



Anti-Bullying Policy

Policy area

Students, staff, parents

Statutory regulation

Equality Act 2010
Children Act 1989 - 2004

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KING ALFRED SCHOOL ANTI-BULLYING POLICY

This policy should be read in conjunction with the school's:

- Behaviour Policy
- Safeguarding Policy
- E Safety Policy
- Acceptable Computer Use Policy
- Pastoral Policy

This policy has also been written with regard to:

- ISI Handbook Part 3 – the welfare, health and safety of pupils (Sept 2016)
- The non-statutory DfE advice “Preventing and Tackling Bullying” (October 2014)
- “Cyberbullying: Advice for Headteachers and school staff” (November 2014)
- KCSIE (Keeping Children Safe In Education) September 2016 which reinforces Peer on Peer Abuse
- Children Act 1989-2004
- Equality Act 2010

1. Position and values

This policy outlines how the school aims to prevent bullying behaviour and respond to it. Bullying behaviour, in whatever form, conflicts with our principles and is unacceptable.

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 when they leave school and enter the world of work, further study or otherwise. We are committed to improving our school's approach to tackling bullying by regularly monitoring, reviewing and assessing the impact of our preventative measures.

One of the principal aims of our educational approach at KAS is to enable students to understand and take responsibility for their actions and to contribute to their own personal development and that of the school. This aim should be carried out in a setting where everyone feels safe and valued in the community at all times. We believe that each member of the community has a responsibility to ensure that their own behaviour, and that of others, supports this aim.

KAS expects an environment in which individual differences are respected. Everyone should experience kindness and treat everyone as they hope to be treated. No one should be afraid of being verbally or physically hurt.

Every student and member of staff has a set of rights. These come with responsibilities to ensure that the rights of others are not infringed. They are encapsulated in the Mutual Respect Document in the Upper School, which has been written by, and is reviewed and updated by, students. Sanctions may be applied as a consequence of undesirable behaviour, with each case being considered on its merits to ensure that any sanction is appropriate and proportionate

King Alfred School believes that everyone in the community has the right to learn and to teach in a supportive and caring environment without fear of being bullied. Bullying behaviour that contradicts these principles will not be tolerated at King Alfred School.

2. Aims of this policy

The staff and Council at King Alfred School will provide an environment where every child can feel:

- safe
- healthy
- able to enjoy and achieve
- able to develop their capacity for future well-being and economic well-being
- able to make a positive contribution to the community

To protect the rights of all children to have a safe and secure learning environment King Alfred School will continuously work towards preventing acts of bullying, harassment, and other forms of aggression and violence as these behaviours are unacceptable and interfere with both our school's ability to educate children and a child's ability to learn. If such a case arises, the staff at King Alfred School will follow the anti-bullying guidelines laid out in this policy. This will enable staff to:

- Identify children displaying unacceptable behaviour and know how to manage them in order that they develop the necessary skills to participate in the school community effectively and positively
- Keep all other children safe, happy and confident

3. Clarification of terms

Definition of bullying

Bullying behaviour is defined as behaviour that deliberately sets out to hurt another person on more than one occasion. All children have upsets and squabbles; these are not classed as bullying and are dealt with through the Behaviour Policy. In the Lower School we use the acronym STOP (Several Times On Purpose) to help the children understand how we define bullying.

Types of bullying:

- **Physical:** such as hitting or physically intimidating someone, or using inappropriate or unwanted physical contact towards someone
- **Attacking property:** such as damaging, stealing or hiding someone's possessions
- **Psychological:** such as deliberately excluding, ostracising or ignoring people
- **Verbal:** Deliberately hurting feelings through name-calling, threats, hurtful whispers about anyone, people who say unpleasant things & then say they were "only joking" etc.
- **Harassment:** Hiding/damaging another person's property, nasty threatening looks
- **Teasing:** picking on people because of such things as: race; friends, family, clothes, being wealthy/poor, religion, ability, accent, size/appearance, political views, sexuality or disability
- **Cyber-bullying:** the use of technology such as mobile phones, email, chat rooms or social media sites such as Facebook, Snapchat, Instagram and Twitter to harass, threaten, embarrass, intimidate or target a child (see Appendix 1 for more details)

Bullying can be based on any of the following things but not exclusively:

- Race (racist bullying)
- Religion or belief
- Culture or class
- Gender (sexist bullying)
- Sexual orientation (homophobic or biphobic bullying)
- Gender identity (transphobic bullying)
- Special Educational Needs (SEN) or disability
- Appearance or health conditions
- Related to home or other personal situation
- Personality / character traits

No form of bullying will be tolerated and all incidents will be taken seriously.

4. Reporting, procedures and sanctions

4.1 Reporting

Students

If a student is being bullied they are encouraged not to retaliate but to tell someone they trust about it such as a friend, family member or trusted adult.

They are also encouraged to report any bullying incidents in school. They can:

- Report to a teacher – such as a class teacher or Deputy Head in LS, form tutor, Head of Year, Assistant Head Pastoral or any other teacher in US
- Report to a peer mentor/befriender/buddy
- Report bullying by emailing reportanincident@kingalfred.org.uk (Spring 2017 launch)
- Using the online anonymous school bullying reporting via Canvas (Spring 2017 launch)

Staff

1. Staff members are responsible for logging bullying incidents onto the Management Information System (SIMS) in Upper School and would usually notify the Form Tutor and Head of Year first. Lower School staff complete a recording of the incident in Pastoral Notes on the school's shared drive. All incidents classified as bullying kept on file and made available to the Head and relevant SLT members by the Pastoral team (Assistant Head Pastoral and Heads of Year in Upper School via SIMS, the Head or Deputy Head of Lower School)
2. All the relevant information must be supplied and the Pastoral team must be notified immediately
3. The Pastoral team have overall day-to-day responsibility for dealing with reported incidents and will forward details to the relevant member of staff to investigate
4. Alternatively, any member of staff can be approached to report incidents of bullying, and they in turn will report to the Pastoral team

Parents

If a parent is concerned about a bullying incident, then they should inform the school as soon as possible so that it can investigate further.

- In the Lower school, the contact can be with either the class teacher, or the Head / Deputy Head.
- In the Upper School, the contact should normally be with either the form Tutor or the Head of Year. However, if the concern is very high, or there is concern of a repeated incident, then contact should be with a member of the Senior team: either the Assistant Head Personal Development and Well-Being, the Head of the Upper School, or the Head.

4.2 Procedures

The following steps must be taken when dealing with incidents of bullying:

1. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached, or who suspects/observed the bullying.

2. The Pastoral team (LS – Deputy Head / Head; US – Head of Year and Assistant Head Personal Development and well-being) must be informed immediately .
3. A clear account of the incident will be recorded in writing either by the victim or by the member of staff recording the victim’s verbal statement.
4. The relevant member of the Pastoral team will investigate the incident and interview all concerned and then record the incident on the school’s SIMS.
5. Parents will be kept informed by the relevant member of the Pastoral team or Head.
6. Subject teachers will be kept informed and asked to monitor the situation
7. A range of sanctions will be used as appropriate and in consultation with all parties concerned. These sanctions could include: verbal or written warnings, restrictions of break and lunchtime activities, internal suspension, external suspension, and in the event of persistent bullying, permanent exclusion. Where appropriate the Head may inform the police.
8. There will be a biannual audit and analysis of incident logs and interventions to continually improve practice.

4.3 Sanctions

This school has set procedures to follow in implementing sanctions where a bullying incident has occurred, as described above sanctions are applied in appropriate proportion to the event. In the event of all other avenues being exhausted, or in particularly serious cases that lead to exclusion, the Head will examine the evidence that a wide range of strategies had been tried and failed to affect a positive change in the bullying behaviour. Serious incidences will be reported to council.

5. Understanding and support

As a school, we acknowledge that both the person exhibiting bullying behaviour and the recipient need support before and after the sanctions being applied. Therefore, we take into account the following, alongside other individual information, and put in place appropriate measures to reintegrate both into day-to-day school life.

Reasons for bullying

Some reasons why children might bully someone include:

- They think it's fun, or that it makes them popular or cool
- They feel more powerful or important, or they want to get their own way all the time
- They feel insecure or lack confidence or are trying to fit in with a group
- They are fearful of other children's differences
- They are jealous of another child
- They are unhappy
- They are copying what they have seen others do before, or what has been done to them
- Family circumstances.

We understand that this list is not comprehensive, but each child is treated as an individual and therefore each incident is treated with this knowledge in mind. This includes those children on the SEND register or with an EHCP (Education, Health and Care Plan).

The effects of bullying and indicators

All forms of bullying cause psychological, emotional and physical distress. Each child's response to being bullied is unique, however some signs that may point to a bullying problem are:

- depression and anxiety
- increased feelings of sadness, helplessness, decreased self-esteem and loneliness
- loss of interest in activities they used to enjoy
- unexplainable injuries
- lost or destroyed clothing or belongings
- frequent headaches or stomach aches, feeling sick or faking illness
- changes in eating habits, like suddenly skipping meals or binge eating. Children may come home from school hungry because they did not eat lunch
- difficulty sleeping or frequent nightmares
- declining achievement, loss of interest in school activities, or not wanting to go to school
- sudden loss of friends or avoidance of social situations
- self-destructive behaviours such as running away from home, harming themselves, or talking about suicide.

We always work with individuals who have experienced bullying to ensure their wellbeing and recovery. This may include a personalised pastoral plan, restorative justice procedures and conferences, counselling if required and the support of peer mentors to aid the healing process of the effects of bullying and to reintegrate the individual into day-to-day school life.

6. Roles and responsibilities

The Education Act 2002, Education and Inspections Act and Equalities Act 2006 all refer to a school's legal responsibility to prevent and tackle bullying. By law, all schools must have a behaviour policy in place and displayed on their website and must also follow anti-discrimination law. This means staff must act to prevent discrimination, harassment and victimisation within the school. King Alfred School has developed this anti-bullying policy, a copy of which is available from the school office and on the school website, for parents, staff and pupils to access when and as they wish.

Schools have the legal power to make sure pupils behave and do not bully outside of school premises, for example on public transport or in nearby public communal areas. If seen as appropriate the Head or staff can choose to report bullying to the police or local council.

During school hours, including while pupils are taking part in school visits, after school clubs and cyber bullying the school has direct responsibility to ensure children feel safe and secure.

The role of governors (Council)

Council support the Head in all attempts to eliminate bullying from the school. Council will not condone any bullying at all, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

Council requires the Head to keep accurate records of all incidents of bullying and to report to Council on the effectiveness of the school's anti-bullying strategies.

A parent/carer who is dissatisfied with the way the school has dealt with a bullying incident can make a complaint in accordance with the Complaints Procedure, which is available on the school's website or from the Bursar. The final stage of the procedure, if the matter is not previously resolved, is a review by a panel including Council members.

The role of the Head

It is the responsibility of the Head to implement the school's anti-bullying strategy, to ensure that all stakeholders are aware of the school policy, and that they know how to identify and deal with incidents of bullying. The Head will report to the governing body about the effectiveness of the anti-bullying policy.

The Head must ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in school. For example, the Head, other school staff or Pastoral staff may decide to use a Callover as the forum in which to discuss with the children why bullying is wrong.

The Head will ensure that all members of staff receive sufficient training to be equipped to identify and deal with all incidents of bullying.

The Head will set the school climate of mutual support and respect, so making bullying less likely.

The role of the staff

Members of staff will do all that they can to eradicate bullying; they will ensure that they follow the school's anti-bullying policy.

All members of staff will routinely attend training that equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.

Staff will use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They will use drama, role-play, stories etc. within the curriculum, to help pupils understand the feelings of bullied children and to practise the restraint required to avoid lapsing into bullying behaviour. Ring fenced time will also be used to praise and celebrate the successes of all children, and thus to help create a positive atmosphere. For example, in the Lower School we have a Kind Aware Safe initiative, which highlights children's positive behaviour.

Members of staff will keep a vigilant watch on suspected 'bullies'; any incidents will be handled carefully. It is important that the child responsible for initiating the bullying is dealt

with appropriately. The person dealing with the incident will need to collect all the relevant information and then provide the Head with a copy in order that they can decide on an action. All cases are individual and various strategies will be employed by the Head to address the issue.

Teachers and support staff will do all they can to support a child who is being bullied.

Bullying in the workplace

Incidents, where it appears that a member of staff has been bullying a child, will be taken very seriously. The Head, will deal with this; formal action will be taken where necessary. Such action will also be taken if it is deemed that a member of staff is bullying other members of staff.

In the event of the Head being allegedly involved in such incidents, reports will be given immediately to the Chair of Council who will also take formal action where necessary.

The role of parents/carers

Parents/carers, who are concerned that their child might be being bullied or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher, Form Tutor or Head of Year (in Upper School) immediately in a calm manner. If they are not satisfied with the action taken they should contact the Assistant Head (Pastoral) in the Upper School or the Deputy Head or Head of the Lower School. If they remain dissatisfied, they should write to the Head, in accordance with the school's Complaints Procedure, which is available on the school's website or from the Bursar. Parents/carers have a responsibility to support the school's anti-bullying policy by actively encouraging their child to be a positive member of the school and to follow the mutual respect policy.

The role of pupils

Pupils are encouraged to tell somebody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know; the children are taught a number of strategies to help them with this.

Pupils are encouraged to report bullying confidentially (even if this has occurred outside of school, e.g. cyberbullying) to their teacher in LS, Form Tutor, Head of Year or a member of the Pastoral Team. Anonymous reporting mechanisms have also been set-up to enable the reporting of bullying through Canvas, the school's VLE.

Pupils are also encouraged to participate fully in activities that raise their awareness about bullying so that they clearly understand what to do if they, or another child, are being bullied. For example, PSHE lessons and Anti-Bullying Week.

7. Cyber bullying

King Alfred School has a separate policy related to e-safety (see E-Safety Policy) addressing the use of mobile technology, social media, appropriate online activity, security, access and monitoring procedures in place. The ICT code of conduct is displayed prominently in all ICT

classrooms and is explained and discussed with pupils in Callovers, PSHE classes, E-Safety Week and Computing classes.

8. Monitoring, evaluation and review

1. Relevant staff and members of SLT will review this policy and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.
2. The pupils will be included in the review of the policy via appropriate lessons / sessions and their views given to the headteacher.
3. A record of all such incidents will be kept centrally.
4. The numbers of incidents will be reported to Council annually or provided to them at any time on request
5. Bullying data will be analysed by the Pastoral team to reflect and re-design further strategies to improve procedures

9. Strategies to reduce bullying

King Alfred School has adopted a range of strategies to prevent and reduce bullying, to raise awareness of bullying and support victims and those displaying bullying behaviour, including:

- the consistent promotion of the school's behaviour expectations which involves all pupils respecting the rights of others (Mutual Respect document)
- the reinforcement of the clear message that violence has no place at King Alfred School
- consultation with the relevant Pupil Councils / pupils on appropriate action
- the promotion of appropriate behaviour through our *Kind Aware Safe* initiative in Lower School
- taking part in initiatives such as Anti-Bullying Week and E-Safety Week
- training for all members of staff on anti-bullying policy and strategy
- the supervision by school staff of play areas at lunch times and breaks
- Upper School mentors for younger students and Lower School buddies
- providing information to all parents on the symptoms of bullying and the steps to take if they suspect their child is being bullied
- a clear policy of mobile phone use
- the celebration of cultural diversity through Form Times, Awareness days and in Callovers
- lessons and sessions which discuss and explore bullying issues with the children (Callovers, Form Time, Form Hour and PSHE)
- raising awareness of cyber bullying and teaching children to safely use technology (including mobile phones, email, internet)
- all websites accessed in school are screened. Software screens the language used in all documents, emails and websites. Rude or offensive emails, websites, documents are sent to the headteacher. Action will be taken and recorded
- effective recording systems
- work with multi-agency teams including police and children's services as appropriate
- contact with parents of both the child being bullied and the bully
- challenging sexual content within verbal abuse especially challenging the word 'gay' and

other homophobic or transphobic language.

10. Useful websites

www.bullying.co.uk
www.anti-bullyingalliance.org.uk
www.childline.org.uk
www.kidscape.org.uk
www.each.education
www.youngminds.org.uk
www.youngstonewall.org.uk
www.nspcc.org.uk
www.stoptextbully.com
www.beyondbullying.com
www.childnet-int.org
www.cyberbullying.org
www.chatdanger.com
www.thinkuknow.co.uk

Appendix 1

Definition of cyber-bullying

Cyber-bullying is the use of technology such as mobile phones, email, chat rooms or social media sites such as Facebook, Snapchat, Instagram and Twitter to harass, threaten, embarrass, intimidate or target a child. Unlike physical bullying, cyber-bullying can often be difficult to track as the cyber-bully (the person responsible for the acts of cyber-bullying) can remain anonymous when threatening others online, encouraging them to behave more aggressively than they might face-to-face. It can take many forms, but can go even further than face to face bullying by invading home and personal space and can target one or more people. It can take place across age groups and target pupils, staff and others.

Types of cyber-bullying

King Alfred School is committed to helping all members of the school community to benefit from information and communication technology whilst understanding its risks, and to equip children with the knowledge and skills to be able to use it safely and responsibly. Types of cyber-bullying are defined below and are used to help teach children what is not acceptable use of information and communication technology.

- **Flaming:** Online conflicts usually through emails, instant messaging or chat rooms where angry and rude comments are exchanged.
- **Denigration:** Putting mean online messages through email, instant messaging, chat rooms, or websites set up to make fun of someone.
- **Exclusion:** Intentionally leaving someone out of a group such as instant messaging, friend sites, or other online group activities.
- **Outing:** Sharing secrets about someone online including private information, pictures, and videos.
- **Trickery:** Tricking someone into revealing personal information then sharing it with others.
- **Impersonation:** Pretending to be someone else when sending or posting mean or false messages online.
- **Harassment:** Repeatedly sending malicious messages to someone online.
- **Cyber-stalking:** Continuously harassing and denigration including threats of physical harm.