



Anti-Bullying Policy

Empathy, Respect, Forgiveness and Responsibility

Committee Responsible:	Curriculum Committee
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Mission Statement

At The King's CE School

we believe that everyone is unique and created in God's image.

We enable all to achieve their God-given potential;

to grow, learn and aspire;

to transform their lives and the lives of others

and to journey in faith without limits

within a unified, respectful and harmonious community.

'Aspire, Believe and Achieve Together'

Aspire to be the best that we can be... Believe that anything is possible... Achieve beyond what we ever imagined...

- ◆ Learn and worship in the name of God – Father, Son and Holy Spirit – revealed in the life, death, and resurrection of Jesus Christ and value, respect and celebrate all faiths and cultures.
- ◆ Believe in themselves and become successful adult – developing their vision, faith, ambition and aspirations.
- ◆ Develop a resilience and inner strength to overcome life challenges.
- ◆ Embrace life-enriching experiences and make well-informed lifestyle choices that promote health and wellbeing.
- ◆ Develop thinking skills and transferrable skills, working in partnership to become life-long learners.

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Statement of Intent

The King's Church of England School believes that all pupils are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.

These strategies, such as learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant and supportive ethos at the school.

The Education and Inspections Act 2006, outlines a number of legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of the school's Behavioural Policy, which is communicated to all pupils, school staff and parents/carers.

All staff, parents/carers and pupils work together to prevent and reduce any instances of bullying at the school. There is a zero tolerance policy for bullying at The King's Church of England School.

Legal framework

This policy has due regard to the following legislation

- Education and Inspections Act 2006
- Equality Act 2010
- Children Act 1989
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998

This policy will be implemented in conjunction with the school's:

- Behaviour Policy
- E-Safety Policy

Definition

For the purpose of this policy, bullying is persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group.

Bullying is generally characterised by:

Repetition:

Incidents are not one-offs; they are frequent and happen over a period of time. Intent:

The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.

Targeting:

Bullying is generally targeted at a specific individual or group. Power imbalance:

Whether real or perceived, bullying is generally based on unequal power relations.

Types of bullying

Many different kinds of behaviour can be considered bullying and can be related to almost anything. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual-orientation, home life, culture, disability, or special educational needs are some of the types of bullying that can occur. Bullying can be acted out verbally, physically, emotionally or online.

At The King's CE School bullying is recorded under the following categories:

- SEND
- Homophobic/Biphobic
- Transphobic
- Racist Bullying
- Sexist Bullying
- *Cyber*

Although not considered bullying, as it may not be ongoing or persistent, we also record:

- *Racist incident*
- *Sexual violence*
- *Sexual Harassment*
- *Use of Derogatory language*

SEND Bullying: Bullying another person because of their actual or perceived learning need and/or physical disability and/or mental illness.

Homophobic and Biphobic bullying: Bullying another person because of their actual or perceived sexual orientation.

Transphobic bullying: Bullying based on another person's gender 'variance' or for not conforming to dominant gender roles.

Racist bullying: Bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

Sexist bullying: Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

All of the above forms of bullying can take place on line (usually via social media). This type of bullying is known as *Cyber-Bullying* or *Cyber-harassment*.

Statutory implications

Under the Equality Act 2010, the school understands that it has a responsibility to eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act; advance equality of opportunity between people who share a protected characteristic and people who do not share it; and foster good relations between people who share a protected characteristic and people who do not share it.

Under the Human Rights Act (HRA) 1998, the school understands that it could have charges brought against it if it allows the rights of children and young people at the school to be breached by failing to take bullying seriously.

The National Association of Head Teachers has guidelines that head teachers must 'satisfy themselves' that their school's Anti-Bullying Policy complies with the HRA; the Principal understands that they cannot do this without fully involving their teaching staff.

Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:

- Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.
- The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
- Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.
- Other forms of bullying which are illegal and should be reported to police include: violence or assault, theft, repeated harassment or intimidation and hate crimes.

Prevention

Our vision statement, produced with input from pupils, is shared across the school. It clearly communicates that we are an inclusive school where diversity and difference is celebrated and respected by all members of the community. Staff encourage *pupil's to grow, learn and aspire; to transform their lives and the lives of others and to journey in faith without limits within a unified, respectful and harmonious community*. Pupil co-operation and the development of interpersonal skills is encouraged through the use of group or paired work and bullying is discussed as part of the PSHE curriculum. Other preventative measures we take include:

Changing and organising seating arrangements in class helps to prevent instances of bullying.

- Potential victims of bullying are drawn into working groups with children who do not abuse or take advantage of them.

- Opportunities to extend friendship groups and interactive skills are provided through participation in special events, for example, drama productions, sporting activities and through student leadership roles or involvement in the school council.
- All staff members receive training on identifying and dealing with the different types of bullying.
- A safe, supervised place is available for pupils to go to at lunch if they are involved in conflict with their peers, or wish to avoid a bully.

Anti-Bullying Ambassadors

Anti-Bullying Ambassadors (at KS3) and prefects (at KS4/5) play an integral part of preventing any incidents of bullying and providing support to victims when it has taken place. These pupils, who are part of the pupil leadership team, have specific training to enable them to take on this role successfully. Anti-Bullying Ambassadors are identified by their badges and by displays around school.

Signs of bullying

Some of the signs that a pupil may be victim of bullying include, but are not limited to, the following:

- Being frightened to travel to or from school
- Asking to be driven to school
- Unwillingness to attend school
- Truancy
- Becoming anxious or lacking confidence
- Saying that they feel ill in the morning
- Decreased involvement in school work
- Returning home with torn clothes or damaged possessions
- Missing possessions
- Missing dinner money
- Asking for extra money or stealing
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Becoming agitated when receiving calls or text messages
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home

As with any other safeguarding concern it is changes in behaviour that staff should look out for

Staff Principles

- Prevention is at the forefront of the school's Anti-Bullying Policy.
- Staff treat reports of bullying very seriously and do not ignore signs of suspected bullying.
- Unpleasantness from one pupil towards another is always challenged and never ignored.
- Staff take action immediately; this applies to all staff, not solely teaching staff.

Roles and responsibilities

- The governing body evaluates and reviews this policy to ensure that it is non-discriminatory.
- It is the responsibility of all staff to be alert to possible bullying of pupils and to deal with incidents as the highest priority.
- The Vice Principal for Pupil development and Well Being, along with the Inclusion team, reviews and amends this policy. They take account of new legislation and government guidance, and using staff experience of dealing with bullying incidents in the previous year to improve procedures.
- The school keeps a record of all reported incidents including which type of bullying has occurred to allow for proper analysis of the data collected.
- The Vice Principal and Inclusion team, analyse the data at regular intervals in order to identify any trends in the types of bullying occurring and implement the appropriate measures to tackle it.
- The Principal and the SLT arrange appropriate training for staff members.
- Heads of Year meet with parents/carers where necessary. They also provide a point of contact when more serious bullying incidents occur.
- Form Tutors are alert to social dynamics in their class and are available for pupils who wish to report bullying. They also provide follow-up support after bullying incidents.
- Teachers ensure that they are alert to possible bullying situations, particularly exclusion from friendship groups, and that they inform the pupil's form tutor or Head of Year of such observations
- All staff will avoid gender stereotyping when dealing with bullying.
- The school nurses, often the first people to receive reports of bullying, offer emotional support to victims, and alert the relevant Head of Year and/or the Vice Principal.
- Parents/carers are advised to inform their child's Head of Year if they are concerned that their child may be bullied or be involved in bullying
- Pupils are advised to inform a member of staff if they witness bullying, or are a victim of bullying.
- Pupils are taught not to make counter-threats if they are victims of bullying.
- Pupils are taught to walk away from any dangerous situations and avoid involving other pupils in incidents.
- Pupils are advised to retain all evidence of cyber bullying.

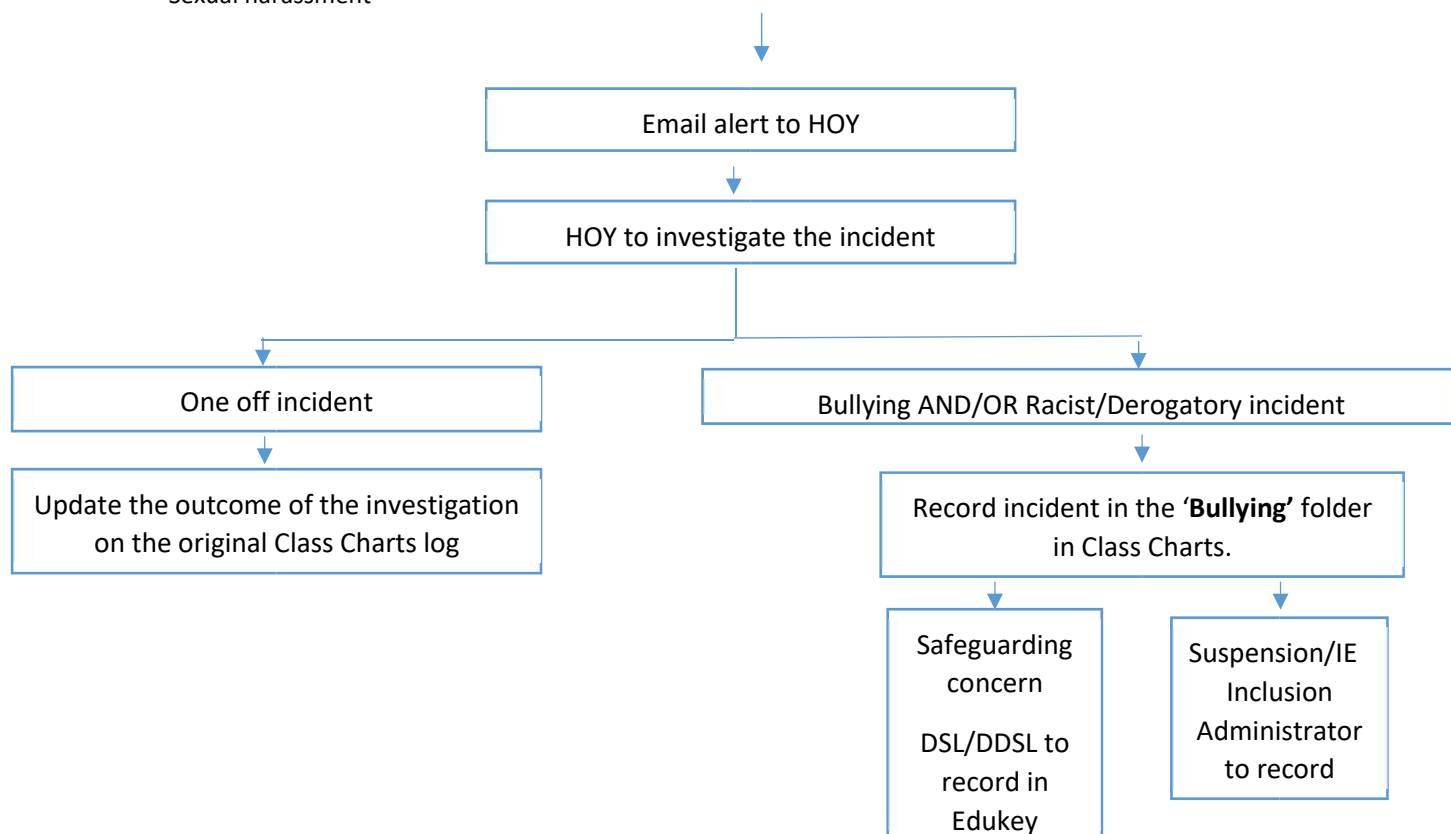
Recording and Reporting

Staff should follow the flow chart below when recording and reporting a potential incident of bullying:

Staff log incidents in the **'Incident Reporting'** folder in Class Charts under the following categories:

- Homophobic/Biphobic incident
- Transphobic incident
- Cyber incident
- Sexist incident

- Racist incident
- SEND incident
- Use of derogatory language incident
- Sexual harassment



It is the role of the Head of Year to investigate if an 'incident' reported by staff is bullying. The following procedures are adopted by the Head of Year when investigating a potential bullying incident.

- The victim, alleged bully and witnesses are all interviewed separately
- Members of staff ensure that there is no possibility of contact between the pupils interviewed, including electronic communication
- If a pupil is injured, members of staff take the pupil immediately to a designated first aider, for a medical opinion on the extent of their injuries
- A room is used that allows for privacy during interviews
- A witness is used for serious incidents
- If appropriate, all parties (bully, victim, witnesses) are asked to write down details of the incident
- Premature assumptions are not made, as it is important not to be judgemental at this stage
- Members of staff listen carefully to all accounts, being non-confrontational and not attaching blame until the investigation is complete
- All concerned pupils are informed that they must not discuss the interview with other pupils
- Due to the potential for sexist, transphobic or homophobic/transphobic bullying to be characterised by inappropriate sexual behaviour, staff members involved in dealing with the incident are required to consider whether there is a need for safeguarding processes to be implemented. If so the HOY should update Edukey to alert the DSL/DDSL. Pupils

Pupils are able to report bullying directly through one of the following ways:

- Report through the SHARP system
- Reporting it to a member of staff (who will then record it as an incident)
- Reporting it to an Anti-Bullying Ambassador or another member of the pupil/student leadership team who will then speak to the HOY

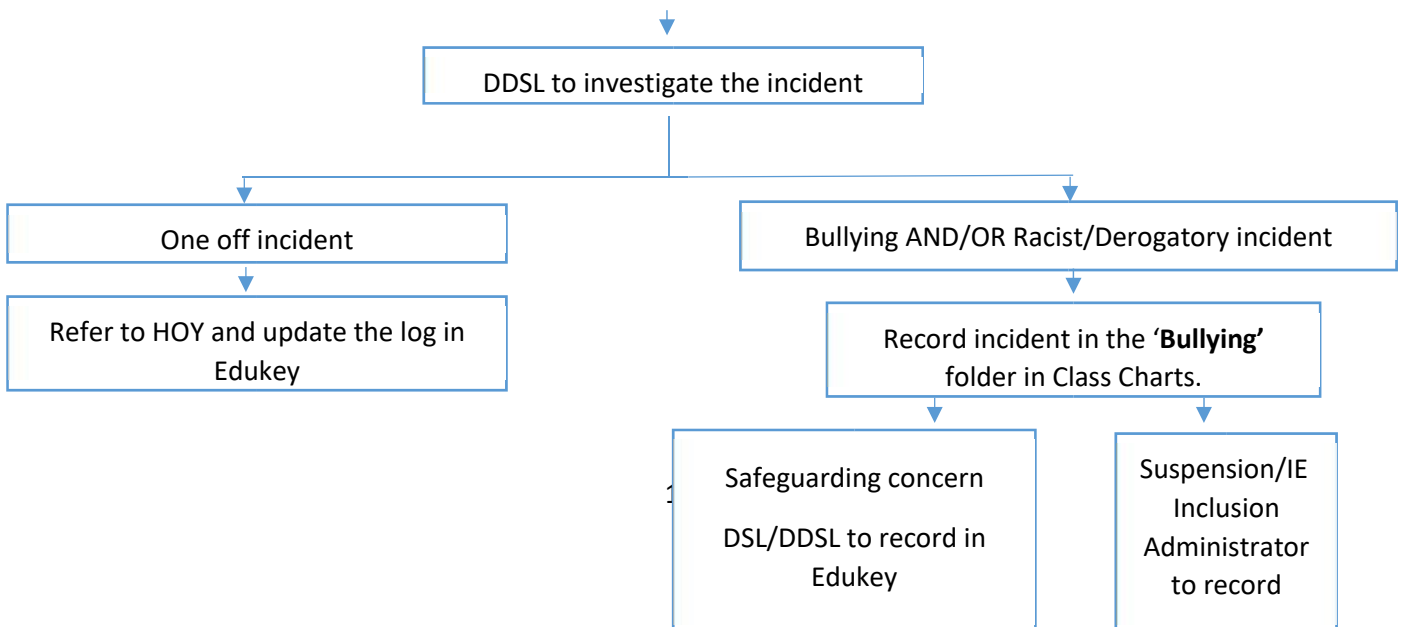
Anonymous log of incident through **SHARP**

DDSL alerted of the incident log and identify type of incident and if it falls under any of the categories:

- Homophobic/Biphobic/Transphobic incident
- Cyber incident • Sexist incident • Racist incident
- Disability incident
- Use of derogatory language incident
- Sexual harassment
- Sexual violence

Sanctions

- If the Head of Year or member of the SLT is satisfied that bullying did take place, the pupil will be helped to understand the consequences of their actions and warned that there must be no further incidents.
- The Head of Year or member of the SLT informs the pupil of the type of sanction to be used in this instance (detentions, service-based activities, etc.) and future sanctions if the bullying continues.
- If possible, the Head of Year or member of the SLT will attempt reconciliation through a Restorative Practice (RP) conversation. Discretion is used here; victims will never feel pressured into a face-to-face meeting with the bully.
- The bullying pupil is made to realise that some pupils do not appreciate the distress they are causing, and that they should change their behaviour.
- Parents/carers are informed of bullying incidents and what action is being taken.



- The Head of Year and tutor informally monitors the pupils involved over the next half-term

Support for Pupils

- Follow-up support is given to both the victim and bully following any incidents, to ensure all bullying has stopped.
- If the pupil visits the school nurse or Safeguarding manager, they will informally check whether the bullying has stopped.
- The Form Tutor and Head of Year informally checks whether the bullying has stopped on a weekly basis for a month after the initial complaint of bullying. This will be discussed during the weekly year group meeting
- The Head of Year formally checks whether the bullying has stopped the week after the bullying, and again during the same half term.
- If necessary, group dynamics are broken up by members of staff by assigning places in classes.
- The victim is encouraged to tell a trusted adult or peer mentor in school if bullying is repeated.
- The victim is encouraged to broaden their friendship groups by joining lunchtime or after-school club or activity.

Follow up support

The progress of both the bully and the victim are monitored by their form tutors and Head of Year. One-on-one sessions to discuss how they are progressing may be appropriate.

If appropriate, follow-up correspondence is arranged with parents/carers one month after the incident.

Pupils who have been bullied are supported in the following ways:

- Being listened to
- Having an immediate opportunity to meet with their Head of Year or a member of staff of their choice
- Being reassured
- Being offered continued support
- Being offered counselling, where appropriate

Pupils who have bullied others are supported in the following ways:

- Receiving a consequence for their actions
- Being able to discuss what happened
- Reflecting on why they became involved
- Understanding what they did wrong and why they need to change their behaviour
- Appropriate assistance from parents/carers

Bullying outside of school

- Teachers have the power to discipline pupils for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in town or village centre.
- Where bullying outside school is reported to school staff, it is investigated and acted on. In all cases of misbehaviour or bullying, the teacher can only discipline the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff.
- The Principal has a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the Principal the power to regulate pupils' conduct when they are not on school premises, and therefore not under the lawful charge of a school staff member.
- The Principal is responsible for determining whether it is appropriate to notify the police or any other appropriate support agencies of the action taken against a pupil.
- If the misbehaviour could be of a criminal nature, or poses a serious threat to a member of the public, the police are always informed.