



POLICY

Anti-Bullying

Policy Updated	January 2023
Policy Owner:	Principal & DSL

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1. Statement of Intent

This policy has been designed to be a policy of prevention. It also enables us to create an ethos in which the whole academy community is clear that bullying is completely unacceptable and will not be tolerated. This policy should be used in conjunction with the Academy's Behaviour Policy, Safeguarding Policy, Exclusion Policy and Keeping Children Safe in Education 2022.

Why do we need an Anti-Bullying Procedure?

Bullying can severely inhibit a child's ability to feel safe and learn effectively. The negative effects of bullying can have an impact on a person for their entire life. This Academy wishes to promote a secure and happy environment free from threat, harassment and any type of bullying behaviour. Therefore, this policy promotes practices within the academy to reinforce our vision and to remove or discourage practices that negate them.

2. Review of this Strategy

2.1 This strategy will be reviewed annually. It may also be reviewed and amended, in consultation with stakeholders, in the light of events or experience. The Stakeholders of this policy are children, parents and carers, staff, governors and volunteers working on behalf of the Academy.

2.2 Data from the monitoring and recording of incidents (including 'nil' returns) will also inform policy review and will be seen by the governing body at governing body meetings.

3. Aims of this Policy

3.1 The aim of the Anti-Bullying Policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is child on child abuse; it is anti-social and its effects can be long lasting; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at the Academy.

3.2 To assist in creating an ethos in which attending The King's CE Academy is a positive experience for all members of our community.

3.3 To make it clear that all forms of bullying are unacceptable at our academy. To enable everyone to feel safe while at The King's CE Academy and encourage pupils to report incidents of bullying.

3.4 To deal with each incident of bullying effectively, taking into consideration the needs of all parties and of our community, and to reduce the incidents of bullying.

3.5 To support and protect victims of bullying and ensure they are listened to.

3.6 To help and support children displaying bullying behaviour to change their attitudes and understand why it needs to change.

3.7 To liaise with parents/carers and other appropriate members of the Academy community.

3.8 To ensure all members of our community feel responsible for helping to reduce bullying

4 Objectives of the Policy

- 4.1 Evidence that our whole community has ownership of the Academy's Anti-Bullying Policy and understands the effects of child on child abuse.
- 4.2 To maintain and develop effective listening systems for children and staff within our academy
- 4.3 To involve all staff in dealing with incidents of bullying effectively and promptly.
- 4.4 To equip all staff with the skills and information necessary to deal with incidents of bullying.
- 4.5 To involve everyone in our Academy community in dealing effectively with and, if necessary, referring bullying incidents.
- 4.6 To communicate with parents/carers and the wider academy community about bullying.
- 4.7 To ensure that all incidents of bullying are recorded centrally.
- 4.9 To monitor incidents of bullying by ensuring clear and robust records on MyConcern.
- 4.10 To ensure information is gathered appropriately and shared with relevant organisations as necessary.
- 4.11 To promote emotional health and wellbeing across the whole Academy/setting and for all members of our community to role-model this in all situations.

5 Definition of Bullying

5.1 Bullying is defined as deliberately hurtful behaviour, **repeated over a period of time**, where it is difficult for those being bullied to defend themselves.

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.

Bullying is a form of child on child abuse and can be evident in the following ways:

- **Emotional:** being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures).
- **Physical:** pushing, kicking, hitting, punching or any form of aggression.
- **Racist:** racial taunts, graffiti, gestures.
- **Sexual:** unwanted physical contact or sexually abusive comments.
- **LGBT:** bullying because of sexual identity.
- **Verbal:** name-calling, sarcasm, spreading rumours, teasing.
- **Cyber:** online bullying through social media which is intended to threaten, humiliate and isolate. This can include messages, images or sexual intimidation and harassment.

5.2 It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional 'joke' is played on someone. Children do sometimes fall out or 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, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships. However placing one-off offensive or hurtful public messages, images or statements on a social media platform where said post can be viewed and or repeated by others will be regarded as bullying behaviour.

5.3 Bullying is a form of abuse and should never be tolerated or passed off as "banter" or "part of growing up". Different gender issues can be prevalent when dealing with child on child abuse. This could, for example, include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

5.4 Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from the Academy. These behaviours, however, do not mean that bullying is taking place. Likewise, bullying may occur without these behaviours appearing. Pupils must be encouraged to report bullying at the Academy. The Academy staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with the Academy policy.

5.5 Although bullying itself is not a criminal offence some types of harassment, threatening behaviour and/or communications maybe considered criminal offences. In such cases the Academy may deem it appropriate to involve the police. Typically these behaviours are:

- Violence/ assault
- Theft
- Hate crimes
- Repeated harassment or intimidation
- Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the internet to cause distress or anxiety, or in a way which conveys a message which is indecent or grossly offensive, a threat or contains 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 peruse any course of conduct amounting to harassment.
- Section 127 of the Communications Act 2003 makes it an offence to send by means of public electronic communications network a message or other matter that is grossly offensive or of indecent, obscene or menacing character. It is unlawful to disseminate defamatory information through media, including internet sites.

Some warning signs that a pupil is being bullied

- Changes in academic performance
- Appears anxious
- Regularly feeling sick or unwell
- Reluctance to come to the Academy or travel to and from the Academy
- Clothes/bags torn or damaged
- Money/possessions going missing
- Unexplained cuts and bruises
- Unexplained behaviour changes, e.g. moody, bad-tempered, tearful, unhappiness

- Loss of appetite
- Not sleeping
- Loss of weight
- Seen alone a lot
- Not very talkative

6. Practice and Procedures

6.1 Statutory duty of Academy's

The Principal has a legal duty under KCSIE 2022 to draw up procedures that endeavour to prevent bullying among pupils and to bring these procedures to the attention of staff, parents/carers and pupils. The King's CE Academy will develop protocols for the reporting and dealing with the prevention of bullying.

6.2 What we endeavour to do to prevent bullying

6.2.1 Everyone involved in the life of The King's CE Academy must take responsibility for promoting a common anti-bullying approach. We aim to:

- a) Be supportive of each other
- b) Provide positive role models
- c) Convey a clear understanding that we disapprove of unacceptable behaviour
- d) Be clear that we all follow the rules and shared values of our Academy
- e) Be fully involved in the development of the Anti-Bullying Policy and support anti-bullying practice
- f) Support each other in the implementation of this policy

6.2.2

Train all staff, including teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the academy's policy and procedures, including recording and reporting incidents. All members of the Academy community are expected to report incidents of bullying.

All staff have a vital role to play as they are at the forefront of behaviour management and supporting children's sense of wellbeing. They have the closest knowledge of the children in their care, and should build up a relationship involving mutual support, trust and respect.

6.2.3

All Staff will:

- a) Provide children with a framework of behaviour, including rules which support the whole academy policy.
- b) Emphasise and behave in a respectful and caring manner to children and colleagues, to set a good tone and help create a positive atmosphere.
- c) Raise awareness of bullying through activities such as discussion, peer support, the curriculum, school council, Student Leadership Programme, RSHE etc.
- d) Record any concerns centrally on MyConcern.

6.3 Implementation

Procedures when dealing with incidents:

- a) If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.

- b) If it is likely that bullying may be occurring or has occurred, a clear account of the incident will be recorded and discussed with the Deputy DSL
- c) Parents/carers will be kept informed.
- d) An identified staff member will interview all concerned and will record the incident.
- e) The class teacher/Head of Year will be kept informed and if it persists he/she will advise the appropriate staff members.
- f) Sanctions will be used as deemed appropriate and in consultation with all parties concerned.

6.4 Pupils

6.4.1 Who are 'Bystanders', 'Upstanders' and 'Grandstanders'?

Bystanders - someone who witnesses bullying, either in person or online, is a bystander. Friends, pupils, peers, teachers, academy staff, parents, coaches, and other youth-serving adults can be bystanders. People who are bullied often feel even more alone because there are witnesses who do nothing. When no one intervenes, the person being targeted may feel that bystanders do not care or they agree with what is happening. There are many reasons why a bystander may not interject, even if they believe that bullying is wrong. They may be afraid of retaliation or of becoming the target of bullying themselves. They might fear that getting involved could have negative social consequences.

Upstanders - An upstander is someone who sees what happens and intervenes, interrupts, or speaks up to stop the bullying.

There are many things that bystanders to bullying can do to become upstanders:

- Question the bullying behaviour e.g. changing the subject or questioning the behaviour can shift the focus.
- Inform an adult immediately – teachers, Academy staff, family members.
- Reach out privately to check in with the person who was bullied to let them know you do not agree with it and that you care. It makes a difference.

Grandstanders – A grandstander is someone who sees what is happening and actively encourages the bullying behaviour(s) to continue or escalate.

6.4.2 Pupils who have been bullied will be supported by staff:

- a) Offering an opportunity to discuss the experience with a member of staff of their choice/trusted adult
- b) Reassuring the pupil that action will be taken
- c) Following up every incident so the pupil feels confident they are supported
- d) Offering continuous support
- e) Restoring self-esteem and confidence.

6.4.3 Pupils who have bullied will be helped by staff:

- a) Discussing what happened
- b) Discovering why the pupil guilty of bullying became involved
- c) Establishing the wrong-doing and need to change, as well as suggesting strategies to assist change
- d) Informing parents/carers to help change the attitude of the pupil
- e) To engage in restorative practice with the bullied student

6.4.4 The following sanctions can be taken in line with the behaviour policy:

- a) Explanation why the inappropriate behaviour is unacceptable
- b) A restorative approach where the bully faces the consequence of their actions and the victim can feel they are being listened to and the bullying addressed sensitively
- c) Meeting with staff, parent and child
- d) Time out from the classroom
- e) Pastoral support plan
- f) Official warning to cease offending
- g) Detention
- h) Fixed-term suspension
- i) Expulsion

6.5 Support

6.5.1 At The King's CE Academy, we will continue to support this procedure in the following ways:

- a) We continue to address staff training needs, by organising regular training to tackle all forms of bullying and child on child abuse, through e-safety/online and behaviour management training, and develop increase awareness on identifying homophobic, bi-phobic, and trans-phobic incidents.
- b) Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week.
- c) Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.
- d) Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as through displays, assemblies, peer support, the academy/student council, etc.
- e) Pupils made aware of bullying through specific forms of abuse such as radicalisation, cyberbullying, child on child relationship/abuse, social media, criminal exploitation, county lines, CSE, inappropriate content and use of social media.
- f) By including teaching about other forms of discrimination, prejudice and stereotyping in an age-appropriate way and in accordance with guidance so that pupils understand and appreciate diversity.

Anti-bullying advice to Parents / Carers

- A great deal of bullying is CYBER-BULLYING. Please regularly monitor your child's use of texting, Facebook, Twitter and other social media sites. Access to these is out of the Academy's control when your child is not in academy.
- TALK to your child on a regular basis, so any problem is easier to share.
- LISTEN to what they say.
- ENCOURAGE your child to feel good about themselves, realising that we are all different and equally important.
- If you believe your child is being bullied, or is a bully, talk to other adults at home or at the Academy and explore the options. **DON'T STAY SILENT.**
- If your child is a victim assure them that it is not their fault and that you are going to do something to help.
- **Be realistic in your expectations, sometimes on-going problems can take time to resolve**
- TRY to be co-operative with our academy and not be aggressive. Without a good working relationship between parents and the Academy the situation could deteriorate, which won't help you or them.
- ALWAYS remember that children can't solve bullying on their own. They NEED the support of parents/carers and our academy.

7. Remote learning

Our policy applies to keeping pupils and staff safe during remote education. Staff delivering remote education online should be aware that the same principles set out in the Academy's safeguarding and CP policy, behaviour policy, code of conduct, IT Acceptable User agreement and Home academy agreement will apply.

8. Cyberbullying

Provide information to staff and pupils regarding steps they can take to protect themselves online.

This may include:

- advising those targeted not to retaliate or reply;
- providing advice on blocking or removing people from contact lists;
- helping those involved to think carefully about what private information they may have in the public domain.

9. Equality Impact Statement

We will do all we can to ensure that this procedure does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of all aspects of equality, as laid down in the Equality Act (2010).

10. Useful links and supporting organisations

Bullying

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
- DfE 'Cyberbullying: advice for headteachers and academy staff': https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1069987/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf Race, religion and nationality

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: <https://www.theredcard.org/education>
- DfE 'Advice for parents and carers on cyberbullying': https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444865/Advice_for_parents_on_cyberbullying.pdf

LGBT

- Barnardo's LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.academys-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual harassment and sexual violence

- Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk
A Guide for Academics: <https://www.endviolenceagainstwomen.org.uk/campaign/abouttime/>
- Disrespect No Body: <https://www.gov.uk/government/collections/disrespect-nobody-campaign>