



**Kidsgrove**  
**Learning Campus**  
INSPIRE INNOVATE CREATE



## **Anti-Bullying Policy**

<b>Drafted By</b>	Mr A Till
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<b>Approved By</b>	Academy Council
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## **Introduction**

The Kidsgrove Secondary School does not tolerate bullying behaviours and adopts a holistic approach to addressing bullying incidents with both the perpetrators and victims of bullying. This policy outlines how we respond to bullying but does not provide an exhaustive list of possible interventions as these will be considered and discussed with the students and parents involved on a case-by-case basis. We work with students, parents, colleagues, and the community to create an atmosphere and ethos of tolerance, safety and understanding for everyone and is committed to working together to challenge bullying.

## **What is bullying?**

Bullying can be defined as having three key features:

- The victim is targeted by an individual or group on a regular basis.
- There is intention to harm or humiliate either physically or emotionally (and is often aimed at certain groups, for example because of race, religion, gender, or sexual orientation).
- There is a power imbalance, the victim is fearful of those targeting them.

When all of the above are happening, over time it is highly likely that bullying is occurring rather than just students falling out. Parent/carers should take note that creating relationships is an ongoing development for pupils and many disagreements and 'fallouts' occur in this process. These very rarely constitute 'bullying', even though a particular pupil may feel vulnerable at a given time. If needed, staff will investigate any issue between pupils to determine the level of breakdown of relationships and support all pupils. There can be two sides to any incident. We will ensure we have full information before a particular case is deemed as bullying and we would also ask parents/carers to support us by not labelling incidents as bullying without consulting and working with us firstly.

Bullying can occur in lessons, at lunch time, at home, on the journey to and from the school, online and/or in the community. We do not tolerate or accept bullying anywhere and will endeavour to work with students, parents, and community members to address all instances of bullying. Bullying can constitute a safeguarding risk and if deemed appropriate we may refer concerns to external partners.

**Bullying can take many forms. It can be overt or more subtle.**

**Four of the main types are:**

- 1. Physical** - including hitting, kicking, taking, or destroying belongings.
- 2. Verbal** - including name calling, insulting, mimicking, coercion, harassment, intimidation.
- 3. Emotional/Indirect** - including spreading nasty stories about someone, shunning (excluding someone from social groups), behaviour that might result in psychological harm / trauma.
- 4. Cyber/technological** - including mobile phone calls, text messages, pictures or video clips, emails, chat rooms, instant messaging, social networking websites, sharing private messages or communications.

**Other types of bullying behaviours can include:**

**Sexual** - unwanted physical contact or abusive comments, harassment

**The following types of bullying can also be reported to and considered as Hate Crime by the police:**

**Racial** – discriminating against someone or teasing/humiliating them because of the race or ethnic background.

**Religious** – discriminating against someone teasing/humiliating them because of their religious beliefs.

**Homophobic** - discriminating against someone teasing/humiliating them because of their sexuality.

**Transphobic or sexist** - discriminating against someone teasing/humiliating them because of their gender or gender identity.

**Disability** - discriminating against someone teasing/humiliating them because of their disability or perceived disability.

In all instances of potential Hate Crime, we may undertake support work for the perpetrators to help them reflect on their behaviours, understand their criminal

responsibility and to reflect on the harm they may have caused others. This work may include meetings with local police liaison officers.

### **How can bullying be reported?**

Students, parents and concerned members of the community can report bullying instances or worries by contacting the school. Alternatively, students and parents can report worries or concerns to any member of staff. Form tutors should be considered the primary point of contact for all students and parents to raise concerns. All reports will be treated confidentially and where necessary referred to the Assistant Head Teacher to establish an appropriate course of action. Students and parents often worry that by reporting concerns the problems will get worse. We work with students and parents to ensure that timely and sensitive responses are undertaken and reviewed to prevent bullying behaviours continuing or escalating.

### **What will we do about bullying?**

Each term the students take part in anti-bullying activities with their form tutors. These activities form part of a whole school anti bullying approach. Anti-bullying approaches are embedded across the Personal Development curriculum and assemblies. The school is working alongside members of the community and the police to continue to foster an atmosphere and ethos of tolerance and acceptance within the school community.

### **Policy Review**

The Senior Leadership team regularly reviews our anti-bullying strategy. This reviewing process includes undertaking student and parent surveys to ensure the voice of the students is heard and their wishes and views used are used to inform policy, practice, and ethos through promoting an anti-bullying culture.

### **Specific concerns:**

When an instance of bullying is reported the school will tailor its response according to individual circumstances. Interventions and responses may include:

- Discussions with Form Tutors, Pastoral lead or where appropriate, a Senior Leader to establish if the incident fits the definition of bullying outlined above.
- The form tutor or pastoral lead may arrange for those involved to discuss their concerns and worries and a written account of events may be made by the student/s.
- If considered necessary, a safety plan or risk assessment may be agreed with the student who has been bullied.

The following measures may be undertaken for those involved in bullying whether as perpetrator, bystander, or victim.

For the victim of bullying these measures may include:

- Access to emotional support for the student via their form tutor, the learning support centre, emotional coaching or other agencies as appropriate.
- A meeting with parents to discuss the concerns and associated safety/response plan/risk assessment.
- Advice and guidance on where and how to seek help if the student feels worried or hurt outside school hours.
- Restorative conversations facilitated by school staff if the student feels this approach would be supportive.
- A review meeting with key staff/form tutor to ensure that the concerns have not recurred.

Responses in school to the perpetrators or bystanders of bullying behaviour may include:

- A verbal warning that the behaviours constitute bullying and that any further recurrence would be treated as bullying formally.
- Detention.
- Intervention work (group work / activities / assemblies / workshops / restorative actions).
- Restorative discussions with the victim if deemed appropriate and safe. Restorative Justice approaches support the student bullying others to redress their actions, understand the impact of their actions and to enable the victim to feel safe and understood.
- Access to support, advice, and guidance from staff to ensure any issues affecting the student exhibiting bullying behaviours are addressed appropriately in consultation with parents/carers.
- Internal Exclusion – followed by a readmission meeting with parents/carers.
- Suspension.
- Permanent Exclusion.

## **Recording, Monitoring and Evaluation**

Staff record all instances of peer conflict/bullying on MyConcern. The detail of all concerns will be referred to the Deputy Headteacher to maintain an overview and offer support as required. All interventions, outcomes and resolutions will be recorded on MyConcern. The Designated Safeguarding Lead (DSL) reviews all bullying data by frequency, year group and type to ensure we continue to respond to bullying concerns robustly and to ensure the school environment feels safe. The DSL reviews the Anti-Bullying strategy and policy with the Headteacher to ensure it remains relevant and up to date.

This policy does not provide an exhaustive list of responses to bullying or examples of bullying. Individual instances and concerns are reviewed by the, Deputy Head Teacher, DSL and DDSL to establish an appropriate response.

It is important to note that this policy comes under our Behaviour Policy in respect of rewards, sanctions and actions that can be taken by academy staff in response to any behaviours which disrupt the harmony of our school.

## **Monitoring and evaluation**

This policy is reviewed regularly by School Leaders and and the Academy Councillor responsible for safeguarding.

## Appendix 1: Sources of Support – Sources of Support

Agency	Contact details	Type of Support
<p>Anti Bullying Alliance</p> 	<p><a href="http://www.anti-bullyingalliance.org.uk">www.anti-bullyingalliance.org.uk</a></p>	<p>The ABA has three main areas of work:</p> <ul style="list-style-type: none"> <li>• Supporting learning and sharing best practice through membership.</li> <li>• Raising awareness of bullying through Anti- Bullying Week and other coordinated, shared campaigns.</li> <li>• Delivering programme work at a national and local level to help stop bullying and bring lasting change to children's lives</li> </ul>
<p>Anti Bullying Ambassadors</p> 	<p><a href="http://www.antibullyingpro.com">www.antibullyingpro.com</a></p>	<p>Training for under 18-year-olds delivered by the Diana award.</p>
<p>BIG Award</p> 	<p><a href="http://www.bullyinginterventiongroup.co.uk">www.bullyinginterventiongroup.co.uk</a></p>	<p>The Bullying Intervention Group runs the national award scheme to recognise excellence in bullying intervention. Whether your school or service is at the start of your journey or advanced, they can help with the latest in research, best practice, news updates, training and resources.</p>

<p>BullyingUK</p> 	<p><a href="http://www.bullying.co.uk">www.bullying.co.uk</a></p>	<p>For advice and support in dealing with bullying.</p>
<p>Ditch the Label</p> 	<p><a href="http://www.ditchthelabel.org">www.ditchthelabel.org</a></p>	<p>One of the largest pro-equality and anti-bullying charities in the world; promoting equality and empowering people aged 12-25 to overcome bullying. A digital charity where support is provided online through the website and partnerships with games and social networks.</p>
<p>Diversity Role Models</p> 	<p><a href="http://www.diversityrolemodels.org">www.diversityrolemodels.org</a></p>	<p>They take positive role models – lesbian, gay, bisexual, transgender and straight – into schools to help LGBT students feel confident and ensure their classmates are accepting of difference. Our trained facilitators deliver workshops, giving young people the chance to hear personal stories and ask questions anonymously.</p>

<p>Educational Action Challenging Homophobia (EACH)</p> 	<p><a href="http://www.eachaction.org.uk">www.eachaction.org.uk</a></p>	<p>EACH's Reach project have received national recognition of their work challenging homophobic, sexist and cyberbullying</p>
<p>Kidscape</p> 	<p><a href="http://www.kidscape.org.uk">www.kidscape.org.uk</a></p>	<p>Our mission is to provide children, families, carers and professionals with advice, training and practical tools to prevent bullying and protect young lives</p>
<p>Kooth</p> 	<p><a href="https://kooth.com/">https://kooth.com/</a></p>	<p>XenZone is a provider of online mental health services for children, young people and adults. Kooth, from XenZone, is an online counselling and emotional well-being platform for children and young people, accessible through mobile, tablet and desktop and free at the point of use</p>

Stonewall



[www.stonewall.org.uk](http://www.stonewall.org.uk)

We're here to let all lesbian, gay, bi and trans people, here and abroad, know they're not alone.

We believe we're stronger united, so we partner with organisations that help us create real change for the better. We have laid deep foundations across Britain - in some of our greatest institutions - so our communities can continue to find ways to flourish, and individuals can reach their full potential. We're here to support those who can't yet be themselves.

Schools OUT



[www.schools-out.org.uk](http://www.schools-out.org.uk)

Our over-arching aim is to make our schools safe and inclusive for everyone. To do this we need:

1. To provide both a formal and informal support network for all people who want to raise the issue of homophobia, biphobia, transphobia and heterosexism in education.
2. To campaign on lesbian, gay, bisexual and trans issues as they affect education and those in education.
3. To research, debate and stimulate curriculum development on LGBT issues.
4. To work towards unison between teacher and lecturer unions and other professional stakeholders in education
5. To promote equality, safety and visibility in education for LGBT people and all the protected characteristics

The Proud Trust



[www.theproudtrust.org/](http://www.theproudtrust.org/)

The Proud Trust is a life saving and life enhancing organisation that helps young people empower themselves to make a positive change for themselves and their communities. We do this through youth groups, peer support, managing the LGBT centre for Manchester, delivering of training and events, Campaigns, undertaking research and creating resources.

Think U Know



[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

ThinkUKnow is the education programme of the Child Exploitation and Online Protection Centre aimed at young people and encourages Internet safety. The education programme consists of a presentation, which is given to young people in schools, youth groups and other youth environments, a website aimed directly at young people, which also contains information for teachers and parents, a number of hard-hitting education films designed to make young people think about whom they are talking to online, and other resources including posters and a range of promotional material.

Show Racism the Red Card



[www.theredcard.org](http://www.theredcard.org)

We provide educational workshops, training sessions, multimedia packages, and a whole host of other resources, all with the purpose of tackling racism in society. Established in January 1996, the organisation utilises the high-profile status of football and football players to publicise its message. Across Britain, Show Racism the Red Card delivers training to more than 50,000 individuals per year.

<p>The Diana Award</p> 	<p><a href="https://diana-award.org.uk/">https://diana-award.org.uk/</a></p>	<p>Our mission is to develop and inspire positive change in the future of young people. We believe that young people have the power to change the world.</p>
<p>UNICEF Rights respecting Schools</p> 	<p><a href="https://www.unicef.org.uk/rights-respecting-schools/">https://www.unicef.org.uk/rights-respecting-schools/</a></p>	<p>We work with schools to create safe &amp; inspiring places to learn, where children's rights are respected, their talents are nurtured &amp; they are able to thrive.</p>
<p>Salus Anti Bullying Award</p> 	<p><a href="http://salusgroup.org.uk/service/anti-bullying/">http://salusgroup.org.uk/service/anti-bullying/</a></p>	<p>Our anti-bullying team have been working with schools, colleges, teacher training providers, local authorities and other educational and care settings to enable them to create and maintain safe and supportive learning environments where all children and young people feel safe from bullying and harassment in all its forms. We work directly with school staff, parents and other professionals working in children's services to create an environment in which they can teach, work and participate to ensure that children and young people can thrive</p>

