



# Kings' School

## Anti-Bullying Policy

<b>Policy name</b>	Anti-Bullying Policy	Owner / SMP
<b>Hampshire model policy</b>		
<b>Approved by Headteacher/SLT:</b>	SMP	May 2024
<b>Approved by Committee</b>	Education Committee	May 2024
<b>To be reviewed / Next review date</b>	3 Yearly	May 2027

### Introduction

Kings' School is committed to creating a caring, friendly environment in which to learn and work. Our vision is of a school where there is no bullying or unkindness and we aim to apply a 'zero-tolerance' approach to our management of bullying. We know that bullying does sometimes occur at the school, but we are absolutely determined to eliminate it whenever we know about it. All members of our community are encouraged to challenge bullying and to seek help for themselves or others if they feel bullying is happening. We recognise that anyone can be a victim of bullying, irrespective of their age. This policy should be read together with the Safeguarding Policy.

### 1. Definition of Bullying

1.1 The Department for Education (DfE 2014) defines bullying as:

'Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.'

Specific types of bullying are related to:

- Race, religion or culture
- Special educational needs and disabilities
- Appearance or health conditions
- Sexual orientation
- Young carers, looked after children, or otherwise linked to home circumstances
- Sexist or sexual comments/ behaviour

## School Definition

We understand bullying to be the deliberate and persistent use of aggressive or unkind behaviour to hurt another person. It also implies an imbalance of power – the bully or bullies are usually older, or stronger, or larger, or more numerous, or more confident or more influential than their victim.

- 1.2 Bullying behaviour can be verbal or physical or both. An increasing amount of bullying is happening through the use of technology; this is sometimes called 'Cyber Bullying'.

## 2. National Guidance

- Preventing and Tackling Bullying (DfE 2017)
- Anti-Bullying Alliance Audit Toolkit 2007
- Children's Act 2004
- DfE (2023) Working together to safeguard children
- Ofsted 2019: Inspecting safeguarding in early years, education and skills from September 2019
- Education and Inspections Act 2011
- The Equality Act 2010
- National Healthy Schools Programme
- DfE 2014 Cyberbullying: advice for headteachers and school staff
- Childnet: Cyberbullying advice for schools
- DfE 2023 (part1): Keeping children safe in education: statutory guidance for schools and colleges.
- Bullying at School: The Law 2017
- Ofsted inspection framework 2019
- 'Stand up for us. Challenging homophobia in schools' 2004 HS
- Cyberbullying Evidence for Schools

## 3. Rationale

- 3.1 Our anti-bullying strategy reflects the aims and the ethos of Kings' School. It is part of the disciplinary policy of the school and embedded in the curriculum. Pupils and staff are made aware that any incidents of bullying, whether they be physical or verbal, will be dealt with in a serious and confidential manner by all. Teachers should relate the following procedures to their classroom practice and to their behaviour towards pupils elsewhere in order to enhance the ethos that bullying behaviour is never acceptable. It is important that every member of staff acts in response to any form of bullying and uses this procedure and understands that any bullying incident may also represent a safeguarding issue. Any type of bullying could result in depression, low self-esteem, poor academic achievement, etc. Unchecked, bullying also damages the bullies who learn that they can get away with violence, aggression and threats, and that this sort of behaviour gets them what they want.

### 3.2 Aims

- To ensure that any instances of bullying are dealt with by the school effectively.
- To ensure that pupils receive appropriate learning opportunities to understand why bullying is wrong, and how to respond to it if it occurs.
- To raise staff awareness of how to recognize, prevent and respond to instances of bullying.

### **3. Bullying Awareness Education**

- Opportunities are constantly sought in all curriculum areas to promote co-operative behaviour. Friendship skills, conflict resolution, tackling prejudice and negotiating are all elements that can be tackled.
- Anti-bullying posters are placed in toilets, reception and various locations around the school site and contain a QR code that allows pupils to report concerns.
- Pupils can access a tile via our school log in page that allows pupils to report any concerns.
- The school will raise awareness each year during Anti-Bullying Week through assemblies, poster campaigns, Thought for the Day and the Personal, Social, Health and Economic Education (PSHEE) programme.
- Bullying awareness is part of the RSE (Relationships, Sex & Education) curriculum and the PSHEE and Citizenship Programmes of Study. There is a focus in Year 7 under the topic heading 'Changing Relationships' and 'Identity and Diversity' in Year 8. This now includes issues surrounding sexuality and transgender. Also as part of Positive Relationships Year 9 and Sexual Health Year 10, domestic abuse and violence issues are addressed.
- All pupils may apply to become supporters for their fellow pupils through the Peer Support Scheme. They will receive training and monitoring so that they can promote co-operative behaviour; in particular, the sharing of problems that result from a pupil being bullied, in order that appropriate action can be taken. Peer Supporters are identified by special badges.
- Pupils are taught how to report a bullying incident, are encouraged not to be bystanders and to encourage others not be bystanders.
- Teachers and other staff in the school will be encouraged to develop ways of showing pupils non-bullying ways of resolving conflict through the use of appropriate teaching materials.
- The school will promote online safety and digital resilience for staff and pupils through training etc.
- Teachers will challenge language used in class and around the school that is discriminatory in any way.

### **5. Dealing with Bullying Incidents**

\*When a pupil, member of staff or parent reports an incident of a pupil or pupils being bullied: \*

- Any action taken will be overseen by the Head of Year or Deputy Head of Year, with the assistance of the senior leadership team, where necessary.

- Pupils who are victims should be interviewed by the staff member, tutor, or Head of Year, as should any witnesses, with notes/accounts being written down.
- The alleged 'bully' should be interviewed, usually by their Head of Year or Deputy Head of Year. If bullying has taken place, the interview should include the pupil being told that bullying is not tolerated at this school and that he/she has to change the way they behave.
- After all evidence has been taken into consideration, the staff member involved should decide on the appropriate action, e.g. detentions, inclusion, letter or exclusion. External services will be involved if the behavior warrants this. Where the evidence is contradictory, this decision will be based on the balance of probabilities. Any decision should be endorsed by the Head of Year and/or the Senior Leadership Team. Sanctions and behaviour changing techniques will continue until the bullying stops. All incidents of bullying will be recorded as such in SIMS.
- Any racial bullying should be recorded as a specifically racial incident (in accordance with Hampshire County Council guidelines).
- If bullying continues, a diary of events should be kept in order to provide evidence for discussion with the pupil and his/her parents.

## **6. Staff Development**

- The policy and procedures will be periodically reviewed (every 3 years) and updated where necessary in order to ensure effectiveness.
- Training will be given to support the policy at appropriate times.
- Teachers should consult those with specific skills in dealing with bullying problems if there is a problem e.g. Head/Deputy Head of Year, Head of PSHEE & Citizenship, members of the Welfare Team, members of the Senior Leadership.