

POLICY NAME: Anti Bullying Policy

APPROVAL BODY: Local Governing Body

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Introduction

The policy outlines the following:

- Guidance from the Department for Education
- Our values and behaviours
- How we prevent bullying
- How we respond to incidents of bullying.
- Examples of what constitutes bullying behaviours
- Responsibilities and expectations of staff and students
- Responsibilities of parents supporting children
- Procedure and practice in responding to incidents and how records are kept.
- Appendices

The policy has been written in conjunction with the Department for Education Preventing and Tackling Bullying Advice, July 2017. The policy will be reviewed every three years or earlier if for example, there is a significant increase in bullying or change in personnel.

Guidance from the Department for Education

Impact of bullying

Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood. By effectively preventing and tackling bullying, schools can help to create safe, disciplined environments where students are able to learn and fulfil their potential.

What is bullying?

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.

Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online. Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating.

Our Values and Behaviours

We aim for our Behaviour Policy to provide guidance to students, parents and staff. A successful behaviour policy requires the commitment and **consistency of practice of all staff** to ensure that students know the standards expected of them. It requires parents to work in partnership with the school so that **all members of the school** are expected to help maintain an atmosphere conducive to creating a world class learning experience, with courtesy, good manners and mutual respect as basic requirements. Learners should be treated fairly and consistently in line with our shared values and the learning behaviours we want to develop through our curriculum.

Bullying of any kind is unacceptable and will not be tolerated at our school. The safety, welfare and well-being of all students and staff is a key priority. At Kingsway Park High School, we take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination.

We believe children and young people should never experience abuse of any kind.

We actively promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our students to become socially responsible citizens and to prepare them for adult life. The values promoted reflect those that will be expected of our students by society when they leave school and enter the world of work or further study.

We are committed to improving our school's approach to tackling bullying by regularly monitoring, reviewing and assessing the impact of our preventative measures.

Safeguarding is our only non-negotiable in school. Bullying could create an impairment in a child's mental health and wellbeing and therefore would mean we are not safeguarding young people. However, the issues are often complex because bullying happens in all societies, at all levels. Therefore, it is important that we make our students knowledgeable about bullying and provide strategies that enable them to be a positive bystander where they see an imbalance of power.

Bullying is a source of anxiety for parents and children and it is important that we work with parents to ensure we have all the information that will help us to resolve issues at the earliest opportunity. We also need to work together to ensure that young people are able to be confident in who they are. Sometimes there is conflict between students or groups of students which individuals and families may believe is bullying. We aim to look at all aspects of incidents at the earliest opportunity and intervene appropriately through conflict resolution. Where this continues, we will make a decision to instigate the bullying procedures in this policy.

Articles of Human Rights

Article 1 – All human beings are born free and equal in dignity and rights.

Article 2 – that everyone in our community is entitled to this policy without distinction of any kind. Article 3 – we all have the right to live, and to live in freedom and safety

Article 26 – everyone has the right to education. We should be able to learn a career or continue our studies as far as we wish. We should be able to develop all our talents and be taught to respect human rights and to get on with others, whatever their race, religion, gender, sexuality or the country they come from.

How we prevent bullying

Safeguarding the environment

The two most important things we can do to prevent bullying is to:

- make sure our classrooms and our school environment are safe
- create a culture where students feel they have a trusted adult who they can talk to and that they are listened to.

In terms of our classrooms and our school environment, this is the most important part of Safeguarding and creating an environment where bullying doesn't take place.

1. Our classrooms should be managed so that they are free from disruption and where all students are given equal opportunity to speak without fear of ridicule or embarrassment. This is where good behaviour management is key and where the *behaviour management advice in our Behaviour Policy outlines the responsibilities for all staff within the school, alongside practical guidance for managing a classroom.*
2. The environment of the school should have highly visible senior staff and pastoral team. On duty we should be alert and not stand around talking to each other. We should be conscious of changes in student behaviour when they are in groups and be sensitive/conscious to any changes in body language and/or attitudes with groups of students. The school should be covered so that staff are everywhere with orange jackets used for staff on duty. All staff should be on the corridors between lessons, meeting and greeting and ensuring students move along in a timely manner.
3. We believe forming partnerships and positive relationships are key to safeguarding our students. This applies to our interactions with students, families and staff. We should create a sense of family in our tutor groups and know that every member of staff is there for the children, first and foremost. We should make sure we listen and are open to when children come to speak to us. We must listen and take on board what they say and not dismiss if a child is upset. Staff must take the time to speak to families in a respectful way and tutors should engage with home regularly to build relationships.
4. Above all, we should **notice**. We should **notice** the child who is by themselves, the child whose behaviour changes, who appears to fall out with their friends and we should notice the language that is used between children as part of our work to be an anti-racist, anti-sexist, anti-homophobic/transphobic, anti-disablist beacon of good practice.

Curriculum

We use a range of measures to prevent and tackle bullying including:

- A student-friendly anti-bullying policy ensures all students understand and uphold the anti-bullying policy.
- The VISION programme of study includes opportunities for students to understand about different types of bullying and what they can do to respond and prevent bullying.
- Tutor time provides regular opportunities to discuss issues that may arise in class and for form tutors to target specific interventions.
- Whole-school and year group assemblies help raise students' awareness of bullying and derogatory language.
- Difference and diversity are celebrated across the school through diverse displays, books and images. The whole school participates in events including Anti-bullying week, Black History Month and LGBT History Month.
- The British values of mutual respect and tolerance are embedded across the curriculum to ensure that it is as inclusive as possible.
- Stereotypes are challenged by staff and students across the school.
- Restorative justice programmes provide support to targets of bullying and those who show bullying behaviour.
- Students are continually involved in developing school-wide anti-bullying initiatives through consultation with anti-bullying committee, student voice and through the anti-bullying survey.
- Working with parents and carers, and in partnership with community organisations, to tackle bullying where appropriate.

Protected characteristics and The Equality Act

We have a legal duty to ensure that we ensure that the Protected Characteristics and The Equality Act are enacted in school. We know that for many children who are LGBTQ+ or have additional needs that they are at increased risk of bullying. Within school we are:

- embedding an anti-racist approach.
- tackling gender-based violence.
- addressing harmful sexual behaviours.
- addressing derogatory language.
- addressing homophobia, biphobia, and transphobia.

How we respond to bullying

The way we respond to bullying incidents are vital. It is not always easy to identify bullying and the following guidance may be helpful:

- If you notice that something is different with a child, share your concerns with form tutor, Head of Year, SLT or via CPOMS. Never keep it to yourself. There may be wider, historical issues that you may not be aware of.
- Listen to what the child is telling you and take the time to really listen and not be quick to dismiss or rush the meeting.
- Remember the perceptions of the victim are important, their feelings and interpretation. Remember as well that for students with Additional Needs, their perceptions may become focused on a specific issue, or they may struggle to articulate and communicate or remember specific incidents. For students with Additional Needs, we have a number of highly experienced HLTAs and TAs, who can help the student articulate through social stories or other targeted interventions. Similarly, for those who are new to English, we have a number of multi-linguists in school who can support and support with families.
- Remember those who are being bullied are not in a position to stop the process and it is up to those adults working with young people to notice, to recognise and to respond.
- Remember it is the effect that is the key determining factor in how the child feels – not the action.
- For those staff who are investigating incidents, try and find out if it is persistent and has the intent to hurt or upset the victim. Remember it is not just physical, emotional and psychological bullying can have equally long lasting effects.

The effect of bullying can seriously damage children and young people's confidence and sense of self-worth, and they will often feel that they are at fault in some way. It can lead to serious and prolonged emotional damage for an individual. Equally, those who demonstrate bullying behaviour and those who witness the bullying can also experience emotional harm, and the impact on parents and staff can be significant.

Bullying can happen to all children and young people and it can affect their social, mental and emotional health. We have to be alert to the effect any form of bullying can have and being especially alert to where it may have a severe impact. There is evidence to suggest that students that are badly bullied in school are more likely to be bullied out of school, for instance either on their way to or from school or through cyberbullying.

Some students are more likely to be the target of bullying because of the attitudes and behaviours some young people have towards those who are different from themselves. Our work on the curriculum and our practice aims to foster a harmonious, safe and inclusive environment.

For children with special educational needs or disabilities, those who are adopted, those who are suffering from a health problem or those with caring responsibilities may be more likely to experience bullying because of difference. Children in care that are frequently on the move may also be vulnerable because they are always the newcomer. Similarly, children who have fled conflict and are seeking asylum, or unaccompanied minors may experience bullying and their trauma may mean they are hyper-vigilant and/or

not trusting of those in authority. These young people are often the same young people who might need greater support to deal with the impact of bullying. There will also be a range of other local or individual factors that result in some children being more vulnerable to bullying and its impact than others. Being aware of this and being trauma informed will help schools to develop strategies to prevent bullying from happening. It will also help schools be alert to those children who may be severely affected when it does occur. The impact of bullying can be severe because of the nature and extent of the bullying or because it is combined with other factors such as those mentioned above that also affect the social, mental and emotional health of the student.

Examples of what constitutes bullying behaviours

Bullying can take many forms including:

- Physical – kicking and shoving, injuring the target or damaging their belongings
- Intimidation – including threatening behaviours or taking the possessions of the target
- Verbal – taunts and name-calling, insults, threats or humiliation.
- Emotional – behaviour intended to isolate, hurt or humiliate someone.
- Indirect – sly and underhand, behind the target's back, rumour spreading.
- Cyber – using any form of electronic means, mobile phones, social networks, gaming, chat rooms, forums or apps.

Bullying can be driven by prejudice or fear of difference. It can be linked to

- Race, religion or culture
- Gender
- Sexual orientation
- Disability or special needs
- Long term illness
- Appearance
- Family arrangements
- Poverty
- Any protected characteristic within the Equality Act 2010.

Cyber bullying can be particularly pernicious as it can be an invasion of home and space and can take place 24 hours a day. The scope of the audience can encourage behaviours that do not take place in person. It can range from passing on rumours about someone online, taking a photograph of someone without their consent and using it online to ridicule and hurt an individual, setting up an account in somebody else's name to defame them.

There is also an added issue of online sexual harassment. This can be non-consensual sharing of intimate images and videos; exploitation, coercion and threats which means children are coerced into participating in sexual behaviour online or blackmailed with sexual content; targeting and systematically excluding children from a community with the use of sexual content that humiliates, upsets or discriminates against them; unwanted sexualisation such as unwelcome sexual requests, comment or content. These are always dealt with by our Safeguarding Team addressing Harmful Sexual Behaviour. **Staff must never check the phone of a student if there is believed to be content of a harmful sexual nature. Staff must take advice from the Safeguarding Team in school.**

Responsibilities and expectations of staff, students and parents

The Behaviour Policy *outlines the expectations of all staff and students in school.*

In relation to bullying, **all staff** should notice and share concerns immediately. Every allegation of bullying from whatever source should be taken seriously and acted upon and passed to the form tutor, Head of Year, SLT or CPOMS.

Form Tutors can be the first point of contact and can take statements which are signed and dated. This **must** be passed to Heads of Year to further investigate.

Heads of Year should:

- Investigate all reported incidents.
- Record all incidents, include the names of the perpetrator and the target and record on Classcharts.
- Contact both sets of parents.
- Apply an appropriate sanction ranging from discussing behaviour to time in Reflect.
- Decide if a conflict resolution or restorative justice should take place.
- There may be times whereby a one off incident can be severe enough to warrant a suspension. Discuss with PBU and LPO and submit a suspension consideration form as per the suspension policy.
- Heads of Year should notify PBU if the incident is repeated.

Pastoral Lead should:

- Work with the Head of Year if an incident is repeated to initiate the anti-bullying procedure. This involves a meeting with both sets of parents in school. A monitoring form for the 'target' of the bullying with regular follow ups; a monitoring form for the perpetrator.
- In certain cases, for a one-off incident, it may be worthwhile instigating the anti-bullying procedures and PBU should discuss this with LPO.

Senior Leaders should:

- All be fully aware of the anti-bullying procedures and policy and support the pastoral team in specific cases.
- Be aware of patterns of bullying.
- Review risk assessments where appropriate.

The Headteacher should:

- Be notified of all incidents of gender based violence (including language), racism, homophobia, biphobia, transphobia, disablist language at the point they occur. This should be done by the Head of Year/Pastoral Lead. This keeps the group focused and means that the people who are dealing with it are dealing with it.
- Review all incidents of bullying including paperwork on a half termly basis.
- Set a culture whereby Safeguarding is non-negotiable.

Governors should:

- Monitor in committees incidents of bullying and patterns.
- Challenge leaders in their practice in relation to bullying.

Parents and carers should:

- Look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour.
- Tell their child not to retaliate and should support and encourage them to report the bullying.
- Report an incident of bullying to the school either in person, or by phoning or emailing the school office or a Head of Year.

Students should:

- Not take part in any kind of bullying
- Watch out for potential signs of bullying among their peers.
- Never be bystanders to incidents of bullying. If students witness bullying, they should support the victim, encourage them to report the bullying and, if possible, accompany them to tell a trusted adult.
- Never record and distribute any incidents inside or outside of school.

Procedure and practice

1. Every allegation of bullying is taken seriously.
2. Staff members should listen and share with the relevant staff.
3. Statements should be taken, signed, and dated using the correct format. Where students struggle to write for a length of time and/or if there is cognitive concerns, staff may scribe the statement for the student but must get the student to sign it. All witness statements should be kept by the HoY/Pastoral Lead/Senior Staff to investigate and then they must be uploaded to SIMS linked documents.
4. All incidents should be recorded on Classcharts at the point it occurs so that it can be looked at by triage each night.
5. Parents should be informed, at the point we are notified, and told that bullying is being investigated.

Sanctions

1. After all investigations have taken place and it is deemed that this is not conflict between two groups but an imbalance of power, a period of reflection in Reflect must always follow as well as a Pastoral detention. Parents contacted. Recorded as bullying.
2. Work undertaken with the Head of Year to make the perpetrator aware of the consequences of their actions; the distress that is caused; the consequences to an individual if that continues. Actions agreed. If it is deemed appropriate, a restorative conversation to be undertaken.
3. If the child repeats the behaviours, even directed to a different child or group of children, then the monitoring forms must be completed. This now forms part of the formal anti-bullying procedures. This involves:
 - Parents in school for a meeting (both victim and perpetrator).
 - A period of time in Reflect and a pastoral detention
 - Targets set – monitored with parents and children weekly until we are satisfied there are no further incidents.
 - For the child who has been bullied – contact with parents and student weekly until we are satisfied there are no further incidents.
 - Consideration re: referral to mentors for victim/perpetrator or in certain cases external partners will be sought.
4. If a child is receiving this monitoring and the behaviours continue then a suspension will be considered. As part of our Behaviour Policy, suspensions and sanctions can be given for a one-off incident as well as repeated behaviours. This applies too to the bullying policy.
5. If bullying continues, a permanent exclusion may be considered. This is in line with our exclusion policy after all other considerations and interventions have been enacted.

BULLYING INCIDENT REPORTING PROFORMA

Victim		Date:			
Perpetrator s)					
Staff Reporting					
Details of incidents (type of bullying, location, dates/times)					
Witness Statements Included	Y	N	Allegation Statement included	Y	N
Support offered/action taken					

MONITORING REPORT BULLYING INCIDENT – VICTIM

NAME:		FORM	
STAGE 1 (within 24 hrs of receiving Bullying Incident Form)		Date:	
Initial concerns and feelings			
STAGE 2 (within 1 week of Stage 1)		Date:	
Review and summary of progress			
Actions			
1			
2			
3			
STAGE 3 (within 2 weeks of Stage 2)		Date:	
Review and Summary of progress			
Actions			
1			
2			
3			
STAGE 4 (within 3 weeks of Stage 2)		Date:	
Review and next stage			
Satisfactory resolution evidenced and incident signed off		Y	N
If no satisfactory resolution evidence referred to Pastoral Lead		Y	N
Date/Signature			

MONITORING REPORT BULLYING INCIDENT – Perpetrator

NAME:		FORM	
STAGE 1 (within 24 hrs of receiving Bullying Incident Form)		Date:	
Initial concerns and feelings			
STAGE 2 (within 1 week of Stage 1)		Date:	
Review and summary of progress			
Actions			
1			
2			
3			
STAGE 3 (within 2 weeks of Stage 2)		Date:	
Review and Summary of progress			
Actions			
1			
2			
3			
STAGE 4 (within 3 weeks of Stage 2)		Date:	
Review and next stage			
Satisfactory resolution evidenced and incident signed off		Y	N
If no satisfactory resolution evidence referred to Pastoral Lead		Y	N
Date/Signature			