KINGSWOOD SCHOOL
ANTI-BULLYING POLICY

This policy, which applies to the whole school, including the Early Years Foundation Stage (EYFS), is publicly available on the school website and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the School Office.

Document Details:

Scope: All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours, including activities away from school. All new employees and volunteers are required to state that they have read, understood and will abide by this policy and its procedural documents and confirm this by signing the *Policies Register.*

Legal Status: Complies with The Education (Independent School Standards) (England) Regulations currently in force.
- Prepared with reference to: Preventing and Tackling Bullying (July 2017), Cyberbullying: Advice for Principals and school staff (DfE- November 2014), Advice for parents and carers on cyberbullying (DfE- November 2014) and School support for children and young people who are bullied (DfE- March 2014), Section 89 of the Education and Inspections Act 2006, Keeping Children Safe in Education (DfE: update 2021)
- Has regard to the Equality Act 2010 and the Public Sector Equality Duty

Related documents
- Anti-Bullying: Parents and Pupils Information Sheets, Anti-Bullying Code, The School Rules;
- Online Safety Policy including ICT-Based Forms of Abuse (including Cyber-Bullying) Policy and ICT Acceptable Use;
- Personal, Social, Health, Economic (PSHEE) and Citizenship;
- Positive Behaviour Management Policy (including Sanctions, Rewards, and Exclusions);
- Safeguarding Policy And Procedures including Child Protection;
- Single Equalities Policy;
- Social, Moral, Spiritual and Cultural Education (SMSC)

Designated Member of Staff responsible for Anti-Bullying

The Member of Staff with overall responsibility for Anti-bullying in the whole school is Mr Rob Luckham (Headmaster) who works in conjunction with Mrs Jenny Wells who is the designated safeguarding lead for the EYFS. Mr. Luckham has oversight of Pastoral Care at the School including Behaviour Management.

Monitoring and Review: These arrangements are subject to continuous monitoring, refinement, and audit by the Headteacher. The Advisory Board will undertake a full annual review of this document, inclusive of its implementation and the efficiency with which the related duties have been implemented. This review will be formally documented in writing. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay. All staff will be informed of the updated/reviewed arrangements and it will be made available to them in writing or electronically.

Reviewed:	September 2022
Next Review:	September 2023

Signed

Mr R. Luckham	Mr W Brown
Headmaster	Proprietor's Agent

Definition of Bullying: "Bullying is conduct intended to cause hurt either physically or psychologically, which is unprovoked and which continues over a long period.

It may be further defined as the deliberate and repeated attempt to humiliate, threaten, frighten or hurt someone by means of verbal or physical abuse, and could also include racial, religious, cultural, sexual/sexist, homophobic, cyber (social websites, mobile phones, text messages, photographs and email) bullying or because of a person's special educational needs or disability. A feature of bullying in schools is that its existence is not always immediately known or suspected by those in authority. Kingswood School recognises the seriousness of bullying in causing psychological damage and even suicide. Although bullying is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour.

The Aims and Objectives of the anti-bullying policy are:
- to enable all members of the school community to understand what constitutes bullying, making it clear to children, staff, parents and guardians that bullying is completely unacceptable and that children and young people have the right to be protected from physical, written and oral abuse or intimidation;
- to increase the sensitivity of the school community to incidents of bullying, encouraging openness in which children, staff and guardians act immediately if there is any suspicion of bullying;
- to provide a clear framework for dealing with incidents of bullying, ensuring that bullies are dealt with swiftly and firmly;
- to provide counselling / help for victims of bullies and for bullies themselves;
- to create and maintain a caring, kind, non-violent and non-threatening atmosphere in the school by, *inter alia*, regular staff training to raise their awareness and through educational opportunities that arise such as PSHE lessons, English lessons, circle time, the involvement of guest speakers and assemblies and also by ensuring that staff treat children with respect and empathy;
- to raise awareness of staff through training, taking action to reduce the risk of bullying at times and in places where it is most likely.

As part of our Behaviour Policy, Kingswood School believes that all children and adults have the right to live in a supportive, caring and safe environment without the fear of being bullied. Bullying can occur through several types of anti-social behaviour.

Bullying can be:
- *Emotional (indirect bullying) including isolation of others by a refusal to co-operate with them and exclusion* - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), deliberately excluding from social groups or an activity by refusal to sit next to/ talk to/ work/ co-operate with others and refusal to follow staff instructions to do the above, or malicious rumours, e-mails or text messages, and also exclusion from play/discussions etc. with those whom they believe to be their friends.
- *Physical harm or its threat including the abuse of personal property* – jostling, serious fighting, pushing, kicking, hitting, taking or hiding belongings, punching or any use of violence; deliberately destroying or damaging work or possessions or removing personal property, use of weapons/threatened use of weapon (or any object which could be used as a weapon), intimidation through physical gestures and actions;
- *Cyber* – not occurring face-to-face but rather through electronic means including, but not limited to, social networking sites, internet and intranet sites, email, instant messaging, by mobile phone including through text messages and phone calls, photographs both real and manipulated etc. For more details of this, see the specific ICT-Based forms of abuse (including Cyber Bullying) Policy;
- *Racist* - Bullying directed at individuals of a certain race, culture, ethnicity, language, faith, community, national origin or national status. The distinctive feature of racist bullying is that the victim is attacked not as an individual but as the representative of a family, community or group. This is an area where schools are required to keep statistics about incidents.
- *Cultural* – focusing on and/or playing off perceived cultural differences etc.;
- *Sexist* – covers a wide range of behaviour from name calling to physical sexual assault. It includes the use of sexual language or negative stereotyping on the basis of gender.
- *Sexual* - is unwanted or inappropriate physical contact or sexual innuendo.

- *Homophobic* - This is bullying which is directed towards people who are openly gay, bisexual, are perceived as gay, or show characteristics. Heterosexual young people subject to homophobic bullying are less reluctant to report it as this may enforce the stereotypical way that they are already viewed by others so sensitivity and positive support is required for victims.
- *Religious* – Attacking faith, belief, religious practice or custom;
- *Disability* – remarking upon, drawing attention to, or discriminating against persons with physical disabilities or learning difficulties;
- *Verbal* - name-calling, sarcasm, spreading rumours, making snide comments, teasing, humiliating others, threatening others, inciting others to humiliate and threaten others; and
- *Written* – on paper.

Bullying can take place between pupil and pupil; staff member and staff member; and staff member and pupil. We consider the pastoral care of the staff and children to be of prime importance. In class, this role largely rests with the class teacher. It is school policy that any misdemeanour will be dealt with by the member of staff present when it occurs, whether in the playground, classroom, cloakroom or any part of the school. A common code of behaviour is expected from everyone in the school (see Behaviour Policy). All members of staff are expected to treat each other with a professional level of respect.

Zero Tolerance Approach to issues of Sexual Violence and Sexual Harassment: Our School stands against any form of discriminatory act and has a zero-tolerance approach to sexual harassment and sexual violence. To reinforce the seriousness of acts of sexual harassment and sexual violence, we will follow a developmentally age-appropriate and stepped response to all such incidents. Behavioural sanctions will reflect the severity and/or frequency of any reported incident. In any cases where the law may have been broken, the police will be informed

Anti-bullying Strategies: Within Kingswood School the following strategies and procedures apply:
We use educational elements such as personal, social and health education (PSHE) assemblies, projects, drama, stories, literature, historical events, current affairs and so on, to highlight the essential anti-bullying messages and maintain awareness of potential problems, striving to prevent any form of bullying through education. Children are encouraged to share their concerns with the adults responsible for them. Staff will consult with the Headmaster, knowing that their response will be sympathetic and appropriate

The anti-bullying policy is dovetailed with the School's behaviour policy (with support for the victim and the bully) and makes it clear what the sanctions are for bullying (strong sanctions such as exclusion may be necessary in cases of severe and persistent bullying). Handling of a bullying incident is given much thought to ensure that the facts are fully known, agreed and understood by both bullies and victims. Bullying instances are reported and recorded so that patterns can be identified.

Each child is treated fairly and with respect. Members of staff to whom disclosures are made should initiate the following procedures themselves and/or consult with the relevant staff as appropriate. All disclosures, whether from a pupil, a parent or a member of staff, should be taken seriously and reated with sensitivity. The victim should be made aware that his/her safety is considered to be of paramount importance. Parents will always be informed if their child has been found to be either a victim or a perpetrator of a bullying incident. All instances of suspected bullying should be recorded in writing and passed to the Headmaster.

Preventative Action: Our Anti-bullying Policy is dovetailed with the Behaviour Management Policy (with support for the victim and the bully) and makes it clear what the sanctions are for bullying. At Kingswood School we implement disciplinary sanctions that reflect the seriousness of an incident and convey a deterrent effect. If necessary, strong sanctions, such as exclusion, would be used in cases of severe and persistent bullying. It is incumbent on Kingswood School to have clear policies that are communicated to parents, pupils and staff, along with creating an environment of good behaviour and respect, with helpful examples set by staff and older pupils. Integral to our policy is involving parents and making sure pupils are clear about the part they can play to prevent bullying, including when they find themselves as bystanders. Handling of a bullying incident is given much thought to ensure that the facts are fully known, agreed and understood by the bully/ies and the victim(s). Bullying instances are reported and recorded so that patterns can be identified. Records are also kept to evaluate the effectiveness of the approach Kingswood School has adopted. As always, our management of personal data is in line with statutory requirements.

Kingswood School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

We will work to prevent and eliminate any form of bullying by:

- promoting good behaviour and positive relationships based on mutual respect;
- making pupils fully aware of the school's policy through, for example, a list of expectations outlined in the pupil planner;
- ensuring pupils understand that if they have been bullied or have witnessed bullying, they should tell a member of staff, their parents or any helpful adult or friend;
- promoting anti-bullying through education using the curriculum, tutorial, assemblies, projects, drama, stories, literature and circle time and in particular the *Personal, Social, Health, Economic Education* (PSHEE) programme to raise awareness of issues relating to bullying, whilst developing Social and Emotional Aspects of Learning. Using these educational elements, we discuss differences between people and the importance of avoiding prejudice-based language;
- actively promoting fundamental British values through planned and coherent opportunities often within the context of PSHEE (please refer to both the PSHEE and *Spiritual, Moral, Social and Cultural* (SMSC) Development;
- informing parents by various means of the school's anti-bullying policy whilst encouraging them to support it;
- providing counselling and help for victims of bullies and for bullies themselves ;
- ensuring that the perpetrator and his/her parents, are fully aware of the unacceptable nature of the behaviour and the consequences of any repetition;
- giving support to those involved in bullying to enable them to change their behaviour;
- imposing reasonable, proportionate and consistent sanctions as and when necessary;
- seeking the support of outside professional agencies as appropriate;
- developing initiatives to raise awareness of the negative impact of bullying by any member of our community such as an anti-bullying week and peer mentoring and
- familiarising all staff at Kingswood School with the anti-bullying policy through In-Service training and Professional Development to ensure it is applied consistently and fairly and by showing respect for all members of the school community, they act as good role models for pupils.

Actions in the Event of a Bullying Incident: Incidents will be carefully recorded. Victims, alleged bullies and witnesses should be interviewed separately by the teacher first involved and should be encouraged to write down independent accounts of the incidents/situations. In the course of this procedure enquiries should be made to ascertain whether or not the alleged bully has been involved in similar incidents involving this or other pupils, thus enabling patterns of behaviour to be established. The class teacher will always be informed and will discuss the incident with the Headmaster or, in his absence, an Assistant Head. Action should then be taken with regard to each of the following:

- Reassure the victim and give advice and support for the victim in accordance with the school's behaviour management policy.
- Sanctions imposed will be relative to the age of the child.   The bully must understand what he/she has done and why the sanctions are being applied. Support for the bully is in accordance with the school's behaviour management policy.
- Informing the parent of the victim, the bully and, possibly, others involved.
- Formally recording the incident on the pupil(s) files.
- Giving general information to all staff, through daily staff briefing and staff meetings, of incidents of bullying, mentioning the type of incident and the individuals involved.
- Giving relevant feedback and reminders about appropriate behaviour to children.
- Remain calm, take the incident or report seriously, discuss with the victim why it started and the history of the situation, etc.
- Complete an Incident Form.
- Take action to diffuse the problem as quickly as possible.
- Think whether your action needs to be private or public.
- Make it plain to the bully that you disapprove of his, or her, actions.
- Encourage the bully to see the victim's point of view.
- Punish the bully if you have to.
- Secure an agreement from the bully to improve his/her behaviour and avoid a repetition of such behaviour.
- The bully should give a written undertaking on a sheet of paper to be attached to the Incident Form that he/she will not repeat the behaviour and should sign it. The bully will receive constructive support to enable him/her to understand the

behaviour expected of all pupils (with reference to the Code of Conduct or Golden Rules), what behaviour is unacceptable, and to learn that good behaviour is a better way. Help and guidance will be given to the child who has bullied to understand how and why the behaviour was unacceptable and how to avoid any repetition of such behaviour in the future. The bully must be reminded that he/she must take no retaliatory action against the victim.

- Agree a review date with the victim and add this to the Incident form, pass a copy of the form to the Head Teacher.
- Continue to monitor the well-being of the victim and the behaviour of the bully. Meet the victim on the review date to determine whether the bully has stopped his/her behaviour. If the bullying has stopped comment favourably to the bully, inform staff that the problem has stopped. Inform the Deputy Head if the bullying has continued. The Deputy Head or Headmaster will then take appropriate action.
- It should always be acknowledged that some children set themselves up as victims, and the reasons for this should be thoroughly investigated and appropriate support given.
- The School Behaviour Policy is central to the school's stance against bullying.

In the event of bullying taking place among the staff, the Headmaster should be informed and appropriate decisions made with possible reference to the Governors if necessary. Accusations of bullying of a child (children) by members of staff will be investigated thoroughly also.

Online Safety - Cyber-Bullying Preventative Measures (Please refer to the Online Safety policy): In accordance with legislative requirements we have a whole school approach to Online Safety including online radicalisation. This includes annual update training for staff regarding Online Safety. The School also organises annually an awareness session for parents with regards to Online Safety. We expect all pupils to adhere to the safe use of the internet as detailed in our ICT-Based Forms of Abuse (including Cyber-Bullying) Policy. The active management of hardware, software and connectivity and vigilance of teachers and parents has an active part to play in the protection of pupils from Cyber-Bullying incidents. Pupils will have access to technologies that have both positive and negative potential. Our policy of the use of technology within the school setting and beyond is understood and respected by staff and it is important the students and the wider school community also respect this policy. Within our Online Safety policy, we have clearly defined roles and responsibilities for online safety as part of the school's wider safeguarding strategy and how this links with other safeguarding policy (please refer to safeguarding policy cited in related documents). There is clear guidance on the use of technology in the classroom and beyond for all users within the school's Online Safety policy (please refer to Online Safety policy including ICT acceptable use policy). The School's Online Safety policy also delineates detail into the School's technical provision and infrastructure, including the safeguards in place to filter and monitor inappropriate content and alert the school to safeguarding issues (please refer to Online Safety policy). Our staff receive training into the professional development of safeguarding techniques that include online safety (please refer to Online Safety and safeguarding policies).

Cyberbullying involves the use of a mobile device or the internet to harass, threaten, intimidate, exclude, impersonate, taunt, or ridicule a victim. Those who cyberbully may use text messaging, voice, images, video images, instant messenger, social networking sites, video hosting sites, chat rooms, email etc. Cyberbullying may, for example, involve directly contacting the victim or may involve sending or posting messages or images of the victim without their explicit consent. Cyberbullying can have far greater impact on an individual victim than other forms of bullying. It must be remembered that people react differently, and it is often very difficult to tell if someone is upset or hurt. No one should underestimate the serious consequences, including psychological damage and even suicide, that bullying behaviour may cause.

Cyberbullying differs from "ordinary" bullying and can have a far greater impact because of a number of factors including:
- invasion of personal space – the victim can never escape it;
- the potential anonymity of the bully;
- The ability to broadcast upsetting messages and images rapidly to a potentially huge audience and to continue to do so repeatedly over a long period of time;
- Other pupils, who may not normally become involved in bullying behaviour, may be drawn in unwittingly by, for example, forwarding or circulating an image or message.

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Classroom Management: Teachers' classroom management will link strongly to the School Behaviour Policy. This includes a positive ethos with emphasis on the dignity of each pupil, on praise and reward, rather than punishment. The skills of self-discipline must be learnt early in life. All pupils will know that their teacher is the person to whom they can talk in confidence. Pupils will be given the opportunity in class to discuss bullying and how to deal with it. Pupils will be encouraged to discuss how they get on with others and how to form positive attitudes towards them. This includes a review of what friendship really is and how to treat everyone with dignity and respect. Teachers will be aware that they can radically affect the incidence of bullying and that it must always be taken seriously.

Playground Management: The teacher on duty and playground supervisors should be patrolling the playground areas and constantly monitoring the behaviour of children. In the case of minor misbehaviour, a child will be given the chance to apologise to the victim; this may stop the situation getting out of hand. The supervisors will report bullying to the teacher on duty, who in turn will act in accordance with the agreed policy.

Signs of Bullying: Changes in behaviour that may indicate that a pupil is being bullied include:
- Unwillingness to return to school
- Displays of excessive anxiety, becoming withdrawn or unusually quiet
- Failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoilt by others
- Books, bags and other belongings suddenly go missing, or are damaged
- Change to established habits (e.g. giving up music lessons, change to accent or vocabulary)
- Psychological damage and diminished levels of self-confidence
- Frequently showing symptoms such as stomach pains, headaches
- Unexplained cuts and bruises
- Frequent absence, erratic attendance, late arrivals to class
- Choosing the company of adults
- Displaying repressed body language and poor eye contact
- Difficulty in sleeping, experiencing nightmares
- Talking of suicide or running away.

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying should be investigated by parents and teachers.

This policy should be read in conjunction with the following:
Child Protection (Safeguarding) Policy
Behaviour Policy

Staff Training: We raise awareness of staff through training, so that the principles of the anti-bullying policy are understood, legal responsibilities are known, action is defined to resolve and prevent problems and sources of support are available. Where appropriate we can invest in specialised skills to understand the needs of the pupils, including those with special educational needs and disabilities, and lesbian, gay, bisexual and transgender (LGB&T) pupils.

Although bullying implies intent, accidental incidents of this sort are to be taken seriously, requiring appropriate educational responses

Further Resources: Some excellent resources are to be found in the following locations:

Childline: 0800 1111   **National Society for the Prevention of Cruelty to Children (NSPCC):** 0800 800 5000
Samaritans: 116123   **National Bullying helpline:** 0300 323 0169
The Anti-Bullying Alliance. Founded by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues. http://www.antibullyingalliance.org.uk/

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Childnet International. Particular expertise and guidance on internet safety and cyber-bullying prevention https://www.childnet.com/

Kidscape. Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people. http://www.kidscape.org.uk/

The Bullying Intervention Group (BIG): offer a national scheme and award for schools to tackle bullying effectively. https://www.bullyinginterventiongroup.com/what-is-it/

Stand up to Bullying offers advice for parents and children about dealing with bullying. www.standuptobullying.co.uk

Cyberbullying Research Center	Bullying UK
www.cyberbullying.org	www.bullying.co.uk

Bullying in any form will not be tolerated. We are a *'TELLING SCHOOL'*. We treat all our students and their parents fairly and with consideration and we expect them to reciprocate towards each other, the staff and the school. Any kind of bullying is unacceptable.

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