



THE  
KINGSWAY  
SCHOOL

# Anti-Bullying Policy

**Owner:** Mr R Knott Ms Linnecor

**Date:** Sept 2022

**Next review date:** Sept 2023

At The Kingsway School we are committed to working with children, staff, governors and parents/carers to create a school community where bullying is not tolerated.

Our school is a place where every person has the right to be themselves, to be included and to learn in a safe and happy environment. Everyone at our school is equal and treats each other with respect and kindness.

Bullying of any kind is unacceptable and will not be tolerated at our school. At our school the safety, welfare and well-being of all students and staff is a key priority. We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination.

We actively promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our students to become responsible citizens and to prepare them for life in 21st century Britain. These values reflect those that will be expected of our students by society in the world of work or further study.

We are committed to improving our school's approach to tackling bullying and regularly monitor, review and assess the impact of our preventative measure.

**We define bullying as:**

**'Behaviour by an individual or a group, usually repeated over time, where an imbalance of power is used to intentionally hurt another either physically or emotionally.'**

**S.T.O.P**

**(Several Times On Purpose)**

**Developing a whole school approach**

At The Kingsway School we work closely with members of the schools' community to ensure the involvement and participation of students, parents, staff, governors and the wider community as part of the development of policy related to supporting a positive ethos within the school.

Ms L Nay is our Anti Bullying Ambassador, she is based on Foxland and is available to students via email, phone, or face to face intervention.

**We believe that:**

- All bullying is unacceptable, irrespective of how it happens and/or what justification is given.

- We **MUST** take any incidents or bullying seriously and consider the needs of those affected.
- Accountability will be sought in all incidents of bullying, seeking identification of wrongdoing and support repairing of harm done through a solution based approach.
- All inappropriate language that perpetuates attitudes underpinning bullying behaviour **MUST** be challenged at all times.
- Everyone in our school has a responsibility to respond promptly and effectively to all instances of bullying,
- We **MUST** communicate with parents/carers regarding any concerns about bullying and deal promptly with complaints.
- All our children **MUST** feel safe and be confident that any reported incidents will be dealt with effectively by **ALL** responsible adults.
- It is important to focus upon preventing bullying behaviours in school.
- **ALL** members of staff have a duty of care to the students and should note and report all forms of bullying.

### **Identifying and supporting vulnerable children**

We work closely in school to identify particularly vulnerable groups such as, minority ethnic groups, travellers, refugees, asylum seekers, LGBTQ+ students, midterm arrivals, students who transfer late into school, children or young people in care, young carers, teenage parents, special needs, educational needs and all others who may find it more difficult to make and/or sustain friendships.

As a school we plan positive action to support these pupils with all relevant staff members and provide additional support where necessary, for example peer support through buddy schemes and help them access clubs in and out of school provision.

### **Who is bullied?**

Anybody could be subject to bullying at any time in their life. It is not only something that affects children and young people.

A person is bullied when; either as an individual or part of a group, he/she suffers in any way from the direct result of intentional and persistent harassment and/or victimisation by another individual or group.

A person who has been bullied may commonly find it difficult to combat victim behaviour or report their experiences to those who may be able to help them.

## Methods of bullying:

There are a number of methods of bullying which can be summarised as:

- **Physical aggression** - hitting, kicking, tripping up, spitting, taking/damaging property, use of threat or force in any way, intimidation or demands for money or goods.
- **Verbal** - name calling, insulting, teasing, 'jokes', mocking, taunting, gossiping, secrets, threats, reference to upsetting events e.g. bereavement, divorce or being in care.
- **Non-verbal** - staring, body language, gestures.
- **Indirect** - excluding, ostracising, rumours and stories, emails, chat rooms, messaging phones, notes, inappropriate gestures.
- **Cyber** - text messaging, internet chat rooms, the use of social media applications such as Snapchat, Instagram or WhatsApp, burn pages (on Facebook), the misuse of camera or video facilities (including self-generated inappropriate images), offensive questions (on ask.fm), nasty and threatening inbox messages.

**We acknowledge that some acts of bullying will constitute a criminal offence and in these cases other organisations will need to be contacted e.g. the Police or Social care.**

## Types of Bullying:

There are various types of bullying which can be summarised as:

- **Racist and faith based** - name calling, derogatory assumptions or generalisation about race, culture, religious faiths and/or beliefs.
- **Sexual orientation** - homophobic, transphobic or biphobic - based on actual perceived sexual orientation, and can include name calling, exclusion and gestures, negative stereotyping based on sexual orientation, using 'gay' as a negative term, warning others about a person, graffiti, etc.
- **Appearance** - based on weight, size, hair colour, unusual physical features, facial difference.
- **Disability** - name calling, exclusion, talking over a person, mimicking, physical overpowering (e.g. moving a wheelchair), laughing at a difficulty.

- **Health** - based on physical or mental conditions.
- **Income based** - people living on a low income.
- **Transphobic** - based on perception of gender identity.
- **Caring responsibilities** - name calling, negative assumptions or misunderstandings about young carers, related to home or personal situations.
- **Child on Child** - Safeguarding issues can manifest themselves via child-on-child abuse. Child-on-child abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children's relationships (both intimate and non-intimate). The School recognises the nature of child-on-child abuse (i.e. that it is more likely that girls will be "victims" and boys "perpetrators") and that it can manifest itself in many ways and can include (but is not limited to) sexting, sexual assault, gender-based issues and harmful sexual behaviours including sexual violence and sexual harassment.

Child-on-child abuse can be associated with factors outside the School and can occur online and offline and between children of any age or gender. The School therefore takes a contextual safeguarding approach to managing child-on-child abuse. Child-on-child abuse is abuse and is never acceptable. It should never be passed off or dismissed as "banter", "part of growing up", "just having a laugh" or "boys being boys". The School follows procedures documented in the Child- on- Child abuse Policy to minimise the risk of child-on-child abuse. The School's approach to sexting is supported by the UK Council for Child internet Safety (UKCCIS) information and procedures can be found at [www.learning.nspcc.org.uk/safeguarding-childprotection-schools](http://www.learning.nspcc.org.uk/safeguarding-childprotection-schools).

- **Sexual Violence/ Sexual Harrassment** - Where a student reports an allegation of sexual violence and/or sexual harassment, if possible, two members of staff should be present when managing a report, preferably one of them being the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL). Consideration of safeguarding all those children involved in the safeguarding report will be immediate. Following a report of sexual violence and/or sexual harassment the DSL/DDSL will consider the appropriate response. Any response and action will, as always, have at its centre the best interests of the child. The DSL/DDSL will reassure any victim that they are being taken seriously and that they will be supported and kept safe. The victim will never be given the impression that they are

creating a problem by reporting sexual violence or sexual harassment; nor will a victim ever be made to feel ashamed for making a report.

The police may be informed of any harmful sexual behaviours including sexual violence and sexual harassment which are potentially criminal in nature, such as grabbing bottoms, breasts and genitalia. Rape, assault by penetration and sexual assaults will be passed to the police. A report to the police will generally be made in parallel with a referral to children's social care. If the DSL decides to make a referral to children's social care and/or a report to the police against a "victim's" wishes, the reasons should be explained to the student and appropriate specialist support offered.

The School will consider whether disciplinary action may be appropriate for any child/children involved. Before deciding on appropriate action the School will always consider its duty to safeguard all children from harm; the underlying reasons for a child's behaviour; any unmet needs, or harm or abuse suffered by the child; the risk that the child may pose to other children; and the severity of the child-on-child abuse and the causes of it. Exclusion will only be considered as a last resort and only where necessary to ensure the safety and wellbeing of the other children in the School. The DSL/DDSL will ensure that where children move to another educational institution following an incident of child-on-child abuse, the new institution is made aware of any ongoing support needs and, where appropriate, any potential risks to other children and staff. The School recognises that good record-keeping and monitoring of sexual violence and sexual harassment reports is essential and assists the School in meeting its Public Sector Equality Duty.

### **Derogatory Language:**

Derogatory or offensive language is not acceptable at The Kingsway School and will not be tolerated. This type of language can take any of the forms of bullying listed in the previous pages. It will be challenged by staff and recorded on SIMS/Class Charts and followed up with sanctions, if appropriate. Staff are also encouraged to record the casual use of derogatory language using informal mechanisms such as a classroom log.

### **Possible indicators of bullying include:**

We recognise that the following behaviours may suggest someone is being bullied. However, we also recognise that the list is not exhaustive.

- Disturbed sleep
- Bed-wetting.
- Head and stomach aches.

- Problems with concentration.
- Changes in behaviour and attitude.
- Truancy.
- Bullying other children.
- Damaged or missing clothes, money or property .
- Asking for more money than usual or stealing money.
- Withdrawn or changes in their usual behaviour patterns or attitude.
- Distress or emotional, finding it hard to articulate their feelings.
- Changes in their eating patterns.
- Changes in their online activity.
- Shows evidence of self-harming or even for extreme cases potential suicide.
- Is unusually tired without a reason or explanation.
- Has unexplained bruises or marks on their body, (some may refuse to change for P.E.)
- Repeatedly comes to school without dinner money or packed lunch.
- Seems afraid to be alone and requires more adult interaction.

We ask families to share any concerns with us as part of our duty of care for their child and we will share our concerns with them to support all our community as effectively as possible and when appropriate.

This may mean that we as a school may need to help a child become aware of the impact of their behaviour, attitudes or language towards others and work with them over time to change.

### **School Initiatives To Prevent and Tackle Bullying**

We use a range of measures to prevent and tackle bullying. Proactive teaching and learning around how to build and maintain healthy relationships, including explicit work on how to manage conflict within relationships is part of our wider school curriculum. Our Lifeskills programme of study includes opportunities for students to understand types of bullying and what they can do to respond and prevent bullying.

The use of stereotypes and derogatory language are consistently challenged by staff and students across the school. School assemblies help raise student awareness of bullying and derogatory language.

Mentor and student-led programmes such as the Anti- Bullying Ambassadors led by the school's Anti-Bullying Co-ordinator offer support to all students, including those who may have been the target of a bully. Restorative work is common place and is conducted on a regular basis by our pastoral staff. These Restorative Approaches provide support for the harmed and the harmer plus any other affected parties involved in the bullying incident.

Student voice is important to ensure that students feel safe and supported in school. The Anti- Bullying ambassadors in addition to the representatives of the School council are proactive in raising concerns. There is information in student planners on what they should, do if they have any concerns regarding bullying.

To prevent bullying in our school we develop our wider curriculum to ensure:

- **ALL** members of the school community feel listened to and valued through the integration of Restorative Approaches into all areas of school life.
- **ALL** children and young people are clear about the roles they can take in preventing bullying, including the role of bystanders.
- A climate exists where bullying and violence is **NOT** tolerated.
- Develop peer support systems to prevent and respond to bullying.
- Promote **SAFE** play/social areas.
- Audit our site regularly to establish that children feel **SAFE**, especially known vulnerable areas.
- Ensure that **ALL** staff model **POSITIVE** relationships at **ALL** times.
- Train **ALL** staff to identify and address bullying.

At Kingsway students can report their concerns in a variety of ways:-

- Tell your teacher/ Form Tutor
- Tell your pastoral Head of year of Raising Standards Leader.
- Speak to the Anti-Bullying coordinator.
- Tell your parents.
- Talk to an Anti-Bullying ambassador (students)
- Text the Anti-Bullying Coordinator (07871 074544) - This is an official school number and phone calls will not be received.
- Email the Anti-Bullying Coordinator (check planner or posters for most up to date email)
- Tell a trusted adult

### **Dealing with an incident**

When bullying has been reported, the following actions will be taken:

- Staff will investigate and record the bullying on an incident reporting form and also recording the incident on SIMS/Class Charts.



- Designated school staff will monitor incident reporting forms and information recorded on SIMS/Class Charts/CPOMs analysing and evaluating the results.
- Designated school staff will produce termly reports summarising the information, which the Headteacher will report to the governing body.
- Staff will offer support to the victim with the student's class/form tutor. Individual meetings will then be held to devise a plan of action that ensures they are made to feel safe and reassured that the bullying is not their fault, this may involve a restorative meeting. Action plans will make use of school initiatives such as mentors, buddy systems and lunch time monitoring.
- Staff will proactively respond to the perpetrator bully who may require support. They will discuss with the target's class teacher to devise a plan of action.
- Staff will decide whether to inform parents or carers and where necessary involve them in any plans of action.
- The school will follow the Behaviour Policy when bullying incidents occur. Sanctions may range from demerits and loss of social time to suspensions and permanent exclusions. (See Kingsway School's Behaviour Policy.)
- Restorative meetings will be offered for any incident, this includes hate, homophobic and transphobic incidents. The participation in any restorative repair meeting should be voluntary.
- Staff will assess whether any other authorities (such as police or the local authority) need to be involved, particularly when actions take place outside of school.

Safeguarding procedures will be followed when child protection concerns arise.

To ensure that both students and staff feel safe at all times it is important that we are all clear of what is expected of each other.

### **Student responsibilities:**

- To treat others as you want to be treated yourself - refrain at all times from any behaviour that would constitute bullying.
- To be fully aware of what bullying means.
- To recognise the signs of bullying and know how to deal with a situation proactively.
- To have a clear understanding of who to go to for help. (choose someone you are comfortable with.)
- Do not turn a blind eye to bullying.

Students should not take part in any kind of bullying and should watch out for signs of bullying among their peers. When finding themselves alongside an incident of bullying, they should attempt to offer support to the victim and if possible help them to tell a trusted adult.

### **Staff Responsibilities:**

- To deliver Life skills lessons for effective and productive learning.
- To listen to what students have to say.
- To record what is said via SIMs/Class Charts or any other secure method.
- To pass this information as appropriate to the student's Form Tutor, Pastoral Head of Year, Anti-Bullying Coordinator and Safeguarding Team and to ensure that this is followed up in a timely manner.
- To make it clear that the student has made the right decision to tell.
- To make it clear to the student that you CANNOT PROMISE secrecy.
- To monitor student/s involved and record incidents and interventions on SIMs/Class Charts.
- Staff are reminded to ask students and their families to report any further incidents or ongoing concerns which will be dealt with by the Pastoral Heads of Year, Anti-Bullying coordinator or Senior member of staff.
- Staff are to encourage students to produce evidence to support allegations of cyberbullying, this can include screenshots, printings from social media sites, etc.

### **Anti-Bullying Coordinator Responsibilities:**

- Provides a service that enables students to express their concerns over issues around bullying.
- To respond to all disclosures of bullying appropriately and to follow up any additional interventions including informing the Safeguarding Team.
- To liaise with relevant year teams and support staff.
- To provide ongoing support as necessary.
- To monitor and record incidents of bullying.
- To identify 'trends' in different types of bullying.
- To provide assemblies to all students in relation to bullying and how to report

### **Parental Responsibilities:**

- Gather as much information as possible.
- Share that information with a relevant member of school staff (i.e, Form Tutor, Pastoral Head of Year or the Anti-Bullying coordinator and Safeguarding Team.)
- Cooperate and assist the school in trying to resolve the incident in line with the school's policy.
- Actively endorse and support the school's policy on Anti-Bullying.
- Stress to your child the importance of acceptable, non-aggressive behaviour

Parents and Carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour.

Parents and carers should encourage their child to report the bullying when it occurs and not retaliate.

When parents have concerns, we would encourage them to speak with us at the earliest opportunity. It is more effective to speak to the school when an incident occurs rather than post it on social media as this may affect and delay any investigations and outcomes.

Parents and carers can report an incident of bullying to the school either in person (via appointment), or by phoning/emailing the school office or a member of pastoral staff. Parents will be directed to their child's Pastoral Head of Year.

Parents/carers can raise their concerns with the school as advised above.

We will ensure that anyone who is involved in a bullying incident will:

Be held accountable for their behaviour. Sanctions may include:

- Spoken to by an appropriate member of staff. (Both bully and receiver.)
- Parents informed.
- Sanctions as outlined in the Behaviour Policy. These may include removal of privileges, community service and exclusions (internal and external.)
- Be encouraged to understand the harm they have caused.
- Be supported to take steps to repair the harm they have caused through restorative justice, mentoring or counselling.

If a child is being bullied we will:

- Listen to the child.
- Endeavour to ensure that they feel safe in school.
- Monitor the situation.
- Support the student to overcome any consequences of bullying.

### **Bullying outside of school**

Bullying is **UNACCEPTABLE** and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at weekends or during the holidays, or in a wider community. The nature of cyberbullying in particular means that it can impact on pupils' well-being beyond the school day. Staff, parents or carers and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities as outlined in this policy.

### **Recording and reporting:**

We maintain a system of data collection and analysis in relation to any reported incidents of bullying in school. All staff should report bullying using SIMS/Classcharts.

### **Monitoring and evaluation:**

We will check through a range of student voice, circle work and other activities, the experience our children have of our anti-bullying policy in relation to:

- Being heard.
- Being able to report bullying and get help.
- Being confident in the school's ability to deal with the bullying.
- Being aware that steps are taken to help them feel safe again.
- Being helped to rebuild confidence and resilience.
- Being aware of how they can get support from others.

This policy has been written with reference to:

- Keeping Children Safe in Education DFE update 2022
- The Kingsway School Behaviour Policy
- Anti-Bullying Review Guidance for Stockport LA
- Preventing and Tackling Bullying DFE July 2017
- Equality Act 2010
- Cyberbullying: Advice for head teachers and school staff DFE November 2014