| Policy: | *Anti-Bullying* |
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| Applies to: | *King's High School Staff and Pupils* |
| Authors: | *Deputy Head Pastoral* |
| Reviewed: | *1 July 2019; 1 July 2020; 1 November 2020* |
| Signed: | *S Watson, Deputy Head* |

**Anti-bullying Policy[1]**

In accordance with the aims of King's High School and its behavioural policy, the basis of pastoral care at King's High is that every pupil's health and welfare is of paramount importance. We are committed to creating a school community where every individual is valued and can learn and develop in a secure and caring atmosphere. Our aims and pledges (written in partnership with our Student School Council) state that we will 'be inclusive and supportive of all people in the school community'. We work hard to create an ethos that discourages any form of bullying (or similar actions) which undermine this aim and will not be tolerated. If bullying does occur, all pupils should be able to tell, and know that incidents will be dealt with promptly and effectively. Anyone who knows that bullying is happening is expected to be an upstander and report it. The school also recognises that it must take note of bullying perpetrated outside of school which spills over into the school. The school will do what is reasonably practicable to help eliminate any such bullying.

**Aims of the Policy**

The school aims:
- To promote positive attitudes in pupils in respect of their relationships with others and create an ethos which discourages bullying
- To take action to reduce the risk of bullying at times and in places where it is most likely to occur
- To take measures to prevent all forms of bullying in school and on off-site school activities
- To support everyone in the actions to identify and protect those who might be bullied
- To take bullying seriously and show it will not be tolerated
- To demonstrate to all that the safety and happiness of pupils is enhanced by dealing positively with bullying
- To promote an environment where it is not an offence to tell someone about bullying

**Objectives of this Policy**

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying and follow it (when bullying is reported).
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
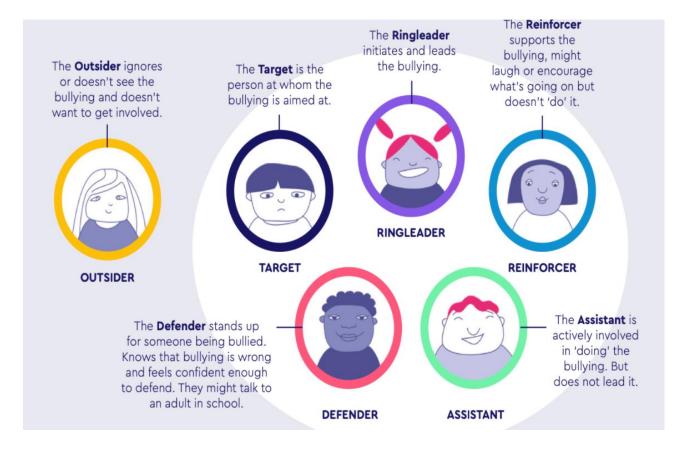- Bullying will not be tolerated.

**Defining bullying**

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[1] This policy is based on DfE guidance "Preventing and Tackling Bullying" July 2017 and supporting documents. It also takes into account the DfE statutory guidance "Keeping Children Safe in Education" 2019;
There are a number of 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 are not limited to): ⯀ The Education and Inspection Act 2006, 2011 ⯀ The Equality Act 2010 ⯀ The Children Act 1989 ⯀ The Education (Independent School Standards) Regulations 2014 ⯀ Protection from Harassment Act 1997 ⯀ The Malicious Communications Act 1988 ⯀ Public Order Act 1986.

**Bullying** is defined as repeated action that intentionally hurts another pupil or group, physically or emotionally. It is often motivated by prejudice against particular groups, for example due to a protected characteristic such as on grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability, or because a child is adopted or is a carer – it may occur directly or through cyber-technology (social websites, mobile phones, text messages, photographs and email).

Bullying behaviour is often complex and usually involves more than just a perpetrator and target. The following group roles are discussed in school with the terminology 'bystander' and 'upstander' also used.



The **Outsider** ignores or doesn't see the bullying and doesn't want to get involved.
**OUTSIDER**

The **Target** is the person at whom the bullying is aimed at.
**TARGET**

The **Ringleader** initiates and leads the bullying.
**RINGLEADER**

The **Reinforcer** supports the bullying, might laugh or encourage what's going on but doesn't 'do' it.
**REINFORCER**

The **Defender** stands up for someone being bullied. Knows that bullying is wrong and feels confident enough to defend. They might talk to an adult in school.
**DEFENDER**

The **Assistant** is actively involved in 'doing' the bullying. But does not lead it.
**ASSISTANT**

Bullying can occur in many ways all of which can be classified into the threefold Diana Award classification:

- Verbal – heard directly by the target
- Physical- direct body contact felt by the target
- Indirect – including all aspects of cyberbullying.

| Examples | Definition |
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| Emotional | Being unfriendly, excluding, tormenting |
| Physical | Hitting, kicking, pushing, taking another's belongings, any use of violence or aggressive behaviour. |
| Racial | Racial taunts, graffiti, gestures |

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| Sexual | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing, subtle comments and derogatory language |
| Cyber-bullying | Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites or associated technology e.g. camera and video facilities. It may be occurring from outside school but when it has an adverse impact on members of the school community it can be investigated by the school. |
| Peer Pressure | Pressure to conform. This can take many forms and can include (but is not limited to) bullying (including cyberbullying), sexual violence and sexual harassment, physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals and upskirting. (Keeping Children Safe in Education September 2019). |

All of these examples of bullying show that the intention is to make the victim very unhappy and bullying may cause great distress. Bullying is thus different in nature and severity from minor teasing and the ordinary give-and-take of school life. All members of the school community, including staff and students are required to refrain from all of the above behaviours at all times.

Anyone can be bullied but some bullying can be related to perceived differences which may relate to protected characteristics (as recognised in the 2010 Equality Act) in areas such as:

- Race, religion or culture
- Special educational needs or disability - young people with SEND are more at risk of bulling than their peers and the school needs to eliminate any SEND-related harassment
- Appearance or health conditions - where there is a health or visible medical condition such as eczema or perceived physical limitations such as size or weight.
- Sex, gender identity and expression and sexual orientation– including those who are transgender, experiencing gender dysphoria or do not conform with their stereotypical gender role.
- Being a young carer or looked after child – home circumstances may mean they are vulnerable if they face difficulties such as risks of ill health, stress, tiredness as well as falling behind because of home demands on their work.

Examples of motivation/reasons for bullying:

| Cultural | Focusing on different customs and practices. |
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| Special Educational Needs / Disability | Verbal intimidation, name calling, specific physical comments/actions. |
| Homophobic | Because of, or focusing on, the issue of sexuality. |
| Racial | Racial taunts, graffiti, gestures. |
| Religious | Abusing aspects of a religion, its founding member, observances, practices. |
| Sex or gender related | Taunts of a sexist or gender nature (including transgender etc). |
| Home circumstance | e.g.Family circumstances such as adoption, or a child acting as a carer, matters connected to parents, or comparative wealth |

**School response to bullying and the role of the law**

The school works hard to create an ethos which discourages bullying from happening. Bullying hurts. No one deserves to be a target of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Schools have a responsibility to respond promptly and effectively to issues of bullying and to try and identify where there are patterns of bullying to aid the response.

As stated in the Behaviour Policy, bullying behaviour which takes place out of school can be investigated and sanctioned, subject to the behaviour policy. Teachers may discipline pupils for:

- Misbehaviour, including bullying, when the pupil is:

  - taking part in any school-organised or school-related activity
  - travelling to or from school
  - wearing school uniform
  - in some other way identifiable as a pupil at the school.

- Misbehaviour, including bullying, at any time, whether or not the conditions above apply, that:

  - could have repercussions for the orderly running of the school or
  - poses a threat to another pupil or member of the public or
  - could adversely affect the reputation of the school.

Cyberbullying is an example of behaviour which may be taking place outside school but has an impact on students in the school community and would eb subject to the behaviour policy.

Sanctions will only be imposed for the above only "to such an extent as is reasonable" and these sanctions can only occur on school premises or elsewhere when the pupil is under the lawful control of the member of staff.

The school keeps an electronic register of the rewards and sanctions imposed on the pupil's portal page (and accessible to parents) and in additional, any records of conversation that are had with staff or parents about a pupil's behaviour are kept on a student's file. Where any serious sanctions are recorded, these are held with the Deputy Head (Pastoral) who has an overview of all misbehaviour in school and can identify where patterns may be and take actions to address these.


Schools have a responsibility to report bullying to:

- The local authority children's social care team (and if appropriate the police) if the incident constitutes a child protection concern – this would be where there is "reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm"
- Police if the incident could be a criminal offence or pose a serious threat to a member of the public (this applies whether it occurred on or off the school premises)


**Signs and Symptoms**

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school, refuses to get out of the car
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning

- begins to do poorly in schoolwork
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay bully)
- has monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

These signs and behaviours could indicate many other problems, but bullying should be considered a possibility.

**Procedures**

**Reporting bullying**

Bullying behavior can be reported by anyone in the school, whether they are members of staff or students. Parents can also report bullying behavior. Students and parents may choose who they report the behavior to in the initially (e.g. form tutor, Head of Year, Deputy Head Pastoral. Wellbeing Mentor, another student such a s a trained Wellbeing Ambassador etc.)

Student Wellbeing Ambassadors are trained to know when to pass on information and understand the limits of confidentiality. They frequently remind students of the different ways they can be contacted - 'the 5 steps' – of which emailing is the most popular. A dedicated email address is also available for students to report bullying directly to the senior teacher in charge of the antibullying policy and practice.

The Deputy Head Pastoral will always be informed, whatever route the report comes by and keeps the log of incidents. The Head is also informed whenever allegations of buying are being investigated.

**School**
1. If bullying is seen or suspected by a member of staff, it may be dealt with initially and immediately by that member of staff.  A note should always be made, and the relevant senior teacher informed. If a racial or other protected characteristic element is involved, the Head/Deputy Head (Pastoral) needs to be informed immediately
2. Where concern about bullying has been seen or reported, the incident(s) will be recorded and given to the Head of Key Stage, Deputy Head (Pastoral) and Head
3. The bullying behaviour or threats of bullying must be investigated, and the bullying stopped quickly
4. The Head of Key Stage/Deputy Head (Pastoral) will interview all the parties where appropriate and make a record
5. The Head of Key Stage/form teacher will determine with the Deputy Head (Pastoral)/Head the appropriate strategy and plan of action to combat the bullying
6. A member of staff on the pastoral team will oversee the implementation of the strategy
7. Parents may be informed and asked to come into a meeting to discuss the problem
8. If necessary and appropriate, the police will be consulted
9. An attempt will be made to help those using bullying behavior to change it
10. Form teachers and staff teaching the pupils involved will be informed
11. Punitive measures (spanning the full range of available sanctions including suspension and expulsion) may be used as appropriate and in consultation with all parties concerned

**Pupils**
If a pupil is being bullied, they should tell anybody they trust such as form teacher, Head of Year/ Head of Key Stage, Deputy Head (Pastoral), subject teacher, wellbeing mentor, school nurse, librarian or any other member of staff or family or friends.

Pupils who have been targeted by bulling will be supported by:
1. offering an immediate opportunity to discuss the experience with a form teacher or member of staff of their choice
2. reassuring the pupil
3. offering continuous support
4. restoring self-esteem and confidence

Pupils who have displayed bullying behaviour will be helped by:
1. discussing what happened
2. discovering why the pupil became involved
3. establishing the wrongdoing and need to change
4. informing parents or guardians to help change the attitude and behaviour of the pupil

### Staff
Staff who have been bullied will be supported by the school:
1. Offering an immediate opportunity to discuss the experience with a member of staff of their choice.
2. Providing reassurance that the bullying will be addressed
3. Offering continuous support.
4. Restoring self-esteem and confidence
5. The use of specialist interventions and/or referrals to other agencies e.g. educational psychology, where appropriate.
6. Help and advice on how to remove online material.

### Outcomes
The following steps can be taken:
- The pupil(s) who used bullying behavior may be asked to genuinely apologise
- Sanctions may be imposed such as detention and exclusion from certain areas of school
- An official warning may be given to cease offending
- Suspension or even exclusion will be considered
- If possible, the pupils will be reconciled
- After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

### Anti-bullying education in school
The School employs a number of strategies to educate pupils about bullying:
- The school's policy is discussed with Year 7 in the first few weeks of term by their Head of Key Stage and reminders are given as pupils move up the school.
- PSHEE sessions highlight the issues in the context of good behaviour and suggest appropriate ways of dealing with negative and unkind behaviour
- Each form teacher in school makes students aware of and talks through the "Need Help or Advice" notice found in each form room. A bullying wallet card is given out every September with information on how to deal with bullying and useful contact numbers.
- Form tutorial time is given over to discussing bullying issues as well as it being part of the PSHEE curriculum
- Assemblies are used to ensure that the school policy is reinforced at regular intervals
- Wellbeing Ambassadors, a peer support group of students from all year groups, are trained by the Diana Award and receive general antibullying training, cyber bullying training and anti- HBT (homophobic, biphobic and transphobic) training.
- Anti-bullying issues are raised in subject areas through the curriculum including Drama, History, English etc. as well as in CS where a specific internet usage and cyber bullying course is completed
- Awareness may be raised in School Council
- Supervision of all areas at break and lunch time by staff is a priority and there are quiet supervised areas (library) where girls can go.
- External agencies sometimes provide talks through the PSHEE curriculum
- A positive school ethos is created by celebrating success in school eg. in assemblies, noticeboards etc.

### Involvement of Parents
Parents should know that the school will not tolerate bullying and takes a positive approach to educating pupils to combat it.

Parents of pupils who are targets of bullying and parents of those displaying bullying behaviour  will be involved in the solution to the problem as appropriate by the Head of Key Stage in consultation with the Deputy Head (Pastoral).

Parents will be informed of the policy and procedures and the possibility of permanent exclusion (expulsion) following gross acts of bullying.

### Involvement of Pupils
Pupils will have an input into the PSHEE anti-bullying programme and through other strategies e.g. form time and will be consulted on how it could be developed. Part of this programme will focus on how to cope with bullying, how to report bullying both in and out of school and the consequences of bullying. Pupils will be assured that they will be listened to and that incidents are acted upon.

### Monitoring, evaluation and review
The school will review this policy annually and assess its implementation and effectiveness. Pupils are made aware of expectations of behaviour and the sanctions that may be implemented. A bullying file is kept with records of incidences where disciplinary action has been implemented.
The school will update its approach and take into account developments such as in technology updating the "parent/pupil acceptable use" policy for using computers and other mobile devices in and out of school.

The policy will be promoted and implemented throughout the school. Staff will receive training outlining their responsibilities regarding bulling, how to resolve problems and where to seek support. Where appropriate the school will invest in specialised skills to train staff e.g. Special Educational Needs and/or disability (SEND) and will draw upon the experience and expertise of anti-bullying organisations.

Monitoring, evaluation and review A senior member of this school staff will be identified to lead on the implementation of the policy and act as the link person with the LA and outside agencies. An annual report will be made to the governing body, including statistics about: • The number of reported concerns • Monitoring information about the pupils involved • Motivations for bullying • Actions taken and outcomes.

The school will review the policy annually and assess its implementation and effectiveness.

### Responsibilities

The Head will:

- ensure that all staff are trained and have an opportunity of discussing strategies and reviewing them
- determine the strategies and procedures
- discuss the development of the strategies with the SMT
- ensure appropriate training is available
- ensure that procedures are brought to the attention of staff, parents and pupils
- report annually to the Governing body

The Deputy Head (Pastoral) will:

- be responsible for the day-to-day management of the policy and systems
- be the named senior leader (currently Mrs Shirley Watson) dealing with issues relating to bullying and its prevention
- ensure that positive strategies and procedures are in place to help both the bullied and those using bullying behaviour
- keep the Head informed of incidents
- arrange relevant staff training
- determine how best to involve parents in the solution of individual problems
- support and advise all other staff in dealing with bullying incidents
- make regular reports to the Head

Heads of Key Stage and Heads of Year will:

- be responsible for ensuring that the school's positive strategies are put into practice

- know the school procedure and deal with incidents that are reported

Form Teachers will:

- be responsible for liaising with Heads of Year/Key Stage over all incidents involving the pupils in their form
- be involved in any agreed strategy to achieve a solution
- take part in promoting the anti-bullying policy through the PHSEE programme

All staff will:

- know the policy and procedures
- be observant and ask pupils what is happening to them
- deal with incidents according to the policy
- never let incidents go unreported, whether on or off site
- participate in promoting the policy

Governing Body

- The nominated Child Protection Governor, currently Mrs Anne Wilson, liaises with the Chairman of Governors, the Head and the Deputy Head (Pastoral) over all antibullying strategies and individual cases where appropriate. The Governors will discuss, review and endorse agreed strategies on the initiative of the nominated Governor and in any case will discuss the Head's annual report on the working of the policy.

**Links with other policies**
This policy links to the following policies and procedures:

- Child protection and safeguarding policy
- Behaviour policy
- Health and safety policy
- IT acceptable use policy

**Helpful Organisations and Contact Details**

**Legislative links**
Schools' duty to promote good behaviour: Section 89 Education and Inspections Act 2006 and Education (Independent School Standards) (England) Regulations 2010

Power to tackle poor behaviour outside school The Equality Act 2010

**Specialist organisations:**

**Helplines:**

- Childline – 0800 1111
- NSPCC Helpline – 0808 800 500
- Parentline Plus - 0808 800 2222
- The Samaritans – 01789 298 866 or 08457 909 090
- Cruse Bereavement Line – 0208 940 4818
- Relate Teenage line – 01926 403340

**Education:**

- **The Diana Award:** Living legacy to Princess **Diana's** belief that young people have the power to change the world for the better. Involves a number of different projects aimed at reducing bullying in schools. One of the main projects is the Anti-Bullying Ambassadors programme which has trained over 24,000 young people across the UK to lead on anti-bullying campaigns in their schools. King's was selected as a showcase school for its anti-bullying work in 2019. https://diana-award.org.uk/anti-bullying/

- **The Anti-Bullying Alliance** (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

- **Beatbullying:** A bullying prevention charity with an emphasis on working directly with children and young people. In addition to lesson plans and resources for parents, Beatbullying have developed the Cybermentors peer support programme for young people affected by cyber-bullying. www.beatbullying.org

- **Kidscape**: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people. Parents Helpline (Mon-Fri, 10-4) 0845 1 205 204 or www.kidscape.org.uk

- **Restorative Justice Council**: Includes best practice guidance for practitioners 2011.

**Cyber-bullying:**
- **ChildNet International:** Specialist resources for young people to raise awareness of online safety and how to protect themselves.Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

- **Digizen**: provides online safety information for educators, parents, carers and young people.

- **Advice on Child Internet Safety 1.0**: The UK Council for Child Internet Safety (UKCCIS) has produced universal guidelines for providers on keeping children safe online.

**LGBTQ+:**
- **EACH**: A training agency for employers and organisations seeking to tackle discrimination on the grounds of gender and sexual orientation.

- **Schools Out**: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

- **Just Like Us**: a charity to support young people belonging to the LGBTQ+ community. Runs a diversity week for schools. https://www.justlikeus.org/

- **Stonewall**: An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

- **Warwickshire Pride:** work all year round to support LGBT+ people living in Warwickshire including running workshops at King's

**SEND:**
- **Mencap**: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

- **Changing Faces:** Provide online resources and training to schools on bullying because of physical difference.

- **Cyberbullying and children and young people with SEN and disabilities**: Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

**Racism:**
- **Show Racism the Red Card**: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.

- **Kick it Out**: Uses the appeal of football to educate young people about racism and provide education packs for schools.

- **Anne Frank Trust**: Runs a schools' project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity