



**KINGSWAY COMMUNITY TRUST**

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## **ANTI-BULLYING POLICY**

**November 2019**

# Anti-Bullying Policy

**Date: November 2019**

**Review date: Autumn 2024**

## **1. Introduction**

This policy is primarily about anti-bullying prevention and procedures that involve pupils.

We are committed to providing a supportive, caring and safe environment for all of our pupils so they can learn in an atmosphere where they feel happy, secure and without the fear of being bullied. Bullying of any kind is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated in our school.

The Anti-Bullying Policy is in place so that everybody within our school community knows where we stand on bullying and understands what will happen should bullying occur. It is important that all pupils, staff and parents have a shared definition of bullying and know that incidents will be dealt with promptly and effectively.

### **Equality Duty**

This policy is underpinned by the key principles of the Equality Act 2010.

## **2. Staff with key responsibility for Anti-bullying and Safeguarding**

There is at least one named person in each school with responsibility for dealing with the implementation of the Anti-bullying policy. All staff receive appropriate training and guidance on bullying.

## **3. Definition of bullying**

Bullying is behaviour that is deliberately hurtful, repeated over a period of time and where it is difficult for the person being bullied to defend themselves.

Bullying can take different forms:

- Verbal bullying (name-calling, sarcasm, taunting, teasing, spreading rumours, etc.)
- Psychological / Emotional bullying (excluding, tormenting, hiding things, making gestures, etc.)
- Physical bullying (pushing, kicking, hitting, spitting, or any other use of physical violence)
- Cyberbullying (email, internet chat room and social media misuse, mobile threats by text, calls or via social media, misuse of associated technology, i.e. camera/video facilities, etc.)
- Sexual harassment

Sometimes bullying happens for no reason at all, but it can often fall into specific 'types' of bullying:

- Bullying on the grounds of body image/size/obesity
- Faith-based bullying
- Racist bullying
- Homophobic bullying

- Transphonic bullying
- Bullying related to SEN or disability
- Sexist/Gender bullying
- Ageist bullying

#### **4. Signs and Symptoms of Bullying**

A list of signs or changes in behavior that staff and parents can look out for are, a child:-

- Is frightened of walking to or from school
- Doesn't want to go on school / public bus
- Changes their usual routine or route to or from school
- Is unwilling to go to school
- Begins to truant
- Becomes withdrawn, anxious, or lacking in confidence
- Complains of illness particularly in the morning
- Comes home with torn clothes, or personal items missing / damaged
- Stops eating
- Is bullying other children or siblings
- Is frightened to say what's wrong
- Gives improbable excuses for any of the above
- Is afraid to use the internet or mobile phone
- Is nervous and jumpy when a cyber message is received

#### **5. School Ethos and Values**

At our Trust Schools, all forms and types of bullying are unacceptable and are not tolerated. We believe that:

- Bullying is unacceptable.
- All adults in our schools have a vital part to play as role models. They must demonstrate a commitment that bullying and the abuse of power are not acceptable.
- Good behaviour management and a positive learning environment will help reduce the incidence of bullying.
- There is a need to be aware that particular pupils may be more vulnerable to experiencing bullying i.e. Looked after Children, Traveller Children, Children with a Disability, Children with SEN, bullying motivated by racism, homophobia or transphobia

#### **6. Aims and Objectives**

We aim to prevent and deal with any behaviour deemed as bullying, and to promote an ethos where bullying is regarded as unacceptable, so that a safe and secure environment is created for everyone to learn and work in. For example:

- Raising awareness of, and defining bullying, for example during Anti-bullying Week.
- Gaining an understanding as to why some children bully.
- Positive action to prevent bullying within the scheme of work for PSHE and Citizenship and opportunities within other curriculum areas.
- Development of a consistent response to any bullying incidents that may occur.
- Provision of support for all members of the school community who may be involved in a bullying situation.
- Developing and supporting home, school and community partnerships.

- Developing skills to combat negative peer pressure.

## **7. Policy Implementation**

- a) If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- b) A clear account of the incident will be recorded and given to the Executive Headteacher, Head of School and/or Lead for Anti Bullying.
- c) The pupil is involved in the discussion of the incident.
- d) Interviews will take place and records completed for significant incidents.
- e) Regular communication with parents/carers takes place.
- f) Punitive measures will be used as appropriate and in consultation with all parties concerned.
- g) Interventions include the opportunity to follow-up, evaluate effectiveness and if necessary provide a further course of action.
- h) Regular monitoring of incidents takes place.

All incidents are logged and kept on file in order to report to the school Governing Body and Local Authority when required.

## **8. Strategies for the Prevention and Reduction of Bullying**

We will promote behaviour to prevent and reduce bullying through:

- The taught curriculum
- Social and emotional skill development
- Co-operative group-work
- Circle Time
- Befriending
- Encouraging children to talk to/inform staff
- Peer Support
- Mediation by adults
- Mediation by peers
- A well-designed outdoor environment
- Whole school activities e.g. assemblies
- Analysis of data from whole school surveys / focus groups
- Use of outside agencies e.g. School Attendance Improvement Service, Educational Psychology Service, school nurses, voluntary organisations, Ethnic Minority Achievement Service, Travellers Education Service, Behaviour Support Service, and the Police
- A range of activities to encourage play and positive social interaction at play and lunch-time, as well as good supervision

## **9. Legal/ National Requirements**

### **a) The Equality Act 2010**

- A key provision in The Equality Act 2010 is the Public Sector Equality Duty (PSED), which came into force on 5 April 2011 and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty requires public bodies to have due regard to the need to: eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act

- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations between people who share a protected characteristic and people who do not share it.

Maintained schools and Academies are required to comply with the PSED. In addition Part 6 of the Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment. In England and Wales Part 6 of the Act applies to maintained schools and Academies and to other independent schools. In addition to the duties in relation to pupils with disabilities under the Equality Act, schools also have duties under Part 3 of the Children and Families Act 2014 to ensure that pupils with special educational needs engage in the activities of the school together with children who do not have special educational needs.

**b) School Standards and Framework Act 1998:**

Head Teachers have a legal duty to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils.

**c) The Education (Independent School Standards) Regulations 2014**

The Education (Independent School Standards) Regulations 2014 provide that the proprietor of an Academy or other independent school ensures that bullying at the school is prevented in so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy

**d) The Importance of Teaching; The Schools White Paper 2010**

3.2 "Schools should take incidents of prejudice-based bullying especially seriously. It is important that they educate children about the differences between different groups of people and create a culture of respect and understanding"

3.3. Pupils have the right to come to school and focus on their studies, free from disruption and the fear of bullying.

**e) National Healthy School Status:**

As members of the National Healthy Schools programme, our Anti-bullying Policy is owned, understood and implemented by our whole school community.

**10. Monitoring, Assessing and Reviewing**

In addition to the monitoring and evaluation procedures as outlined in the main section of the PSHE (&C) policy we will look for the following success indicators:

- Willingness to report incidents of bullying
- Improved attendance
- Improved achievement
- Reduced duration of bullying
- Reduced frequency of bullying incidents
- Reduced fixed term and permanent exclusions
- Pupils perceptions that the school is prepared to take action

- Bystander action/increased sense of collective responsibility

### **Methods of data collection**

- Surveying a sample of pupils, staff, parents/carers to monitor the work.
- Using curriculum time or tutor time to focus on anti-bullying work.
- Recording forms of bullying incidents collated by the Senior Management Team, named person or Working Group.

For more information on anti-bullying, including local and national support agencies see “Guidelines for Developing Anti-Bullying Policy and Practice” available on:

[https://www.manchester.gov.uk/egov\\_downloads/report01\\_21\\_.pdf](https://www.manchester.gov.uk/egov_downloads/report01_21_.pdf)

or visit the Anti-Bullying page on the Manchester Healthy Schools website: [www.mhsa.org.uk](http://www.mhsa.org.uk)

### **11. Breaches of the Policy**

All staff are under a contractual obligation to uphold the policy as with all other school policies. Failure to comply with this policy may result in disciplinary procedures being followed.

### **12. Relationship with other Policies**

#### **a) Behaviour**

Each school’s behaviour policy outlines a range of strategies available to staff in dealing with behaviour incidents and in relation to bullying incidents.

#### **b) Safeguarding/Child Protection**

If any disclosure occurs in relation to bullying and Child Protection during a lesson or concerns are raised, teachers will follow the school’s procedure for Child Protection.

Teachers have a duty of care and so any incident or potential incident (e.g. involving parent/carers abusive/ bullying behaviour) must be treated as a Child Protection issue.

Procedures and guidance are given in the school’s Child Protection Policy.

#### **c) Confidentiality**

Children have rights under the Children’s Act 1989 and can thus expect bullying incidents to be treated sensitively. However, staff should not give guarantees of confidentiality where the safety and welfare of a child is at risk.

Further guidance is given in the school’s Confidentiality Policy and Safeguarding policy.

#### **d) PSHE**

Anti-bullying should be part of the PSHE curriculum and as such is planned, delivered, coordinated, assessed and monitored in line with the school’s PSHE policy.

**e) E Safety**

As part of the PSHE curriculum E Safety is planned, delivered, coordinated, assessed and monitored in line with the school's PSHE policy.