

# **Anti-Bullying Policy**

Review date: Spring 2022

## **Kennington Park Academy -Mission Statement**

Our primary aims are:

- To offer a secure and carefully structured environment, where disaffected and/or permanently excluded pupils develop as confident and independent learners able to achieve their best outcomes.
- To facilitate and support the successful reintegration of pupils into schools.
- To promote the values of citizenship, courage, friendship, equality, determination, inspiration, mutual respect and tolerance .

### **1.0 Our ethos**

- 1.1** Our pupils, who have had disruptive and fragmented school experiences, need to feel safe in a caring environment so that all may be enabled to learn in a secure atmosphere. If bullying occurs, the primary aims of our mission statement are compromised.

### **2.0 Aims of the policy**

#### **2.1**

- To prevent, de-escalate and/or stop any continuation of harmful behaviour
- To react to bullying in a reasonable, proportionate and consistent way:
  - To safeguard the student who has experienced bullying and to trigger sources of support for the student
  - To apply a process of investigation and apply disciplinary sanctions to the student causing the bullying , ensuring they learn from the experience and receive support –including from other agencies if necessary.

### **3.0 We accept the definitions of bullying used by KIDSCAPE (3.1) and THE ANTI-BULLYING ALLIANCE (3.2)**

- 3.1** “Repeated intimidation of a victim that is intentionally carried out by a more powerful person or group in order to cause physical and/or emotional hurt.” (Kidscape)

- 3.2** The Anti-Bullying Alliance includes the following principles in its definition of bullying:

- Bullying behaviour deliberately causes hurt (either physically or emotionally)
- Bullying behaviour is repetitive (though one-off incidents such as the posting of an image, or the sending of a text that is then forwarded to a group, can quickly become repetitive and spiral into bullying behaviour)
- Bullying behaviour involves an imbalance of power (the person on the receiving end feels like they can't defend themselves.

Bullying is not:

- Teasing and banter between friends without intention to cause hurt
- Falling out between friends after a quarrel or disagreement
- Staff having to repeat instructions/remind pupils of expectations and/or consequences

#### 4.0 What we do about bullying:

##### 4.1 We believe that bullying takes the form of :

- Physical bullying
- Emotional bullying (this includes disability, race, ethnic and cyber bullying)
- Sexual bullying (this includes sexual orientation and transgender bullying )
- Social bullying (this includes deliberately socially excluding others , and may take the form of leaving others out of games/discussions etc)
- Cyber bullying
- Racism

Bullying is often motivated by prejudice against particular groups, e.g on grounds of race, religion, gender, sexual orientation, SEND, disabilities, or because a child has been adopted , is in care or has caring responsibilities. It might be motivated by actual or perceived differences between children.

**4.2** The pupil:staff ratio at the Kennington Park Academy and the emphasis given to behavioural issues both in and outside the classroom, mean that any bullying should be quickly identified. However it is to be noted that a large percentage of the pupils referred to us have had experience of bullying, either as those who have been bullied and/or those who have bullied and need careful support to prevent them from continuing in either role.

##### 4.3 Prevention :

- The correct management of the various SEMH (Social Emotional and Mental Health) needs of our pupils aims to ensure that pupils feel comfortable reporting bullying. *What to do about bullying* is addressed in PSHE sessions, assemblies and via mini-topics throughout the school year. This subject is addressed frequently throughout the year as the roll of the academy is transient and we recognise the need to effectively 'reach' our pupils before they return to a permanent school placement.
- We aim to teach our pupils to respect diversity and to become tolerant citizens. Our teaching methods include planned collaborative and structured partnered learning.
- We encourage positive friendships and our PSHE lessons focus on making and maintaining friendships.
- We do not tolerate discriminatory behaviour /language and follow the procedures set down in our **behaviour policy**.
- We promote the values of friendship , respect, citizenship, courage , tolerance and

honesty through our class values and positive behaviour points.

- We seek the opinion of our students via school council discussions and whole school surveys on anti-bullying ( 2 x a year).
- Our Student Council work with us to discuss anti bullying with their peers and bring any while school issues to the School Council. They are **Anti Bullying Champions** and know that part of their role is to be a peer that others can go to if there is an issue. They then report matters to staff.
- Staff will receive regular CPD to allow them to better teach/promote anti-bullying

#### 4.4 Our response to bullying :

- 4.4.1 We encourage pupils to report bullying to staff –either as the person being bullied or a witness.
- 4.4.2 The procedures and strategies explained in our Behaviour Policy will normally be applied as routine responses to incidents of name-calling, physical abuse, threatening behaviour or other unwelcome behaviour. Despite ongoing preventative work, incidents of bullying (as defined previously) may occur in settings such as ours.
- 4.4.3 All allegations are recorded carefully – see section 6.0
- 4.4.4 Staff will investigate the allegation/s by talking with all involved – individually – this includes witnesses (actual and potential)
- 4.4.5 Parents/carers of all students involved are kept informed of the allegation and findings of the investigation.

#### 4.5 Action

4.5.1 Appropriate actions could include but will not be limited to:

- A mediation meeting and a restorative approach
- A phone call or letter to the home of both parties and/or a meeting arranged
- Public discussion of the incident in circle time/assembly
- Case put to circle time/assembly for decision, restorative approach and sanction
- The involvement of outside agencies—Social Care referral, CAMHS referral, the police etc
- Fixed term /permanent exclusion (for extreme cases)
- Invoking the Education Act 2011 which allows the HT to formally authorise staff to examine data and files on electronic equipment (including mobile phones) – this can be done without parental permission
- Contacting the police If there are reasonable grounds to suspect an electronic devise contains evidence in relation to an offence.

4.5.2 In all cases attention will be paid to the needs of all parties .Sanctions and follow-up work will be designed to minimise the danger of pupils becoming identified with either role.

#### 5.0 Recording of incidents

5.1 . As well as informing SLT, staff have a duty to log all incidents:

1. The incident is recorded onto SLEUTH
2. The incident is recorded in the **Bullying/Discrimination/Prejudicial Behaviour Log** which is stored in the admin office. Staff must also ensure that the logs are actioned.
3. Notes must also be added to a pupil's individual pupil file (the file note section) , stored in the main admin office. This may just be a reference.
4. Notes may also be added to safeguarding files if necessary.

6.0 Our expectations:

6.1 The Academy Council will :

- Create the right ethos for the KPA to ensure that it is an inclusive environment
- Ensure a regular review of the Anti-Bullying Policy and practice by looking at data
- Ensure the KPA is promoting equality

6.2 The HT will:

- Determine, publicise and ensure implementation of the KPA's measures on behaviour support and anti-bullying
- Consider what adjustments need to be made to policy and practice
- Ensuring the KPA is promoting equality and inclusion
- Ensure the policy is kept up to date
- Ensure that the policy is followed consistently
- Ensure that staff receive adequate CPD

6.3 Staff will:

- Constantly monitor students and follow the policy and procedures consistently
- Take concerns seriously
- Investigate allegations of bullying
- Record incidents/allegations of bullying
- Keep parents/carers concerned informed of any incidents/allegations of bullying
- Take action swiftly and resolve the issues as quickly and effectively as possible
- Teach anti-bullying across the year, including holding assemblies and focus upon Anti-Bullying week
- Liaise with outside agencies as necessary
- Model high standards of behaviour –especially regarding relationships and respecting others

6.4 Pupils will:

- Respect themselves and others and not intimidate peers in any way
- Report any incidents of bullying to staff
- Take a full and active part in any restorative action

6.5 Parents/carers will:

- Report any incidents /concerns to staff
- Work with the KPA staff to resolve any issues

## 7.0 Staff

7.1 All staff operate under *The Parallel learning Trust's Staff Code of Conduct*. We have regard to the way in which we treat each other. We hope to set an example to our pupils of polite social interaction and conflict resolution. Bullying is not acceptable in pupil or staff relationships.

(Refer to DfE and Ofsted Anti-Bullying Guidelines/ Kennington Park Academy Behaviour Policy/Kennington Park Procedures Document)

Anne Sturman  
Headteacher  
February 2020

This policy should be read in conjunction with KPA's :  
Behaviour policy  
Safeguarding Policy  
SEN / Inclusion Policy

## APPENDIX

### Statutory duty of schools

There are a number of statutory obligations on schools with regard to behaviour which establish clear responsibilities in responding to bullying.

In particular **section 89 of the Education and Inspections Act 2006:**

- Provides that every school must have measures to encourage good behaviour and **prevent all forms of bullying** amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents;
- Gives head teachers the ability to discipline pupils for poor behaviour that occurs even when the pupil is not on school premises or under the lawful control of school staff.

(DfE 'Preventing and tackling bullying – advice for headteachers staff and governing bodies' – July 2017)

### The Equality Act 2010

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. A key provision is a new **Public Sector Equality Duty**, which came into force on 5 April 2011. It replaces the three previous public sector equality duties for race, disability and gender, and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The Duty has three aims. It requires public bodies to have due regard to the need 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;
- Foster good relations between people who share a protected characteristic and people who do not share it.

### **Schools and all public sector organisations are required to comply with the new Equality Duty.**

The Act also makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment. In England and Wales the Act applies to all maintained and independent schools, including Academies and Free Schools, and maintained and non-maintained special schools.

#### **More information:**

[www.homeoffice.gov.uk](http://www.homeoffice.gov.uk)

#### **Human Rights Act (1998)**

‘No one shall be subjected to torture or to inhuman or degrading treatment or punishment.’  
(Article 3)

‘Everyone has the right of respect for his private and family life, his home and his correspondence.’ (Article 8)

In October 2000 the Human Rights Act 1998 became law in the UK. This means that schools could have charges brought against them under the HRA 1998, if they allow the rights of children and young people that they work with to be breached through failing to take bullying seriously.

The National Association of Head Teachers has acknowledged this by adding to their guidelines on bullying that head teachers must ‘satisfy themselves’ that their school’s anti-bullying policy complies with the HRA 1998. Head teachers cannot do this without fully involving their teaching staff.

Schools, **PRUs** and all child and youth-orientated services have a legal, as well as a moral, imperative to treat bullying as a breach of human rights, and deal with it accordingly.

## Safeguarding children and young people

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school or organisation staff should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, schools and organisations may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

## Criminal law

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

If staff feel that an offence may have been committed, they should seek assistance from the police.

For example, under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication 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.

## Bullying outside school premises

Headteachers have 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 headteachers the power to regulate pupils' conduct when they ***are not on school premises and are not under the lawful control or charge of a member of school staff*** (N.B. *this legislation does not apply to independent schools*).

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 a town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The headteacher should also consider whether it is appropriate to notify the police (or



Anti-Social Behaviour Co-ordinator in their local authority) of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.