



Policy currently being reviewed post-Covid-19

Anti-Bullying Policy

Providing a safe and happy learning environment is integral to achieving the wider objectives of school improvement: raising attainment, improving school attendance; promoting equality and diversity; and ensuring the well-being of all members of the school community. If a pupil feels safe at our school, they are in a much better position to realise positive outcomes. Kingsbury Green Academy (KGA) is committed to providing a caring, friendly and safe environment for all of our students so that they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at KGA. If bullying *does* occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a 'telling' school; this means that anyone who knows that bullying is happening is expected to tell the staff.

This policy is based on DfE guidance "[Preventing and Tackling Bullying](#)" July 2017 and supporting documents. It also considers the DfE statutory guidance "[Keeping Children Safe in Education](#)" and '[Sexual violence and sexual harassment between children in schools and colleges](#)' guidance. The setting has also read Childnet's "[Cyberbullying: Understand, Prevent and Respond: Guidance for Schools](#)".

1) Policy objectives:

- This policy outlines what KGA will do to prevent and tackle all forms of bullying.
- The policy has been adopted with the involvement of the whole KGA community, including students, staff and parents.
- KGA is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

2) Links with other School policies and practices

This policy links with several school and/or Royal Wootton Bassett Academy Trust policies, practices and action plans including:

- Behaviour for Learning policy
- Complaints policy
- Safeguarding and Child protection policy
- Data Protection policy
- Kingsbury Green Academy Home-School agreement
- Curriculum policies, such as: PSHE, citizenship etc.
- Mobile phone policy and E-safety policy
- Searching, screening and confiscation processes

3) Links to legislation

There are several pieces of legislation which set out measures and actions for schools and academies in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children's Act 2004
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

4) Responsibilities

It is the responsibility of:

- The Principal to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
- Governors to take a lead role in monitoring and reviewing this policy.
- All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the school.
- Pupils to abide by the policy.

5) Definition of bullying

Bullying can be defined as *"behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally"*. (DfE "Preventing and Tackling Bullying", July 2017)

Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

Bullying is recognised by the school as being a form of peer-on-peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development. It is persistent, targeted and consciously carried out.

6) Forms and types of bullying covered by this policy

Bullying can happen to anyone. This policy covers all types and forms of bullying including:

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexual bullying
- Bullying via technology, known as online or cyberbullying
- Prejudicial bullying (against people/pupils with protected characteristics):
- Bullying related to race, religion, faith and belief and for those without faith
- Bullying related to ethnicity, nationality or culture
- Bullying related to Special Educational Needs or Disability (SEND)

- Bullying related to sexual orientation
- Gender based bullying, including transphobic bullying
- Bullying against teenage parents (pregnancy and maternity under the Equality Act)

7) School ethos

The KGA community recognises that all forms of bullying, especially if left unaddressed, can have a devastating and lasting effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying, our Academy can help to create a safe and disciplined environment, where our pupils are able to learn and fulfil their potential.

Our Community:

- Monitors and reviews our Anti-bullying policy and practice on a regular basis.
- Supports staff to promote positive relationships to help prevent bullying.
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
- Requires all members of the community to work with the school to uphold this anti-bullying policy.
- Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
- Will deal promptly with grievances regarding the school's response to bullying, in line with our [RWBAT Complaints Policy](#).
- Seeks to learn from good anti-bullying practice elsewhere.
- Utilises support from the Local Authority and other relevant organisations when appropriate.

8) A “telling school”

To tackle bullying we need to establish an ethos of being an open school. All of our students have an important role in ensuring that our policy is effective by reporting bullying incidents to members of staff. Students should support the school policy by not being bystanders when they see and hear incidents of bullying within the school environment. All students must consider the wishes and feelings of other members of the school community in regard to their own behaviour with specific awareness of how bullying behaviour may adversely affect the emotional well-being of others.

9) Determining whether an issue is “bullying”

Determining whether conflict is bullying can be particularly challenging at a secondary school level, particularly where cyber-bullying is concerned. Determining whether a situation has bullying characteristics is usually ascertained by doing some preliminary investigation. Answering the following questions can help determine whether a situation is bullying:

- a) Is there a power imbalance between the two parties? Is it being exploited?
- b) Is there a history to the aggression? Is it ongoing, or a “one off” event? What is the frequency and duration of the interactions?
- c) What is the effect of the behaviours on those involved? Is the problem causing great distress?

10) Responding to bullying

Whenever staff are made aware of an issue of bullying, or unpleasantness occurring between students at KGA, they have a duty to ensure that it is tackled and recorded. It is the responsibility of all staff to take any report of such incidents seriously, but it is not the responsibility of the classroom teacher to deal with the incident themselves. Such incidents should be passed on to the pastoral team (either a HOKS or PSA) to begin with. Tutors of relevant students may also become involved, as well as wider stakeholders where appropriate, such as the SENCO if involving students with special educational needs, or Team Safe if the incident becomes a safeguarding matter. The pastoral team will decide whether such individuals are required to help deal with the incident.

When an issue of bullying or unpleasantness is reported, the bullying intervention procedure should be followed (see Appendix 1), using the bullying management system as a guide for appropriate intervention (see Appendix 2). Some forms of bullying are illegal and should be reported to the police.

These include:

- violence or assault
- theft
- repeated harassment or intimidation, for example name calling, threats and abusive phone calls, emails or text messages
- hate crimes

The School will also always consider the need for reasonable adjustments for all students with disabilities and statements of special education needs where appropriate, with specialist consideration for students on the SEN Code of Practice. The SENCO will be consulted if specialist advice is required to inform an action or outcome.

Consequences, as identified within the school's Behaviour Policy, and support, will be implemented in consultation with parties concerned. It is not KGA policy to discuss sanctions with parents or carers of other pupils. Where the bullying of, or by, pupils takes place off-site, or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated, if appropriate or relevant. If required, the DSL will collaborate with other education providers. Appropriate action will be taken, including providing support and implementing sanctions here at KGA, in accordance with this policy and our Behaviour Policy, if appropriate. Responsibility for supervising behaviour and interaction with others (in person or on-line) falls to parents and carers outside of school hours.

A clear and precise account of bullying incidents will be recorded and retained by school staff, in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken, where appropriate.

When dealing with issues of cyberbullying, the school may contact the service provider and the police, if necessary, and work with them to prevent the incident from spreading/assist in removing offensive or upsetting material from circulation. This may include:

Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.

Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and the school's searching and confiscation policy, as detailed in the Behaviour Policy.

Requesting the deletion of locally-held content and content posted online if they contravene KGA's behavioural policies.

Inform the police if a criminal offence has been committed.

Supporting pupils

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous pastoral support.

- Tracking instances of bullying via a separate Student Account form to accurately track incidents and monitor any patterns or themes.
- Offering time conscious opportunities to discuss the experience with a member of the Pastoral team, the Designated Safeguarding Lead, or a member of staff of their choice (where possible and/or practical).
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services, or support through the Child and Adolescent Mental Health Service (CAMHS).

Pupils who have perpetrated bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school behaviour/discipline policy; this may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term exclusions.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or the Child and Adolescent Mental Health Service (CAMHS).

Supporting adults

- Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, parents or other staff members, is unacceptable. This is addressed in the staff Code of Conduct and Whistle-blowing procedures.

11) Preventing bullying

Environment

The whole KGA community will:

- Create and support an inclusive environment which promotes a culture that reflects our values of confidence, creativity, courage, conscientious and consideration of others.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer-on-peer abuse).
- Recognises the potential for children with protected characteristics to be disproportionately impacted by bullying and will implement additional pastoral support as required.
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenge practice and language (including 'banter') which does not uphold the KGA values
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.

- Actively create “safe spaces” for vulnerable children and young people; providing high levels of staff supervision during unstructured times.
- Celebrate success and achievements to promote and build a positive educational ethos.

Policy and Support

The whole KGA community will:

- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Take appropriate, proportionate and reasonable action, in line with existing policies, for any bullying brought to the school’s attention, which involves or affects pupils, even when they are not on our premises; for example, when on educational excursions, or online, etc.
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

Education and Training

The KGA community will:

- Train all staff, including: teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school’s policies and procedures, including recording and reporting incidents.
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, student voice, PSHE Days etc.
- Collaborate with other local educational settings as appropriate, and during key times of the year, for example, during transition.
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as a focus week and personal development time
- Provide systematic opportunities to develop pupils’ social and emotional skills, including building their resilience and self-esteem.
- Create a whole school anti-bullying charter given special focus at start of academic year, found in every classroom

Parents and Carers

It is expected that the responsibility of parents and carers involves:

- Checking your child’s phone/social media accounts regularly. Remember pupils of a certain age should not have access to most social media applications; NSPCC guidance can be found [here](#).
- Consider limiting access (temporarily) to mobile devices and gaming consoles (victim & perpetrator) at home if the situation is linked to social media, phone calls, gaming or messages.
- Working with the school. Remember that there are two sides to every story – in most cases, no adults are present when these issues occur and so we need to judge a best-fit scenario to decide an outcome.
- Behaving appropriately via social media e.g. not joining in comments on Facebook
- Reporting not retorting.
- Raising concerns with the school in a timely manner, rather than waiting for a prolonged period of time before informing staff.
- Supporting consequences and/or advice given by the school, in line with our behaviour policy.
- Not keeping children off school if there is an issue.
- Not taking phone calls during the day from your child – tell them to speak to their Head of Key Stage or another member of staff.

12) Involvement of pupils

We will:

- Involve pupils in policy writing and decision making, to ensure that they understand the Academy's approach and are clear about the part they play in preventing bullying.
- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns at a national and international level, as well as embedding messages in the wider curriculum
- Utilise student voice in providing pupil-led education and support.
- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to pupils who have been bullied and to those who are bullying to address the problems they have.

13) Involvement and liaison with parents and carers

We will:

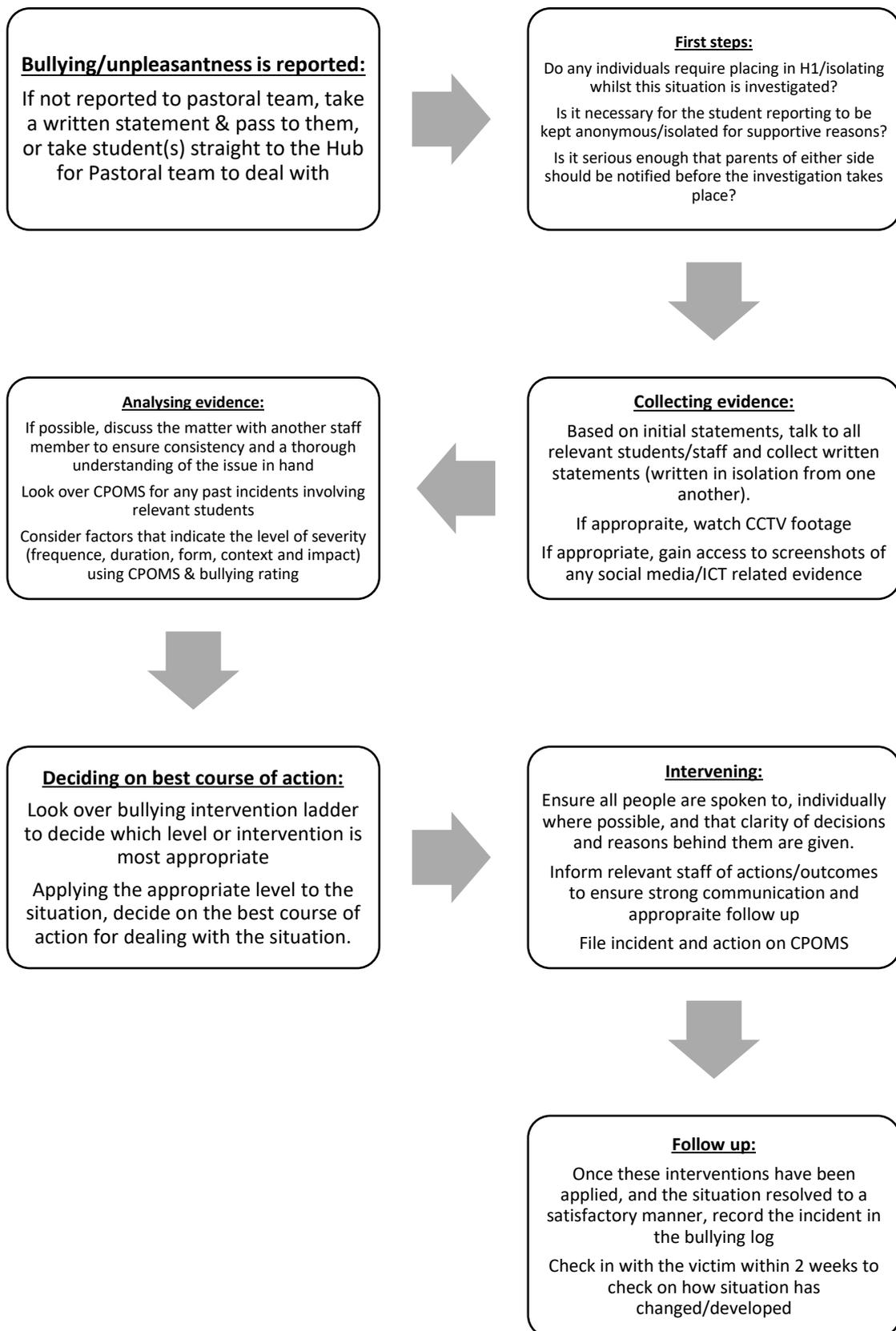
- Take steps to involve parents and carers to develop policies and procedures, to ensure they are aware that KGA does not tolerate any form of bullying.
- Make sure that key information about bullying (including policies, named points of contact and support from partner agencies) is available to parents/carers in a variety of formats, including via the school website.
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- Offer various Parents' forum to support parents/carers in protecting/nurturing their children
- Work with all parents/carers and the local community to address issues beyond the Academy gates that give rise to bullying.
- Encourage parents to work with the school to role model positive behaviour for pupils, both on and offline.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.
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14) Monitoring and review: putting policy into practice

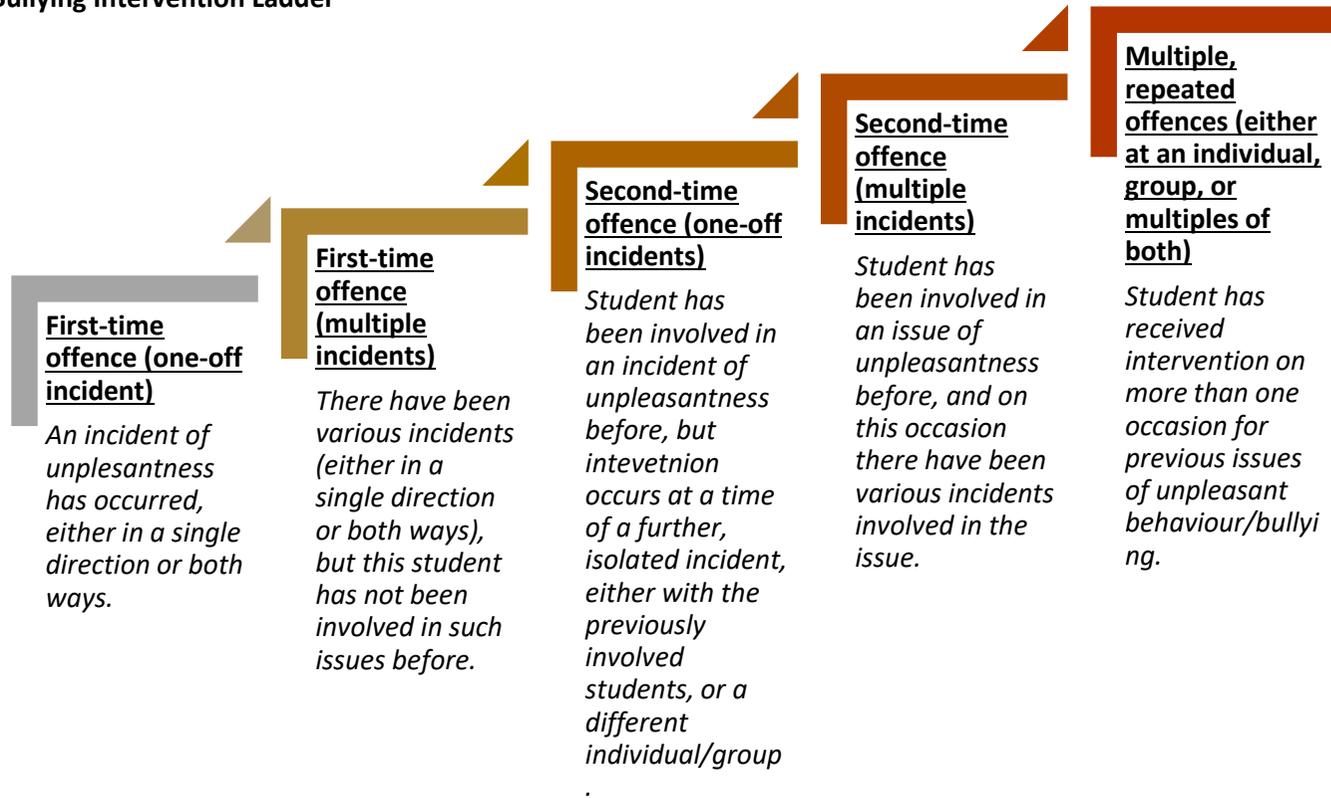
- The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.
- The Headteacher will be informed of bullying concerns, as appropriate.
- The Assistant Headteacher responsible for anti-bullying will report on a regular basis to the Local Governing Body on incidents of bullying, including outcomes.

Appendices

Appendix 1- Bullying Intervention Procedure



Appendix 2- Bullying Intervention Ladder



Regardless of the ladder, each case must consider the factors that indicate the level of severity (frequency, duration form, context and impact) before deciding on which actions are most appropriate.

ALWAYS- Phone parents. Record on CPOMS. Inform relevant teachers & check in with student for follow-up.

<i>No-blame meeting</i>	<i>No-blame meeting Use of behaviour system (traditionally ASD)</i>	<i>No-blame meeting Use of behaviour system (traditionally day in H1) Parental meeting Curriculum/TT changes</i>	<i>No-blame meeting Use of behaviour system (traditionally day in H1) Fixed-term exclusion Parental meeting Curriculum/TT changes Anti-bullying course</i>	<i>Fixed-term exclusion Curriculum/TT changes</i>
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INCIDENT INTERVENTION



Students involved	
Staff involved	
Dates of incident(s)	
Key details	
Place on intervention ladder	L1 L2 L3 L4 L5
Interventions applied	<p>Phone calls home No blame meeting Lunch detention</p> <p>ASD HI FTE Parental meeting</p> <p>Curriculum/TT changes Anti-bullying awareness course</p> <p>Other:.....</p>
Outcome	

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- The Restorative Justice Council:
- www.restorativejustice.org.uk/restorative-practice-schools

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities:
- www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf
- DfE: SEND code of practice:
- www.gov.uk/government/publications/send-code-of-practice-0-to-25

Cyberbullying

- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS)
- www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
- DfE 'Cyberbullying: advice for headteachers and school staff':
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf
- DfE 'Advice for parents and carers on cyberbullying':
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444865/Advice_for_parents_on_cyberbullying.pdf

Race, religion and nationality

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srrc.org/educational
- LGBT
- Barnardo's LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.each.education
- Proud Trust: www.theproudtrust.org

- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW)
- www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf
- Disrespect No Body:
- www.gov.uk/government/publications/disrespect-nobody-campaign-posters
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying:
- www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related/preventing-and-responding-sexual
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying:
- www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related