



# KINGSDOWN SCHOOL

## Anti-Bullying Policy 2021

**Approved by:** Impact Committee **Date:** 30th November 2021

**Last reviewed on:** September 2020

**Next review due by:** November 2022

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# 1. Introduction

## 1.1 Rationale

Kingsdown is committed to providing a caring, friendly and safe environment for all of our Students so they can learn in a relaxed and secure atmosphere. We recognise bullying as any behaviour which is deliberately intended to hurt, threaten or frighten another person or group of people. Bullying is not a 'one off' incident; rather something that occurs regularly over a period of time. It can also be an imbalance of power in a relationship and can happen face to face or online.

Kingsdown is an anti-bullying school; bullying is not accepted in our community. Bullying of any kind is unacceptable and will not be tolerated. We wish to create a learning environment for every student in which all partnerships are based on mutual **respect**. All students have the right to enjoy their learning and leisure time free from any form of bullying or harassment. We take all incidents of bullying seriously and it is our duty to take measures to prevent and tackle any bullying, harassment or discrimination.

All staff must be prepared to respond to incidents of bullying. Action will be taken to support the person being bullied and to change bullying behaviour.

## 2. Definitions

Bullying can be:

Emotional:	being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
Physical:	pushing, kicking, hitting, punching, or any use of violence
Race:	Racial taunts, graffiti, gestures
Sexual or sexist:	Unwanted physical contact or sexually abusive comments. Including sexist bullying (gender)
Homophobic:	Sexual orientation (transphobic, homophobic or biphobic bullying)
Verbal:	name-calling, sarcasm, spreading rumours, teasing
Cyber:	All areas of internet, such as email and internet chat room misuse. Mobile phone threats by text messaging and calls Misuse of associated technology, i.e. camera and video facilities

Although the above is not an exhaustive list, common examples of bullying also include:

- Bullying based on Special Educational Needs (SEN), disability, ability, class, religion or belief, health conditions, appearance or circumstance
- Bullying of young carers or looked after children, or related to home problems.

**We recognise bullying to be part of a pattern of behaviour rather than an isolated incident.**

Bullying incidents usually have three things in common:

- It is deliberately hurtful behaviour
- It is repeated over time
- It is difficult for those being bullied to defend themselves.



At Kingsdown, we believe that not all aggressive behaviour is bullying. It can be the case that children fall out with one another, or that children are equally aggressive towards each other. Unless serious exclusion of one member from the group, and/or an imbalance of power is taking place, then it may just be a case of individual differences.

At Kingsdown, we deter students from all aggressive behaviour, and we will not tolerate fighting, kicking, biting, spitting, pinching, pushing, slapping or punching. Neither will we accept threats, swearing, name calling or racist, sexist and derogatory comments designed to hurt and cause offence. We will not accept behaviour from anyone, whether adult or child, that aims to cause pain and distress to others. It is not an option to be a bystander to bullying.

Despite training in correct social behaviour, we must be aware that there may be instances of bullying within school. It is essential that we recognise this and that there are procedures in school for dealing with bullying when it occurs.

### **3. Signs and Symptoms**

A child may indicate by signs or behaviours 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
- 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 school work
- 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 dinner or other 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 and jumpy when a cyber-message is received

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

### **4. Reasons for Challenging Bullying Behaviour**

- For the safety and happiness of students.
- When students are being bullied their lives are being made miserable.

- They may suffer injury.
- They may not want to come to school.
- They may experience loss of self-confidence and self-esteem over time.
- Some may start to blame themselves.
- Educational achievement.
- Bullying could affect concentration and learning.
- Some victims will avoid being bullied by not attending school.
- Without the issues being tackled and bullying incidents being dealt with, a trend towards bullying as the 'norm' may become apparent. It could be seen as a quick way of getting what they want. Those being bullied may see the school condoning this type of behaviour. They may begin to feel let down by adults in authority.
- Parents will be reassured by a school that demonstrates a positive response and an effective policy against bullying.

## 5. Implementing Our Anti-Bullying Policy

Our policy is implemented through:

- Providing opportunities for students to behave positively
- Staff/adults in school providing positive role models
- Promoting anti-bullying through assemblies
- Teaching themes in personal development lessons e.g. values, friendship, conflict, power, trust
- Encouraging discussion on anti-bullying strategies in tutorial projects
- Promoting anti-bullying values and co-operative behaviour through the curriculum
- Discussion at Student leadership meetings and providing feedback from the students
- Raising self-esteem through celebrating success and achievement.
- Training for staff in order to establish a common understanding within the school and the need for vigilance
- Information and advice given on the school website. This includes telephone numbers, addresses and web site information for outside agencies that deal with issues, including bullying.

## 6. Procedure for dealing with complaints of bullying

### 6.1 How to deal with bullying and who to tell

Each year in term 1, we will teach all our students to take the following action if they feel they are being bullied:

- if you feel able to, then let the 'bully' know that they do not like what is happening to them and ask the bully to stop;
- if the bullying doesn't stop, tell someone in school who will initiate action to sort out the problem. This will often be their tutor, any teacher, progress leader or any member of staff.
- Use [SHARPs](#) to report your concerns discreetly.

### 6.2 What any adult – teacher, support staff, parent – who has been told about bullying should do.

- Kingsdown staff should report the concern via CPOMs, parents or people can report via SHARPs or directly via phone or email to the tutor or progress leader.

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### 6.3 Who should investigate?

- In the first instance we would expect the student's tutor to discuss any issues with their tutees and suggest possible solutions.



- Progress leaders linked to the relevant year group or a member of the safeguarding team.

### **6.3 The need for gathering evidence**

If we are to deal with incidents fairly, we must gather as much evidence as possible in order to establish what really happened.

### **6.4 How we deal with incidents that cross the inside/outside school boundaries**

Where incidents that happen outside school are clearly having a detrimental effect on the life of the school we will:

- investigate these and, in conjunction with the parents and the local police, take appropriate action.

### **6.5 What sanctions we use**

At Kingsdown, sanctions are applied fairly, proportionately, consistently and reasonably, taking account of any SEN or disabilities that students may have, and taking into consideration the needs of vulnerable children. Bullying by children with disabilities or SEN is no more acceptable than bullying by other children and it should be made clear that their actions are wrong and appropriate sanctions imposed. We expect all students to be proactive and seek help from members of staff if they witness another student being hurt or they are concerned about others.

The following is the normal hierarchy of sanctions. A serious case of bullying, however, might result in immediate exclusion:

- In the first instance, a bully will be warned and parents will be informed. We will impress on them that what they have done will not be tolerated at our school. This frequently solves the problem.
- If the bullying continues, parents will be invited into school and both student and parents will be told that further sanctions will follow if the bullying doesn't stop.
- If there is further bullying, the student will be detained at break and lunch times.
- Removal from specific classes if appropriate will be used.
- Further sanctions such as the annex or exclusion from school for a fixed period of time will also be used if appropriate.
- The ultimate sanction for bullying is permanent exclusion.

## **7. Engaging with parents and carers**

We believe it is important for our school to work with parents/carers to help them to understand our approach with regards to bullying and to engage promptly with them when an issue of bullying comes to light, whether their child is the student being bullied or the one doing the bullying. We will ensure parents/carers are made aware of how to work with us on bullying and how they can seek help if a problem is not resolved. Some parents may need specific support

to help deal with their child's behaviour. Where our school identifies that this is the case, we will initially provide support ourselves or signpost the parents to appropriate channels of help.

We will

- make sure that key information (including policies and named points of contact) about bullying is available to parents/carers.
- ensure that all parents/carers know who to contact if they are worried about bullying.
- ensure all parents/carers know about our complaints procedure and how to use it effectively.
- ensure all parents/carers know where to access independent advice about bullying.
- work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- ensure that parents work with the school to role model positive behaviour for students, both on and offline.

7.2 Particularly during a lengthy investigation, or when there is a repetition of bullying, a victim's parents may feel very anxious. It is very important that the investigator and the parents keep in contact but parents must understand that Tutors, Progress leaders and Senior Staff do have other demands on their time. We will always endeavour to ring parents on the same day that the incident occurred; however, phone calls may not always be able to be made as soon or as frequently as the parent would ideally like.

## 8. How we monitor the situation

Pastoral staff will check at regular intervals on the welfare of a student who has been bullied, but we do rely on students reporting any repetition. Whilst the sanctions outlined above will be used as appropriate, both students and parents must understand that we cannot take action if we are not made aware.

## Prevention

We will use a variety of methods for helping children to prevent bullying. As and when appropriate, these may include:

- Student bulletin
- Making a pledge to use the Kingsdown Beats to raise profile of bullying
- Its ok to talk campaign
- Education through the Personal Development Curriculum, Read stories about bullying or having them read to a class or assembly
- 'Its Ok to Talk' campaign
- Assemblies and tutor discussions promoting tolerance
- Having discussions about bullying and why it matters
- Leadership opportunities in the form of Hear to Hear Anti- Bullying ambassadors
- Taking part in Anti-Bullying Week Activities, including whole school assemblies.

## Students Rights at Kingsdown School

These include:

- To be treated with respect by all members of the community
- To live their life in peace and safety
- Not to be bullied
- To protect themselves by ignoring others' actions or by walking away
- To tell a member of staff/adult, if someone is making them unhappy.

## Students Responsibilities at Kingsdown School

These include:

- Not to take part in any form of bullying
- To treat all members of the school community with respect
- Not to put up with any form of bullying
- To report any incident of bullying they see
- To work with others to help stop bullying.

## Helpful Organisations

- Childline .....0800 1111
- Bullying UK .....0808 800 2222
- KIDSCAPE Parents Helpline (Mon-Fri, 10-4) ..... 0845 1 205 20
- NSPCC .....0808 800 5000
- Anti- Bullying Alliance.....<https://www.anti-bullyingalliance.org.uk>



- Diana Award- Anti Bullying Pro .....<https://www.antibullyingpro.com/>

## Documents Consulted

- DFE: Preventing and Tackling Bullying (July 2017)
- DFE: Sexual violence and sexual harassment between children in schools and colleges (May 2018)
- Keeping Children Safe In Education 2021
- Cyberbullying: Advice for headteachers and school staff (November 2014)
- Kidscape Anti-bullying Guidance
- Bullying UK Guidance

## Policy Information and Review


Academic year	Designated Lead Person (S)	Nominated Governor	Chair of Governors
2019-2020	Ms S M Magenty		Mrs L Scragg

## Policy Review Dates

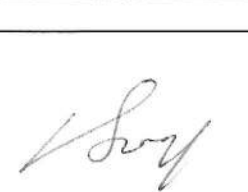
Review Date	Changes Made	By Whom
September 2018	Policy created	Ms S M Magenty
September 2019	Definition of bullying	Ms S M Magenty
November 2021	Amendments made in line the guidance	Ms S M Magenty

## Ratification by Governing Body

Academic Year	Date of Ratification	Chair of Governors
2021 - 2022	13th December 2021	Mrs L Scragg

Signed by: 

Emma Leigh-Bennett

Signed by: 

Lynne Scragg

Date: 16/12/21

Date: 16.12.21



## Appendix A

### Examples of bullying behaviours

Serious incident	Example of sanction
Persistent bullying (including cyber) Homophobic abuse Racist abuse Extremist behaviour or views Physical bully (Assault) Sexual harassment or abuse Emotional bullying	Permanent exclusion Fixed term exclusion (1-5 days) SLT Detention (2hrs)

Other incidents	Example of sanction
Verbal bullying: Use of offensive language (hurtful, derogatory, obscene, threatening or indecent language towards another student) Isolated incident of bullying Emotional bullying	Fixed term exclusion (1-5 days) SLT detention: (1-2 hr detention) Removal of free time Community service Restorative justice Formal warning (letter) On report

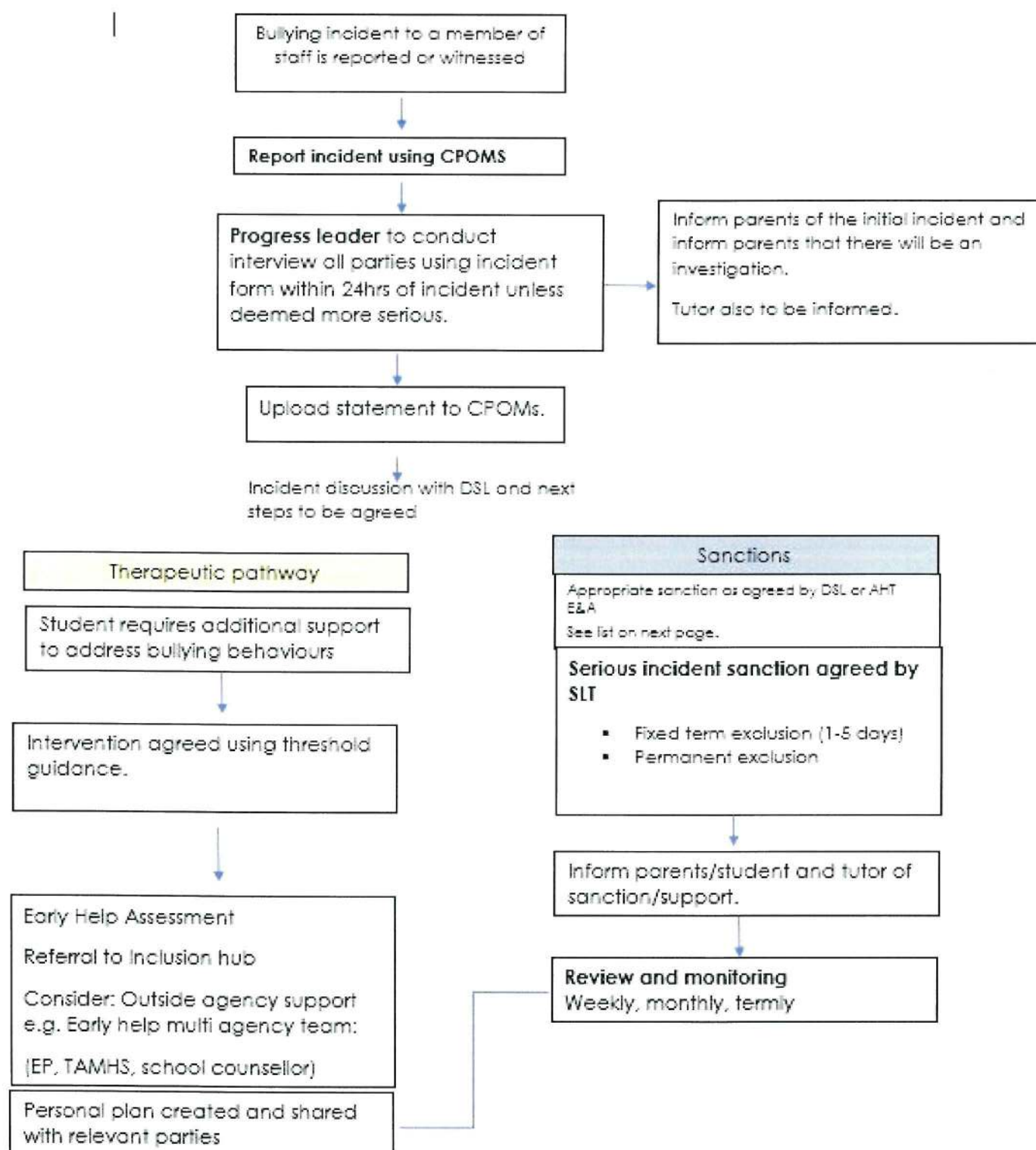
### Support

Below are examples of support available for students, this is not an exhaustive list we may put other support in place that is not included on the list. Each individual case will be assessed based on the needs of the students involved and an appropriate support plan will be written and shared with all parties.

- Peer mentoring from Anti bullying ambassador (Here to Hear student mentors)
- Mentoring from progress leader
- Access to a supervised quiet space and clubs at breaks and lunch times
- Support from the school counsellor
- Support from early help team

## Appendix B

Flowchart for dealing with a bullying incident.



All actioned must be followed up and recorded on SIMs/CPOMS