once the investigation is concluded, parents/carers will be invited to a meeting to discuss investigation outcomes. They will discuss whether there is evidence to confirm it is a bullying incident.

### If bullying is not confirmed:

If the allegation of bullying is not confirmed, the incident will be recorded as 'resolved.' The pastoral or Year team will meet with the child on a regular basis to ensure that no further intervention is required. Should further allegations arise or the parent/child is dissatisfied with the outcome, the school will ask an external person from another Swale school in order to inform an objective second opinion.

### **If bullying is confirmed:**

If the allegation of bullying is confirmed, the parent/carer of the child that is bullying will be immediately informed. This behaviour will be recorded on the school's information management system.

- A range of sanctions will be used as appropriate and in consultation with all parties concerned. These sanctions could include: verbal or written warnings, restrictions of break and lunchtime activities, Isolation, fixed term suspensions and in the event of persistent bullying, permanent exclusion. Where appropriate the school may inform the police.
- In-school support and intervention for the bully and person being bullied will be provided by a member of the school's pastoral or inclusion team.
- Should bullying behaviour continue despite in-school support and intervention, external intervention will be put in place, e.g. a referral to SPOA will be made.

There will be an audit and analysis of all incident logs each term to monitor for patterns and trends. This school has set procedures to follow in implementing sanctions where a bullying incident has occurred. As described above, sanctions are applied which are proportionate to the event and it is expected that parents/carers support the school in this decision. Where all intervention has been exhausted, or for a particularly serious case that has resulted in a suspension, governors will examine the evidence to ensure that a wide range of strategies had been implemented to affect a positive change in the bullying behaviour.

### **Monitoring, evaluation and review**

1. Governors, the Headteacher and relevant staff will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.
2. A pupil voice will review the effectiveness of the policy throughout the year and the information gathered will be given to the senior leadership team for their consideration.
3. A pupil questionnaire will be given to the children every year. The data will be considered in the annual policy review and reported to governors.
4. A record of all such incidents will be kept on the assigned logs and also on the children's files.
5. The numbers of incidents will be reported to governors upon request.
6. Bullying data will be analysed to reflect and redesign further strategies to improve procedures.
7. The Assistant Headteacher for Behaviour and the DSL will monitor bullying incidents in relation to the school's child protection child records to determine if

any incidents of bullying may indicate a wider safeguarding issue.

## 8. Strategies to reduce bullying

The Turing School has adopted a range of strategies to prevent and reduce bullying, to raise awareness of bullying and support victims and those displaying bullying behaviour, including:

- the consistent promotion of the school's vision, values and code of behaviour.
- the reinforcement of the clear message that bullying and harassment will not be tolerated at The Turing School.
- consultation with the pupil and parent voice.
- participation in initiatives such as Anti-Bullying Week.
- training for all members of staff for anti-bullying policy.
- consistent supervision by school staff of the site during transition and unstructured periods of the day.
- providing information to all parents/carers to recognise indicators of bullying and the steps to take if they suspect their child is being bullied.
- the celebration of all student's backgrounds and cultures through assemblies.
- the training of anti-bullying ambassadors.
- assemblies and PSHE lessons to discuss and explore bullying and friendship issues.
- training the awareness of cyber bullying and teaching the children to safely use technology.
- all websites accessed in school are screened. This software screens the language used in all documents, emails and websites. Inappropriate activity is reported via the Smoothwall system to the safeguarding team. Action will be taken and recorded.
- effective recording systems to identify any patterns and trends.
- work with multi-agency teams including police and children's services as appropriate.
- contact the parents/carers of both the child being bullied and the person demonstrating the bullying behaviour.
- challenge all verbal abuse or derogatory language, including homophobic or racist comments.

## 9. Useful websites

- a. [www.bullying.co.uk](http://www.bullying.co.uk)

- b. [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- c. [www.childline.org.uk](http://www.childline.org.uk)
- d. [www.kidscape.org.uk](http://www.kidscape.org.uk)
- e. [www.each.education](http://www.each.education)
- f. [www.youngminds.org.uk](http://www.youngminds.org.uk)
- g. [www.youngstonewall.org.uk](http://www.youngstonewall.org.uk)
- h. [www.nspcc.org.uk](http://www.nspcc.org.uk)
- i. [www.stoptextbully.com](http://www.stoptextbully.com)
- j. [www.beyondbullying.com](http://www.beyondbullying.com)
- k. [www.childnet-int.org](http://www.childnet-int.org)
- l. [www.cyberbullying.org](http://www.cyberbullying.org)
- m. [www.chatdanger.com](http://www.chatdanger.com)
- n. [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

**Appendix 1: bullying incident reporting form**  
(parent/carers or pupil making the allegation to complete)

Please complete the form and hand it to the school office or a member of the senior leadership/pastoral team

[Electronic Form](#)

<b>Name:</b>	
<b>Date of Incident:</b>	
<b>Incident form completed by:</b>	

- **Where did it happen?**
  
- **Who was involved?**
  
- **What happened?**
  
- **Do you think anyone else saw or heard it?**
  
- **Has anything like this happened before?**
  
- **If it has, were the same people involved?**
  
- **What do you want to happen now?**
  
- **Is there someone in school that you feel comfortable to talk to and to be supported by?**

## Appendix 2: bullying investigation reporting form

**Bullying Investigation Form**

<b>Name alleged victim:</b>	
<b>Date of Incident:</b>	
<b>Tutor:</b>	
<b>Report written by:</b>	

**Is the alleged victim vulnerable?**

<b>SEND</b>	<b>Pupil Premium</b>	<b>Ethnic Minority</b>	<b>EAL</b>
<b>LAC</b>	<b>Child Protection Reg.</b>	<b>Traveller Child</b>	<b>More Able</b>
<b>Other:</b>			

<b>Name of alleged instigator:</b>	
<b>Date of Incident:</b>	
<b>Tutor:</b>	

**Is the alleged instigator vulnerable?**

<b>SEND</b>	<b>Pupil Premium</b>	<b>Ethnic Minority</b>	<b>EAL</b>
<b>LAC</b>	<b>Child Protection Reg.</b>	<b>Traveller Child</b>	<b>More Able</b>
<b>Other:</b>			

- **Who was involved?**
- **Where did it happen?**
- **What happened?**
- **Do you think anyone else saw or heard it?**
- **Has anything like this happened before?**

- If it has, were the same people involved?
- What would you like to happen now?
- Is there someone in school that you feel comfortable to talk to and to be supported by?

### Investigation checklist

Checked for other known incidents involving the same pupils	
Individual discussion with those involved	
Group discussion with those involved	
Notified class teacher	
Notified parent(s) / carer(s) or relevant contact person	
Medical treatment	
Police involvement	
Report to governors	
Support from specific staff	
Referral to other agencies:	
Sanction:	

**Investigation outcomes:**

**D Incident was bullying (all 3 amber warnings confirmed)**

- D Hurt has been deliberately/knowingly caused (physically or emotionally)
- D It is a repeated incident or experiences e.g. multiple incidents, cyberbullying or the involvement of a group
- D Involves an imbalance of power: target feels s/he cannot defend her/himself, or perpetrator/s exploiting their power (size, age, popularity, coolness, abusive language, labelling/name calling, etc.)

**D Incident was not bullying on this occasion because it was:**

- D the first hurtful incident between these children
- D teasing/banter between friends without intention to cause hurt (should not happen again)
- D a falling out between friends after a quarrel, disagreement or misunderstanding
- D conflict that got out of hand (should not happen again)
- D a single act of telling a joke about someone
- D expression of unpleasant thoughts or feelings regarding others
- D not liking someone
- D accidentally bumping into someone
- D making other children play things a certain way
- D isolated acts of harassment, aggressive behaviour, intimidation or meanness
- D activities that all parties have consented to and enjoyed  
(check for subtle coercion)

**If incident was bullying:**

Type of bullying behaviour (tick relevant boxes)

<p><b>Physical</b> e.g. Hitting, punching, finger jabbing, inappropriate touching, pinching, jostling, breaking or taking property</p>		<p><b>Cyber-bullying</b> Sending nasty phone calls, text messages or emails/chat rooms.</p>	
<p><b>Verbal</b> Name calling, put downs, threats, teasing, ridiculing, belittling, name calling, excessive criticism or sarcasm</p>		<p><b>Indirect</b> Rumours or stories, exclusion from a group, shunning, invading privacy, graffiti designed to embarrass, withholding friendship or affection)</p>	
<p><b>Other (specify):</b></p>			

TYPE OF BULLYING:	Tick
Bullying related to physical appearance	
Bullying of young carers, children in care or otherwise related to home circumstances	
Bullying related to physical/mental health conditions	
Physical bullying	
Sexual bullying	
Bullying via technology, known as online or cyberbullying	
Prejudicial bullying (against people/students with protected characteristics):	
Bullying related to race, religion, faith and belief and for those without faith	
Bullying related to ethnicity, nationality or culture	
Bullying related to Special Educational Needs or Disability (SEND)	
Bullying related to sexual orientation (homophobic/biphobic bullying)	
Gender based bullying, including transphobic bullying	
Bullying against teenage parents (pregnancy and maternity under the Equality Act)	

**Circle cyber bullying type (if applicable):**

<p><b>Flaming</b> On-line fights usually through emails, instant messaging or chat rooms where angry and rude comments are exchanged.</p>	<p><b>Denigration</b> Putting mean online messages through email, instant messaging, chat rooms or websites set up to make fun of someone.</p>	<p><b>Exclusion</b> Intentionally leaving someone out of a group such as instant messaging, friend sites, or other online group activities.</p>	<p><b>Outing</b> Sharing secrets about someone including private information, pictures and videos.</p>
<p><b>Trickery</b> Tricking someone into revealing personal information then sharing it with others.</p>	<p><b>Impersonation</b> Pretending to be someone else when sending or posting mean or false messages online.</p>	<p><b>Harassment</b> Repeatedly sending malicious messages to someone online.</p>	<p><b>Cyber Stalking</b> Continuously harassing and denigration including threats of physical harm.</p>

**Where the behaviour is regarded as identity-based bullying, please indicate the relevant category:**

Homophobic	Disability/ SEN related	Racist	Faith	Derogatory Language Used	Other

