

# KIRKHAM GRAMMAR SCHOOL

## POLICY DOCUMENT

### ANTI-BULLYING

**This policy applies to Kirkham Grammar Senior School (KGS) only.**

<b>Policy number: 2</b>	<b>Originating date: February 1998</b>	<b>Date last reviewed: March 2024</b>	<b>Next review: March 2025</b>
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This policy forms an integral part of Kirkham Grammar School's comprehensive approach to Safeguarding Children in Education. Due regard has been given, not only to the statutory requirements, but to guidance given by DFE (Preventing and Tackling Bullying, DFE, July 2017) and other recognised authorities working in the field. The policy should be considered, and acted upon, in conjunction with other written policies on behaviour, health and safety, e-safety, safeguarding and equality. A bullying incident will be treated as a child protection concern when there is reasonable cause to believe that a child is suffering or, is likely to suffer, significant harm.

Kirkham Grammar School seeks to provide pupils with a caring, secure, family-based environment that promotes both self-respect and respect for others within the spirit of its broad Christian ethos. The school recognises that all pupils have the right to receive their education free from any form of bullying. Bullying is unacceptable in the school and will not be tolerated. When bullying does occur the aim is to deal with incidents promptly and effectively and without further distress to the pupil. Sometimes bullying perpetrated outside school spills over into school, and vice versa. In such cases the school will do what is reasonably practicable to eliminate such bullying.

#### **AIMS**

- To demonstrate that the school takes all acts of bullying extremely seriously.
- To demonstrate that the safety and happiness of pupils is enhanced by dealing efficiently and effectively with bullying.
- To promote an environment where the expectation is that bullying will be reported.
- To take measures to prevent all forms of bullying in the school and on offsite activities.
- To promote positive attitudes of self-respect and respect for others.

#### **RESPONSIBILITIES**

##### **Governing Body**

Under current legislation the Governing Body has a legal duty to ensure all forms of bullying are dealt with in schools.

The Governing Body will discuss, review and endorse agreed strategies and in any case will discuss the Headmaster's annual report on the working of this policy.

### **The Head**

The Headmaster has a legal duty to draw up procedures to prevent bullying among pupils.

The Head will:

- ensure that all staff have an opportunity of discussing strategies and reviewing them;
- determine the strategies and procedures;
- discuss development of the strategies with the SLT;
- ensure appropriate training is available and updated as necessary;
- ensure that the procedures are brought to the attention of all staff, parents/carers and pupils;

Deputy Head (with DSL role) will:

- be responsible for the day-to-day management of the policy and systems;
- establish how best to manage a reported bullying incident;
- ensure that there are positive strategies and procedures in place to help both the victim and perpetrator(s)
- keep the Headmaster informed of incidents;
- arrange relevant staff training;
- determine how best to involve parents/carers and external agencies in the solution of the individual problems;
- provide feedback to the Headmaster and other relevant staff;
- keep records to evaluate the effectiveness of the policy and approach.
- Record any incidents of bullying on the Care, Guidance & Support (CGS) Committee minutes and note any actions taken.

Heads of Year will:

- be responsible for ensuring that the school's positive strategies are put into practice;
- know the school's procedure and deal with any incidents that are reported;

Form Tutors will:

- be responsible for liaising with the Head of Year over all incidents involving pupils in their Form;
- be involved in any agreed strategy to achieve a solution.

All staff will:

- know the policy and procedures;
- avoid humiliation, sarcasm or bullying to exercise authority (any form of corporal punishment is illegal);

- be observant and ask pupils what is happening to them;
- listen to the concerns of other pupils;
- deal with incidents according to the policy;
- never let any incidence of bullying pass by unreported, whether on site or during an offsite activity.

Involvement of non-teaching staff is also essential as they have an overview of what is going on outside of lesson time. They know that they have the support of the staff who are also on duty.

Peer on peer abuse will not be tolerated and all staff recognise that children are capable of abusing peers. Behaviours that go unchecked can only serve to reinforce stereotypes hence abuse should never be passed as mere 'banter' or 'having a laugh'.

All parents/carers should:

- allow school to manage a reported incident;
- avoid getting involved with other parents/carers or pupils;
- not allow any incident to be propelled via social media.

## **ANTI-BULLYING EDUCATION IN THE CURRICULUM**

Pupils will learn about bullying and the part they can play in preventing bullying through a combination of direct discussion and indirect strategies in teaching and other aspects of school life. All areas listed below, seek to encourage good behaviour in respect to others:

- Code of Conduct
- Assemblies
- PSHE
- Tutorial time
- Subject programmes of study as appropriate
- Pupil Voice (School Council)
- Displays
- Special awareness events
- Peer mentoring
- Duty System - to ensure the maintenance of good order and discipline at all times

Changing the attitude and behaviour of bullies will play a major part in the strategies used by the school.

## **PROCEDURES**

### **Definition**

Bullying can be defined as behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group physically or emotionally. Different from

'random acts' bullying is characterised by an "imbalance of power" and is difficult for the victim to counteract.

Bullying can take many forms:

- Emotional being unfriendly, excluding, tormenting (eg hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on, the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber all areas of internet, such as email, social networking, instant messaging & internet chat room misuse, web blogs, mobile threats by text messaging & calls, misuse of associated technology, ie camera and video facilities, gaming
- Disability because of, or focussing on, a person's disability
- Sexist because of, or focussing on, the issue of gender
- SEN because of, or focussing on, a person's special educational need

### **Signs of Bullying**

Pupils who are being bullied may show changes in behaviour, eg becoming shy and nervous, feigning illness, taking frequent or unusual absences or clinging to adults. There may be changes in work patterns, changes in eating patterns, sociability, a lack of concentration, or truancy.

All staff should be aware of these possibilities and to report promptly any suspicions of bullying to the Head of Year.

### **Managing Incidents - Advice to All Staff**

Reporting of bullying should never be regarded as trivial. It should be taken seriously and listened to sensitively, investigated and acted upon so that every pupil will have the confidence to speak up.

Action should be taken according to the following guidelines:

- Any incident of bullying should always be listened to, investigated and recorded.
- The victim should be encouraged to record the incident(s) in writing (signed and dated).
- The perpetrator should also separately give a written account of events (signed and dated).
- Any pupil reporting bullying should be listened to with care and given reassurance but should NOT be promised confidentiality as staff may need to refer to others. Reassurance is necessary so that the pupil knows he/she has been right to report the incident and that being bullied is not his/her fault and he/she is unlikely to be the only one who has

suffered. The names of pupils who witnessed incidents involving other pupils should be kept in confidence from the pupils directly involved.

- Take action as quickly as possible.
- In the case of cyber-bullying, under the Education Act 2011 a pupil may be subjected to a search of mobile phone contents. Staff are entitled to examine any data or files on the device if they think there is good reason to do so. This can be done without permission and may involve deletion of data or files or referral to the Police.
- In the case of sexual violence (clearly defined in KCSIE 2023), referral to the Police is a starting point.
- In the case of sexual harassment, unwanted conduct of a sexual nature (on or off-line), aggravating feature (age, imbalance of power) will determine if a police referral is appropriate.
- Make clear to the victim that the perpetrator's behaviour is his/her own responsibility and is never the fault of the pupil who rightly complained.
- Reassure the victim. Do not make them feel foolish or inadequate.
- Do not ask leading questions. Instead, ask open, prompting questions that encourage the pupil to talk to you and do not criticise the perpetrator in personal terms: criticise their behaviour.
- Offer practical help, advice and support to the victim.
- Always explain what you will do next (eg talk to ...) and offer support by explaining to the pupil that you will be present to support him/her in any later talks if they are needed and that you will see the matter through with them.
- If possible take brief notes at the time and record them later on CPOMS. You should always keep the original notes. A record should be made of the date, time, place and any noticeable non-verbal behaviour and the words used by the pupil rather than a re-interpretation.
- The CPOMS accounts should always include alerts for the DSL, SLT Year Group Link and Head of Year who will inform the Form Tutor and other members of staff involved of the action to be taken. Any action taken is also recorded in CPOMS.
- Contact should be made with the parents/carers of the perpetrator and the victim outlining the incident and the action to be taken. Parents/carers should be clear that the school takes the incident seriously. If deemed necessary, parents/carers will be invited in to discuss the matter.
- Make it clear to the perpetrator that you disapprove of his/her behaviour and actions. Encourage the perpetrator to see the victim's point of view and where appropriate, restorative work will be carried out once sanctions have taken place.
- The unacceptable nature of the behaviour and the consequences of any repetition should be made clear to the perpetrator and his/her parents/carers.

### **Sanctions**

Any of the school's formal punishments can be used for perpetrators as appropriate. For persistent offenders or incidents considered as gross acts of aggression a pupil is likely to be suspended or expelled. These sanctions are outlined in the school's Behaviour Policy.

**Further Sources of Information**

Searching, screening and confiscation at school – advice for headteachers, staff and governing bodies (July 2022).

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

Keeping Children Safe in Education (September 2023).

Working Together to Safeguard Children (December 2023).

*Kirkham Grammar School*

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